



First Give evaluation report

October 2017

Credits

Thanks to:

The young people, teachers, charities and facilitators who gave up their time to contribute to this evaluation.

IVAR, London 2017

Contents

1. Introduction and background	3
1.1 Evaluation aims	3
1.2 Methodology	6
2. Evaluation findings	8
2.1 Benefits to young people	8
2.2 Benefits to schools, teachers and charities	15
3. Success factors	21
3.1 The difference First Give makes	21
3.2 What works well	21
3.3 Looking ahead – points for further consideration	22
4. Final thoughts	24
Appendix 1	25
Teacher survey questions	25
Appendix 2	28
Interview questions for teachers	28
Appendix 3	29
Interview Questions for charities	29
Appendix 4	30
Questions for young people	30

1. Introduction and background

1.1 Evaluation aims

This report presents findings from an evaluation of First Give carried out by the Institute for Voluntary Action Research (IVAR) to:

- Assess whether the programme is meeting its aims
- Explore development opportunities for an internal audience
- Provide data and insights that might be used to recruit new schools
- Provide a foundation on which to support the planning of a full evaluation in 4–5 years

The evaluation explored two assumptions that underpin the First Give Programme:

1. That First Give helps young people to develop key skills in: leadership, public speaking, team working, design and delivery of research, being a responsible citizen.
2. That First Give helps to ignite a ‘spark of social conscience’ that extends beyond participation in the programme.

While we did not plan to evaluate against First Give’s third and fourth aims to develop a culture of giving in future generations and the commitment of charities to engage with young people (see Figure 1), this evaluation does shed some light on these issues.

The evaluation gathered the perspectives of First Give stakeholders (staff and trustees); young people who had recently participated in the programme; teachers leading and/or delivering First Give; and charities that were engaged in the programme.

This report draws on data from all our fieldwork (highlighting specific quotes anonymously or statistics where appropriate) in order to present key findings in three sections:

- Benefits to young people
- Benefits to schools, teachers and charities
- Success factors

We conclude with some ideas about key issues for consideration going forward.

Figure 1: Overview of First Give

The First Give programme

First Give is a fully resourced programme delivered in partnership with secondary schools to help young people give their time and skills to support local charities and improve their local communities. First Give aims to:

1. Ignite a spark of social conscience in young people.
2. Develop key professional skills in young people such as: teamwork, research, public speaking and leadership.
3. Build a culture of giving in future generations.
4. Grow the commitment of charities to engage with young people for the good of the sector as a whole.

Over eight lessons, the programme encourages students to identify local social issues in their area and engage with local charities that address them. Students work in teams to research their chosen charity and the issues it tackles, develop a presentation, and compete for £1,000 of grant money for their charity in a school competition.

The scheme of work promotes many aspects of Social, Moral, Spiritual and Cultural Education (SMSC) within secondary schools and is delivered in a variety of subject areas such as Citizenship; Personal, Social and Health Education (PSHE); and religious education.

Development of the programme

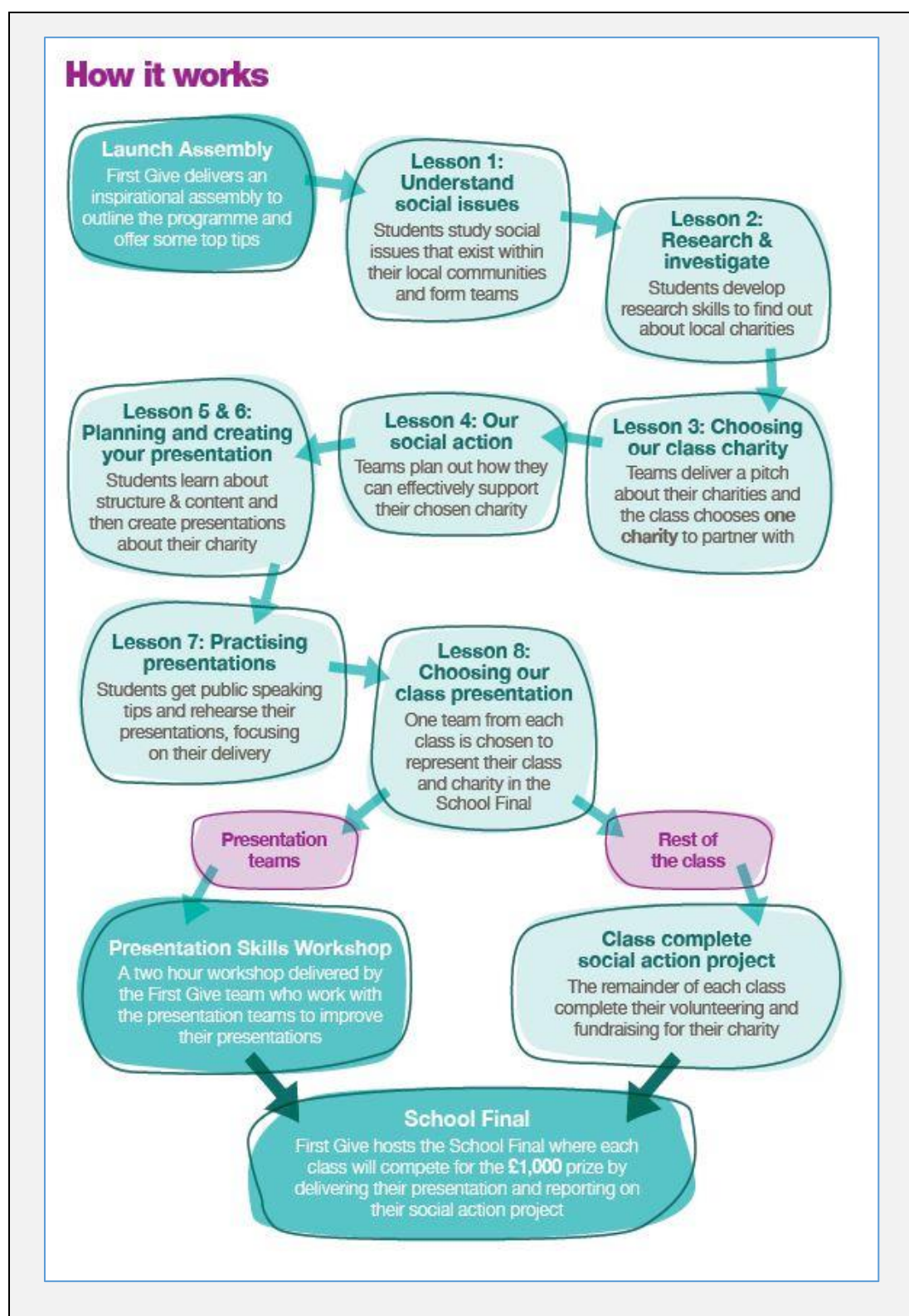
Since starting this evaluation, some changes to the programme have been made:

- Rather than each team selecting their own charity there is now one charity chosen per class. Charities are invited into school by teachers to run a question and answer session with students.
- In addition to the £1,000 grant for charities, classes also volunteer and/or fundraise for their chosen charity.
- Provision of an ASDAN award (a recognised award aimed at developing skills for learning, employment and life) for every participating student.
- A requirement for schools to make a £500 contribution towards the programme.

The following elements of the programme remain unchanged:

- The core pillars of the programme with a £1,000 grant for the winning charity.
- First Give's facilitation of a launch assembly, presentation skills workshop and school final.
- Resources – First Give will provide student course books and lesson plans.
- First Give will continue to provide ongoing support in programme delivery.

Figure 2: How First Give works: New process as of September 2017



1.2 Methodology

The evaluation was designed and delivered in collaboration with First Give. It drew on both quantitative survey data and in-depth qualitative data based on focus groups and interviews with students, teachers, facilitators and charities. There were four elements to the evaluation:

- **Scoping** interviews with internal stakeholders of the programme.
- **Online survey** to all teachers who completed the programme between December 2016 and July 2017.
- **Qualitative case studies in nine schools**, which gathered the perspectives of 162 young people to explore what First Give looks like from the perspective of young people and teachers. These involved interactive facilitated sessions using visual techniques and group exercises to understand what difference First Give made to young people. We also undertook seven face-to-face/phone, semi-structured interviews with teachers.
- **Semi-structured telephone interviews** with four charities and one facilitator.

A full list of survey questions, teacher and charity interview questions and student focus group questions can be found in the Appendices.

1.2.1 The case study sample

Together, First Give and IVAR agreed that the sampling criteria would ensure the inclusion of a range of schools across three key variables:

- Type of school: single sex male/single sex female/mixed
- Year group of students in which First Give ran: Year 7, 8, 9, 10, 12
- Number of years running the programme: 1, 2, 3+

The First Give population of schools for 2016/17 was reviewed and the sample criteria adapted accordingly. For example, the sample was weighted towards year 9 students to reflect the fact that this was where the majority of schools fell. The original research design proposed 10 case studies including one year 10 group, however due to exams and timetabling we were not able to complete the final case study.

Figure 3: Case study sample achieved

Year group	No. of years running FG	School type
7	2	Girls
8	1	Mixed
8	3	Boys
9	2	Boys
9	2	Mixed
9	3	Mixed
9	3	Girls
12	3	Mixed
12	1	Mixed

1.2.2 Survey data

An online survey was sent to lead teachers in 68 schools. The number of teachers involved in First Give per school varies, and lead teachers were asked to forward it to colleagues. There were 47 complete responses to the survey from 25 schools. While it is not possible to give an exact response rate, obtaining responses from 25 out of 68 schools (a 37%

response rate) is positive given average response rates to online surveys are in the region of 10-15%.

The majority of the 47 survey respondents (45%) were teachers that deliver/teach First Give; the remainder either lead the programme (14) or lead and deliver it (12).

Nearly half of respondents said that they taught First Give, in Personal and Social Education (PSE), PSHE or Personal, Social, Health and Religious Education (PSHRE). Other subjects in which First Give is taught included Human Studies, Pastoral time, and Religious education, Citizenship, Enrichment and Enterprise.

The majority of schools were running First Give for the first or second year.

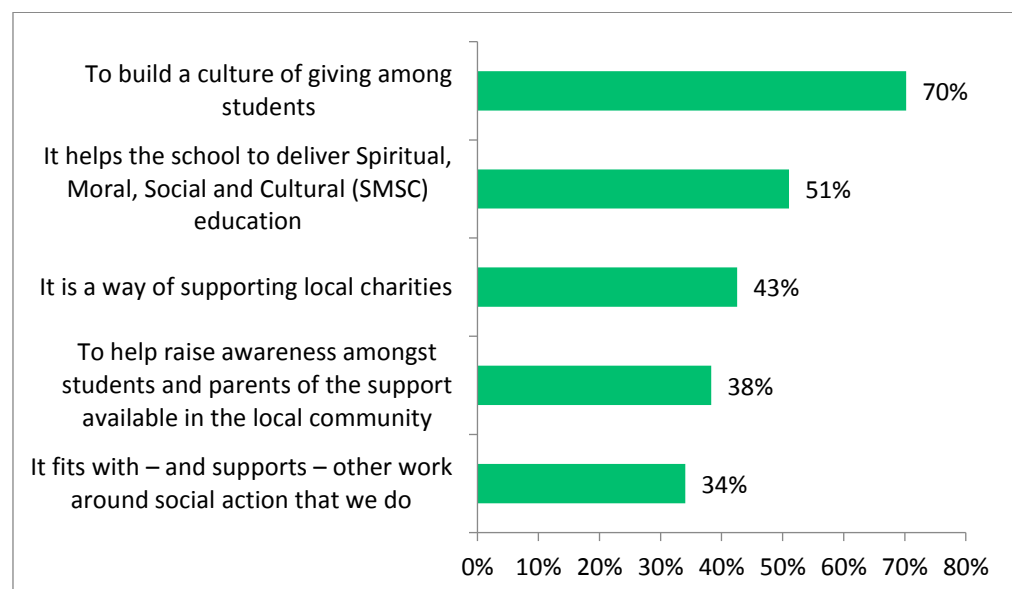
2. Evaluation findings

2.1 Benefits to young people

In this section, we draw on data from focus groups with students, interviews with teachers and the online survey of teachers.

Throughout our fieldwork, we asked young people and teachers to give their opinion of First Give – the responses were overwhelmingly positive. The majority of young people and teachers felt First Give was a valuable part of the school programme because it builds confidence, teamwork, and leadership and public speaking skills. Young people also valued learning about their local community and sharing that learning with others. Teachers surveyed said the number one reason for running First Give was ‘to build a culture of giving among students’ (see Figure 4). Our fieldwork in schools found that many students went on to take part in other charity activities beyond the programme in school and some continued to engage with their charities outside of school.

Figure 4: Top 5 reasons teachers gave for running First Give



The evaluation primarily focused on understanding the difference that First Give makes to the young people who participate. Our findings in relation to **skills and knowledge** fall into five main areas:

1. Increased confidence and improved public speaking
2. Teamwork
3. Leadership
4. Developing skills for the future
5. Improved social and emotional well-being

In the latter part of this section we use the evaluation findings to shed light on how First Give creates the conditions that may lead young people to experience the ‘**spark of social conscience**’, suggesting that First Give provides:

- Exposure to social issues
- Networks and friendships
- Ways to get involved

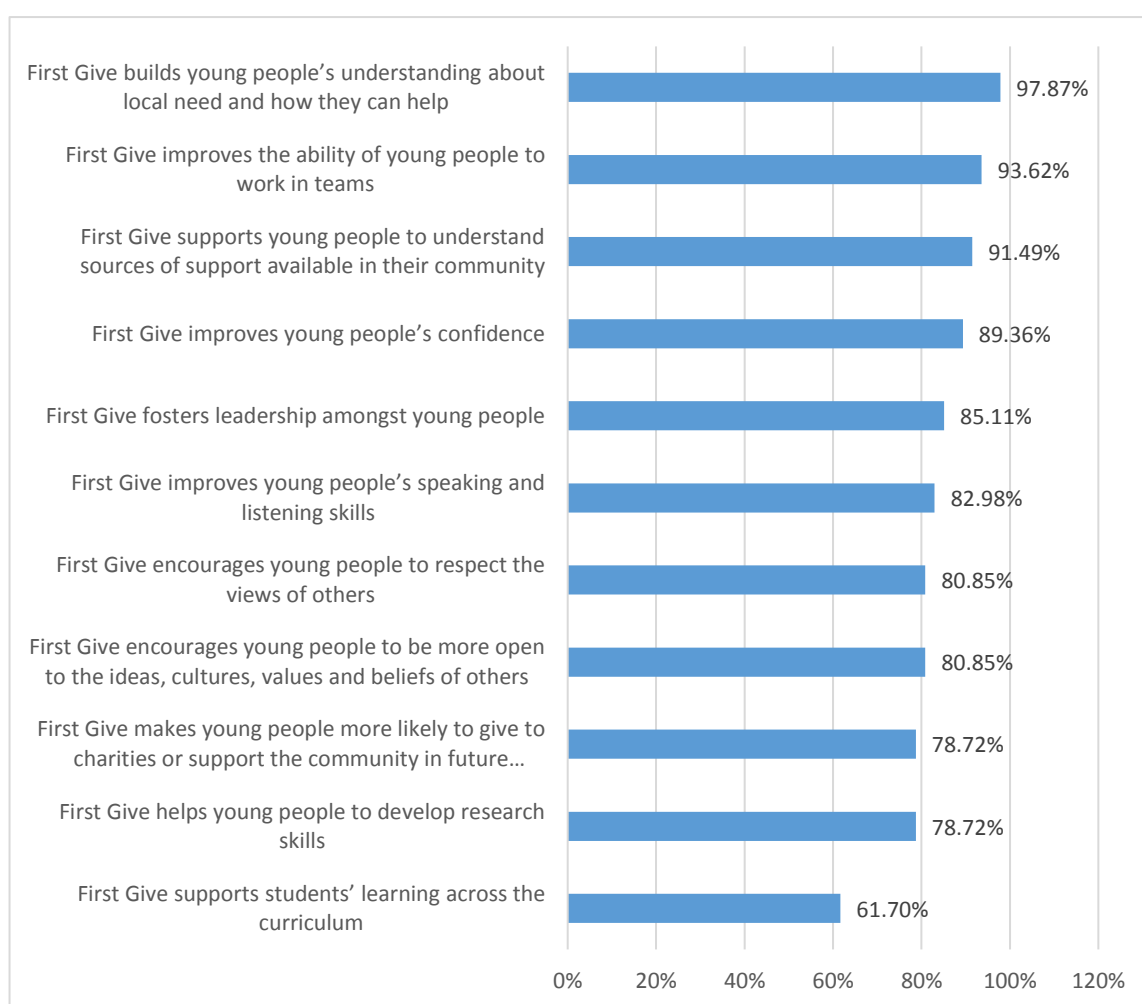
2.1.1 Skills and knowledge

Increased confidence and improved public speaking

Students and teachers said that First Give helped young people become more confident, and develop their presentation, public speaking, social and communication skills:

- 89% of teachers surveyed agreed that the programme improves young people's confidence.
- 83% agreed First Give improves young people's speaking and listening skills.

Figure 5: Benefits of First Give for students – degree to which teachers agree/strongly agree



Our school case studies show that First Give appears to push students outside of their comfort zone, helping them feel able to speak in front of an audience:

'It gave me confidence because I'm normally scared to present in front of many people, but this time I was less scared and able to give the presentation.' (Year 9 student)

'[Students showed] increased empathy and confidence to have their voices heard and to make a difference.' (Teacher survey)

'Gives me confidence to speak in front of an audience.' (Year 8 student)

Some students explained that this 'increased confidence' extended to other areas of their lives too:

'It helped me gain confidence especially with sports I play and my presentation skills.' (Year 8 student)

'First Give gives a lot of confidence and can improve your social skills. It made me feel mature.' (Year 8 student)

Confidence appeared to improve over time, especially for those who had repeated opportunities to practise public speaking, such as those that went through to the school final. These students first presented in front of peers and teachers, then their classes, followed by presentations to parents and/or the rest of the school: *'I was really nervous before about going on stage ... on the night I was able to present'* (Year 7 student).

Figure 6: Postcards chosen by students to represent their experience of First Give



Students and teachers said the programme provided a way to support the confidence of different kinds of students – those with a flair or interest in public speaking as well as students who were shy or less keen on talking in front of people.

Students who identified as being shy said the programme supported them to speak in front of an audience:

'It helped me to gain more confidence as I am naturally quite shy so I don't feel very comfortable with speaking in front of a crowd of any size.' (Year 8 student)

Teachers agreed that some shy students improved their presentation and social skills:

'[First Give benefits] those who may not have the opportunity or feel confident to participate in public speaking frequently.' (Teacher survey)

'Certain shy students feel more confident with public speaking.' (Teacher survey)

There were different views about benefits to students for whom English was a second language (ESL). Some teachers said it helped by increasing ESL students' *'interactions'* with other students, while others said these students and those with special educational needs found it hard to engage with the programme.

In addition to improved confidence related to public speaking, students also reported gaining confidence through their engagement with charities, speaking to them over the phone and in many cases organising a visit. One student said the programme helped her gain the *'confidence to speak to people you don't really know'* (Year 9 student). During

focus groups, students said the programme made them feel more *'independent', 'brave'* and *'able to speak out'*.

Whilst the majority of young people who had taken part in First Give felt their confidence and presentation skills had improved as a result, we found some evidence to suggest that this was more pronounced in those who had engaged with all aspects of First Give – i.e. making it through to the school final. Overall, the evidence suggests that First Give provides opportunities for young people to take their own personal 'journey' to become more confident. Not every young person will reach the same level of confidence or public speaking capacity (or compete at the final), rather young people progress based on their individual level of ability.

Teamwork

We explored with students whether First Give had given them – or developed – their teamwork skills. Their views were overwhelmingly that it had – even if it had been challenging. They said they learned about sharing tasks, conflict resolution, *'cooperation', 'time-management', 'communication'* and *'organising'*. Managing differences of opinion was highlighted as being particularly valuable by one year 12 group; comments included: *'having different opinions helped us to come up with new ideas'*; and *'I learnt that working together as a team, a common interest and conflict is the important thing'*.

Overall, 93% of teachers surveyed agreed First Give improves the ability of young people to work in teams. Teachers said the programme *'gave students the opportunity to present, research and deal with issues as a team'* (Teacher survey). They valued the team-working skills built. This was described as *'a key stage in their development'* (Teacher survey), which *'gives the students the chance to work together in important and meaningful ways'* (Teacher survey). Some schools set up a peer support element and said that younger students benefited from help from older peers with key skills such as IT.

Teachers either allocated teams or let students self-select. The majority of young people felt that First Give worked better when they were able to choose their teams: being able to choose reliable peers with a shared interest and similar levels of motivation was important. Some students explained that a lack of motivation amongst their group made it difficult to enjoy the programme fully, especially when people did not turn up to group meetings. However, some agreed that there were benefits to being placed in teams, as one teacher reported, *'Girls made new friendships and collaborated with peers they wouldn't normally work with'* (Teacher survey).

The programme also gave students with different strengths an opportunity to excel in ways the standard curriculum might not usually support:

'The team that won is full of bright but difficult girls. Usually they cannot act in a cooperative way. The team that came third is full of academically weak girls who made outstanding progress ... Usually these girls don't speak and dislike presenting to the class.' (Teacher survey)

One teacher told us that the programme gave some more confident, but perhaps *'unfocused'*, students a way to develop their skills in teams. First Give appears to provide young people with different skills and abilities depending on their interests, and a chance to shine in ways they may not normally do.

Leadership

Linked to skills gained around teamwork, we also heard that First Give could help foster leadership in some young people. Teachers said the programme had helped students develop listening skills and *'an opportunity to lead for natural leaders'*. As a survey respondent noted:

'There were several students who until that point I had never seen take a lead or volunteer and suddenly they were the lead pitchers for their charity.' (Teacher survey).

[First Give] encourages those who have shown hints of leadership previously to utilise and build on leadership skills.' (Teacher survey)

However, some noted that the programme potentially reinforced roles and personalities, saying that those who normally lead would continue to do so. Here, the mix within teams was an important factor in whether this risk was overcome: *'Shy students are not pushed enough to present if they are in a talkative group'* (Teacher survey).

Developing skills for the future

There were different views on whether First Give supported young people to gain skills for the future, such as for employment or further education. Students valued skills such as teamwork, research, public speaking and leadership, which they felt directly related to skills they might need in the future:

'... because I want to be a digital advertiser I need to know how to present a presentation.' (Year 9 student)

'I learned how to do research better and work as a team. This is good for jobs.' (Year 8 student)

'Most students can articulate their ideas in more fluent ways.' (Teacher Survey)

One of the charities interviewed said First Give gave students practical skills, such as learning how to get ready for a meeting or conduct business-like phone calls. The year 12 students we spent time with were less sure about whether they had gained skills that would help them with jobs and university applications. There was also some evidence to suggest that students did not feel they benefited from improved research skills, with students feeling that the programme focused more on, and was better at, supporting presentation skills.

Improved social and emotional well-being

Some teachers said First Give led to improved behaviour and motivation amongst their students, providing opportunities to discuss social issues and share personal experiences, which lead to improved empathy and stronger bonds. In one school, discussions in First Give lessons had led to setting up a mental health club, equality team and LGBT club.

The opportunity to discuss or share personal experiences was seen as important for students' social and emotional well-being. One teacher explained: *'A wide range of participants presented issues I know have affected them personally'* (Teacher survey), providing an opportunity to raise awareness of issues amongst classmates, build bonds and realise they might not be the only ones affected. Teachers said students experienced a *'sense of pride and confidence'* and reported improved self-esteem.

2.1.2 Igniting a 'spark of social conscience'

The evaluation looked at young people who had recently participated in First Give (within a few months of the fieldwork). For this reason, it is not possible to draw conclusions about length of time the benefits articulated so far may be sustained. However, the findings appear to show the beginnings of what might comprise the 'spark of social conscience' described by the First Give team. Thinking about what this 'spark' means or looks like was less developed at the outset of the evaluation than the rationale for developing skills, which are relatively well-understood and about equipping young people for later life. In contrast, the 'spark' is perhaps more intangible/ambiguous. We therefore thought it might be helpful to situate the learning on this in wider theory/understanding about programmes of this kind.

In the section below we draw on *The participation equation*¹ (see Fig 7), which may be useful in considering how First Give creates the conditions which leads to young people experiencing the 'spark' and participation beginning.

Figure 7: The participation equation – why participation starts, continues or stops (Pathways through participation, 2011)



Mapping First Give to the participation equation Exposure to social issues – motivation

First Give provides young people with exposure to social issues in their local communities. The evaluation findings suggest that First Give is successful in raising awareness among both students and teachers about the work of small, local charities. Many of the charities that young people chose to support were those working to address hidden issues, including child abuse, domestic violence and homelessness. Students often referred to having their 'eyes opened' to social issues on their doorsteps – through both their own research and the presentations of others:

'I didn't know the local problems before and learned a lot from the ones the other groups were doing.' (Year 12 student)

'Made me see what goes on in the real world.' (Year 9 student)

Teachers felt that they too learned about local issues and organisations (especially if they were not from the area). Specifically, the focus on local issues helped students feel more motivated and connected to the cause:

'our area is the highest in London for domestic violence ... it gave me a personal perspective of the issue and that made me feel more passionate because it was helping local women.' (Year 12 student)

We found that exposure to these hard-hitting social issues seemed to have the greatest impact on younger (year 7 and 8) students, who were often encountering them for the first time. One year 7 student told us with indignation, that homelessness is a much bigger issue than what people see on the streets, asking us if we were aware of the 'hidden homeless' – people living in poor accommodation and 'in tough situations'. Some of the students had chosen to focus on issues that directly affected them; as one teacher said there was a 'wide range of participants presenting issues I know have affected them personally' (Teacher survey).

¹ Brodie, E., Hughes, T., Jochum, V., Miller, S., Ockenden, N., Warburton, D. (2011) Pathways through participation: What creates and sustains active citizenship?, NCVO, IVR, IVAR, Big Lottery <http://pathwaysthroughparticipation.org.uk>

Young people were generally keen to be supporting smaller, local charities through First Give, feeling that the bigger ones (e.g. Oxfam) are well served already:

'It helped us realise how many small charities there are in our area trying to help people because I only knew the bigger ones like Oxfam.'

'The project gave me a better insight into the local charities in my community and (even though they do not earn that much revenue) the incredible help and support that they provide.' (Year 8 student)

Engaging with smaller, local charities may be a particular motivator because they are closer to home and therefore more relevant:

'We feel the project helps the students in developing a moral conscience and builds awareness of the needs of others in their local community.' (Teacher survey)

'[First Give] developed a sense of community, giving and the knowledge that we can all make a difference.' (Teacher survey)

'Grows their understanding of the purpose and the pivotal role they play in helping the community.' (Teacher survey)

Exposure to social issues helps young people connect with things happening around them. This can lead to a different, more nuanced way of engaging with complex issues. One teacher made this point, saying students discussed issues *'in a more respectful way and it has helped them develop empathy'* (Teacher survey).

Exposure, local connections and a greater sense of community appear to provide the conditions to **motivate** young people to engage with community issues.

Networks and friendships – Trigger

The teamwork model of working that First Give provides is an important source of motivation, support, encouragement and competition, which has the potential to sustain or deepen involvement in social action. Social networks help shape an individual's personality, motivations and capacity and can trigger involvement. Such networks can also support or prevent young people starting or sustaining participation, as well as determine the likelihood of success. This was evident in the conversations with young people about working in teams, where the mix and levels of motivation affected young peoples' enjoyment of the programme.

Understanding how to get involved – resources and opportunity

First Give provides a vehicle for young people to engage with their communities both inside and outside school. The programme supports schools to equip young people with resources, such as confidence and self-efficacy, to engage in social action should they wish to do so in the future. Comments from students included: *'[First Give helped] with understanding how charities work'* (Year 9 student) and *'I learned how to help people and how important it is to know your community problems'* (Year 8 student).

The survey found that 98% of teachers agreed that First Give builds young people's understanding about local need and how they can help. One school surveyed their students after the First Give programme and reported students had said *'they didn't know so many charities existed locally.'* (Teacher survey). Most students have never previously been involved in social action and simply do not know how to: *'This programme makes them aware of how to [get involved] and encourages them to look into issues they are passionate about and take action'* (Teacher survey).

Although only a few students in our sample continued to work with their charities after the programme finished, some said they aspire to volunteer, do something for their communities or donate money to charity in the future: *'First Give made me want to carry*

on doing charity work in the future' (Year 8 student) (see Figure 8). The majority of teachers (79%) also thought that taking part in First Give meant young people would be more likely to give to charities or support the community in future. Teachers also thought that students became more independent and more likely to get involved in activities outside school.

The school setting can be seen as providing a 'readymade' community to give young people the resources (access to information and experiences), while First Give supports schools to build on individual resources, for example individuals' experience, knowledge, confidence and sense of agency, to support future participation.

Some schools had taken the opportunity to align First Give with a wider ambition to build a culture of giving and learning. For example, in some schools older students have been mentoring/helping other students with skills such as IT; others had tied the programme in with activities such as fundraising, or were developing relationships with local voluntary and community organisations; others had used the opportunity to invite other stakeholders and parents to the First Give school final.

Figure 8: Examples of action beyond First Give

Action beyond First Give:

In the community

- A group that researched AgeUK 'have understood the importance of social interaction with the elderly and many have now increased interaction with their grandparents and local elderly homes.' (Teacher survey)
- 'I'm more likely to donate to charity.' (Year 8 student)

In school

- 'The behaviour has improved in lessons because students have an opportunity to discuss social issues and some of them share personal experience. This improves their empathy and they really form strong bonds. Through First Give we have a group of mentors in year 9 helping other students because of the First Give programme. Social issues discussed gave birth to Mental Health Club, Equality Team and LGBT Club ... First Give opened a lot of opportunities ...' (Teacher survey)
- 'Students are more involved in different school clubs, e.g. school magazine.' (Teacher survey)
- 'We led the First Give project during the Spring term; this term [Summer] students are given an enterprising brief to design and make products to sell at the end of year fair – all of my students have elected to donate some of their money to charity.' (Teacher survey)

2.2 Benefits to schools, teachers and charities

As well as exploring the difference made to the young people who participated in First Give, we were also asked to consider the value of First Give to participating schools, teachers and charities. The findings presented here are based on results from an online survey of 47 teachers and interviews with seven teachers and two charities.

First Give is designed primarily to benefit young people, to harness their skills, passion and creativity for social change. In addition to the benefits to young people outlined in the previous section, First Give appears to have a 'ripple' effect on schools, teachers and charities, helping to build relationships (between the school, community, parents, trustees) and networks (opportunities for charities to build/strengthen relationships with schools). Some schools have made more of the programme than others, using it as a 'structure' to go into and engage with the community or as a basis for other community/charity activities.

2.2.1 Improves profile of the school and young people

First Give provides a vehicle for young people to engage with people outside the school. Teachers thought this was important for two reasons, firstly because it helped enhance the school's profile and visibility, and secondly because it *'improves the image of young people – [it's] good PR that young people can be sensible, young adults, willing to help'* (Teacher survey). Students were not only representatives of their schools, but also became *'representatives and ambassadors of their chosen charity'* (Teacher survey). One teacher said that since completing First Give, pupils/the school were invited to community events. The programme was thought to work best where there was leadership, energy and commitment to working with communities.

2.2.2 Being part of the local community

First Give was often described as supporting or aligning with a school's ethos or mission to become more embedded in the community. According to one head teacher: *'The real power of First Give is the structure it gives to schools to go into and engage with the community'* (Teacher interview). For one school, *'service and charity awareness has become even more of a focus'* (Teacher survey). Teachers said they had learnt about, and built relationships with, the local community as a result of the programme. For example, one teacher said she is now *'more open to people's needs and what we need to be giving back within our own community'* (teacher interview). Charities too said they valued the opportunity to develop or strengthen relationships with schools through First Give.

We found some examples of schools continuing to work with charities beyond First Give, for example, one chose their winning First Give charity – a homelessness charity – as the 'school charity' that year and collected toiletries, hosted a sleep-out and planned to paint rooms at the homeless shelter. Another charity said that they really valued the feedback young people had offered in relation to their anti-bullying work. Small charities also said they greatly valued the money they received.

2.2.3 Parental engagement

Teachers said First Give helped them engage with parents. For example, some teachers working with younger cohorts – years 7 and 8 – enlisted the help of parents to transport and supervise visits to charities. For these teachers, this engagement helped them develop relationships with parents. These teachers also commented that the parental involvement in First Give encouraged parents to widen their awareness of local issues (Teacher interview). The final was highlighted as an excellent *'opportunity for parents and staff to see a really positive aspect of student's in-class learning'* and to *'get parents involved'*.

2.2.4 Benefits to charities

Charities valued First Give's dual focus on awareness-raising and fundraising:

'This kind of programme really helps organisations like ourselves – the money they gave us was really important to us.' (Charity interview)

Raising awareness of a charity's work in the local area, especially amongst parents as potential donors or supporters, was also valued:

'It's close to where we work ... these are people we would be targeting for fundraising.' (Charity interview)

Although the prize money was important, several of the charities also valued the opportunity First Give had provided to work with young people:

'Money has been important but also children and young people are the heart of what we do – it's a chance to talk to people and find out what's happening in their world.' (Charity interview)

In some cases, young people worked with the charities beyond the end of First Give providing volunteer time and skills, as one interviewee commented:

'We would definitely do it again. The young people were really helpful and experienced with IT skills – they gave us ideas for how we can improve on our media. Good to have young people to share things with.' (Charity interview)

The structure of First Give – whereby young people learn about the charity and then present to wider groups – matched the peer mentoring approach used by several of the charities interviewed:

'First Give is a wonderful exercise. So much autonomy. Young People have to be self-motivated. They have to interview us and then take that information away and put it into a creative format for their peers. It awakens passions that they didn't realise they were interested in before ...' (Charity interview)

While charities were very positive about their First Give experience, there were some comments about the strain on resources placed on very small organisations. For example:

'If there were many more requests we might have to turn people away because we are a small team.' (Charity interview)

One interviewee also suggested that the informal way students contacted charities could be off-putting for some. For one charity, space was an issue and they suggested it would be helpful if the school could be used as a venue for meetings. A number of these issues are likely to be addressed in the restructure of the programme. Overall, the partnership between young people and charities seemed to work best when a charity's 'goals' and 'ethos' were aligned to those of First Give.

2.2.5 Benefits to the school community

There was widespread agreement amongst teachers that First Give helps to build a culture of giving amongst students (70% agreement). Teachers thought the programme helped improve the 'sense of community amongst students', develop 'a year group ethos' and 'create a sense of doing something for others.' (Teacher survey).

On the whole, teachers spoke highly about the school final, for example: *'The FG final is such a humbling experience, hearing about local people working hard in the community – it's powerful for students and for staff'* (Teacher survey).

When asked, what was the most important thing to come out of teachers' and schools' participation in First Give, teachers said:

'Greater understanding of social issues and the benefit of giving time and raising money.' (Teacher survey)

'Students are proud of what they did, have a greater understanding of charity and worked well independently and in teams.' (Teacher survey)

'The students' pride in succeeding for their charity – they were over the moon!' (Teacher survey)

'An understanding of those in need particularly within the community.' (Teacher survey)

'Students have worked well together for a good cause which is really important to see.' (Teacher survey)

'Developing an understanding of complex social issues.' (Teacher survey)

'Clear focus for that year group to work together on a project that was based on altruism.' (Teacher survey)

These comments suggest that First Give provides young people with an opportunity to feel a sense of pride and may help develop a 'culture of giving' among young people.

2.2.6 Teacher-student relationships

Most teachers thought that the greatest benefit of First Give was gaining an increased understanding of their students. The programme helped teachers to 'see students in a more rounded way' (Teacher interview), understand what they are interested in, and see a different side to them. As one teacher commented: First Give 'showed the best of our students and that we should never underestimate what they can achieve'.

Seeing pupils in a new or different light was something that reverberated across the school, as teachers not involved in First Give were able to see what young people had achieved at the school final. When asked about the difference First Give had made to them as a teacher, one teacher said:

'a greater respect for the students in my year – at age 12/13 the idea of phoning charities arranging to go and meet them and then presenting to parents and staff would be horrendous for most students. But they all rose to the challenge and were amazing.'

This reflects the sense of pride in students expressed by many of the teachers.

2.2.7 Teaching practice

The survey asked for teachers' views on First Give materials, resources and support (see Figures 9 & 10). Responses were generally positive:

- 91% of teachers said the teaching resources were good, very good or excellent.
- 89% said that remote support from staff at First Give was good, very good or excellent.

'I have really appreciated the support. Often I have these ideas and as the year progresses, the ideas never become a reality but knowing that someone from First Give was actually coming in and that there were deadlines to meet really motivated me to keep on top of the programme and to remind the teachers about the programme.' (Teacher survey)

Our findings indicate that most teachers embed First Give programme activities into their existing teacher style/method, drawing on or adapting resources to suit, and the programme works well when used in this way.

Figure 9: What difference would you say that First Give has made to you as a teacher?

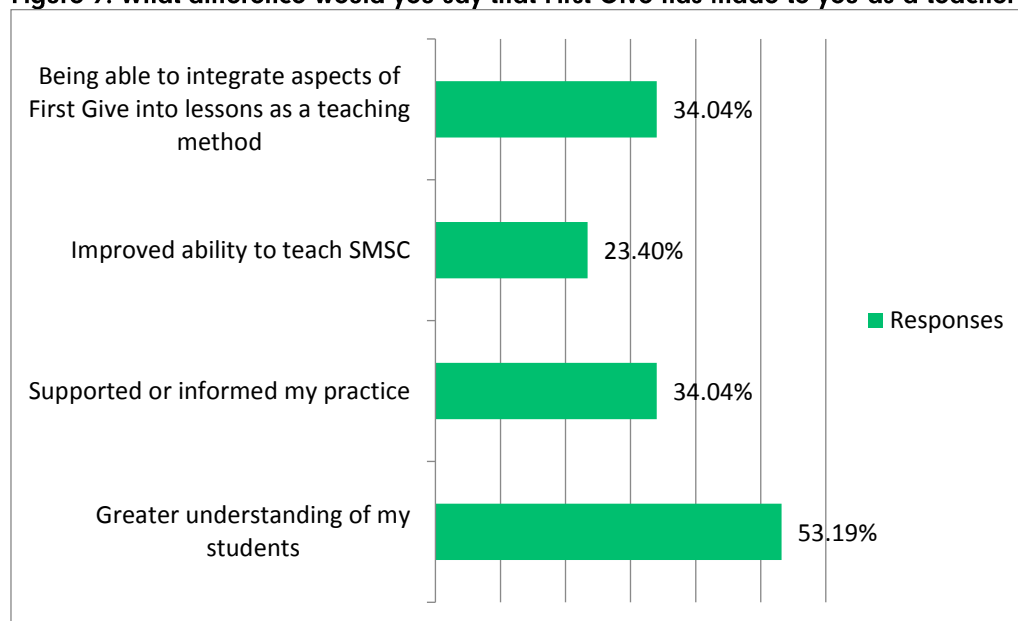
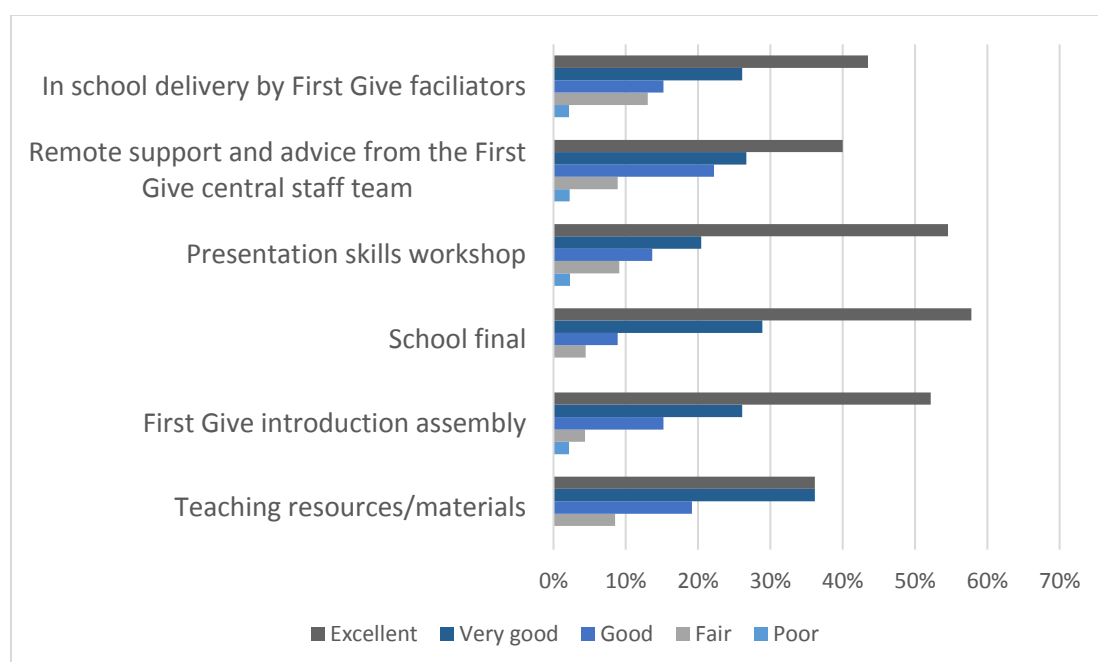


Figure 10: Teacher ratings of First Give elements



Specifically, teachers said that First Give had been useful to them in the following ways:

- As a 'vehicle for giving students more responsibility' (Teacher survey) and helping them to become more independent:

'It has shown me that having a clear structure for a set of lessons and then actually creating a school final is good as it allows the kids to work for something themselves. I think what I am trying to say is that it stopped ME spoon feeding THEM so much and forced me to stand back and let those who could, achieve more together.' (Teacher survey)

- As an opportunity to reflect on practice. One year 7 teacher said First Give had taught her about herself, including how to 'give more opportunity to the girls and let them become leaders for tomorrow ... I think it's one of the best initiatives in schools'.

- As a set of tools to use in other work. Some teachers commented specifically on the tools, techniques and structure, saying the programme supported/linked with work in other teaching areas as well as providing '*an excellent assessment tool for PSHE*' (Teacher survey).

3. Success factors

This section draws together findings from the evaluation as well as key points emerging from discussions between IVAR researchers and First Give staff in August 2017.

First Give ran several pilots testing changes to the programme during 2016-17, some of which have been rolled out across all schools (see Figure 1). Several of these developments may go some way to addressing the issues raised in this report.

3.1 The difference First Give makes

- **Exposure to social issues** – young people learn about the local community, develop their ability to engage respectfully in discussions about complex issues, build connections outside of school and are introduced to ways of getting involved.
- **Teamwork** – young people are trusted to work in teams, learning how to handle conflict, cooperate and work together. The programme also provides an opportunity for young people to excel in ways the standard curriculum might not usually support, or demonstrate skills they are not usually recognised for.
- **Leadership** – working in teams encourages those with leadership potential to utilise and build on these skills. In particular, the programme gave some more confident but ‘*unfocused*’ students a way to shine.
- **Supporting personal journeys** – progress is made not only on ability, but also on interest and motivation. Not every young person will reach the same level of confidence or public speaking skills, rather young people make progress based on their level of ability.
- **Difference made to schools and teachers** – teachers gain a greater understanding of their students, learn about their interests and often see them exhibit different skills or show a different side to their personalities.
- **Ripple effect/wider benefits to schools, teachers and charities** – the programme is used as a vehicle to establish and strengthen relationships between schools and the community.

3.2 What works well

Our findings demonstrate that First Give works best when the following elements are in place:

- **Alignment of values** – teachers are supported to embed the programme within schools (which often takes several years). This was most successful where there was a strong commitment to school values around community and momentum/energy around mission.
- **Vision** – to take the programme further and use it as a lever to build relationships with charities, parents and other local stakeholders, for example using the final to engage with local politicians or inviting parents to support young students visit their chosen charities.
- **Teacher and leadership buy-in** – in particular, where teachers were supported and encouraged to make the most of the programme and able to adapt it to their context and students. Also, where there was buy-in for the programme at a senior leadership level.
- **Choosing issues that resonate** – the most enthusiastic students were those who chose issues that had personal relevance (for a variety of reasons). Changes to First Give in 2017/18 will mean that classes now choose one charity to focus on at the outset. The evaluation findings suggest that this could lead to a drop in engagement because young people will not always be supporting the charity

that most interests them or that they undertook research on. However, the process by which classes build consensus around choosing the class charity may counter this risk.

- **Peer support** – teachers benefited from support and guidance from other teachers who had run the programme before. Others suggested opportunities to meet with other teachers running First Give would be welcomed. Younger students doing First Give were said to benefit from support from older peers with key skills such as IT.
- **Face-to-face contact** – there was widespread agreement amongst both students and teachers that face-to-face contact made a big difference to the level of enthusiasm and quality of presentations. Meeting charities made the issues feel more real for young people.
- **Charities gain more than money** – charities whose mission or values align with First Give or the school seemed to get most from the programme. In some cases, young people continued to work with their organisations, for example young people help with communications materials or volunteer time.
- **Teachers embed First Give into their existing style/method** – the majority of teachers seemed to embed the programme into their existing teacher style/method, and our interviews suggest it works well when used in this way.

3.3 Looking ahead – points for further consideration

During the evaluation period, First Give was piloting several new developments to the programme (see page 4) in order to engage more young people for longer. Some of the issues raised during fieldwork for the evaluation related to issues which the aforementioned changes aim to address. In light of this, we primarily focus here on the aspects that may not be covered by these developments.

3.3.1 Articulating and framing the benefits of First Give

Younger pupils spoke more enthusiastically about the programme than older students, which suggests levels of engagement may depend on age and ability. There is a question for First Give here in terms of what might be done to help frame/motivate students in different year groups. For example, for older students, clearly outlining the benefits of including their First Give experience on CVs and UCAS applications. This year First Give are providing an ASDAN Award for every participating student which may go some way to mitigating this issue. Would it also help to give older cohorts more choice and autonomy over what they do within the First Give framework to encourage active participation?

There were a couple of comments about the opening assembly, which did not inspire young people as much as it could have, and some suggestions about more interactive workshops – for example, the programme could open with a workshop. A new assembly format with a greater emphasis on social action reflects the updated programme model. It's hoped that these assemblies, now right at the beginning of the programme, will be much more motivational.

There were also several suggestions for a quality mark or community impact award to incentivise schools.

3.3.2 Maintaining engagement for everyone – not just the winners

There was widespread agreement amongst students and teachers that: *'the most difference is made to those who go furthest'* (Teacher interview); *'... it is very difficult to motivate some of the students – and it seems those who are already motivated seem to be the most successful'* (Teacher survey). As one student noted: *'we worked really hard on it and didn't get anything in the end'* (year 12 student). First Give has adjusted how the programme is delivered so that each class collectively chooses the issue and charity to focus on. The charity is invited into the school to talk about their work. Young people

research their charity, design their presentation and compete for a place at the school final. The commitment of the whole class to one charity ('one class, one charity' – rather than individual teams choosing different charities) may help mitigate the reduction in engagement, which we found was experienced by students that do not progress to the school final.

3.3.3 Greater flexibility

Some students did not like how restricted their presentations had to be:

'five minutes isn't enough time to present, we needed more slides, flexibility with the length. I felt we spent a lot of time getting to know the charity then couldn't talk about it properly.' (Year 12 student)

Would more flexibility help or is it a case of providing more support or information about how to deliver an engaging, succinct presentation? One option may be to tailor the programme for different year groups, in particular for year 12s, so that First Give might be seen as more of a framework than a set plan.

3.3.4 Engaging with charities is a challenge for schools and students

Students and teachers often said there were a limited number of local charities from which to choose. Some teachers also had safeguarding concerns about students visiting unknown organisations unaccompanied. There were also concerns about the burden of time placed on small charities to deal with a large number of enquiries, a point echoed by one of the charities we spoke to. However, three charities we spoke to said that although their involvement did take some time, the benefits of engaging with young people and the financial reward outweighed this. The 'one class, one charity' model also ensures that all charities who have engaged with the programme will be represented at the school final and all will benefit from money raised by young people.

Teachers and students suggested that it would be beneficial to create a short list of trusted charities who have agreed to take part that students can choose from; however, this may impact negatively on the youth-led nature of the programme. The 'one class, one charity' model may reduce the burden on local charities, but it would be worth monitoring whether this impacts on interest and enthusiasm since young people will not have so much individual autonomy to choose issues that interest them.

4. Final thoughts

First Give has now come to the end of its third year. Adjustments have been made to the programme whilst this evaluation was being carried out. These address some of issues raised by schools and pupils during this evaluation, in particular around access to charities and maintaining and widening benefits beyond those that reach the final.

This is a good time to reflect on progress to date. The evaluation provides a large body of data from a range of perspectives and stakeholders. Furthermore, the thoughtful and heartfelt comments of individuals involved in the evaluation offer extremely valuable insights into the benefits of First Give, as well as areas for possible adaptation going forward.

Our evaluation findings suggest First Give builds confidence and helps young people develop key skills in leadership, public speaking and team working. It also seems to have added benefits of strengthening teacher-student relationships, building a sense of community within year groups and helping schools engage with the wider community. The evaluation also starts to outline what 'a spark of social conscience' might look like and how the programme lays the foundations for future social activities. First Give undoubtedly makes a difference to schools, teachers and charities, and these benefits are strongest where there is an alignment of values, vision for the programme and commitment to a social mission.

Appendix 1

Teacher survey questions

ABOUT YOUR SCHOOL

1. **What is the name of your school?**
2. **What is your job title/role?**
3. **What is your involvement with First Give?**
 - I am the lead teacher only
 - I teach First Give (delivery teacher)
 - I lead and deliver First Give
4. **How long has your school participated in First Give?**
 - This is our first year
 - This is our second year
 - This is our third year
 - Don't know/other
5. **Please select your school type**
 - Single sex girls
 - Single sex boys
 - Mixed

YOUR EXPERIENCE OF FIRST GIVE

6. **What would you say is the main focus of First Give?**

Choose 3 most important

- A programme to support public speaking and other professional skills
- A programme to develop spiritual, moral, social and cultural skills
- A programme to help young people develop a social conscience
- A programme to support young people's personal development
- A programme to support charitable giving/activity in the community
- Other, please explain

7. **Why do you choose to run First Give?**

Choose the 3 MAIN reasons

- It helps the school to deliver Spiritual, Moral, Social and Cultural (SMSC) education
- To support students' education in curriculum subjects such as English, Citizenship, RE, PSHE
- It is a way of supporting local charities
- To build a culture of giving among students
- To help raise awareness amongst students and parents of the support available in the local community
- It fits with – and supports – other work around social action that we do
- To improve the school's reputation in our community
- To support us in Ofsted assessments (to achieve 'outstanding')
- It helps engage students who are otherwise hard to engage
- Other, please specify
- Please use this box to explain or add further information on your answers

8. **In what year group do you run First Give?**

- Year 7
- Year 8
- Year 9

- Year 10
- Year 12
- Other, please explain

9. How many students are in the year group with which you run First Give?

10. In which subject is First Give taught?

11. Why do you teach First Give in the year group and subject specified above?

12. How would you rate the following aspects of First Give where 1 is poor and 5 is excellent? [ratings poor, fair, good, very good, excellent and 'unsure or n/a']

- Teaching resources/materials
- First Give introduction assembly
- School final
- Presentation skills workshop
- Remote support and advice from the First Give central staff team
- In school delivery by First Give facilitators
- Please use this box to explain your answers

13. Benefit of First Give for students – Thinking about the young people you work with and their experience of the programme, please rate the degree to which you agree with the following statements:

[scale: strongly disagree/disagree/neither agree or disagree/agree/strongly agree]

- First Give improves young people's confidence
- First Give improves young people's speaking and listening skills
- First Give improves the ability of young people to work in teams
- First Give supports students' learning across the curriculum
- First Give builds young people's understanding about local need and how they can help
- First Give helps young people to develop research skills
- First Give supports young people to understand sources of support available in their community
- First Give fosters leadership amongst young people
- First Give makes young people more likely to give to charities or support the community in future (time/money)
- First Give encourages young people to be more open to the ideas, cultures, values and beliefs of others
- First Give encourages young people to respect the views of others
- Other, please specify
- Please use this box to explain or add further information on your answers

14. Thinking about the students you work with, can you think of any specific examples that illustrate the difference that participating in First Give has made?

15. Have you noticed any changes in your students as a result of First Give? If so, please explain?

16. What kind of young people do you think First Give benefits the most?

17. What difference would you say that First Give has made to you as a teacher?

- Greater understanding of my students
- Supported or informed my practice
- Improved ability to teach SMSC
- Integrating aspects of First Give into lessons as a teaching method
- Other (please explain)
- Please use this box to explain or add further information on your answers

BEYOND THE PROGRAMME

18. In your experience, do young people involved in First Give continue to do work in this area (e.g. supporting charities, working in the community, social action)?

- Yes
- No
- Don't know
- If yes, please tell us about the ways in which this happens

19. Has First Give contributed to or helped build the overall community ethos at your school?

- Yes
- No
- Don't know
- Please explain your answer here

20. Do you plan to continue running First Give in your school?

- Yes
- No
- Don't know
- Please explain your answer here

FUTURE DEVELOPMENT OF FIRST GIVE

21. Are there any developments you would like to see to the way that First Give is delivered in future?

- Changes to the First Give website
- Development of existing training materials or creation of new ones
- Fundraising training for students during the programme
- A quality mark or community impact award for schools
- Other (please specify)

22. Please use this box to explain your answers or tell us anything else about how First Give could develop in future

23. What is the most important thing to come out of your and your school's participation in First Give?

24. If you have any further feedback on First Give please let us know

Appendix 2

Interview questions for teachers

1. **Can I start by asking you to briefly explain your role and/or involvement with First Give?**
Prompts: Role (lead/delivery); length of time running; stage they are at now
2. **What difference do you think First Give is making to the young people who participate?**
Prompts: Builds confidence? Develops speaking and listening skills? Skills in teamwork? Helps them understand local needs?
3. **Thinking about your experience of the programme so far, can you give me any specific examples from the young people who've taken part in terms of what difference it has made to them?**
4. **What difference would you say that First Give makes to you as a teacher?**
[Ask for examples where possible]
Prompts: Helps deliver SMSC education? Helps understand students better? Ideas and support for your practice?
5. **What do you think the value of First Give is to your school?**
Prompts: Do you decide whether to run it? If so, why did you choose to? Builds culture of giving? Develop relationships with local charities?
6. **Thinking about the future of First Give, are there ways that you would like the programme to be developed or changed?**
Prompts: For example – new training materials? Development of the website? Provision of fundraising training for the young people participating? A quality mark for schools?
7. **That's all the questions I have but is there anything else you'd like to say about the programme and your involvement in it?**

Appendix 3

Interview Questions for charities

1. **Can I start by asking you to tell me a bit about your role and the charity you work for?**
2. **And, what has your involvement with First Give been?**
Prompts: What contact have you had? Who at your charity has been involved? Is this the first time you've worked with the school?
3. **How would you describe your experience of First Give so far?**
Prompts: Would you do it again? Why did you want to take part?
4. **What difference would you say that First Give has made to you or your charity?**
Prompts: Helped develop a relationship with the school? Enabled us to raise awareness of needs/issues? Provided funding?
8. **Can you tell me something you are pleased about from your involvement?**
9. **Is there anything that has been challenging about taking part?**
10. **What difference do you think First Give makes to young people who participate?**
11. **Thinking about the future of First Give, are there ways that you think the programme could be developed or changed?**
12. **That's all the questions I have but is there anything else you'd like to say about the programme and your involvement in it?**

Appendix 4

Questions for young people

Overall questions for the session:

- What difference has taking part in First Give made to you?
- Is there anything you would like to see done differently?

Post card exercise: students – choose one image which represents something you liked/something you didn't like about taking part in First Give.

What difference has taking part in First Give made to you?

What was good and what would you do differently?

Tell us one thing that you liked or that you've done/thought about differently since you took part.