

The purpose of the Youth and Philanthropy Initiative (YPI) Launch is to introduce the programme to participating students and delivery teachers, providing an overview of the YPI process as well as exploring the key concepts of philanthropy and social issues.

It is important that the launch is framed by an input from the school Head Teacher or member of the Senior Leadership Team to support student understanding of why they are taking part and to emphasise the value and esteem of the programme within the school.

It is also beneficial for schools beyond year one of participation to include a brief input from a group of previous participating students (e.g. a winning or runner up team) to demonstrate first hand and on a peer-to-peer level the impact that the programme has had on participating young people.

Finally, a third sector input from a charity which has benefited from a YPI grant from the school in the past (either in person or by reading a written testimony) is also invaluable to showcase the tangible local impact of YPI.

While recognising that this may be challenging, the launch should be attended by the full team delivering the YPI programme as well as any other relevant school stakeholders (e.g. librarian, community learning link staff).

This multi-stakeholder approach to the launch, cemented by the input included in the following presentation notes, enriches the introduction of YPI to a year group of participating young people by demonstrating clear value, outlining what they can expect from the programme, and challenging them to engage and participate fully. It also allows the opportunity to introduce and explore the concepts of philanthropy and social issues for what may be the first time, as well as encouraging young people to think about how these concepts relate to their own local community.

By the end of the YPI Launch participating young people should;

- Have a clear picture of the YPI process they will be completing over coming weeks;
- Understand the difference between charity and philanthropy;
- Understand that philanthropy is the giving of a person's time, talent and money to solve or impact an issue by addressing the root cause;
- Begin exploring the social issues that are impacting on their local community and, on reflecting on their values and personal experience, explore which they feel most passionately about.

## **Slide 1 & 2: Introduction to the YPI Programme**

- Introduce YPI to the whole school year group who will be participating in the programme, highlighting that there is a very real **£3000** up for grabs.
- At this point you may also state: the number of years the school has taken part; why the school believes YPI is important; where YPI fits with respect to school curriculum & culture (if this hasn't already been mentioned during the Senior Leadership introduction); whilst highlighting that the school is one of over 250 schools taking part in YPI across Scotland.
- Although the programme originated in Canada with the Toskan Casale Foundation, YPI in Scotland is managed by The Wood Foundation\*, Sir Ian Wood's charitable foundation.
- **NB.** If there is a YPI funder supporting the school, please emphasise this and provide some information about them.

### **Opportunities for Interaction**

- Explore their current understanding of philanthropy...
  - Does anyone know what philanthropy is?
  - Does anyone have any awareness of the YPI programme?
  - Has anyone ever felt the need to help someone else?

### **Impact Statement**

"I have no doubt that many of you will have come across a great many problems and issues in your community – homelessness, drug & alcohol misuse, vandalism, bullying, unemployment. You may have lost a relative or friend to cancer, heart disease or suicide. You may have a parent or grandparent who has suffered from dementia or Alzheimer's. You may know somebody who struggles with their mental health; whether anxiety, depression, self-harm or an eating disorder. You may simply feel there's a shortage of community facilities or opportunities in your town, city or region.

"Whatever the problem, YPI gives you the chance to do something about the social issues you care most about. Through YPI you will be given a hands-on experience of philanthropy. Through YPI your year group will direct £3000 to the local charity that needs this the most."

### **\*The Wood Foundation: Principal Funder & Operational Manager of YPI Scotland**

The Wood Foundation, Scottish Registered Charity No. SC037957, was established in March 2007 by Sir Ian Wood and his immediate family. The Wood Foundation invest into three portfolios of activity: Making Markets Work for the Poor in Sub Saharan Africa, Facilitating Economic & Education Development in Scotland, and Developing Young People in Scotland. YPI is the flagship programme of the Developing Young People in Scotland portfolio.

More information is available here: <https://www.thewoodfoundation.org.uk/the-wood-foundation/>

### **Slide 3: Introduce concept of philanthropy**

- Introduce and explore the word 'Philanthropy' in greater detail and highlight the distinction between philanthropy & charity.
- There are several definitions of philanthropy:
  1. The effort or inclination to increase the well-being of humankind, as by charitable aid or donations.
  2. Love of humankind in general.
  3. Something, such as an activity or institution, intended to promote human welfare.
- In short philanthropy is giving of your **time, talent** and **money** in order to find **solutions** to problems in society – *Time, Talent & Money will be a theme emphasised throughout the launch.*

#### **Opportunities for Interaction**

- Has anyone ever given money to charity? A show of hands please...
- What have you done for charity? Hands up or shout out your answers; Comic Relief; Children in Need; sponsored walk, run or silence?
- Has anyone ever bought a charity wrist band, a copy of The Big Issue, or given clothes to a charity shop or clothes bank? A show of hands please...
- These are all examples of charity in action – raising funds for & supporting good causes – and as you can see there wasn't a hand in the room that stayed down.

#### **Impact Statement**

"Now Philanthropy is like charity, however philanthropy is far more involved. Philanthropists are equally interested in supporting good causes and the issues they care most about. However, philanthropists acknowledge that money alone cannot solve the big issues that affect society. Philanthropists aim to understand the **root cause of problems**, and through using their **time, talent** and **money** they work to make a significant and lasting impact on the issues they care most about. It is only by really understanding the problem or issue that philanthropists can decide how to make that impact that has lasting change.

"Philanthropists are really engaged and passionate about the issues they care most about. Philanthropists are creative in how they approach problems and find solutions, often using business-like methods. Fundamentally, philanthropists care deeply and want to do far more than simply put their hand in their pocket.

"Responding to a direct need through charity is how many of us choose to manifest our philanthropic spirit, and that is both commendable and necessary. However, during YPI we want you to begin to think about how charities are using philanthropic approaches to support long term change."

Encourage students to read, research and think critically about the needs of their community and think about how to use their skills and resources to advocate for a strategy to solve a larger social problem.

## **Slide 4: Philanthropists**

- Introduce a few high-profile philanthropists and highlight their approach to philanthropy and philanthropic work.

### **Opportunities for Interaction**

- Two famous philanthropists will appear. Open discussions by asking whether anyone knows who he/she is, and what they are famous for? Raise a hand please...
- As each philanthropist is identified you can provide a brief biography of their philanthropic work, reiterating that each of them have one thing in common – that they use their **time, talent & money** to make a difference.

### **Bill Gates**

- Founder of Microsoft & worth approximately \$90 Billion
- It is Bill Gates' intention to give 95% of his family wealth to charity.
- Together with his wife, Bill Gates established the Bill & Melinda Gates Foundation- the largest charitable foundation in the world.
- The primary focus of the Bill & Melinda Gates Foundation is their global health programme that supports global vaccination programmes targeted at tuberculosis and the eradication of polio and malaria, in addition to HIV research, particularly focused upon developing countries.
- <https://www.gatesfoundation.org/>

### **Julie Toskan Casale**

- Less recognisable person, although many will recognise a MAC Cosmetics bag
- Founder of MAC Cosmetics & the YPI programme
- Sold MAC and established the Toskan Casale Foundation. Quickly realised that she couldn't evaluate all valuable causes and issues herself, so set up YPI to disseminate small, impactful grants within local communities
- Focussed on creating and supporting more compassionate communities
- Julie's primary focus and belief is that in order to make that change, it's about engaging young people in the process – they are the change makers, the opinion formers and decision makers of the future.

### **Opportunity for Extension**

- Are there any famous philanthropists in your local area? (e.g. Andrew Carnegie in Fife)

## **Slide 5: Students as philanthropists**

- This slide provides the opportunity to explore what connects those famous philanthropists and this year's participating students.

### **Opportunities for Interaction**

- Does anyone recognise these young people? A show of hands.... *(the slide shows previous participating YPI students)*
- Can anyone guess what connects these young people with the famous philanthropists we just discussed? A show of hands and verbal responses...

### **Impact Statement**

"These students are just like you. A short time ago they were introduced to philanthropy and took part in YPI . Are they famous? No. Are they multi-millionaires? No. Have they launched a make-up line? Probably not. However, like Bill & Julie all these students are philanthropists.

"Remind me again what are the three things you need to be a philanthropist? **Time, talent & money**. Through YPI your school and your teachers have provided you with the **time** needed to take part; The Wood Foundation *(and local funder, depending on area)* has provided the **money** needed to make a genuine impact in your local community; and within this room there are undoubtedly the students with the **talent, skills** and **knowledge** needed to make a difference. You may not know it yet, but you are the next generation of philanthropists - the decision makers and opinion formers of today and the future – and over the coming weeks you will have an opportunity to contribute to your local community."

## **Extension Activity: Can you think like a philanthropist?**

- Provide a brief opportunity for students to 'think like a philanthropist' and consolidate student understanding with regards the distinction between charity and philanthropy.
- Through a simple exercise/discussion we want to explore several examples that begin to draw out the difference between charity and philanthropy and demonstrate a philanthropic mindset.

### **Opportunities for Interaction**

*Please approach this exercise with your own delivery and presentation style in mind, and tailor as appropriate to the audience. The information below is provided purely as an example. There are a variety of different approaches to compliment the learning central to this slide.*

- We are often drawn to give charitably through a combination of: events in our life; our personal and collective values (what we care about); our heartfelt care & concern about a problem, experience or disaster (whether natural or humanitarian). This response to help and to give is very natural, very honest and very human.
- Can anyone think of an example they've experienced, or seen within their school & community or on the news, of that giving response? A show of hands...
  - *Examples will likely include: school fundraising events; collections & donations to local foodbanks; clothing appeals in response to natural disasters or humanitarian crisis (e.g. Refugees). With each response due praise should be given, the core message being that these are all fantastic examples of charity in action and our inbuilt reaction to help.*
- Now, giving to every cause that elicits emotion may feel right in the moment. However, unplanned or inconsistent giving may not create lasting charitable impact. Philanthropists are deeply moved by the issues they care most about. However, they balance that heartfelt reaction to help, alongside their head\* response to think, develop ideas, understand root cause, and problem solve.
 

(\*[http://changingminds.org/explanations/preferences/head\\_hands\\_heart.htm](http://changingminds.org/explanations/preferences/head_hands_heart.htm))

○ **Philanthropists:**

- Apply business-like methods when making decisions and social investments.
- Invest more than simply money in their causes: time, talent and money being the core features of philanthropy.
- Don't believe in giving handouts. They want to help others to help themselves.
- Want to work in partnership with others: schools, government, and other organisations.

*Please use any of the following examples to support & develop student understanding about philanthropy. The examples are taken from real news & events. You may wish to develop and share examples that you have come across.*

**Homelessness:**

- There are currently in excess of 35,000 homeless people in Scotland. Many of you will have come across people sleeping rough or begging in shop doorways or High Streets. Have any of you ever felt compelled to offer some spare change, a hot drink or a bite to eat? A show of hands... This a charitable act in response to a direct need that you observed.
- But how might a philanthropist approach homelessness? To think like a philanthropist, we first need to think about the root causes of the social problem. Can you give some examples of why someone may end up homeless? Examples may include – unemployment/redundancy, family breakdown, poor mental health, drug abuse and alcohol misuse, ex-serviceman/PTSD, etc.
- Now that we have thought about the root causes, what do you think we could do to tackle these social issues? Examples may include funding substance abuse clinics, supporting access to training or job training centres, mental health support programmes. Great - this is demonstrating philanthropic thinking! You just gave up time to understand the root cause of the issue, you suggested ways of drawing upon your and others' talents to put in place solutions, and how with some money you are able to support long term positive change. Philanthropy – the giving of time, talent and money.
- You may wish to reference Social Bite. Social Bite is a sandwich shop, much like Subway Sandwiches. However, this business has a social dimension in that it is focused on the issue of Scottish homelessness. As opposed to directing money to individuals affected by homelessness, they direct company profits to organisations best placed to challenge the root cause of homelessness. Also, knowing that one of the principal causes of homelessness is unemployment, Social Bite provides opportunity for work experience, employment and training to homeless people.
  - What are your thoughts on this different approach to the issue of homelessness? A show of hands... *Students may suggest that the Social Bite model is more intelligent, targeted or impactful.*

## Slides 6 - 11 : Social Issues

- These slides provide an opportunity to explore social issues in greater detail and highlight that every community in Scotland is affected by a whole host of social issues – some obvious and some less obvious.
- It also allows you to reiterate the importance of choosing an issue that they care about or have a connection with.
- Further, this slide allows you to emphasise a core component of YPI – that it is solely interested in social issues; **issues that affect people**. Therefore, animal charities (e.g. RSPCA, RSPB) or environmental charities (e.g. WWF, Friends of the Earth) are **not eligible**. However, a charity such as Riding for the Disabled or Guide Dogs for the Blind **would be eligible** as these are organisations which use animals to support people experiencing a social issue.

### Opportunities for Interaction

- Each image represents a different social issue, the aim being to identify the obvious and explore a number of contributing factors/issues which may sit behind it. The following example is based on homelessness:
  - o Can anyone identify the social issue this image depicts? A show of hands.... Homelessness, correct. A very obvious and significant issue that affects communities the length and breadth of Scotland.
  - o However, do you suddenly wake up one day homeless? Can anyone think of other social issues that may contribute? Encourage a show of hands and responses... This exercise allows students to begin to explore the range of social issues out there. Suggestions of contributing factors to homelessness will likely include: unemployment, debt, family breakdown, drug & alcohol misuse, abuse, lack of education, mental health issues, and disability.
- The same exercise can also be applied to the other images. In the context of cyberbullying other issues including mental health (self-esteem, depression), loneliness/isolation, addiction to social media and internet safety can be explored. In the context of dementia or care for the elderly other issues including respite, palliative care, loneliness or poverty can also be explored.
- Finish the series of slides by offering students a moment to consider all the issues they can think of in their community. Encourage students to think about people they may know who have been affected by a social issue – peers, family members, neighbours. Encourage students to think about recent news headlines that highlight local social issues – e.g. recent redundancies, community facilities closing, a foodbank opening, etc.

### Impact Statement

“Whatever the issue you choose as a team, it is important that you choose something you all agree upon and care about; an issue you all feel is relevant and important; an issue that gives you that spark of enthusiasm.”

## **Slide 12: YPI Process**

- These slides provide an opportunity to detail the YPI process.
- Before doing so you may wish to play the 'Make a Difference' video available at <http://www.ypiscotland.org.uk/>. Please follow the link: <http://ypiscotland.org.uk/delivery-resources/videos/>

### **The Launch**

- Students are introduced to YPI, philanthropy and social issues.
- Students are provided with an overview of the process they are about to embark on and given guidance and top tips about how best to get the most out of the programme.

### **Form Teams**

- Following the launch, the programme is progressed in the classroom and led by your teachers.
- Students work in small teams (between 3-6 people) and begin to explore local social issues in greater detail.
- This is an opportunity to introduce some of the key concepts around teamwork e.g. it may not be best to work with your friends, try to have a mix of skills and creativity in your team, play to your strengths, consider that you will likely have to work on this project out with class time, and so on.

### **Research**

- Each team works together to discuss and agree on the one issue they collectively feel most passionately about.
- Each team begins to research and shortlist the local charities actively doing something about this issue in their community.

### **Choose a Charity**

- Once again each team will discuss and agree on the charity they will focus their efforts on for the remainder of their YPI programme.
- Each team will confirm that their chosen charity is registered with OSCR and has a local community presence.

### **Charity Contact**

- Without question the most important part of YPI; the part that brings the programme to life.
- Each team is actively encouraged to establish contact with their chosen charity; to conduct interviews; to arrange visits & meetings; to establish a deep understanding of their chosen charity and what impact they are having.
- A visit to the charity premises is often cited as the most important part of YPI, however meaningful contact can also be established in school or via phone/email in circumstances where an in-person visit is not possible.

### **Present**

- All teams package together an 8-10 minute presentation that pulls together all learning & research and shares the story of their chosen issue and charity.
- Each presentation should aim to cover: information about the social issue they chose and why; the charity they chose and why; an overview of the charity's local work/impact; and a clear business case as to why the £3000 grant would allow to take place.

### **YPI Finals**

- Your school will host a YPI final where the best, most engaged teams will present in front of a panel of judges chosen by the school. The winning team's charity will be awarded the £3000 grant.
- The main things that the judges are looking to see include: your passion and enthusiasm for your chosen issue and charity; your experience of working with the charity; and what local impact the £3000 will have.

### **Slide 13: Achieving maximum financial impact**

- This slide provides the opportunity to emphasise the importance of choosing a charity where maximum financial impact might be achieved.
- As our 'cake' demonstrates, with 37% of registered Scottish charities operating on less than £10,000 per year, it is important that students are encouraged to explore their chosen charities finances as well as their remit and charitable objectives.
- In the context of YPI final presentations, a key fact to include would be your charity's annual income, and the potential impact of the £3000. To a charity with an annual income of less than £10,000 you could suggest that £3000 would have a significant impact on their overall service. In contrast, it may be difficult to argue the impact of £3000 on a charity with a six figure or multi-million pound annual income.

#### **Impact Statement**

"So far we've identified that social issue and charity choice is important. However, a core feature of YPI is that you are responsible for a very real £3000; and you are responsible for ensuring that money is directed to the local charity that needs it most. Whilst considering the services your charity provides, you must also research and explore the income and expenditure of your chosen charity. With 37% of those 24,000 Scottish charities operating on less than £10,000 per year it is important you pull together the facts and build your argument as to why your charity should receive that £3000. Will £3000 make a significance difference to a charity with a multimillion-pound budget? Possibly not. Are there any particular local projects or initiatives underway that would benefit from that £3000?"

### **Slide 14: Number of charities registered in Scotland**

- This slide provides the opportunity to highlight and explore the sheer number of registered charities in Scotland (stats taken from [www.oscr.org.uk](http://www.oscr.org.uk) Jan 2019)
- With more than 24,000 registered charities in Scotland, the third sector is both a significant service provider and employer
- Highlight that each and every one of these charities exist as a result of identified local need, with most social service charities filling gaps or shortcomings in statutory provision.
- This slide also shares a breakdown of total registered charities in each of Scotland's local authority regions. Once again this is important in highlighting the scale of the third sector within your local Scottish region.

#### **Impact Statement**

"There are hundreds of local charities on your doorstep. Some are obvious with shops on the High Street or a presence in your school, whereas others you will never have heard of and will be surprised to learn that they even exist. Once you have chosen your social issue, selecting and researching the right local charity is the next big step. Remember, as well as identifying an organisation that is doing good work locally you also have to consider the actual impact £3000 would have upon their services."

## **Slide 15: OSCR**

- This slide provides the opportunity to reiterate that all charities eligible to receive the £3000 grant must be **social service** focused and **registered on OSCR** – the Office of the Scottish Charity Regulator.
- To confirm that your chosen charities are registered you must access the OSCR database.
- The OSCR website – [www.oscr.org.uk](http://www.oscr.org.uk) – is also an invaluable tool when it comes to researching local charities. The website provides:
  - o A searchable database of all registered charities, with advanced settings to filter by region, remit, and budget.
  - o Details about each registered charity – registered address, webpage (where available), income & expenditure totals, purposes.
- At this point you may also want to highlight other approaches to identifying local charities, for example:
  - o Contact the local Third Sector Interface (TSI) organisation - <https://www.vascotland.org/find-your-tsi>
  - o Newspapers and social media
  - o Community learning & development teams

**The final set of slides provides an opportunity to re-emphasise three key elements of YPI; creativity, the business case, and quality of research.**

## **Slide 16: Research**

- This slide provides the opportunity to emphasise the importance of charity research in relation to success.
- It is important that class-based research is supplemented by active research with your chosen charity through phone calls, emails, meetings and site visits. Get out into the community and see things for real, first hand. You could draw attention to the girl on the slide leaving the classroom to visit her charity.
- At the final the judges will want to see that each team has gone beyond simply reading a leaflet or visiting a website. They will want to hear about your charity visit or meeting, what you learned and what impact this had on you.

### **Impact Statement**

“You have two real challenges when it comes to putting together your YPI presentation. The first is balancing class-based research with direct charity contact through visits, meetings, emails and phone calls. At your final the judges will want to hear about your experience of working with your chosen charity, as well as information about their local provision and impact. Through your research the judges will want to see how invested you are in your chosen charity. Did you go the extra mile? Also, remember that your research will allow you to prepare a strong and compelling case about the impact £3000 might have on your charity: the judges will want to hear far more than *“the YPI Grant will make such a difference”*. They want to know **how** the grant will make a difference, so provide examples and be specific. For example, the £3000 will allow six additional young people to receive a weekly counselling session for six months in order to support them with the mental health issue(s) they are experiencing.”

### **Slide 17: Think outside the box - creativity**

- This slide provides the opportunity to emphasise the importance of creativity when it comes to YPI presentations, as there are many ways to present information in an interesting and engaging fashion.
- It is also important to highlight that teams will be presenting against one another, therefore how they stand out from each other is important and often a marker of success.
- Incorporating distinct, creative elements will undoubtedly add value. Examples include:
  - o Video diaries, animations or photographs
  - o Poetry, music or dance
  - o Props, PowerPoint or Prezi – the use of PowerPoint in particular should be carefully considered, and young people should be encouraged to avoid ‘death by PowerPoint’. Some schools choose to prohibit the use of PowerPoint in favour of other presentation techniques and supporting resources.
- It can be tempting to use slick, professionally produced, charity marketing materials and video packages, however these offer no value when it comes to the judging process and young people will not be given credit for such use, unless it can be demonstrated that this has been highly impactful in the context of an otherwise self-created presentation.
- You may wish to share a creative video example from the YPI website at this point.

#### **Impact Statement**

“Your research is vital; however, your presentation has to appeal to both hearts and minds. You may have undertaken the very best of research, but if your presentation puts the judges to sleep you are unlikely to secure the grant. As a team it is important you look at your strengths and talents and identify how you can best deliver your YPI presentation in a creative and impactful way. Within your team you may have a photography enthusiast or a poet; you may have someone who could create an excellent video diary of your charity visit or someone who is a very natural & confident public speaker. Whichever way you choose to deliver your presentation it is important to stand out and showcase your talents. Think outside the box.”

### **Slide 18: Sealing the deal – the business case**

- This slide provides a final opportunity to reiterate that a very real £3000 grant is at stake through YPI.
- Students must ultimately convince the judges that their chosen charity is most deserving of the YPI grant. Students should demonstrate how they have ‘thought like a philanthropist’.
- To do this, students must present a clear business case – a ‘Killer Idea’ – that makes it clear what £3000 might do for their chosen charity.
- Students should again be encouraged to be explicit and realistic when presenting their ‘Killer Idea’ for the grant.

#### **Opportunities for Interaction**

- This is perhaps an opportunity to provide a number of examples and take feedback from students.
- For example, what would be your response if I was to state “*Our children’s charity would be so pleased to receive £3000. It will make such a difference.*” Does this excite you or fill you with enthusiasm?
- In contrast, what would be your response if I was to state “*Our children’s charity would benefit significantly if they were to receive £3000. This grant would allow them to open and facilitate an additional youth drop-in session each week for the next 18 months. With current demand outstripping capacity, this additional session would allow our charity to differentiate sessions and meet demand. The £3000 would cover staffing costs (300 hours at £7/hour = £2100), alongside the cost of 4 replacement iPad minis (4 x £225 = £900). The addition of this drop-in session will also alleviate pressures within the local community by providing a positive alternative.*” Discuss?

### Impact Statement

“Sealing the deal is the final piece of the puzzle. You’ve worked well as a team. You’ve chosen a social issue you care about. You’ve researched your charity, you’ve made contact with them, asked them some tough questions, hopefully left the classroom behind and visited them yourself. You’ve pulled together all your learning into an interesting and creative presentation. You’re well prepared, you know your stuff, you’ve made it to your YPI final. The judges like what they hear, they’ve bought into what you are saying. Now they want to hear why the £3000 should go to your chosen charity over anyone else’s...

“It is at this point that many teams have fallen down. The judges need to be convinced and this is your chance to convince them beyond doubt that your charity is the winning charity. Don’t overcomplicate things, don’t be overambitious. Simply identify and detail the specific impact £3000 would have on your chosen charity. Examples shared at previous YPI Finals include: a five-day respite break for six young people who provide care for a family member; a replacement neonatal cot for the premature maternity unit; support a charity volunteer training programme for the next 12 months; fully kit out a reserve lifeboat auxiliary volunteer.”

### **Slide 19 & 20: Good luck & summary of key points**

- These slides provide the opportunity to wish the assembled students good luck, provide a summary of key points, and signpost them towards the YPI Scotland website & social media information as well as the information on our partnership with Young Scot.
- Key summary points are as follows:
  - o Philanthropy is the giving of your **time, talent** and **money** in order to find **solutions** to problems in society.
  - o You are responsible for a very real £3000 YPI grant.
  - o How you work as a team and choose an issue you all care about is of paramount importance.
  - o Do not underestimate the importance, value and impact of making a meaningful connection with your chosen charity – if you can, get out of the school and visit the charity.
  - o Be innovative and creative in how you prepare and present your YPI presentation.
  - o Be clear about the potential impact £3000 would have on your chosen charity.

### Young Scot Partnership

Young Scot is recognising and celebrating the contribution of young people taking part in YPI through a national partnership.

Young Scot is the national youth information and citizenship charity for 11 to 26-year-olds in Scotland. Young Scot provides young people with information, ideas and opportunities to help them make informed decisions. More than 690,000 young people in Scotland carry the Young Scot National Entitlement Card (NEC).

Students participating in YPI will receive 2000 points and additional points will be awarded to finalists who will also have access to exclusive rewards through the Young Scot Rewards platform.

- How to access points and rewards
  - o The Young Scot Rewards points codes will be sent to the YPI Lead Teacher following the school final. If a young person does not have a card, please find information on our website on how to get a new or replacement card. Young people who have a card can sign up to Young Scot Rewards to redeem points and access a range of opportunities, including exclusive YPI rewards.
- Young Scot card and rewards
  - o Young Scot Rewards supports young people to participate in positive activities which contribute to their personal development and communities, recognising contributions and celebrating achievements.
  - o Members can collect points by completing a wide variety of positive activities including volunteering, attending youth events, completing surveys or reading informative articles.

- Points can then be exchanged for some great rewards and experiences such as work shadowing opportunities, tickets to events and other items or experiences to support their personal development through learning new skills, building on interests and much more!
- The Young Scot card connects young people in Scotland with a range of benefits including:
  - More than 1,500 discounts in shops, restaurants, transport and leisure facilities and an additional 80,000 discounts across Europe from the European Youth Card Association (EYCA) partnership;
  - Access to local leisure and cultural services;
  - A recognised legal way to prove their age through the PASS (Proof of Age Standards Scheme) hologram;
  - Increased access to participatory democracy;
  - A Rewards platform which connects young people to unique opportunities.

### **Slide 21: Funder recognition**

- We actively seek to work with like-minded regional and national funding partners to support the sustainability and growth of YPI. As well as a vehicle to fund social services charities through a unique delegated model, YPI also provides a framework for school and youth engagement, as well as employee or trustee development and engagement.
- Please use this slide to recognise the contribution of our variety of funding partners and specifically mention a funding partner operating in the region should it be relevant. For more information on funding partners and the associated relationships, please contact the YPI National Coordinator or visit the [Funding Partners](#) page on the YPI website.