#iwill Fund Learning Hub
Evidence Workstream

Data Review 5
Dartington Service Design Lab
May 2021

Introduction

This is the fifth data review produced by the #iwill Fund Learning Hub. The purpose of these reviews is to synthesise the learning that is being generated and documented by the #iwill Fund and Match Funders with existing and emerging evidence outside the Fund. The scale and variety of youth social action supported by the #iwill Fund represents an unprecedented wave of activity. These data reviews seek to harness this activity to capture and disseminate valuable learning for the field.

This paper updates the #iwill Fund Learning Hub's answers to a selection of the Sector Evidence Plan questions, in light of the new evidence and data that has been generated by the #iwill Fund. COVID-19 and its associated restrictions have been a continuous challenge for delivery partners, Match Funders, staff, and young people both pragmatically as well as taking a toll on their wellbeing. Many Match Funders have therefore made changes to their delivery as well as monitoring and evaluation plans. With timelines as well as scales of possible research being impacted, we anticipate that future data reviews will offer more insights into the possible outcomes of youth social action than the current one.

COVID-19 was the dominant theme in the current round of Match Funder reports. We focused on this in the fourth Data Review as well as our paper 'Adaptation and Youth Social Action: The Impact of COVID-19', so this paper takes a step back and focuses on the individual questions set out in the Sector Evidence Plan.

1. What is youth social action?

A summary of our learning on this question prior to this review can be found in Appendix 1.

1.1 What has the #iwill Fund funded?

The Information Management System allows us to paint an emerging picture of what has been funded.

Volunteering (75% of funded opportunities) is the most common form of youth social action supported through the #iwill Fund, followed by helping to improve the local area (10%) and tutoring, coaching, or mentoring (8%). Campaigning still represents a small proportion of funded activity (4%) on which we have data even though 14 Match Funders funded campaigning youth social action, suggesting campaigning opportunities are enabled at a smaller scale. Over half (55%) of youth social action opportunities in the #iwill Fund portfolio are delivered through schools while over a third (35%) are delivered in community settings.

The vast majority of #iwill-funded youth social action opportunities are directed towards a specific cause (88%) and the most popular causes are Education & Learning (42%), People & Communities (25%), and health and care (13%).

1.2 Our emerging typology

The Learning Hub's paper 'Towards a Typology of Youth Social Action' reviews definitions and typologies of youth social action. To clarify this further, we have recently adjusted our evidence questions to focus on what common theories of change and 'user journeys' exist within youth social action and have provided guidance to support Match Funders and grantees to create theories of change.

1.3 Perceptions of youth social action

1.3.1 Young people's perception of youth social action

Two Match Funders considered what young people thought youth social action was.

Through the analysis of monitoring reports, the *Co-op Foundation* [i] noted that 'social action' was experienced by young people as fun, meaningful and an opportunity to learn new skills. The *cause* of the specific social action was reportedly seen as less important, with the *value* of youth social action, as compared to other types of activity, not fully understood.

Young people's uncertainty around what 'youth social action' is mirrors that of grantees, as mentioned in prior Data Reviews. This emphasises the need to promote a shared understanding of these terms, not only for grantees so that delivery organisations can develop viable youth social action propositions for funding, but also for the young people that are involved in activities.

Team London [ii] shared young people's perspectives on what youth social action means to them via survey responses. Somewhat in contrast to the above, young people highlighted it as an opportunity to use their voice, create 'a better future' for themselves and others, and working collaboratively with others. The emphasis of benefit for others in their meanings around social action corresponds to youth social action creating double benefit.

"Social action gives me the opportunity to lead and speak out. It allows me to have a voice in our community without having to say sorry."- Young person, *Team London* [ii]

"Social action means a joint effort for a better future."- Young person, *Team London* [ii]

"Social action to me means several people coming together to achieve a positive goal. I believe this enables individuals from different backgrounds to come together, even though they would not necessarily have been able to come together had it not been for social action."- Young person, *Team London* [ii]

1.3.2 Delivery staff perceptions

Team London[ii] also asked teachers on their perceptions of what is youth social action. All teachers identified youth social action as 'very important' or 'important' for their students. The activities that were most associated with youth social action included fundraising, helping others in their

community, and volunteering. Taking part in activities at/with a place of worship, caring for family members, and campaigning for a political party were least associated with youth social action.

It has been noted before that less affluent young people are less likely to have their social action recognised as it is often invisible and close-to-home, such as taking care of relatives.

1.4 Impact of COVID-19

1.4.1 Adaptations to delivery

Match Funders reported on the practical implications of COVID-19 and restrictions leading to adaptations in the delivery of youth social action, with a special increase in digital delivery and some projects focusing their work on directly responding to the pandemic.

"Books Beyond Words also used their expertise in creating accessible picture stories to develop a "Beating the Virus" story to help explain the situation better for people with learning disabilities." – Co-op Foundation [i]

1.4.2 Hyper-local youth social action

Beyond practical adaptations, it was also noted that COVID-19 changed the meaning of youth social action to young people. *HAYN Volunteering Academy* (led by Clarion Futures) [iii] reported that the pandemic emphasised the needs of the community to young people, particularly around isolation, mental health, and food insecurity. An initial upsurge in time that young people wanted to commit to their social action was hypothesised to have been caused by new local awareness of community needs. This awareness might be an important pre-cursor to youth social action. With *HAYN Volunteering Academy's* [iii] projects shifting to smaller scale community projects, as a result of COVID-19, young people became more aware of the needs of the community. HAYN and Clarion Futures saw this as an outcome that would not have occurred as a result of the previously planned, larger-scale projects.

Similarly, *Team London* [ii] speculated that under COVID-19 stay-at-home and social distancing guidance, close-to-home social action potentially becomes more meaningful to young people.

1.4.3 Wellbeing

Match Funders acknowledged the toll that COVID-19 has had on the wellbeing of young people and staff. Some Match Funders anticipated that delivery partners would have to increasingly consider the impact of COVID-19 on young people's wellbeing and health within youth social action.

"The health and wellbeing impact of COVID-19 on young people will be significant, including needing to deal with bereavement and trauma. Youth social action is already being used in some schools to support young people with transitions and good mental health." – Team London [ii]

"Comics Youth is looking at growing their offer around counselling to support young people in their work." – Act for Change Fund [iv]

1.4.4 Perceptions of young people

Team London [ii] asked young people whether COVID-19 has changed how they think about or take part in social action. The majority responded that it hadn't affected the way they thought about it. Rather than a change in meaning or focus of topic, young people highlighted the more practical changes in delivery methods e.g., changing to digital delivery and not being able to work face-to-face in groups.

2. What does youth social action do?

A summary of our learning on this question prior to this review can be found in Appendix 1.

2.1 A framework for the benefits of youth social action

In our paper on the community impact of youth social action, the #iwill Fund Learning Hub set out a framework for thinking different kinds of benefit for young people and communities. We identified five kinds of potential benefit from youth social action opportunities.

1. **Young person**. Young people benefit directly from participating in the youth social action. Our paper on outcomes for young people identified four major categories: (i) socio-emotional or character outcomes, (ii) civic or societal outcomes, (iii) employment outcomes (iv) education outcomes.

2. **Organisational**. Organisations that provide youth social action opportunities can benefit directly from the activity, e.g., young volunteers free up capacity for paid staff.

3. **Community**. Benefits may accrue to a community directly from the social action young people are engaged in, e.g., the local community may benefit from young people regenerating a park area, or people may benefit from volunteering undertaken by a young person.

4. **Reflexive**. Young people belong to communities. Any benefits that accrue to their communities may also benefit the young person individually, e.g., young people can also enjoy the regenerated park.

5. **Societal**. Young people continue to belong to communities as they grow up. Some of the benefits that accrue to young people directly from youth social action participation may be beneficial for the societies in which they live, e.g., young people may become more active citizens.

2.2 Early insights from the #iwill Fund

In this section we present some emerging findings from the #iwill Fund against the five outcomes listed above. We include here only findings that have been reported since the most recent Data Review was published in November 2020. *A summary of our learning on outcomes prior to this review can be found in Appendix 1.*

Outcomes for Young People	New evidence in the last quarter	Further questions to consider/points to note
Education	**Team London Young Ambassadors** shows: • 75% (n=15) of teachers who answered that question agreed or strongly agreed that their students performed better academically after taking part in TLYA. • 91% (n=20) of teachers who answered that question agreed or strongly agreed that their students had improved behaviour and/or improved attendance at school after participating in TLYA.	Team London Young Ambassadors (TLYA) received 25 survey responses from teachers who had actively engaged with TLYA. Most respondents taught in secondary school (n=17). To note, survey data only provides a snapshot and not pre-post measures so attributing differences to participation may be biased.
Civic-societal	No studies identified in this period	
Socio-emotional	No studies identified in this period	
Employment	No studies identified in this period	

Outcomes for Community	New evidence in the last quarter	Further questions to consider/points to note
Community Benefit	No studies identified in this period	
Societal Benefit	No studies identified in this period	
	No studies identified in this period	
Reflexive Benefit	No studies identified in this period	
Organisational Benefit	No studies identified in this period	

2.3 How can double benefit be managed?

The *Co-op Foundation* [i] mentioned that making loneliness the focus of youth social action as a cause (to tackle) could increase the double benefit. This was highlighted as a key insight extracted from a monitoring report but not extrapolated on. With the *Co-op Foundation* [i] having now appointed a learning partner, the #iwill Fund Learning Hub is hopeful for more insights in the future.

2.4 Perceptions of benefits

Understanding what stakeholders value from youth social action helps organisations plan provision and create theories of change. *Act for Change Fund*[iv] reported that young people valued the 'soft skills' that come with youth-led social action. These include skills that enable communities and relationships to flourish such as communicating, developing empathy, building trust, and collective care.

Similarly, *Team London*[ii] observed that teachers reported that they were most likely to invite students to participate in social action to increase young people's soft skills (84%), followed by giving young people a fun and enjoyable project (56%), and lastly increasing their employability (52%). Indeed, stakeholders stressed that youth social action should focus on these benefits as it sets it apart from other activities offered to young people.

5. How can we support youth social action for all?

A summary of our learning on this question prior to this review can be found in Appendix 1.

5.1 Background

Our paper on the [socio-economic participation gap in youth social action](#) sets out the data on the fact that young people from lower-income backgrounds are less likely to participate in social action. It also lays out the external evidence about what drives, and can help close, this gap.

Alongside closing the socio-economic participation gap, the #iwill Fund aims to support younger children (less than 14 years of age) into social action.

5.2   Reach of the #iwill Fund

5.2.1 Deprivation

The #iwill Fund investment driver of engaging (which covers recruitment, retention, completion, and transition) more young people from lower socio-economic groups to participate in youth social action has translated into an increase in the number of social action opportunities taking place in the most deprived postcodes in the UK. Data was extracted from the IMS system in March 2021.

The #iwill Fund has supported **more opportunities for YSA in deprived postcodes** than affluent ones.
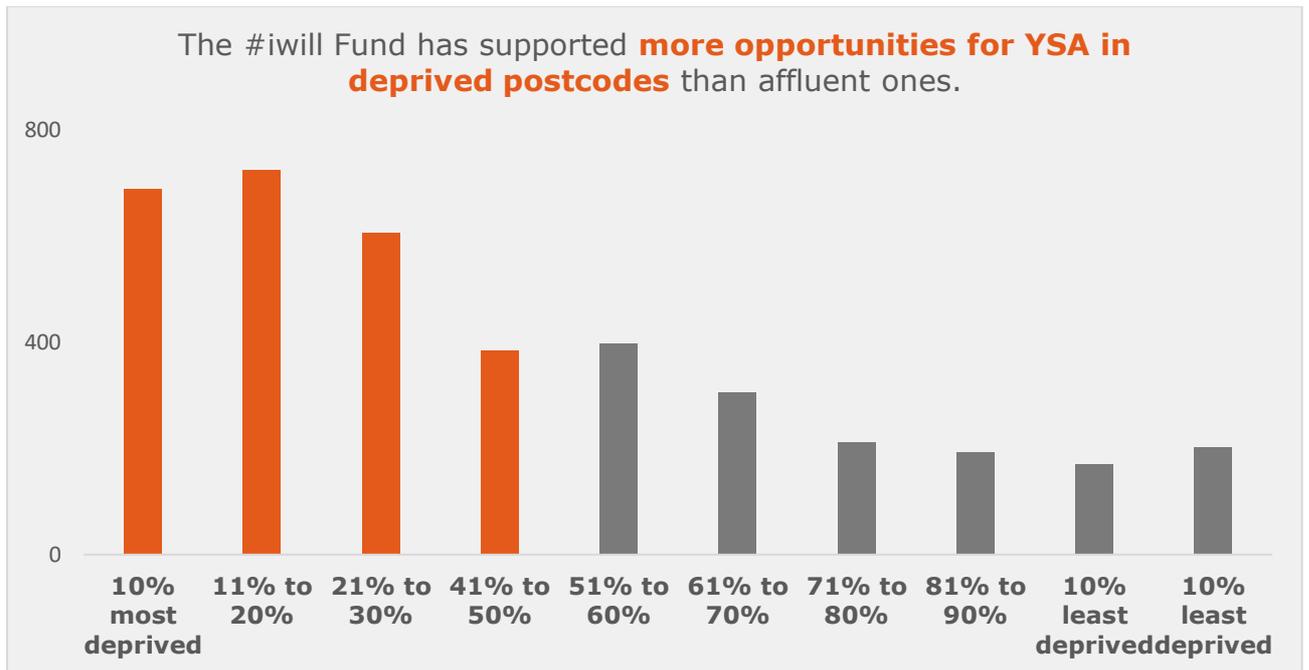
5.2.2 Age

Over half of the youth social action opportunities supported through the #iwill Fund have been for children younger than 14. However, most opportunities supported through the Fund have been for children and young people of secondary school age (between 10 and 16 years old). Data was extracted from the IMS system in March 2021.

Age distribution: participants in #iwill Fund opportunities
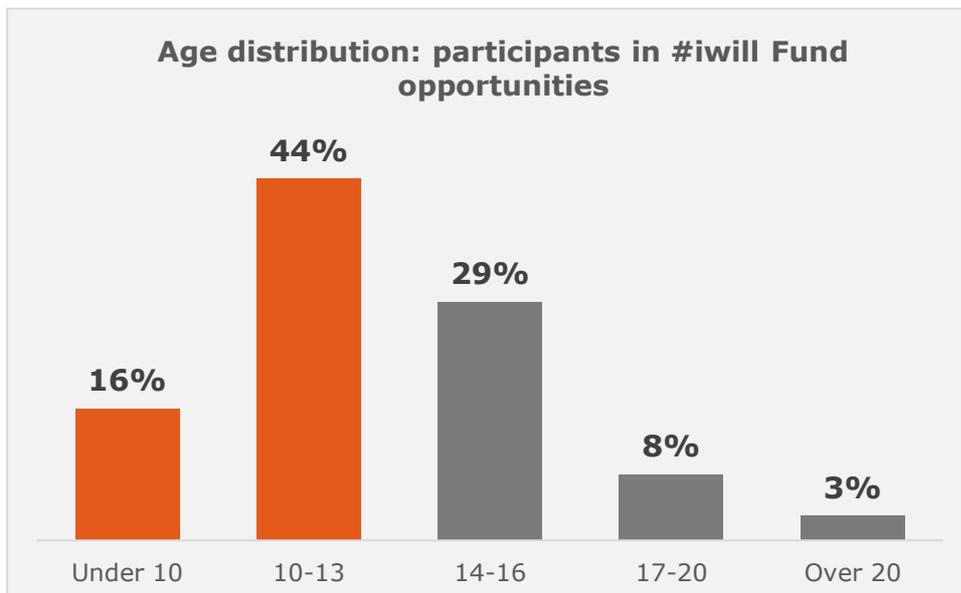
5.3 Strategies for reaching young people and children

Partnership development

Match Funders mentioned developing partnerships with others to expand their reach, although this has sometimes been complicated by COVID-19 restrictions. For example, *HAYN Volunteering Academy* (led by Clarion Futures)[iii] reported growing project capacity by partnering with four national parks. This also allowed for a development of 'urban-rural twinning' allowing for young people from different backgrounds to work together. As people are less likely to volunteer in cities/urban areas in the UK, compared to rural areas, this strategy may be important in reaching the 'less usual suspects'. [v]

"Alongside growing our work in supporting geographical and strategic partnerships across the city, Young Manchester will seek to focus on specific areas where further work is required, including South Manchester and Central Manchester. This infrastructure is critical for supporting a vibrant voluntary sector" – *Young Manchester* [vi]

Peer-to-peer examples and learning

Several Match Funders also highlighted the importance of peer-to-peer learning and examples. This wasn't only constrained to young people, but also other stakeholders such as teachers having peer examples and learning.

"The visibility of the Peer Outreach Worker [POW] role as part of the GLA was important to the POWs we consulted…many had met other POWs and been influenced by their example, before becoming involved themselves. They said it was significant to 'have young people being visible when you come into City Hall, reflective of [the diversity of] young people in London' and for people to 'be able to see that young people can be effective—it's not just people over 50 driving things." – *Team London*[ii]

"A significant strand of youth-led social action sustainability is about youth succession: trusted older peers passing skills, insights, learning to young people who are entering or moving through changemaking or movement work." – *Act for Change Fund* [iv]

'Invisible', close-to-home youth social action

A few Match Funders reported on youth social actions that were focussed more locally and 'close-to-home'. *Team London* [ii] proposed that we should expand our shared understanding of youth social action to include more 'invisible', and close-to-home, activities such as caring for a relative. This may address the barrier of reaching those students who are considered to be insufficiently motivated or not interested in taking part, since it would broaden the scope of activities considered. It was also

argued that it would benefit the less affluent young people who have been historically more likely to undertake this type of activity.

Different engagement structures

Match Funders highlighted different programme structures as beneficial, highlighting the fact that 'one size doesn't fit all'. For example, *HAYN Volunteering Academy* (led by Clarion Futures) [iii] emphasised the importance of the 12 months duration of their CAP programme in increasing engagement of young people, while *Act for Change*[iv] Comics Youth project used different engagement levels e.g., an option for weekly drop-in sessions or formal 'classroom' sessions to maximise engagement.

Team London[ii] mentioned that their Small Grants programme, as opposed to other programmes, engaged more Alternative Provision and SEND schools because of the Small Grants programme's structured nature, commitment, clarity on what skills the young people would be attaining, and accessibility.

Defined target populations

In line with recommendations in the most recent Impact Accelerator report, and the theory of change guidance, it was stressed that target populations should be clearly defined during recruitment in order to reach those that may not usually be encouraged to take part in youth social action.

"All stakeholders emphasised that youth social action in schools needs to be delivered to young people who are least likely to be exposed otherwise and agreed that it is really important to 'go in with really strong demographic criteria', guiding teachers to select the young people that the programme aims to reach." – *Team London*[ii]

Inclusive recruitment processes

If there are application processes for young people to take part in youth social action opportunities, it should be considered how those who were unsuccessful could still benefit. *Act for Change*[iv] reported using an inclusive recruitment process, ensuring that all applications from young people would have some way of being involved in the programme whether they were appointed or not, as well as offering the final 15 applicants 'citizens organising training'.

5.4   How do we reach younger children?

HAYN Volunteering Academy (led by Clarion Futures) [iii] noted that different age groups had different interests, with younger young people (age not specified) being most concerned about the environment and mental health, whilst youth employment was a clear focus for older age groups.

This suggests that tailoring interests to different age groups will encourage reach to younger children.

Notably *Act for Change*[iv] reported a campaigning steering group of young people being aged 13-17, demonstrating an appetite for campaigning in this age bracket even though campaigning is usually viewed as an activity reserved for older young people. It may simply be a need for activities and materials to be tailored to them.

5.5 Reaching young people through digital delivery

Match Funders described delivery partners as being now much more experienced in digital delivery, using innovative and varied delivery methods that ranged from podcasts and online platforms such as 'discord', to mixed methods using delivery packs rather than simply replacing a face-to-face meeting with a Zoom session. The extra flexibility in length and timing offered by digital delivery proved fruitful for some.

"The online training was also impactful. It took place over 4 weeks rather than 2 intensive days, and led to a more iterative approach, as reporters tried out what they learned during that time in a less visible way. They learned to 'crowdsource' information from friends and network - it could be done in a ten-minute break and meant that information was pluralised and intersubjective." – *Act for Change Fund* [iv]

Match Funders highlighted the importance of digital delivery being shaped by young people. *Act for Change Fund* [iv] mentioned young people adapted how online sessions are facilitated, and *UKCF*[vii] noted that skilful chairing is vital to ensure that young people have a voice in sessions.

"Many partners emphasised the importance of engaging youth voice in order to properly reshape delivery to meet the needs of children and young people."- *Young Manchester* [vi]

Young Manchester mentioned how online groups were established by young people as an extension of regular weekly meetings. It was important for workers to be willing to present in the spaces that young people wanted to 'hang out' in, although having known the young people before digital delivery was seen as a prerequisite for this to happen successfully.

"Our invitation into young people's online spaces relied on the fact that we had previously shared a level of physical, emotional and social closeness with young people and had gained their trust." – *Young Manchester* [vi]

Indeed, some Match Funders noted engagement with young people they would have otherwise not have worked with, with more connections made possible between geographically dispersed young people and more engagement with young people with learning disabilities. However, there is still

concern about reaching those that are digitally excluded, have language or other accessibility difficulties, are otherwise unable to engage, or are feeling fatigued with everything else being online as well.

It should also be recognised that digital access is uneven, and ability to engage with online activities is mixed. Particularly in the Alternative Provision context, teachers reported that some students have struggled to engage because their lives have been completely disrupted, and others have been difficult to communicate with even with the support of social workers. – *Team London*[ii]

6. How can we support quality Youth Social Action?

6.1 Insights from the Impact Accelerator workstream

The Impact Accelerator, delivered by the Centre for Youth Impact, is an intensive process of impact support, challenge, and development – three cohorts of grantee organisations will be supported in total. Learning from these organisations is being shared more widely to spread knowledge about improvement across the youth social action landscape.

A number of common strengths, weakness and challenges have been identified from the third cohort, building on insights from the previous two cohorts. While these common themes are based on a small sample of the youth social action field, the intense work completed during the Accelerator means these are in-depth insights that we are reasonably confident apply across the field. The full initial report for the third cohort can be found **here.**

Common strengths	• **Implementing feedback from young people and families.** Grantees were confident in incorporating young people's feedback and undertaking participatory approaches that involved young people in the design and delivery of activities, and in sharing both internally and externally, through networks.
Common weaknesses	• **Understanding mechanisms of change.** Grantee organisations need to develop understanding of what the mechanisms of change are for their theories of change of youth social action- how young people engage and benefit, and what young people experience 'in the moment' that creates or affects change. • **Codifying and cohesive manualisation.** Codification involves setting all the relevant details of the provision that is being delivered, including which elements are 'core' (all young people *must* access them), and which are 'flex' (valuable additions to the core but that are

Proudly supporting
youth social action

#iwill

Department for
Digital, Culture
Media & Sport

COMMUNITY
FUND

DARTINGTON
SERVICE
DESIGN LAB

	considered flexible e.g., whether mode of delivery is face-to-face or digital). This turns a theory of change and evaluation plan into a comprehensive 'recipe' for all staff to follow. It also enables organisations to gather evidence that staff understand the provision and that it's consistently being delivered as intended. Although most grantees said they had codified their provisions, few provided evidence of this. There was also a lack of manualisation (bringing together all materials and resources of provision in one place) with some relying on memorisation rather than keeping records of design materials. This poses risk for fidelity and quality especially when there's staff turnover.
Areas of improvement	• **Sharing, learning from, and acting on data.** Grantees demonstrated challenges in organisational capacity to engage with ongoing, systematic improvement work that is driven by data. Grantees need to have more time for learning and reflection, ensuring that learning affects decision making, to become more evidence based as an organisation, to build engagement with (and acting on) data into staff expectations, and to establish more systematic approaches to using data. • **Developing Theories of Change.** Grantee organisations should add an 'accountability line' to their theories of change to understand what a direct result of their provision is, and what may arise from other factors. • **Defining target populations.** Grantee organisations need to collect high-quality user data and define eligibility criteria or evidence about why their provision is suitable, and particularly beneficial, to a particular group of young people. • **Creating a formal evaluation plan.** Grantee organisations need to refine their evaluation plans – for example, distinguishing between outputs and outcomes, and better defining and describing outcomes to ensure they are measurable and specific. Improvement work on theories of change will support the refinement of evaluation plans.

6.2 Improvement strategies: 'what helped'

Protecting time

Protecting time for reflection on conversations from the Impact Accelerator structure and framework facilitated retention of learning and intentional design as well as ensuring that key information and decision making is written down. This is to so that those delivering youth social action opportunities understand how and why activities are to be delivered in a particular way.

Online interactions

Moving key interactions, such as training and improvement meetings, online has allowed for greater flexibility and has reduced the initial time commitment required by organisations to use the Impact Accelerator to inform and drive improvement and learning.

External challenge

Grantees valued the external challenge of the Impact Accelerator – through the Confidence Framework self-assessment and improvement meetings – as well as the opportunity to connect with peers through initial cohort training. Moving forward, we must think about how we draw on these elements to support ongoing and sustainable cycles of reflection and improvement, beyond the scope of the Impact Accelerator programme.

References

[i] Co-operative Foundation (December 2020) *#iwill / National Lottery Community Fund Reporting*. Internal Document.

[ii] Team London (August 2020) *Team London Young Ambassador (TLYA) Research & Best Practice Report.* Internal Document.

[iii] Hayn Volunteering Academy led by Clarion Futures (February 2021) *Impact & Learning Report*. Internal Document.

[iv] Act for Change (February 2021) *Report to the National Lottery.* Internal Document

[v] NVCO (2019*) 'UK Civil Society Almanac 2019'* https://blogs.ncvo.org.uk/2019/06/19/uk-civil-society-almanac-2019-the-latest-data-on-the-voluntary-sector-and-volunteering/

[vi] Young Manchester (October 2020) *The Young Manchester Youth and Play Fund Annyal Report-Year 3.* Internal Document.

Appendix 1. Summary of Evidence Plan Questions

The #iwill Fund Learning Hub exists to harness the evidence and learning generated by the wave of youth social action opportunities supported through the #iwill Fund. Our Data Review papers synthesise the learning and evidence from within, and external to, the #iwill Fund through the lens of our Strategic Evidence Plan questions. The Learning Hub developed the questions in consultation with stakeholders in the #iwill Fund – Match Funders, their evaluation partners, and the Leadership Board.

The boxes below summarise our emerging answers to the Sector Evidence Plan questions. These answers are based on previous Data Reviews and are updated here in light of new evidence and data that has been generated by the #iwill Fund since the most recent Review. New content appears in **bold**.

What is youth social action?

- **Is there a useful typology of youth social action that can cover both the nature and aims of an activity?**

- **What kinds of youth social action have been supported through the #iwill Fund?**

- **What are common theories of change**

- Youth social action is a deliberately broad term, and new. One result is that some grantees do not understand what is meant by the terms 'social action' and 'youth-led'. This implies a need to promote a shared understanding of these terms for that delivery organisations can develop viable youth social action proposition for funding.

- The most common way in which young people can lead youth social action opportunities is by making decisions and choices within the programme. Some opportunities enable young people to apply directly for funding, take a lead in assessing funding applications or get involved in evaluation and research.

- Youth social action is best understood by considering a range of typologies that highlight different features of the practice.

- The Information Management System also allows us to build a (developing) picture of the opportunities being supported by the #iwill Fund.

- Understanding Theories of Change across funders and delivery organisations will allow us to say more about the different functions and forms of youth social action.

What does youth social action do?

- **Which positive outcomes have been shown to be promoted by youth social action for young people, children, and communities?**

- **Can we say there are types or features of youth social action which increase chances of outcomes?**

- **How can double benefit be managed?**

- In general, the evidence base for the impact of youth social action on young people's outcomes is in the early stages of development.

- Particular areas of confidence, however, are around employment skills and civic and political engagement, where evidence suggests that youth social action can be effective in promoting positive outcomes.

- We cannot conclude from the evidence to date that participation in youth social action improves attainment in educational assessments, although there is some evidence it can affect non-attainment outcomes such as teamwork and self-confidence.

- Early insights from opportunities supported by the #iwill Fund suggest that youth social action may be able to promote young people's wellbeing by helping young people to find meaning in their life and actions.

- The evidence base for the community benefit of youth social action is underdeveloped relative to other potential benefits.

- Our analysis of Match Funder reports to the #iwill Fund identifies three mechanisms through which youth social action programmes supported through the #iwill Fund aim to achieve outcomes for young people.

  o Young people have a safe yet challenging space in which to develop practical, vocational, and socio-emotional skills.

  o Young people take self-directed action which gives them a sense of purpose that contributes to their wellbeing, self-concept, and self-efficacy.

  o Young people have the opportunity to engage with different communities, increasing their knowledge of others and their sense of belonging.

How do we support youth social action for all?

- **How do we reach children and young people from backgrounds known to be less likely to participate?**

- **How do we engage children and young people younger than 14?**

- **How do we initiate youth social action in 'cold spots' (geographies/sectors/ institutions), and how can youth social action activity be sustained?**

- **How do we support children and young people to transition between youth social action opportunities?**

- **What are the pros and cons of digital delivery for reaching *all* young people?**

- In 2018, 40% of young people (10-20 years old) from the most affluent backgrounds took part in some form of social action compared with 30% of the least affluent.

- The #iwill Fund has supported more youth social action opportunities in deprived postcodes than affluent ones.

- The most common engagement strategy the Match Funders report supporting is *targeted universalism*, which appears to be an effective way of reaching young people from lower socio-economic groups.

- Charitable funders and delivery organisations that seek to close the socio-economic gap must be conscious of the fact that it is due to self-reinforcing patterns of behaviour and therefore requires an intentional response that is implemented consistently and with sufficient resource.

- The #iwill Fund has supported a higher concentration of opportunities in urban area, particularly in London.

- Reports from Match Funders have mentioned being able to engage and reach a wider range of young people, with digital delivery, including those living in rural and remote areas.

- Factors including digital exclusion and barriers to finding an uninterrupted space to access online sessions impede on accessing digital youth social action.

How can we support quality youth social action?

- **What can we say about the strengths and weaknesses of youth social action providers in aggregate?**

- **What do we know about how to support youth social action providers to improve?**

- **How can digital delivery support the quality principles?**

- Shared quality improvement challenges for the field include managing and monitoring implementation fidelity, measuring impact and learning from this and sharing learning across the field.

- Organisations within the Impact Accelerator benefitted from support to integrate youth social action into their theory of change, and to define what is 'core' and 'flex' within their programmes.

- The #iwill Campaign quality principle of youth-led opportunities can be implemented at different levels. Funders with a commitment to supporting youth-led social action should consider how to adapt all their processes to enable young people to be part of leadership and decision-making.