

**Reflection
and review**



young voices heard



Young people leading projects in communities



A MILLENNIUM AWARD SCHEME
SUPPORTED BY FUNDS
FROM THE NATIONAL LOTTERY



Development FOCUS UK



Save the Children

If Only They'd Listen



*People don't listen to what we say
They turn their heads and walk away
They think we're bad and into drugs
And brand us all as "those bloody thugs."*

*They put us down and make us feel shit
And if we defend ourselves we're "cheeky gits"
So what can we do, to make them see?
How good we are, you and me.*

*It seems so hard and we are unaware, of all the opportunities
that are out there
Just give us a chance to have our say, and let us feel good and
strong today.*



Member of Lisa's group (Year 1 award-holder)

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ACRONYMS

LGBT	Lesbian, Gay, Bisexual and Transgender
PM&E	Participatory Monitoring and Evaluation
SC(UK)	Save the Children (United Kingdom)
UNCRC	United Nations Convention on the Rights of the Child

ACKNOWLEDGMENTS

Saying Power would like to thank all the award holders for their inspirations and achievements; all the young people, host agencies and Save the Children staff for their ideas, involvement and continuing support; and all the local support groups, families, guardians, friends and organisations that helped the young people in this Scheme build their confidence and self-esteem.

Saying Power would also like to thank the authors of this report, Vicky Johnson and Robert Nurick of Development Focus UK. The authors have been involved in Saying Power over the three years, facilitating a participatory monitoring and evaluation process that has enhanced the skills and capacity of award-holders to use participatory methods in research and evaluation of their projects. The participatory monitoring and evaluation process has also served to strengthen the focus and direction of the Scheme over the three years. Thanks also to Richard Cupidi, editor of the report.

We are extremely grateful to our funders, the Millennium Commission, who made the scheme possible with a £1.2 m grant, and Comic Relief for their generous financial support.



EXECUTIVE SUMMARY

BACKGROUND TO THE SCHEME

Save the Children initiated the Saying Power Scheme to enable young people from marginalised communities to run their own projects with peers from their communities. Young people were invited to apply for awards to develop projects of their own choosing, in their local areas, dealing with concerns they identified as significant.

As well as benefiting young people and their communities, the projects aimed at developing project management skills, enhanced self-confidence, self-esteem and communication skills.

Saying Power was a national Millennium Awards scheme which provided the means for 74 young people aged 16 –20 to manage and develop on a full-time basis one-year projects in their local communities. Projects have taken place throughout the UK - e.g. Aberdeen, Belfast, Edinburgh, Glasgow, South and North Wales, London, Birmingham, the North West and North East.

ORGANISATION & STRUCTURE

Recruitment to the scheme was through the extensive networks of young people-led groups, through voluntary sector organisations and agencies that work directly with young homeless, care leavers, young people excluded from school, ethnic minorities and children with disabilities. The scheme targeted young people who had experienced social exclusion and discrimination and thus had few other opportunities available to them.

Young people – award-holders – devised and designed their own projects with support from adults and professionals. The innovative nature of the Saying Power Scheme, therefore, required an equally innovative and creative institutional structure to deliver it.

Each award-holder received 7 hours support per week, both management and non-management by a 'mentor'. In most cases this was a development officer from the local SC office. Award holders were based in a host agency, an organisation that has experience working in the field of the award holder project, providing support, day to day supervision and guidance. Award holders were provided with a living allowance, training bursary, project development budget and PC with email and Internet access. A national co-ordination unit based in Birmingham managed the scheme. The roles of mentor and host agency were challenging, particularly in striking that necessary balance between management and creative facilitation. Evaluations revealed that the relationships between mentors, host agencies and award-holders improved over the course of the Scheme.



Mentor support

Participatory monitoring and evaluation was an integral part of the Scheme, carried out by Development FOCUS UK to assist award-holders and young people in defining their own process and outcome indicators. Award-holders were also provided with training in participatory monitoring and evaluation to allow them to monitor their own projects. A range of innovative and visual techniques for reviewing projects was developed.

The monitoring and evaluation results have been fed back into the structure and delivery of the Saying Power Scheme, improving considerably its effectiveness over a three year span.

Overall management of Saying Power was carried out by a national Coordination Unit responsible for liaising with the Millennium Commission, managing and administering budgets, developing supporting structures and organising national events.

TYPES OF PROJECTS

Award-holders came from Northern Ireland, Scotland, Wales and England. There was a fairly equal gender balance, as well as a spread of award-holders across a range of ethnic groups.

Issues addressed in the projects covered a wide range of young people's concerns.

- **Conflict and racism** projects dealt with bullying in schools, gang fighting through conflict resolution, raising awareness of racism amongst white school children through arts, drama and sports, and the divisions in Northern Ireland from a young people's perspective.
- **Children and young people's rights** projects produced rights packs for young people, organised conferences, established youth forums to give young people a voice in local and national government.
- **Confidence building and participation** projects established self-help groups for homeless young people, and a discussion group for young Somali women.
- **Amenities** projects set up drop-in centres, youth cafés and a music studio.
- **Care/foster care** projects carried out research into services available to young people leaving care, and the provision of advice and support for those in care.
- **Drugs** projects included raising awareness on the effects of drugs within the Bangladeshi community, and a peer education project in secondary schools.
- **Disability** projects established an integrated disabled/able-bodied club, provided physical access to amenities and developed an information website.
- **Young and single parents** projects set up support groups, fostered rights awareness, and provided information on services available to young parents.
- **Lesbian, gay, bisexual and transgender** projects created a video and an information pack for policy makers and youth workers.
- **Asylum seekers** developed a support group and information point for young asylum seekers, making decision-makers aware of the difficulties facing young refugees in London.
- **Young travellers'** projects provided information about young women travellers' rights, and researched the training and employment needs of young Romani gypsies.

METHODS & APPLICATIONS

To encourage participation, award-holders used a variety of ways to make their projects both creative and enjoyable.

- **Issue/support groups and drop-ins** created comfortable spaces and supportive environments for discussing problems, getting heard by peers, building confidence and thinking about potential solutions. Award-holders needed large amounts of support to run their groups but eventually they came to play a significant part in young people's lives

- **Creative arts – video, art & drama** - encouraged young people to become involved. Using such media can be time-consuming and, in the case of video, require technical support and financial resources.
- **Participatory visual research methods** often prove more effective with and relevant to young people than closed questionnaires. Award-holders also used these techniques to monitor and evaluate their own projects. Such methods require significant training and on-going support.
- **Advocacy presentations, conferences and open days** equipped award-holders and young people with organisational skills such as marketing, budgeting, communication and administration. Using creative and visual media at such events can get messages across in a powerful way.
- **Innovative design for information and reports** incorporated the use of video and audio, action photographs and cartoons, and short graphical text. However, capacity-building in media skills is a prerequisite.
- **Youth forums and youth committees** represent an extremely powerful way of advocating and lobbying on young people's issues.
- **Trips away** - award holders discovered that, by taking young people on day trips and weekend residentials, exposure to new environments and experiences is an effective way of generating discussion.

PROJECT IMPACTS

This section reviews some of the positive impacts on award-holders and young people in selected projects over three years. The full effects of the Saying Power Scheme will emerge over time; however, despite the many challenges faced by award-holders and other participants, the Scheme's success and its potential as a model for others are already evident. Amongst these project impacts are:

Young People In Projects

- Solid grounding in confidence and support
- Enhanced skills and abilities, especially in communication
- Greater sensitivity to feelings and relationships
- Sense of achievement based on positive action
- Better understanding of how groups define themselves and work together

People In Communities

- Better skills, including IT and literacy, for both adults and young people
- Improved relations between younger people and older residents
- Greater recognition by adults of young people's abilities
- Increased access to information on a variety of subjects including drugs and sexual health
- Wider co-operation across community groups

Host Agencies & Others

- Young people acting as conduits to local youth agencies
- Greater influence on policies and practices of host agencies
- Greater influence on attitudes of host agency staff
- Young people viewed as professionals
- Greater influence on political bodies
- Shift to more youth-centred initiatives
- More participative roles

Capacity-Building of Award-Holders

- Significant personal development gains, especially confidence and communication skills
- Attainment of skills for a professional career - assertiveness, coping with stress, and time management
- Positive encounters with the experience of a first professional job
- Broadening of horizons and possibilities

CHALLENGES & OPPORTUNITIES

The experience of the Saying Power Scheme has been both rewarding and challenging for the organisations involved. These challenges are presented here as lessons learnt, to assist other groups seeking to promote a rights-based approach in their work with children and young people.

- The Saying Power Scheme represents a genuinely innovative and radical approach to promoting the rights of young people, supporting young people and enabling them to engage constructively with the world.
- Care must be taken to avoid the pitfalls of sponsorship. Rather than just reward a few individuals, benefits must be seen to accrue to other participants and to members of the community at large. Examples given in this report show that the positive impacts for other young people and communities have been considerable.
- The longer-term 'soft' impacts on other young people can only be assessed with on-going monitoring of those involved.
- There is a need for effective exit strategies for projects at the end of the award. Appropriate exit strategies have to be considered from the outset.
- One important innovative and radical aspect of the Saying Power Scheme was its participatory monitoring and evaluation. It enabled learning to be internalised, young people to define their own indicators of success, and therefore contributed to the overall effectiveness of the Scheme.
- Future schemes should ensure that training and capacity-building of award-holders and young people are duly accredited.
- Staff in organisations have found working with young persons on an equal footing a challenge. Often they have had to reflect on their own attitudes, recognising how young people can bring alternative perspectives and approaches to the workplace.
- To avoid tokenism, young people should be a factor informing an organisation's goals, direction and practice. This requires participation in strategic decision-making. Designing mechanisms and processes to achieve this involvement is both a challenging and time-consuming process.
- The structure of Saying Power has involved different organisations working closely together. This model can be challenging – it requires agreeing a common agenda, defining relative roles and responsibilities, and implementing new procedures. However, young people stand to benefit from the combined experience and synergy of co-operating organisations.
- Promoting a rights-based approach with younger people requires the active support and involvement of adults as well as young people. Organisations need ways of working with adults that mesh easily with a young person-led environment.



Background to the Scheme

How & Why the Scheme Started

The discourse of development, both internationally and in the UK, has shifted from meeting needs to realising people's rights. For Save the Children (SC) and other organisations working for children and young people, promoting children's rights has become an important focus of their work.

The framework for implementing a child rights-based approach is laid out in the United Nations Convention on the Rights of the Child (UNCRC). Articles 12 to 15 are perhaps the most radical sections, conferring on children and young people the rights to participation and inclusion in decisions that affect them, rights of assembly and rights of conscience and belief.

The Saying Power Scheme is an initiative designed to promote the active participation of young people in their communities, through identifying their own issues and running projects within their communities. Saying Power is a national scheme which has provided the means for 74 young people aged 16 –20 to manage and develop on a full-time basis one-year projects in their local communities. Projects have taken place throughout the UK - e.g., Aberdeen, Belfast, Edinburgh, Glasgow, South and North Wales, London, Birmingham, the North West and North East.

Begun in September 1998, the Scheme has run for three years, with award-holders funded and supported to run their projects over the course of one year. In the first two years of the Scheme twenty four award-holders were funded annually; and in the third year there were twenty six. All the projects have been developed by young people, based on their own ideas, as have the recommendations for change which have developed from the projects' experiences.

Saying Power is a Save the Children project funded by the Millennium Commission and Comic Relief.

Recruitment

Young people were invited to apply for an award by briefly outlining their ideas for a project, why it was needed and who it aimed to help. Recruitment was through the extensive networks of young people-led groups, through voluntary sector organisations and agencies that work directly with young homeless, care leavers, young people excluded from school, ethnic minorities and children with disabilities. The scheme targeted young people who had experienced social exclusion and discrimination and thus had few other opportunities available to them.

Goals, Objectives & Outcomes

The overall goal of the Scheme was to increase the participation of young people in decisions that affect them, thereby promoting citizenship and democracy from an early age, and improving services for young people at local government and community levels.

To implement this goal, the following key objectives were identified:

- To develop and lead a series of participatory projects in the community by marginalised young people
- To help award holders gain experience and develop skills to assist in their projects and in their own personal development
- To use and develop participatory methods of working with young people in project design and delivery
- To provide general benefits for young people in their community
- To influence local organisations by sharing learning and good practice
- To improve Save the Children's practices through participatory ways of working

General outcomes for these key objectives were established as:

For award-holders and young people in communities in terms of personal development

- Participating and ownership of projects
- Communicating effectively
- Confidence building
- Raising self-esteem
- Working with others
- Organisation and time management
- Focusing on results
- Influencing others
- Thinking and taking decisions

For award-holders in terms of project management skills

- Developing and achieving goals
- Planning, organising and conducting projects
- Budgeting
- Closing projects and identifying learning for the future
- Other skills specific to projects identified by award-holders

For Save the Children

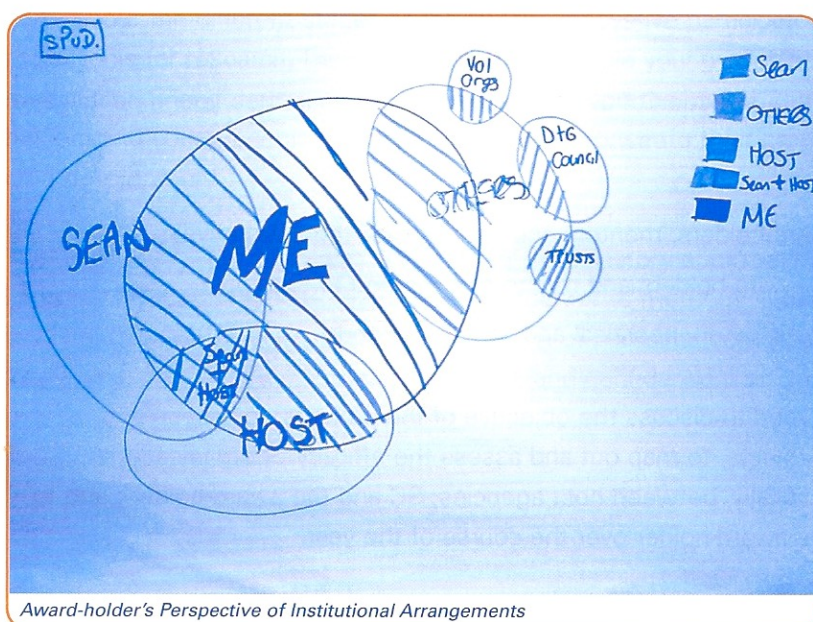
- Increase participation of young people in initiating, directing and taking responsibility for projects in SC
- Improve SC practice in participatory ways of working
- Develop a network of young people to inform SC's activities

Organisation & Structure

Working within a rights-based approach for young people has major implications for the organisational, administrative and management systems of agencies involved with young people. For SC, the challenge was to design management systems within existing procedures that nevertheless allowed young people to have control over their own projects.

The Saying Power Scheme is part of a rights-based approach to confronting problems affecting young people in today's society. The Scheme aims to strengthen the capacity of award holders, who are between 16 and 20 years old when they start the scheme, to manage their projects. As a result, they should be able to utilise more fully their own life experiences and ideas in working with other young people. This approach differs from that of supporting adults to work with young people; the peer-to-peer interaction of young people facing similar problems offers a much richer common ground.

The objectives of individual projects are determined by the award-holders with support from mentors and other professionals. Each award-holder was based in a host agency – an organisation that has experience working in the field of the award-holder project – providing support, day-to-day supervision and guidance. The award-holder was regarded as a member of the team within the host organisation. In some cases, the local SC office played the role of host agency. Additional support of 7 hours per week, both management and non-management, was provided by a mentor. In most cases the mentor was a development officer from the local SC office.



The Scheme was managed by a national Coordination Unit based in Birmingham. This unit was responsible for the day-to-day running of the Scheme, liaising with the Millennium Commission, managing and administering the Scheme budgets and finances, implementation of support systems for award projects, national recruitment, development of national training strategy and organising residencies and UK-wide training events.

Participatory Monitoring & Evaluation (PM&E)

Development Focus UK was commissioned to design and implement a participatory monitoring and evaluation system as an integral component of the Scheme. The PM&E represents a radical departure from conventional approaches to monitoring and evaluation. The key differences are summarised in the table overleaf:

Adapted from Narayan-Parker: Participatory Evaluation (1993)

	Monitoring & Evaluation	Participatory Monitoring and Evaluation
Who does it	External experts	award holders, young people and others involved in the Scheme, facilitated by skilled professionals
Why is it done	To satisfy requirements of funders as one way of ensuring accountability	To promote award holders' control over their own projects, and enable them to critically appraise their progress and refine direction and objectives as a result
What is monitored	Predetermined and externally-driven indicators of success	award holders and young people identify their own indicators and ways of monitoring them
When is it done	Usually at the end of a programme or scheme	Frequently, throughout the lifetime of a project
How is it done	Focus on scientific objectives; distancing evaluators from award holders and young people; uniform complex procedures; delayed & limited access of results	Self-evaluation by award holders and young people; participatory and visual methods; open and immediate sharing of results

Whereas this entire document communicates findings produced by the PM&E process, the next few paragraphs describe the PM&E methodology in action.

A number of well-proven techniques were used for the PM&E process over the course of its lifetime:

- Workshops and interviews with a selection of award-holders in each year, their young people and host agency representatives
- Mentor workshops
- Telephone interviews with award-holders, mentors and host agency representatives
- Evaluation workshops with all award-holders and mentors at the end of each year
- Training of award-holders in participatory appraisal and PM&E methods

Workshops with award-holders aimed to discuss the objective of the projects, to assess the outcomes and achievements of projects, to map out and assess the efficacy of organisational structures and relationships (specifically, between host agencies, SC and the award-holder), and to monitor the self-confidence of the award-holder over the course of the year.

Young people from a selection of award-holder projects were also visited during the course of each year. The aim of these visits was to facilitate the young people to develop their own indicators for evaluating the impacts of the award-holder projects. Changes in degrees of self-confidence as a result of being involved in award-holder projects were also assessed during the visits.

Representatives of host agencies and other organisations linked to the projects were also interviewed during the visits to award-holder projects. Topics during these interviews focused on the project's impacts on award-holders, the groups of young people involved in their projects, the role of

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an award-holder as a co-worker in the organisation, and the relationships between SC and the host agency.

Each year, mentor workshops were also held. These workshops looked specifically at the roles and responsibilities of mentors and how successful the mentors were in managing them. As with the interviews mentioned above, the workshops also considered the project impacts on award-holders, other young people, the local community, and the matter of organisational relations between host agencies and SC.

Each year a three-day evaluation workshop was held uniting all award-holders and mentors. These workshops gave award-holders an opportunity to reflect on the year's activities and to share their experiences with each other. During the workshops award-holders and mentors were asked to develop and score indicators to assess the personal development of award-holders over the year. Participants also identified and assessed the factors that contributed to award-holders successfully meeting project objectives. Facilitators helped participants identify the ways in which their projects had influenced local organisations.

In Year 2, Development Focus UK ran workshops for award-holders, training them in methods of participatory appraisal and PM&E. As well as building capacity in these research methods, the training enabled the award-holders to design monitoring and evaluation systems for their own projects. In Year 3, Development Focus UK provided support to a group of mentors who ran PM&E workshops for Year 3 award-holders.

Throughout the different stages of the PM&E, innovative participatory visual methods were the major tools for research. They are designed to enable young people to express their views using a multiplicity of languages – the visual, the written and the verbal. These methods have given award-holders and young people the opportunity to demonstrate their progress and to understand their own development.

The graphic overleaf illustrates the range of participatory appraisal methods developed during a PM&E workshop held with Year 2 award-holders. The methods shown in the figure include techniques to assess 'good' and 'bad' aspects of particular activities, what was learnt, what was liked, what was to be taken away and used, and confidence lines to assess levels of self-confidence over time.

PM+E Methods AH have used: Some Examples.

Joe

Mood Meter

Activity	Activity	Activity
Good Interesting	crap	Alright

Activity	Good	Improved	Bad
	~~~~~	~~~~~	~~~~~
	~~~~~	~~~~~	~~~~~
	~~~~~	~~~~~	~~~~~
	~~~~~	~~~~~	~~~~~
	~~~~~	~~~~~	~~~~~
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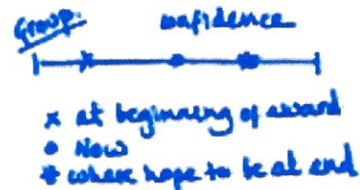
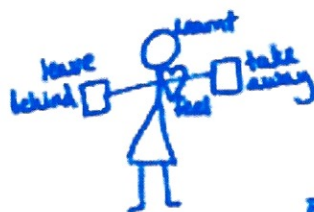
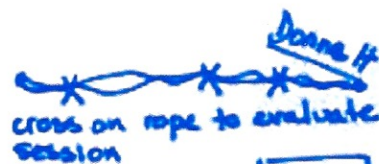
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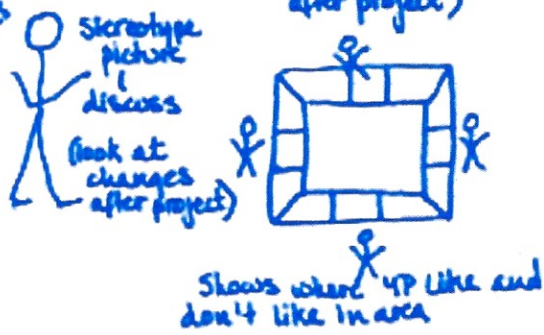
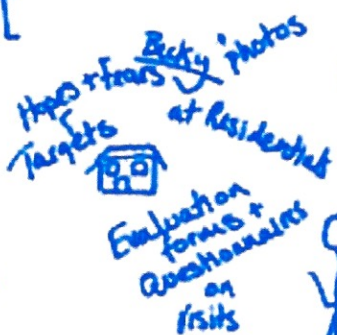
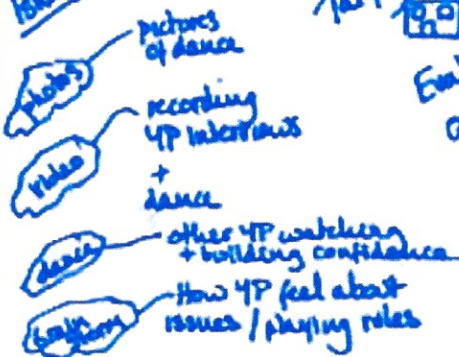
Jasmail



What YP thought of session



Hajar



Examples of participatory methods modelled during a Year 2 PM+E Workshop



One significant result over the Scheme's three year existence was the shift in focus of the PM&E itself. The PM&E in the first year focused on the difficulties in clarifying the roles and responsibilities for those supporting the award-holders. During Year 2 and Year 3, the feedback focused on the enhanced learning and support experienced by the award-holders, as the synergetic relationship of the mentor, the SC, and the host agency matured. These complex institutional arrangements, which initially presented difficulties, ultimately provided strong support for award-holders once the institutional learning had taken place. The strongest evidence of this learning occurred where individual mentors and specific host agencies were involved with the Scheme over the full three-year period.

The PM&E also looked at different stakeholders in the Scheme. The direct benefits gained by the award holders themselves can be seen in their strengthened capacity to work with young people, their ability to manage projects and to motivate groups of young people. However, the general impact on other people and other organisations together with the longer-term implications of the scheme needed to be examined. Therefore, the process of monitoring and evaluation included the award holders, the young people they work with, the mentors, people in host agencies, other involved groups, and wherever possible other involved individuals within their communities.



## Types Of Projects

### Summary

Projects covered a wide range of young people's concerns and experiences including:

- **Amenities**
- **Asylum seekers**
- **Care/foster care**
- **Children & young people's rights**
- **Confidence building & participation**
- **Conflict & racism**
- **Disability**
- **Drugs**
- **Lesbian, gay, bisexual & transgender**
- **Young & single parents**
- **Young travellers**

Award-holders were based throughout England, Wales, Scotland and Northern Ireland and required co-ordination between the different country programmes of SC. The award holders and associated projects chosen represented a balanced geographic, gender, age and ethnic spread, covered a wide range of social exclusion issues, and embraced many different ways of working with young people. There were two award-holders with special needs in Year 1, and two also in Year 3; eleven of the award holders were parents.

The following tables provide a breakdown of the geographical spread, gender, age and ethnicity profiles of the award-holders:

#### Geographical

Area	Year1	Year 2	Year 3
West Midlands	2	2	3
London	2	3	3
Oxford	0	1	0
North West	2	2	2
North East	2	2	2
Northern Ireland	3	2	3
Scotland	6	8	6
Wales	5	2	5
Yorks / Humberside	2	2	2

#### Gender

	Male	Female
Year 1	11	13
Year 2	8	16
Year 3	13	13



### Ethnicity

	Year1	Year 2	Year 3
White	18	17	19
Black African	1	1	2
Bangladeshi	1	2	
Pakistani	1		
Asian / Malaysian	2	1	
Afghani			1
Somali			1
Romani			1
Traveller			2
African Caribbean	1	3	

### Age at start of award

Age At Start	Year 1	Year 2	Year 3
16	2	2	4
17	6	8	7
18	7	7	4
19	4	4	9
20	4	3	1
21	1		1

## Issues Addressed in Projects

The key to the Scheme's success is that it works directly with young people. Award holders operate with groups of young people; mentors and people from host agencies support these award holders, providing an ample crucible in which to think through their ideas and find practical ways to make them operational.

Many of the young people who become award holders have direct experience in the issues that they are addressing in their communities. They live on the estates where crime and boredom are rife, they have been in care, they have experienced racial discrimination and attack, they have encountered homophobic attitudes in school and their communities, they have grown up in a society where drugs are on the streets. Young people's ideas about how to confront these problems need to be taken seriously; they have shown innovative and imaginative ways of working with their peers.

### Conflict and Racism

This relates to conflict between groups of young people on estates, in rural and urban areas, in schools, in areas of violence generally. Groups may be of different ages, races, religions, gangs or life styles. Projects clustered in this category speak to these differences and work with groups of young people to challenge perspectives and change the ways in which young people interact. Projects included:



remarked that they felt like invisible members of society at best, and at worst discriminated against in their everyday lives. Understanding disability and working with other young people to find better ways to communicate issues around different kinds of disability are some of the ways projects have raised the profile of disability. Examples included:

- Setting up a disabled/able-bodied integrated club
- Providing physical access to amenities for disabled young people
- Developing peer mentoring for young people with disability or serious illness
- Raising awareness of the needs of young people with Huntington's disease
- Building and running a website providing information and services to disabled young people

### **Young and Single Parents**

There is stigma attached to being a young single parent and many young people in this position (mainly women) felt in need of support to cope with the challenges of parenting and everyday life. Projects included:

- Setting up support groups for young parents, raising awareness on rights, and providing information on services

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

Young LGBT people experience prejudice and homophobic attitudes from other young people and society at large. Consequently, many feel isolated and excluded. Three award-holder projects concentrated on concerns facing young LGBT people by:

- Producing information packs for young LGBT people
- Creating a video and information pack for policy makers and youth workers on LGBT issues
- Initiating a youth council for young LGBT people

### **Young Asylum Seekers**

Young asylum seekers and refugees are often faced with appalling conditions, and lack of even the most basic amenities. Young asylum seekers find it difficult to access information because of language barriers and unfamiliarity with the system. The Saying Power Scheme in its third year funded one young asylum seeker whose project developed a support group and information point for young asylum seekers. Part of his brief was to educate decision-makers and the general public about the problems facing young refugees in London. Another project offered support to young Somalis, another assistance to young Muslim women, many of whom were refugees.

### **Young Travellers**

Young travellers and Romani gypsies experience discrimination and social exclusion from local authorities which often have little understanding of their communities. Young people from travelling communities also experience prejudice and discrimination from settled communities. In the third year of the Scheme three young people from travelling communities were funded. Their projects dealt with the following concerns:

- Increasing awareness of young women travellers' rights, and providing information and services to them
- Bringing together young people from the traveller and settled communities with the aim of breaking down the stereotypes existing between the two groups
- Researching the training and employment needs of young Romani gypsies





*Dean and co-worker facilitating traveller children during PM&E visit*

## **Ways of Working With Young People**

Many of the projects used different ways of interacting with young people. Even the award holders showed surprise at the difficulties they encountered with some of the most excluded youth. Therefore, the projects had to adopt a whole range of innovative and exciting strategies and techniques.

### **Issue/Support Groups, Drop-Ins and Peer Education**

Support groups and drop-ins provided young people with personal support on difficult emotional issues and the opportunity to meet other young people on common ground. Forming a support group or drop-in created a comfortable space and supportive environment in which to discuss problems. Such forums also gave young people the opportunity to be heard by their peers. This was often described as an important stage in building the confidence of young people.

Establishing a support group can be difficult. The greater the sensitivity of the issues, for example with mental health issues and young people, the harder it is to establish a group. For some award-holders the challenge was too great and the groups never got off the ground. In other cases, managing and running a group required a high degree of facilitation skills by the award holder, and in some cases conflict resolution skills. Successful management of support groups required good guidance and support from mentors and host agencies for the award-holder.

In Northern Ireland, SC have contracted co-workers to jointly facilitate group sessions. This approach has proved to be particularly effective, both in terms of capacity-building of the award-holder, and in the productive outcomes for members of the groups. Separate groups based on age and gender also may be required, depending on the issue. For example, in some projects groups of women got



together to build up their confidence; in others, males of all ages met to discuss particular challenges and expectations placed on them by society.

It is important to have long-term strategies for groups after the award finishes. In many cases the support groups and drop-ins will have played a significant role in young people's lives, particularly for those who previously felt excluded. In some cases groups may continue with the award holder using funding from different sources. In other cases members of the group who have built up facilitation skills will carry on or form new groups. In evaluating projects, many of those young people who had been a part of the award holder project reflected on the different skills, confidence and capacity to manage they had acquired through their involvement.

The award-holder often becomes a positive role model through running a group. This means that the impacts on young people in the group are greater than they would have been had the group been run by youth workers or other adults. Award-holders can relate to other young people's experiences. If young people feel that they have a shared agenda there is more potential for peer education and sharing of challenges and ideas.

### **Creative Arts – Video, Art & Drama**

Many young people are not very comfortable communicating in writing or in a formal setting. Therefore, young people in the Saying Power Scheme have used video, radio programmes, discos, graphic magazines, dance, role-play and drama as ways of attracting others to their projects. In turn, these creative arts became the means for exploring issues, expressing opinions, and advocacy.

Because effective use of creative media can be time-consuming, expensive and require professional input, particularly in the case of video, training is essential.

### **Qualitative Visual Research**

Research methods that are participatory, visual and fun are often more appropriate and more relevant to young people than closed questionnaires that take a long time to administer and do not allow as much feedback. Techniques such as Participatory Appraisal (PA) have allowed groups to be more inclusive of young people who are otherwise often excluded.

Visual techniques can engage people in different locations – they can be used in formal group situations, but also more informally out on the streets, in parks and youth clubs. Methods that record information simply and visually are more likely to involve people who are not comfortable with writing and still function effectively with other users.

Using qualitative visual research does, however, require capacity building for the award-holders as the research needs to be used rigorously, with continued support to write up and analyse the information. Year 2 award-holders were trained in participatory visual research methods by Development Focus UK, as part of capacity-building in PM&E. Mentors also attended the PM&E training workshop, and provided on-going support to the award-holders in these techniques. In feedback sessions with award-holders, they explained how the training improved their facilitation skills, their confidence in working with groups of young people, and their ability to gather information about relevant issues. These techniques have also been used by young people to evaluate their own work with groups.





*Young people feeding back on project evaluation exercise during PM&E workshop*

The group of young people in Craig's Year 3 project, aimed at establishing a community café, have been conducting a participatory appraisal in the Fernhill Estate in South Wales. Their appraisal was a community consultation exercise enabling residents to express their priorities and vision for the estate, using mapping and matrix ranking techniques.

Qualitative approaches are often regarded as not statistically rigorous. However, these methods can be valuable when used in a careful way especially in conjunction with other forms of quantitative research. It is important that both qualitative and quantitative research involve the participation of young people in developing ideas, with methods that are flexible enough to respond to new issues arising out of the process.

### **Advocacy/Presentations, Conferences and Open Days**

Conferences and Open Days equip award-holders and young people with organisational skills such as marketing, budgeting, communication and administration skills.

Conferences and Open Days also provide mechanisms for getting young people's voices heard. Presentations by young people themselves can have a particularly powerful impact. However, getting the right people, e.g. decision-makers in local government, to turn up at conferences can be difficult. Young people also need to believe that they have something worth saying. Given the time frame of just one year, some award holders felt the task too difficult, although the evidence shows that many have risen to the challenge by presenting themselves in innovative ways and facilitating their peers to do likewise. The use of creative and visual media at conferences has been effective at getting messages across in a powerful way.

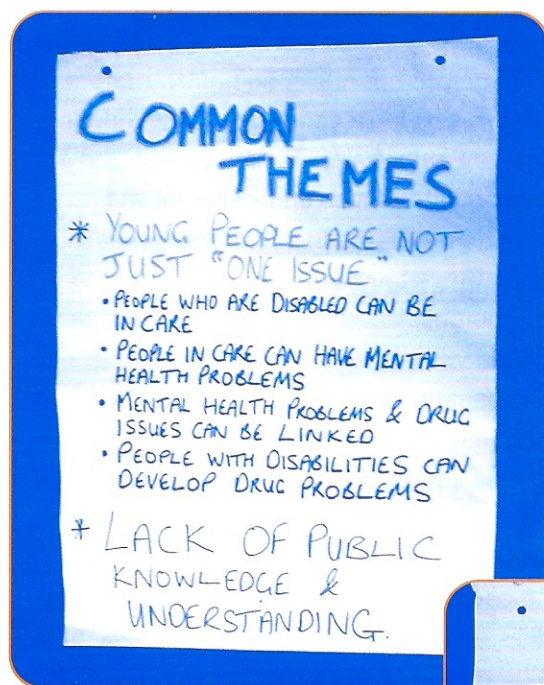
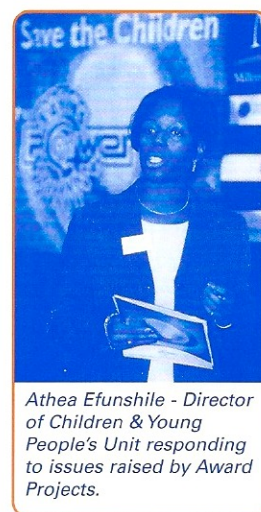
Young people have used the creative arts in general to present issues and frame participation in ways that suit them. Participation is not only about inserting young people into adult determined and led decision-making processes; it is also about opening the minds of policy-makers and those who



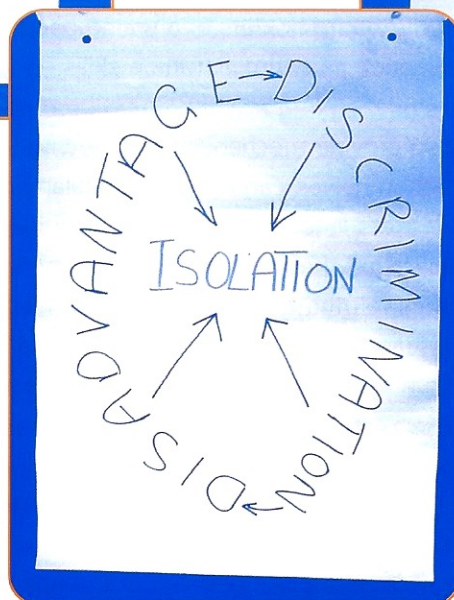
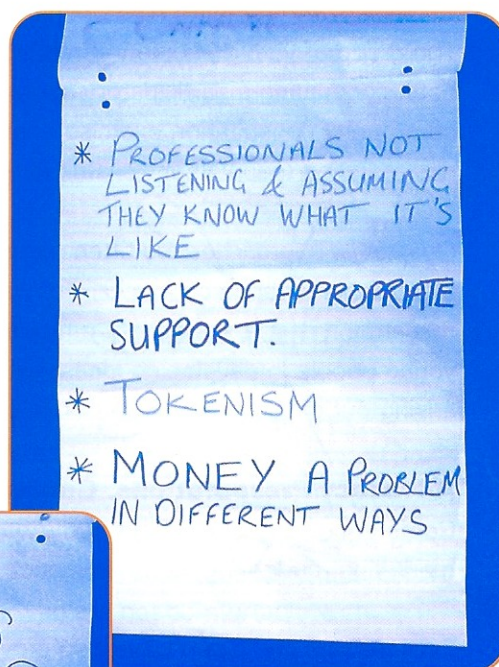
control resources to the different ways in which young people see themselves, understand their world, and want to determine the course of their own lives.

This Scheme has shown that, given the chance, there are many decision-makers who acknowledge that old approaches to social exclusion amongst youth are not working and that new ideas from young people themselves are needed. In terms of advocacy, award-holders and young people put forward a stronger message about themselves than adults lobbying on their behalf.

At the end of each year, award holders presented their work in a national showcase to senior staff of SC and other organisations, including the Millennium Commission and Comic Relief. The award-holders worked together to present common themes and case studies from their work. There was an imaginative use of different media and audience participation. The following pictures are examples of the common themes that one of the Year One groups presented.



Common themes identified by all award holders in an evaluation workshop





## Project Impacts

### Summary

*This section reviews some of the impacts on award-holders and young people in selected projects over three years. The full effects of the Saying Power Scheme will only emerge over time; however, despite the many challenges faced by award-holders and other participants, the Scheme's success and its potential as a model for others are already evident.*

The following case studies show how different stakeholders are affected by the Scheme. Young people working in the projects have the most direct contact with award holders and therefore examples are taken which illustrate projects from their perspectives. The capacity building of award holders is discussed to highlight another benefit gained from working directly with young people and their first-hand knowledge of youth issues. The complete project impacts cannot be assessed at this stage; however, this chapter provides some indication of how successfully the Scheme has affected its young participants.

### Young People in Projects

There have been significant impacts on many young people working with the award holders -in terms of confronting difficult issues, coming out with innovative and exciting ways to deal with them, and in expanding their own capacities and confidence to help run the projects. Some have been working alongside award holders; others worked directly with other young people; many have been integrally involved in decision-making throughout their projects. All these factors have given them a new sense of worth and a voice on issues that concern their lives.

#### Enjoying the process, being part of a team

Young people in a Year 1 project providing information and support to those leaving the care system described the following impacts on their lives. Please note that all the quotes throughout this report were recorded during the participatory monitoring and evaluation process.

##### **16 year old male:**

*"What I learned was to work in a team. The things I mainly enjoyed were going on the trips with the group to visit different youth clubs."*

##### **16 year old male:**

*"At the club we learned how to work with others in a team. The group learned how to negotiate and listen to others. I also really enjoyed going on the trips."*

##### **16 year old female:**

*"The things that I have learned at the club are how to work in a team. I enjoyed getting to know people from other clubs and sharing ideas. I really enjoy our club, as we are only a small group and have a really good laugh."*

##### **16 year old male:**

*"I like the group we have and we work well as a team and help each other out. I enjoy the fact that it gives us something fun to do and keeps us off the streets. I also love meeting new people and visiting different areas. I like the fact that when we talk, someone is there to listen to our ideas and help us do something about them."*

##### **17 year old female:**

*"The things that I learned was to work together as part of a team and feel more confident now in the way I speak to people. I have also learned how to work together in difficult situations. I feel I have benefited very much from the project."*



**A solid grounding in confidence and support**

In some cases the self-confidence of young people within the group increased, and they were empowered to action. People taking part in Donna’s Year 2 project – a young parents’ support and training group – made the following comments about their involvement:

- “Good to get out to meet new friends.”*
- “Good to do projects and hopefully help other people.”*
- “Building my confidence and meeting new people and new tasks to achieve.”*
- “I have become more self-confident when talking to people and I learnt a lot about the issues of life.”*



Young people in the parents’ support group identifying project impacts during PM&E

During the PM&E case study visits, Development Focus UK facilitated groups of young people to identify their own indicators for assessing the success of projects. These indicators were developed by asking participants to identify the ‘good’ and ‘bad’ things about their projects. These issues were then transformed into indicators by the facilitator, and placed in a matrix for young people to score. The following and subsequent indicator tables were developed in this way.

The young people in the parents’ support group project identified a range of indicators to assess the project’s impact on the group. These indicators ranged from ‘having a new experience’ to ‘learning new things’ and ‘supporting others’. The following table shows how members rated the various indicators:

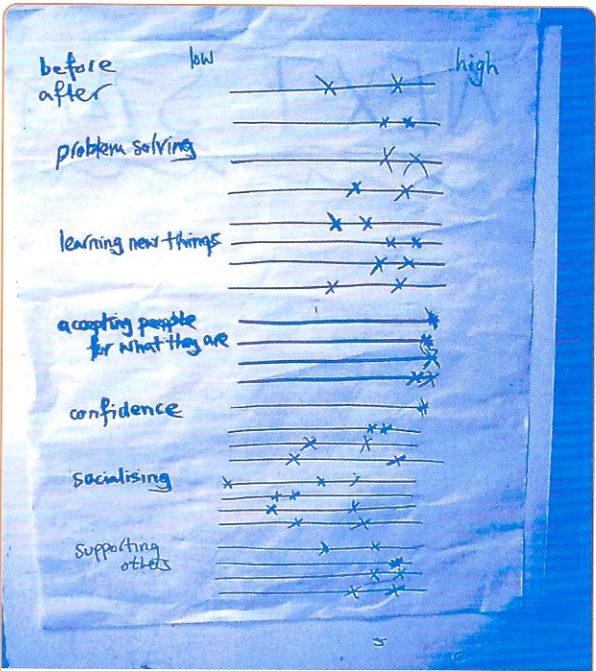


PM&E indicators assessing impacts on the parent support group in Liverpool

Priority	Indicator	😊	😐	😞
●	Enjoy the group	● ● ● ●		
	New experience	● ● ● ●		
	Scoff (food)	● ● ●		
●	Problem solving	● ● ● ●		
	Learning new things	● ●	● ●	
	Accepting people for what they are	● ●	●	●
● ● ● ●	Confidence building	● ● ●	●	
	Choice of involvement	● ●	● ●	
●	Socialising	● ● ● ●		
● ● ● ●	Supporting others	● ● ● ●		
	Set new tasks	● ● ●	●	

For this group ‘supporting others’ and ‘confidence building’ were the most important impacts. The group members scored all indicators highly, although ‘choice of involvement’ and ‘learning new skills’ had lower scores. ‘Choice of involvement’ related to the choice of activities they can participate in at the centre where the project was based.

The illustration here shows a visual method of registration developed by Development Focus UK to facilitate young parents in Donna’s group. It marks the changes in perception of selected indicators over time. Some indicators, such as ‘accepting people for what they are’, did not change as a result of their involvement – they had a high rating from the outset. Those indicators that showed the greatest impact were ‘socialising’ and ‘confidence’. All participants expressed the view that before their involvement they felt isolated and did not have much social contact with others. The project enabled them to meet other young women in similar circumstances and to form friendships with them. Levels of confidence for two members of the group were low before the project and have increased considerably.



Self-assessment of changes in indicators in Donna’s project



Young asylum seekers involved in Mustajab's Year 3 project - a refugee information and support group in Hammersmith - gained a great deal from involvement with his project. Their comments included:

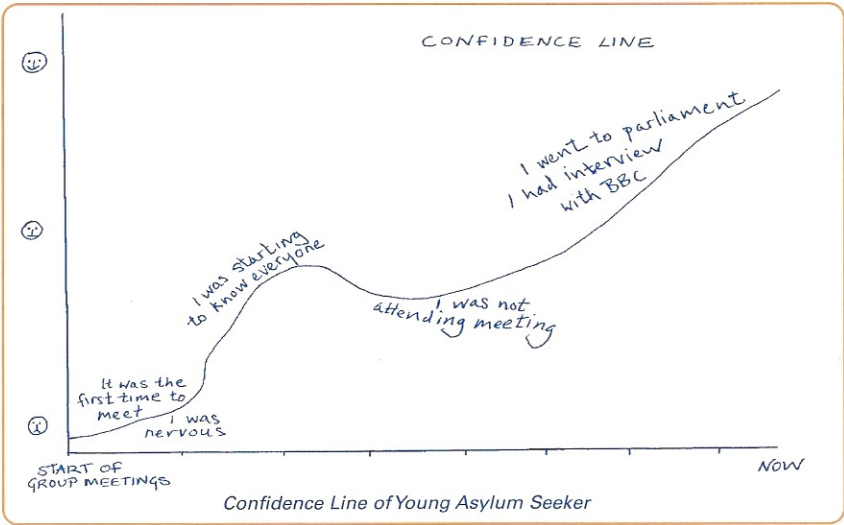
- "Good thing is when I came to Mustajab's meeting for the first time, I felt welcome; we all come from different countries."*
- "We come together and hold each other's hand for a better future."*
- "Meeting young people in similar situations to find out about their problems and issues in this country."*
- "Know more about asylum seeker and refugee issues in this country."*
- "In the meeting we can find out about our rights."*

**PM&E indicators for assessing impacts on the refugee information & support group in London**

Indicator	😊	😐	☹️
Learning about rights	●●●●●		
Emotional / moral support from others in the group	●	●●●●	
Meeting different people	●●●●●		
Financial benefit		●●●●●	
Attendance		●●●	●●
Giving a voice to our rights	●	●●●●	

The figure below shows the confidence line of one young person in the project, facilitated during a self-evaluation session of changes in self-confidence over the course of the year.

Confidence lines show in a visual manner how a person's self-confidence has changed over time. The participant draws the axes of a graph, with the horizontal line representing time, and the vertical axis representing confidence. She then draws her 'confidence line'. Where the line dips or peaks, she is asked to indicate what specific event caused these changes. The confidence line provides the basis for discussion with the facilitator.





Involvement in the refugee information and support group has not only provided young asylum seekers with information on housing, education, immigration policies and procedures. For some, it has improved their confidence and capacity sufficiently for them to undertake peer education projects in primary schools, raising awareness of and presenting positive images of refugees.

### **Gaining skills, achievement and action by the end of the year**

In some projects, award-holders started to run group sessions with young people towards the end of the year. For many award-holders accessing young people and developing a group took much longer than anticipated. Again, it was only towards the end of the year that these efforts started to bear fruit.

On occasion the young people in the group have felt that, although they contributed much to the group's success, they could not see a clear continuation after the project's end. There have been successes where projects have momentum and different sources of funding are found; but other groups have been unable to continue after the year's funding came to an end.

In those projects with a tangible output, (e.g. a young person's rights book, a conference with young people and adults, an advice workbook for young people leaving care), young people felt that they were being listened to and heard by adults who make decisions affecting their lives. Such outcomes enhance the likelihood of the projects/groups continuing after the award ends.

Nehru, a Year 2 award-holder, worked with a group of young people laying the groundwork for a studio for disadvantaged young people in Mossdale, Manchester. Central to the project, 'Children United Through Sound' or CUTS, is the belief that if children have a chance to express themselves through music they can benefit themselves, their sense of self-worth, and the community at large. CUTS hopes to 'give them a second chance'. It recognises wasted talent and wants to continue to provide marginalised young people with the opportunities they need to escape from boredom, poverty and crime. Working together, the people at CUTS have found additional funding for the studio; they have recently been involved in providing music for an anti-smoking advert targeted at young people.

A core group of 5-8 young people ended up working on the project with a further 20 involved from time to time. There is now a network of rap groups and young people interested to take things further, but the core group found it hard to get commitment before there was a studio to work in. The young people felt that the award year was not long enough to reach a wider network of young people, to build up enthusiasm and commitment from more than a small core. However, they also feel that once the studio is actually set up it will provide the focus and facilities needed to attract others.

Carrying out this groundwork with such dedication has, however, given the core group a range of skills that they consider will pay off in the end. They all feel that the project will have a broader impact in the community; in personal terms, they expressed the following examples of impacts on their own lives:



**For young person 1:**

- ✓ Starting up is slow but dedication pays off
- ✓ Helped me to gain experience in business
- ✓ Meeting important people who can give valuable advice in business
- ✓ Gives further insight into the development of a new company

**For young person 2:**

- ✓ Made me more confident
- ✓ Led me to be assertive in everyday life
- ✓ Helped me cope with meetings
- ✓ Led me to gain contacts for the project
- ✓ Opened a lot of doors
- ✓ More companies will now support project
- ✓ More links made for young people in projects
- ✓ Groundwork done so many young people can benefit in the long run

**For young person 3:**

- ✓ This project has given me more insight into music and helped me appreciate my potential
- ✓ Given me the confidence to go out and put my full potential into practice




**For young person 4:**

- ✓ CUTS gave me a sense of responsibility when I had nothing to do
- ✓ Involved me in funding
- ✓ Meeting people in the music business
- ✓ Organised times and days for tuition
- ✓ CUTS gave me something to do with realistic goals to achieve
- ✓ CUTS helped me to see more – one day I may make it to Top of the Pops!!!

The young people drew confidence lines. All of them showed that the project had raised their confidence, although they had low periods due to the lack of commitment from young people in the community. Confidence increased at the end of the project as the core group felt that they had achieved the groundwork necessary to inspire and involve others. They all felt that the award could have been extended to help sustain them; undismayed, they now have gained further funding for their studio and community tuition work. The group also created the following indicators for the project and scored their progress over the year:



Scoring Indicators for CUTS Project

Indicator			
Chance to do own thing	● ● ● ●		
Having a role, being needed	● ● ● ●		
Developing skills, education	●	● ●	●
Gaining recognition		● ●	● ●
Support from adults and organisations		● ● ●	●
Understanding steps to do with laying groundwork	● ● ● ●		
Lasting dedication of young people in the project outside core team			● ● ● ●
Helping and developing young people in the future:			
• tuition set up	● ● ●	●	
• funding for studio and technical support	● ●	● ●	
• links for venues for studio	●	● ● ●	
• networks of young people		● ● ● ●	
Belief that with groundwork done young people can be empowered	● ● ● ●		
Membership scheme to include young people and improve the community in terms of youth empowerment and crime reduction	● ● ● ●		

The young people involved felt that they would also have benefited from the training and support received by the award holder. However, they believed that they had achieved a lot and that everything was now in place to empower others through music. Tuition is set up, funding is almost complete for the continuation of the project, studio venues have been located and networks put in place. Although getting young people to commit has been difficult, they now feel that the hands-on studio will change this.

Voices heard in conflict

Damien worked with a group of young people at the Ardoyne Youth Club on his Year 2 project ‘Voices of Conflict’. This group explored their perceptions of the ‘troubles’ in Northern Ireland and how they have been affected by them, participating in the making of a video which documented their discussions. They expressed the following about being involved in the project:

- “It was a good experience and facing fears was the best part”***

***“Our points and views of the troubles - listening to other people’s views and opinions”***

***“Hearing others put their point of view across and their opinions”***

***“Putting across my opinion and listening to others”***

***“Giving your view of the troubles - expressing feelings”***

***“Getting to give my points of view without being criticised”***

***“Building up friendships; confidence; found out things about the troubles I didn’t know”***

***“Putting across our own opinions about our lives in Ardoyne and in the troubles”***



During interviews the participants drew confidence lines showing how their confidence levels had changed over the course of the project. All participants indicated that their confidence had increased as a result of the project. Reasons for this increase included 'getting used to talking in front of people', 'people listening to me' and 'trusted more people'. Explanations for confidence levels dropping during the project included 'arguments with members of the group' and 'talking about bad experiences of the troubles'.

The table below shows the indicators developed by the group to assess the success of the project, with the scoring and relative priority of each.

**PM&E indicators for Damien’s project**

Priority	Indicator	😊	😐	😞
● ● ● ● ●	Voice opinions	● ● ● ● ● ● ● ●		●
● ● ● ● ●	Confidence	● ● ● ● ● ● ● ●		●
●	Fun	● ● ● ● ● ● ● ●		●
	Games	● ● ● ● ● ● ● ●		●
●	Good experience with group	● ● ● ● ● ● ● ●		●
● ● ● ●	Facilitation	● ● ● ● ● ● ● ●		●
● ●	Learning about the 'troubles' and history	● ● ● ● ● ● ● ●		●
	Enough time	●	●	● ● ● ● ● ● ● ●
	Attendance	●	● ● ● ● ● ● ● ●	●
	Ability to participate in sessions & residential	● ●	● ● ● ●	●
	Taking it seriously	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	●
	Conflict resolution within group	●	● ● ● ● ● ● ● ●	● ●
● ● ● ● ● ● ● ●	Sense of humour	● ● ● ● ● ● ● ●	● ● ● ● ● ● ● ●	●

Indicators such as 'voicing opinions', 'good experience with the group' and 'learning about troubles and history' scored consistently high. Scoring of other indicators, such as 'conflict resolution within the group', 'attendance', 'having enough time', and 'ability to participate in sessions and residential' had medium to low scores.

The most important indicators for the participants were: 'having a sense of humour', 'voicing opinions', 'confidence', and 'facilitation of group'. 'Sense of humour' was scored low or medium by 3 of the 7 participants, whereas the other significant indicators were scored high by 6 of the 7 participants.

**Confidence and ability leading to positive action**

For host agency representatives, the most common impact on young people across the projects was that they became more self-confident about their own abilities. The award-holder – as one of their peers – demonstrated to others in the group that young people can run projects and get the recognition that comes from it. One member of the group is now a 'Millennium Volunteer' with the host agency.



In Year 2 Vickie set about facilitating meetings, working with two groups of young people. The first group comprised both male and female members, the second a group of young men. Vickie's initial objective was to raise awareness in the two groups about youth rights, and to initiate a peer education process on the subject. Whilst this objective has been met in both groups, the young men's group has surpassed it.

In this group Vickie succeeded in facilitating discussions about young men's feelings and relationships. These young men had never experienced anything similar, never having had anyone with whom they could share such private emotions – not with each other, not with their parents. This process has had a significant impact on their emotional development. They have experienced improvements in their self-esteem, confidence and ability to communicate with others.

The young men were not part of a youth group and had no experience with such forums. Working with Vickie, the young men now have a strong group identity, can work together, and take responsibility for the group. The establishment by Vickie of this group is considered a major achievement, as past attempts by professionals to bring young men together to look at feelings and relationships have been unsuccessful.

Ash's Year 2 project sought to challenge racism in sport through promoting Bangladeshi boys who showed a talent for soccer. Through the project four members of the group were able to secure places in junior professional football. For the other boys, the project gave them their first opportunity to take part in sports tournaments and interact with children from other cultures.

One of the main benefits for young people in the award-holder projects was the support they received from belonging to a group. Many young people came from difficult backgrounds, and having the opportunity to come together with other young people with similar life experiences in a secure environment was important to them. These groups enabled them to share histories, build supportive relationships with their peers, and gain reassurance that they were not alone in their problems.

Young people involved in the projects also became more aware of opportunities open to them and of their individual rights. In those cases where the project included a training component, young people were given the opportunity to learn communication skills. This had a very positive impact, enabling young people to express themselves and their views. These factors provided young people with a sense of achievement and ownership of the projects, further reinforcing the positive impacts already gained.

### **People in Communities**




Craig's project in Year 3 established a cyber-café – a space for young people on the Fernhill estate in South Wales to access internet information and resources. Before the project commenced, young people on the estate did not feel positive about themselves or their community. There were no facilities, and nothing for them to do but hang out on the streets.

Through the cyber-café, managed by a youth committee, young people can now access the internet, attend literacy classes, attend IT classes and get advice on sexual health and contraception.

Relations between young people and older residents have improved greatly since the project started. Not only have older residents recognised the abilities of young people in establishing the project, but they also participate in the intergenerational projects organised by the youth committee.



Indicators developed by young people using the café

Indicator			
Empowering young people	●●●●●●●●	●●	
Providing young people with activities, e.g. internet	●●●●●●●●	●●	
Motivation / self-esteem	●●●●●	●●●●●	
Training and skills development	●●●●●	●●●●●	
Positive relationship between young people and community	●	●●●●●●●●	●
Providing safe environment for young people	●●●●●●●●	●●	
Working in partnership with other agencies	●●●●●	●●●●●	
Inter-generational project	●●●●	●●●●●●●	

At the café young people have also made an educational, interactive CD ROM on drug use, and are planning to make a documentary video on young people’s experiences of the criminal justice system - from being arrested to appearing in court.

Earlier, Craig had been involved as a young participant in Shelley’s Year 1 youth support project. This constructive experience no doubt provided much of the inspiration for Craig to develop his own project. Institutional learning gained by SC and the local agencies along with the positive experiences of young people working in Craig’s project have contributed to the significant impacts Craig’s project has had on the local community. The establishment of sustainability through constructive role models and apprenticeship cannot be stressed too highly.

Year 1 award-holder Shamylla, whose project looked at issues of race awareness amongst children in Edinburgh, identified the following impacts:

***“Having made a change in the living styles of even a few young people has given me satisfaction and proof that my project has been a success. Giving young people some knowledge and awareness of racism and bullying has perhaps helped to break the barriers of speech and thought for victims of daily harassment. For example, the local corner shop known as the ‘pakies’ to most young people, is now known to some of them by its proper name, and an evening meal from the ‘chinkies’ is now the evening meal from the Chinese takeaway.”***

Katrina, whose Year 1 project sought to raise awareness of disability within her community in Belfast, highlighted the following impacts of her project:



***"Just by being in the workplace, I have raised awareness about people with physical disabilities in my community.***

***They now know that people with physical disabilities have mobility difficulties but have a similar 'average' IQ to anyone else.***

***They now know that people with physical disabilities have a life and emotions – like anyone else.***

***They now know that there is a clear difference between mental and physical disabilities.***

***By being part of a community organisation, I have made the community think more about how people in the community can be more friendly and accessible to physically disabled people. All the teams in the Upper Springfield Development Trust are now thinking about how to involve people with physical disabilities in their programme.***

***Because of my project, for the first time a group of physically disabled young people has mixed with a group of their able-bodied peers in a school setting. This was a very enjoyable event for all the young people who took part, but it was also very challenging for both the physically disabled and able-bodied young people, as 90% of them had never mixed with each other before."***

For Nicki's Year 1 project on territorialism in Glasgow, her success in breaking down barriers between young people from different areas is reflected in the following excerpt from her end of year report:

***"When asked how they [young people] felt about the young people from the rival area before the group started, over half the respondents (from a total of eleven) answered "we fight them". When the same question was put to the group at the end of the project, over half replied that "they're my friends" or "they're OK".***

Two projects aimed at working with the Bangladeshi community in north London had significant positive impacts on the community. During the initial stages of Ash's project, many of the parents were not keen for their children to spend time on sport, nor to take it up professionally. Ash was able to explain to the parents the significance of their children's talents, their potential, and the opportunities that professional sports could offer. Suitably informed and encouraged, many parents allowed their children to participate. One of the young people in the project received a Millennium Dreamers Award and went to Florida. This resulted in good media coverage, and parents and people in the community were extremely proud of the achievement.

Kaji's Year 1 project within the north London Bangladeshi community tackled drug use by young people. Despite strong initial resistance from parents and religious authorities within the community, the award-holder persevered. Kaji ran workshops with mothers about drugs, their uses and effects, and how to identify drug use amongst their children. Mothers found the workshops very useful, giving them the opportunity to ask questions and get information from a young person. The displays of mock drugs and posters gave them an idea of what drugs look like, and the different forms that they can come in. The workshops resulted in such improved knowledge and empowerment about dealing with drugs that the mothers sought to get other families involved. The project's wider impacts include the dissemination of drugs awareness information through mosques and other community organisations.



Another impact on young people comes from the role model that the award-holder presents to his or her peers. Typically, award-holders come from extremely socially excluded areas where unemployment is high, educational opportunities are low, and young people do not have high expectations. A young person from such a community who manages to win an award and achieves some positive outcomes with it provides a strong positive incentive for others to follow.

Impacts on young people can arise indirectly through the agencies that award-holders have had dealings with. It is too early to assess clearly this type of impact, although in the next section we look at impacts on organisations. There is already some evidence emerging of how these impacts affect young people generally; these will be assessed as the Scheme progresses.

In Toni's Year 2 project – a drama initiative for young people in care – social services have been influenced by working with young people in the care system which may result in a change of approach by service providers. In Becky's Year 2 project – aimed at establishing a youth people's assembly – the advocacy work of her group in lobbying for a young people's parliament in Wales could have long-term impacts on young people throughout Wales.

### **Impacts on Host Agencies and Other Organisations**

The Scheme has benefited from a partnership approach with host agencies. This makes use of a range of different types of skills and processes. Award holders have benefited when a relationship has been built up among the host-agency, SC and award holder from the beginning.

Award-holders have experienced barriers to successful projects because of the attitudes of some host agencies and others involved in their work. For some host agencies, it was hard to accept young people in their new roles of award-holders who might have had a very different relationship with them previously, for example as a receiver of care or a voluntary worker.

Often the required shifts in attitude were difficult. This manifested itself in several ways. For some, it was hard to accept the award-holder in a higher status role; for others, where the award-holder had been a voluntary worker on a casual basis, the need to treat the award-holder as a paid worker and account for hours worked was not taken seriously. Another example of attitudinal barriers was the non-participative, formal approach taken by some agencies in their work with young people. This formal approach made it difficult for award-holders to work effectively and liaise between young people and the agencies responsible for their welfare.

Successful projects have resulted in award-holders acting as vehicles for getting young people's views communicated to other agencies working in the area. In these cases award-holders have been invited to sit on multi-agency decision-making panels in a non-tokenistic manner, ensuring that the young people's views are heard and taken into account when decisions are made that affect their lives.

This is illustrated by Georgina's Year 1 project aimed at informing local council departments about the issues facing young people in care. Georgina became a member of the Council's new forum that



allowed her to represent the views of young people preparing to leave care. Not only has such advocacy had a positive impact on the young people in her group, but this has also had a wider impact on young people at large as decision-makers have taken on board the views of young people in planning future activities. The Social Services Department has recognised the value of this project and is now dealing with the issues they have brought up.

Shamsi's Year 1 project focused on a support group for young people with mental illness, illuminating for service providers some non-clinical approaches to mental health issues. Her project has continued to be funded by two agencies – the Curriculum Development Project and Health Promotion Unit of Birmingham City Council – who are also sponsoring a part-time worker, formerly a volunteer with Shamsi's project.

Three examples of the positive impact of projects on host agencies are provided by Shamylla's, Katrina's and Kaji's projects. In each case, having the award-holder based at the host agency has led to a profound shift in attitudes about the matters raised.

In the case of Shamylla, her project has had a major influence on her host agency. The agency is committed to continuing the work she initiated, raising awareness of racism amongst white children and young people in north Edinburgh. The youth clubs and services the agency runs have integrated racism issues into their work.

In the case of Katrina's project - addressing the needs of physically disabled young people - staff within the host agency now realise that physically disabled teenagers are in many respects just like other teenagers, with similar needs. The host agency has taken onboard these issues in its work programme with young people, and designed strategies to ensure that physically disabled young people are included in their programmes.

#### **Some comments from host agency staff supporting Katrina's project:**

***"Having the award-holder presented an opportunity for people within the organisation to learn in a more 'natural' way about disability because there would be close contact everyday with her. Increasing the awareness of the workers in this way was helping the organisation to achieve one of its goals: the inclusion of people with disabilities in the community.***

***It became clearer however, that the impact of having the award-holder working in the organisation was much greater than had been anticipated and there could be more learning for Upper Springfield Development Trust in terms of creating inclusion in the community."***

In the case of Kaji's project on drugs awareness, the host agency has since taken on drugs work, and two of its workers are undertaking special training to carry on the work Kaji started.

Shamylla in Year 1 and Dylan in Year 2 were both based at the same host agency. Having two award-holders on the staff, with their own budgets and responsibilities, has had a good influence on the agency. Staff have come to realise that young people as professionals have much to offer in terms of insights, different approaches, and ability to deal with young people. Whilst staff were aware that



As the result of a conference Becky co-organised – called Bite Back – bringing together representatives from youth groups and organisations in Wales, she was invited to join the steering group of Young Voice. Her presence and that of another young person has contributed to a major shift in approach. The vision of young people's involvement in the Welsh Assembly has shifted from dissemination of information and collection of views through a website to a more participative one. Becky's award culminated in a 'Breaking Barriers' conference jointly organised by Becky and Bite Back. The purpose of this one-day conference was for young people to learn about the Welsh Assembly, and to feedback the perspectives and views of young people. Assembly Members attended the conference, provided overviews of their work, and answered young people's questions.

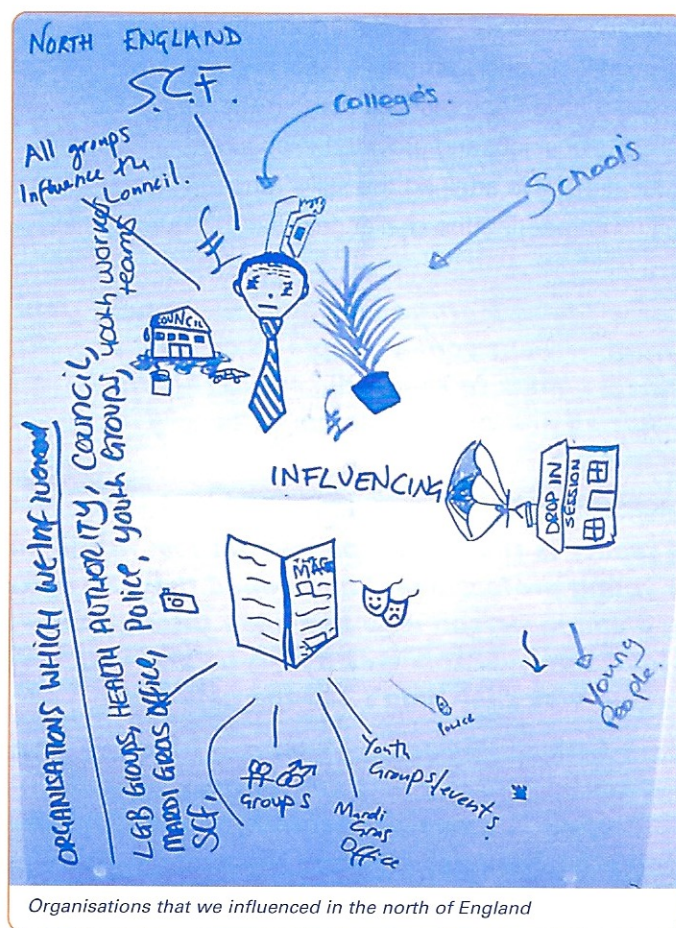
Since Becky's award, the impact of her project on the Welsh Assembly has continued. Bite Back was requested to assist in the recruitment and selection of the Children's Commissioner for Wales, and young people were included on the interview panel. Young Voice has evolved into a young person-led organisation with close links to Bite Back, and organises consultations with young people in Wales on behalf of the Welsh Assembly.



*Young people expressing their views in the Welsh Assembly*

In addition to individual assessment, during the end of year evaluation workshops award-holders gathered together to collectively evaluate project impacts on various organisations. One exercise conducted during the workshop was for award-holders, grouped by geographical region, to represent in a visual way those organisations that they influenced. The figure following shows the results for first year award-holders from the north of England:





## Capacity-Building with Award Holders

The Scheme has many obvious benefits for the individual award holders involved in terms of confidence and capacity building. It has provided opportunities for young people from marginalised communities to confront many of the issues they face in their daily lives. It has enabled award holders to deal with concerns in a practical rather than academic way. For many young people the award bestowed financial independence for the first time. As their projects have delivered tangible benefits to other young people and to their communities, so have the award holders gained in pride of purpose and sense of accomplishment.

By the very nature of selecting and targeting more marginalised young people who might not have had the opportunity to fulfil themselves before, a balance had to be struck between building capacity and self confidence, and the pressure to deliver a project. Some inevitably dropped out, creating post-project slumps in confidence and self-esteem. Others, having achieved so much in a year, experienced difficulty in handling disappointment when the money ran out.

These problems of sustaining development activities and interventions are very familiar ones. Policy makers everywhere, in government, community and voluntary organisations alike, must listen to young people's voices and recognise that they possess innovative ideas and solutions to many of the problems which they face. Adults in positions of power need to work with young people in tackling the problems of marginalised youth in our increasingly divided society.



- Raising awareness about bullying amongst 7-11 year olds in schools and youth clubs
- Working with young people from two Glasgow estates who regarded each other as enemies, to build up understanding and rapport between the two groups
- Raising awareness about racism amongst white children at an Edinburgh youth club
- Challenging racism through arts and drama
- Challenging racism in sport through mentoring and promoting Bangladeshi youth in football
- Using sport and clubs to bring together Bangladeshi and white youth in north London
- Working with young people in the Ardoyne area of Belfast to explore their perspectives of the troubles, and to understand how the conflict has affected their lives

### **Children and Young People's Rights**

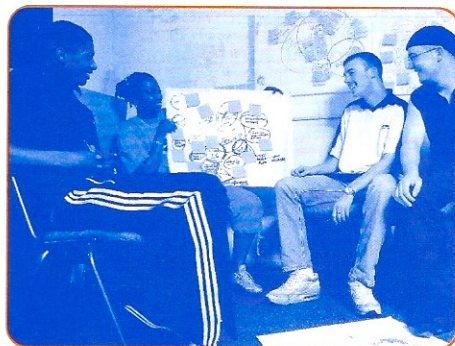
Whilst all projects in the Scheme can be viewed as promoting children and young people's rights, some projects were aimed specifically at rights' advocacy and lobbying of local and national government, as well as raising awareness amongst young people about their rights. Examples of projects included:

- Producing rights packs for young people, and organising a conference to lobby local government representatives
- Developing a children's rights pack through session work with young people
- Supporting and promoting representatives from across Wales to have a permanent voice in the Welsh National Assembly
- Developing a Young Carer's Forum enabling young carers to voice their opinions regarding services they receive, and how those services may be more tailored to their needs
- Developing Youth Forums as a mechanism for young people to voice their needs and priorities and to lobby local authority departments responsible for service provision

### **Confidence Building and Participation**

Some projects worked to raise the confidence of certain groups of young people who are marginalised in society due to their different cultural backgrounds, religious practices and social status. Within this context there are often issues of gender that require girls and women to meet together to develop their confidence. There is also a growing need for males to establish their identities and to be able to express their feelings about issues and expectations that affect them in society. Such projects focused on:

- Promoting participation of excluded youth in activities using arts and the environment
- Training young people to participate in youth and community groups
- Facilitating a discussion group of young men around issues of rights
- Developing a self-help group for homeless young people
- Setting up a discussion group of young Somali women to promote self-confidence





## **Lack of Facilities and Information**

In many poor communities around the UK, people identify problems relating to youth boredom and crime as priorities. Often the reality is a dearth of facilities for young people; often their only alternative is to meet on the street or become isolated. Even where facilities do exist, young people need information about how they can deal with the lack of support, lack of money and lack of work. Various projects dealt with these situations by:

- Creating a bi-monthly teen magazine for young people
- Setting up youth centres and places for young people to meet and discuss issues of concern, and to get them off the streets
- Producing an A-Z information booklet for young people
- Working with groups of young people to identify local needs
- Investigating the needs of young people with mental health problems
- Developing a Drop-In Centre for young people
- Setting up a music studio
- Working in partnership with young people and agencies to access employment opportunities
- Developing an information and support service for isolated and excluded youth
- Developing a Youth Café, with internet access and information about local services and health advice
- Providing participation opportunities, information and support for young Somali people
- Providing access to musical instruments for young people
- Providing skills to enable young people to volunteer in the community

## **Care/Foster Care**

Young people who have direct experience of the care system have devised projects that look at the kinds of support young people need, how the care system can take their concerns into account, and how to support young people leaving care. The projects covered a wide range of issues including:

- Research into services available to young people leaving care
- Advice and support to those in care and those about to leave care
- Developing a guide for care leavers
- Bullying in the care system
- Research into assessing actual practice of foster carers, against the new National Standards for foster carers
- Research into the educational experience of children and young people in care

## **Drugs**

Drugs are an ever-increasing part of youth culture and have become a problem for many young people in our society. Young people have identified drugs as an important issue and seek to ensure that there is better information and support for young people.

Projects have sought to:

- Raise awareness of the effects of drug use with the Bangladeshi community
- Develop peer education links with two secondary schools, raising awareness of issues around alcohol and tobacco use
- Develop youth-led drugs education for 7 to 11 year olds in junior schools

## **Disability**

Disability amongst young people can often be overlooked. Young people on the scheme have



## Presenting Reports and Written Information in Exciting Ways

Some of the reports by young people have been presented in innovative ways. Written reports have often included visuals such as photographs of work in action and cartoons, with short, hard hitting text. Some have used video and audiotape to present their reports. Other award holders have struggled with expressing what they have achieved in a written form. How information is recorded and finally presented is part of the package of skills that needs to be built up during the Scheme. This capacity building must also recognise that different forms of presentation are central to how young people express their opinions and views. For them, the written word is often too formal and inaccessible.

## Youth Forums & Youth Committees

Youth forums were an extremely effective way of lobbying and advocating on young people's issues. To be successful however, youth forums need to have very clear, well-defined focal points. Young people often lose interest if they do not see any changes and impacts from the forum, or if they are not listened to by those taking part. Youth forums also take time to become established - the fixed term length of the award can be a factor in limiting their effectiveness and impact.

Young people have found that they sometimes need to start working with people they already know. These core groups can learn how to manage groups, generate ideas, involve other young people who may feel excluded and isolated or have problems in communicating in more formal settings. As a group they can effectively spread the word about their activities, going out to where young people are - visiting different groups or clubs, talking to others, handing out leaflets, knocking on doors to get diverse new members, having street parties, and making music.

## Trips Away

Award holders have found that taking trips to different places, thereby exposing young people to new environments and experiences helps engage them. Many young people say that residential along with shorter daytrips and outings help to build relationships and teams. Trips can create the space for young people to work together and get involved. Young people can immediately see the impacts of participating. The same has been found for young people getting together to engage in sports activities.

Organising short daytrips or outings, longer trips away, and sports activities equips award-holders with a wide range of practical skills, planning, knowledge of procedures, and logistics. However, organising such activities can be very difficult, with young people often declining to undertake them. Risk assessments by young people, their mentors and host agencies, can also limit this type of work. Trips away can be complicated and time-consuming; the burden of responsibility they place on the award-holders can build skills but also be quite stressful in the process.

On balance many young people who have organised trips away have met with enthusiasm and success. Mentors and host agencies have often provided invaluable support allowing award holders to build up their organisational and planning skills to carry off these adventures. By taking young people out of their day-to-day routine, trips offer young people a parenthesis of productive time in which to discuss common issues and enjoy themselves as well.





Dylan did not have the same level of experience and skills as they did, his presence caused them to reflect more about their work. Dylan would also challenge staff about inappropriate attitudes, with the result that staff became more sensitive to young people’s views.

In Toni’s case, the output of her Year 2 project was a drama-based performance by her group on the experience of young people in the care system. Present at the performance were many representatives from social services, including the assistant director. The performance had such a strong impact on the service providers that the group have been invited to perform to trainee social workers, as a part of their working with children and young people in care training.




Lisa’s Year 1 project – a health community consultation project – has also had an impact on agencies working with young people. Her end of year report was submitted to the local council in Blyth and to local youth development workers, providing them with young people’s views and their suggestions for improvements. Since then, SRB4 money has set up a steering group of young people to assess the need for a young person’s centre in town. A presentation was made to councillors who gave their backing to the proposals and have since supported a funding bid to house the centre.

Becky’s Year 2 project worked with a group of young people representing different youth groups across Wales. Her aim was to set up a young people’s steering group working towards a Youth Forum for Wales. The table below shows the indicators developed by the group assessing the impact the project had on them.

In this group all indicators were scored highly, apart from ‘understanding each other’, which was scored low by three participants. The group members were unanimous in their high scores for ‘widen my horizons’ and ‘good group leadership’.

Becky’s project has had a significant influence on the Welsh Assembly through her advocacy work as a member of the ‘Young Voice’ steering group. The Welsh National Assembly established ‘Young Voice’ as a forum in which the Assembly could communicate with young people throughout Wales. It was very much an adult-driven initiative with no participation of young people in its planning and conception phase.

Scoring Of Indicators For The Development Of Youth Forum Wales

Indicator			
Giving young people a voice	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	
Learning new skills	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	<div><div></div></div>
Meeting new people	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>		
Having fun	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	
Young people want to get involved	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div></div>	
Widen my horizons	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>		
Confidence	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div></div>	
Understanding each other	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div></div>	<div><div></div><div></div><div></div></div>
Good group leadership	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>		
Getting an Assembly	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div></div>	



Overall, the opportunity of an award has had a significant influence on award holders' personal achievement, and major positive impacts on their personal development. It is unlikely that such personal achievements would have been realised without the award. For many, the award represented their first professional job, and provided exposure to all the demands that a professional job entails. Many award holders have attained the skills required for a professional career. However, some have faced difficulties in meeting the challenges that this opportunity presented.

***"While on the Scheme I have learnt a lot about the care system and myself. The harsh reality is that at present young people in or leaving care are very disadvantaged when it comes to their education. This feeds on into adulthood and unfortunately not all are as lucky as me to be given a chance to show what they are really capable of."***

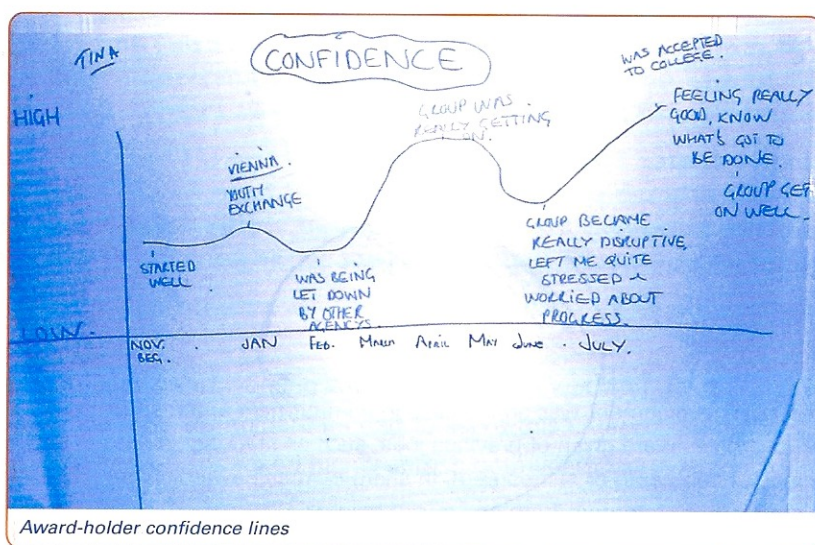
***"My time on the Scheme has made me realise that in a system like the care system, the awful reality is that young people get lost in the mountain of statistics. Being a young professional I had hoped that the units would see the benefits of having a young person who had been through the system coming in and running a project. However this was not to be and I will admit at times I still struggle to understand why they didn't see the benefits."***

***"But not all my work with professionals has been negative. Unit C welcomed my project and me and gave 100% support. The young people in the unit not only benefited from the project but also gained from the social element of contact with a young person who has been through the system. Running the project has given me a true understanding of some of the pressure that comes with being a part of the system not just as a young person but as a professional."***

***"The Scheme has made me a stronger person. It also taught me that there are adults who do want to make the system better and are willing to work in partnership with young people. I now know that just because something doesn't go right, doesn't mean that I haven't done things to the best of my ability. I think the most important thing I learnt is that if professionals do give young people a chance, they will see that young people have the ability - they just need help bringing it out."***

Award holders developed sets of criteria for personal development with the evaluators of the scheme. The most important criterion for the award holders in the first year was 'being able to develop their own ideas'. Five criteria - 'confidence in talking to adults/professionals on the issues', 'confidence to speak in groups', 'confidence to challenge bigoted views', 'communication skills' and 'confidence to be more assertive' - were given high scores by all but one award-holder from the same year. The Scheme has been extremely successful in promoting personal development based on these criteria. In interviews, many award holders identified confidence and communication skills as two of their main achievements. The figure following illustrates, for one award-holder, how levels of confidence changed over the course of the year:





***"This was the first full-time job I had ever had, and found the experience eye-opening. As well as opening my eyes it also gave me a chance to get more experience working with others and developing my communication skills on a more formal level. As a young person who was involved with other youth groups and projects in a voluntary capacity, the changes in roles seemed at first difficult to get used to, and I had to learn how to manage my time effectively.***

***I have come out of this award as a more confident person and feel more able to make an informed decision when it comes to future employment and indeed the direction I want to take in a future career.***

***I have also gained confidence in myself and I now know where I am going with life. This year has also made me more employable, because it has given me one more year to work on a project and a subject that is very close to my heart. Now I can work as part of a team and also work on my own initiative."***

The responsibility of award holders to make clear young people's needs and concerns was stressful. Without adequate levels of assistance, this could have placed an unreasonable burden on them. Here the mentors played an important role not only by providing direct support but also by coordinating help provided by the host agency. Associated with their relative lack of experience, award holders found it difficult to set boundaries between themselves and the young people they worked with and particularly valued support in this respect. On balance, award holders thought that the award had enhanced their career prospects and potential to secure employment.

Here is an example of profound personal development experienced by Katrina, an award holder, in her own words, taken from her end of year report:

***"There has been an overwhelming change in my life. Before I began the Saying Power Awards scheme, I hated everything about my disability and I had become a very depressed young person who had begun to hide away from the outside world. Able-bodied people had become the enemy.***

***Now one year later, I am no longer angry with my own attitude or that of the general public towards my disability. I have also learnt to be patient towards the attitude of the general public.***



***I have come to realise that if disabled people take time out and try to make people aware of their IQ and not their physical disability, then people will become aware and begin to understand that we are just the same as everyone else.***

***By working in the Upper Springfield Development Trust, I have now become part of my own community which I have been isolated from for 20 years and I now understand that there is nobody to blame. I have enjoyed the experience of working with different people and finding out what goes on in the community.***

***I am more employable and I know more clearly what kind of career I would like to follow."***

Associated with personal development was an increase in commitment and responsibility award holders felt towards their work. Examples were given of previous jobs, such as stacking shelves in supermarkets, which did not encourage feelings of self-worth or self-esteem. In sharp contrast, award-holder projects were very rewarding, as reflected in this statement from one award-holder:

*"The best thing about the whole year was working in Breakthrough with the young people from my community and seeing them benefit from the project."*

Award holders recognised the key role that support had in their projects:

***".....if it wasn't for [my mentor] my project would have fallen apart at many different stages"***

***"Without her [my mentor] help, commitment and understanding, I would not have had the confidence and self-belief to produce such an informative group and report"***

***"I got a lot of encouragement and support from ... my mentor over the year to make my project idea become successful"***

***"My mentor was great, he let me make mistakes so I could develop"***

One mentor assessed the learning and development of her award-holder as follows:

***"To say that a great deal of learning and development, both professionally and personally, has taken place is not to understate the case. It can be summarised as follows:***

- Setting realistic objectives: this has not always been easy and remains an occasional source of frustration. Managing the frustration, especially when external factors have impinged, is on-going.***
- Planning: at the level of individual sessions, this has been outstanding. She has brought specific skills in this regard with her and has continued to develop them. She has learned about the longer term planning and the importance of budget management within this context.***
- Her IT skills have undoubtedly progressed.***
- She has become a valued and respected member of the team here. Her sense of humour, commitment and energy have infected all of us! She has learned to make use of her colleagues' particular areas of expertise and to seek support appropriately.***
- We have had regular weekly supervision sessions which she has approached enthusiastically and used to reflect on her practice, to sound out new ideas, to critically analyse the policy and practice of others and as a breathing space from face-to-face work."***



A major strength of the PM&E process was the continuous monitoring. Development Focus UK was able to register not only changes in impacts over the three years, but also, because award holders defined their own indicators, the overall evolutionary pattern of the Scheme.

For both Year 1 and Year 2 award holders personal development represented a major impact of the Scheme. Award holders' perspectives on elements of personal development experienced from holding the award are presented in the following two tables overleaf.

Confidence in talking to adults and working with professionals was an important criterion for award holders in both years. Year 1 award holders tended to score this criterion higher than Year 2 award holders. Communication skills also ranked highly across both years, and was scored relatively highly by all award holders.

The degree of stress experienced by award holders in the first two years was high. By year 3 the stress indicators registered very much lower scores. Negative personal criteria relating to management of the projects were to 'carry out projects without stress', 'not take the burden home' and 'how to control anger/stress'. All of these had low scores in the first year, but similar stress-related criteria improved in the second year due to the Scheme taking into account operational management issues relating to host agency, mentor and award holder support problems in the second and third years.

Some major differences arose in the definition of indicators between the years. 'Being able to develop their own ideas' was the most important indicator for Year 1 award holders, whereas for Year 2 award holders 'developing own objectives' was not considered a high priority by anyone. The indicator 'keeping direction/focus in projects (related to support)' was given a low score by many Year 1 award holders. For Year 2, there was no equivalent indicator, suggesting that the issue of mentor/host agency support had been effectively addressed.



## Award-holder scoring of personal development indicators (Year 1)

Rank	Criteria	😊😊	😊	😐	😞	😞😞	Irrelevant
1	Being able to develop their own ideas	●●●●●●		●	●	●●●	●
2	Confidence in talking to adults / professionals on the issues	●●●●●● ●●●	●			●	
3	Keeping direction / focus in projects	●●	●●	●●●●	●●●		
4	Confidence to speak in groups	●●●●●●●● ●●●●●●	●●	●		●	
4	Confidence to challenge bigoted views	●●●●	●●●			●	
6	Help to recognise career prospects	●●●●●● ●●	●●●●	●●●			
6	Communication skills	●●●●●● ●●	●●●●				
6	Realise the boundaries with other young people	●●●●●●	●	●●●● ●●		●	
9	Carry out projects without stress	●	●	●●●	●	●●●● ●●●	
9	Understanding different perspectives in work environment / being non-judgmental	●●●●●●	●●●● ●	●●			
9	IT skills	●●●●●● ●●●	●●●	●●			
9	Relationship building	●●●●●	●●●	●●●			
9	Not taking the burden home	●●●●●		●	●	●●●● ●●	
9	Respect gained by SC	●●●●●●	●●●●	●			●
15	Listening skills	●●●●●● ●	●	●			
15	Adaptability / flexibility	●●●●●● ●	●●	●●	●		
15	Respect gained by professionals	●●●●●● ●●●		●●	●		
15	Respect gained in community	●●●●●● ●	●●	●●	●		
19	Confidence to be more assertive	●●●●●● ●●●	●	●●		●	
19	How to control anger / stress	●●	●	●●●	●	●●●● ●●	
19	Budget / finance skills	●●●●●● ●	●●			●●●	●
19	Respect gained by other organisations	●●●●●● ●●●●	●				●●●





*Award-holder from year 2 scoring indicators during PM&E*

In Year 3, the personal development indicators revealed some changes from the earlier years. Those indicators of self-confidence, skills and increased knowledge, which were fairly average in the previous two years, now scored highly. More revealing is the fact that entirely new indicators were defined by the year 3 award holders, such as 'opportunities to change young people's lives' and 'promotes dedication', which all attained high scores. These new indicators seem to reflect a more outward looking perspective on the part of the award holders.

Indicators such as 'learning to cope with stress/time management' also scored highly in Year 3, another major difference from Years 1 and 2. These changes in perspective may well be the result of the maturing of the Scheme, with earlier issues of insufficient support and guidance for award holders effectively addressed by Year 3.



Year 3 Personal Indicators

Criteria	😊😊	😊	😐	😞	😞😞
Self-confidence / assertiveness	●●●●●●●●●●		●●		
Self-belief / esteem	●●●●●●●●●●	●●●	●		
Making new friends	●●●●●●●●●●	●●●			
Communication skills	●●●●●●●●	●●●			
Increased knowledge <ul style="list-style-type: none"><li>• working as a professional</li><li>• on issues</li><li>• working practices</li><li>• about SC</li></ul>	●●●●●●●●●●	●●	●		
New contacts	●●●●●●●●●●	●●●●●			
Skills <ul style="list-style-type: none"><li>• report writing</li><li>• presentation skills</li><li>• planning</li></ul>	●●●●●●●●	●●●●			
Experience	●●●●●●●●●●	●●			
Qualifications	●●●●●●●●●●	●●	●●●		●●
Opportunities	●●●●●●●●●●	●●●●	●		
Increased awareness	●●●●●●●●	●●●			
Realise personal potential / ambition	●●●●●●●●●●	●	●●		
Chance to change young people's lives	●●●●●●●●●●	●			
Financial independence	●●●●●●●●●●	●●●	●		
Promotes dedication	●●●●●●●●●●	●●●			
Learn about culture	●●●●●●●	●●●●	●		
Team work	●●●●●●●●●●	●●●			
Learn to cope with stress / time-management	●●●●●●●●●●	●●			

Host agency representatives also highlighted the significant impacts on personal development that the awards had promoted for the award holders. One representative described an award-holder's increased confidence and enhanced ability to achieve objectives in this way:

***“She displays much greater maturity. Initially, she would often allow small problems to upset her. Now she is able to put things in perspective, has a greater ability to discuss with adults her work and issues that arise from it.***

***At the beginning of the project, the award-holder, herself a young person and member of a youth group, had difficulty in switching from the role of young person to facilitator of a group. She has worked through this and is now comfortable in her new role.”***

Other examples of personal development observed by mentors included the learning that came from award holders having their first job - e.g. how to organise time, keep diaries, manage budgets, and relate to professionals. Whilst award holders found the process difficult during the initial stages of the project, they developed these skills effectively over the course of the year.

Mentors also highlighted another group of important skills that related to working with young people, namely facilitating skills and group work skills.



## Challenges and Opportunities

- The experience of the Saying Power Scheme has been both rewarding and challenging for the organisations involved. These challenges are presented here as lessons learnt, to assist other groups seeking to promote a rights-based approach in their work with children and young people.
- A major success of the scheme has been the provision of support for award holders and the young people involved in their projects to break out of a cycle of apathy and alienation, and to encourage them to engage in constructive activities. The Saying Power Scheme represents a genuinely innovative and radical approach to promoting the rights of young people.
- Saying Power provides funding to individual young people to initiate and run their own projects with other young people. The challenge is to ensure that the sponsorship approach (as opposed to funding a group of young people) does not result solely in benefits for the award-holder. The emerging evidence presented in this report offers many examples of benefits accruing not only to young people in the project, but also to other young people and to members of the community at large. In several instances, young people in projects have benefited from capacity-building and training. In most cases, award holders act as positive role models for other young people.
- The longer-term 'soft' impacts on other young people can only be assessed with on-going monitoring of those involved. Given that Saying Power represents a pilot initiative, monitoring of the impacts should be continued, as many are looking to the scheme to provide a template for effective ways of working with young people.
- Associated with positive long-term impacts is the need for effective exit strategies for the projects at the end of the award. Some award holders and groups of young people succeeded in securing funding and commitment from agencies to continue their projects. In other situations, host agencies and other agencies incorporated elements of award-holder projects into their work programmes. However, appropriate exit strategies have to be considered from the outset.
- Future schemes should also ensure that training and capacity-building of award holders and young people are duly accredited. Formal accreditation of the process young people undergo can enhance future job prospects and enable entrance to further education.
- One important innovative and radical aspect of the Saying Power Scheme was its participatory monitoring and evaluation. An integral component of the scheme, participatory monitoring and evaluation enabled learning to be internalised throughout the lifespan of the projects, resulting in more effective management and delivery of the Scheme. In addition, helping award holders and young people define and assess their own indicators of success contributed to the sense of ownership and control young people had over their projects.
- Staff in organisations have found working with young people on an equal footing a challenge. Often they have had to reflect on their own attitudes, recognising how young people can bring alternative perspectives and approaches to the workplace. This situation can be particularly acute when the young person does not fit the organisation's profile of youth work, or when the young person feels alienated by attitudes generally considered good practice. As this report demonstrates, when organisations are able to rise to these challenges, the benefits for young people and the organisation have been considerable.
- Avoiding tokenism, where young people's involvement is designed solely to promote the existing agendas of an organisation, is also a challenge. Young people should be actively involved in forming an organisation's goals, direction and practice. This requires participation in strategic decision-making. Designing mechanisms and processes to achieve this involvement is both a challenging and time-consuming process. SC is currently embarking on just such a process through its Goal 4 initiative.
- The structure of Saying Power has involved different organisations working closely with each other. This model of working can be challenging - agreeing a common agenda, defining relative



roles and responsibilities, implementing agreed procedures are often difficult tasks to achieve. Failure can have detrimental impacts on projects and also create confusion about who to ask for advice and support. Rising to this challenge, young people stand to benefit from the combined experience and synergy of co-operating organisations.

- Promoting a rights-based approach with younger people requires the active support and involvement of adults as well. On the estates and in the communities where award holders and young people live, there is often tension, mistrust and a lack of understanding between adults, older people, younger people and children. Organisations need ways of working with adults that combine easily with a young person-led environment. When this is achieved the impacts, not only on young people but also on the wider community, can be high. For examples look at the drugs awareness project with Bangladeshi mothers in north London, and the intergenerational workshops on the Fernhill Estate in south Wales.

The following recommendations, presented at the Saying Power conference in September 2001, have been put forward by a group of award holders representing all three years of the scheme:

### **How can young people-led projects be enabled?**

- Take account of the support that young people need
- Employment/payment of young people
- Valuing young people
- Listening to young people
- Changing the way organisations work so that their rights are acknowledged
- Allowing young people some power and responsibility
- Resourcing marginalised individuals & communities
- Involving young people in decisions in imaginative ways
- Longer timescales require longer lead-in times
- Follow-up with support
- Partnership & ownership
- Implementing & disseminating good practice in employment
- Adults need to change attitudes

### **How can young people be viewed & experienced as partners in delivery of services?**

- Equal status of work
- Adults & young people working together
- Acting on what young people say with follow-up work
- Development plans that are monitored & measured
- Don't isolate the work, ensure that it goes across the whole agency
- Young people should be at the forefront of projects and allowed to lead
- Generate debate, don't hide from the issues
- Adults/decision-makers need to learn about participation
- Greater investment
- Participation should be mainstream
- Links with overall programme in the agency



## Issues for organisations & agencies in promoting participation

- Give and promote positive images
- Young people need to speak for themselves
- Do not see them as a problem or victim
- Minimise jargon
- Don't patronise or talk down to young people
- Consulting with young people is essential
- Let young people run their own promotions
- Effective supervision - two way support
- Clear expectations
- Good communication
- Everyone understanding what is involved
- Need to evaluate sustainability
- Give enough time
- Agreeing who does what with the information and outcomes

## Next Steps

Save the Children continues to learn valuable lesson from the scheme and is building on this approach and developing practices to be incorporated in its work. A successor scheme to Saying Power is to be launched in 2002. This scheme will support 24 projects over 3 years and sets out to enable disadvantaged young people to be active agents of positive change in their communities by harnessing their vision, skills, commitment and energy. We will therefore recruit 24 Junior Development Officers from across the U.K. to develop their own projects.

The young people who live in socially excluded communities are ideally placed to create change for their peers and their community; they understand the problems and have ideas about how to find solutions. They also have established networks and can access young people who are unwilling or unable to participate in adult led initiatives. Our experience with Saying Power has demonstrated the benefits for young people leading the projects, other groups of marginalised and disadvantaged young people, and the wider community. This approach has proved to be a powerful medium for advocacy and policy work where young people have contributed to policy and organisational change both locally and nationally.

The successor scheme will recruit, train and support these young people so that they can mobilise others in their local communities in a way that is not possible for the vast majority of organisations working with disadvantaged young people. The 24 local projects have a lifetime of 18 months and their focus is on capacity building. The scheme will be structured to ensure that our improved understanding of what it takes to motivate, recruit, sustain and support young activists can be shared with any other body which wishes to pursue a similar approach. Their exit strategies will plan how the vision and work of the project will be carried forward in a different form. This successor scheme builds on our experience of Saying Power and benefits from a refined approach aimed at maximising influence and change in communities through a joint approach with young people. The problems, learning and outcomes of each local project will be gathered and linked to SCUK's wider advocacy work, influencing it both locally and nationally.



## PROJECT SUMMARY-YEAR ONE

Project title & Award Holder	Project Description
<b>Hostel Assessment</b> – Glasgow. David Macormack	Assessment of hostels for young people, research and production of report for organisations and professionals.
<b>Independent Living – Aftercare</b> – Wakefield. Georgina McIntyre	Focus on young people who have been in care and independent living. Collating information/consultation of views of young people in care and developing training and support group.
<b>Social Exclusion</b> – Dumfries and Galloway. James Richardson	Consultation work around social exclusion issues and development of participation by young people in city council.
<b>Participation Models</b> – Manchester. Dean Moss	Developing and training on participation methods for young people .
<b>Gay &amp; Lesbian Youth Council</b> – Manchester. May Preston	Setting up of Gay, Lesbian, and Bisexual youth council. Production of magazine on issues affecting GLBT young people.
<b>Health Community Consultation</b> – Blythe. Lisa Pringle	Consultation/participation project on local estates in Blythe. Proposal led to council funding of young people's centre
<b>GUTTED-Give Up The Time To End Distress: Young People &amp; Mental Health</b> – Birmingham. Shamsi Rashid	Focused on young people and mental health issues. Active steering group developed, raised awareness re these issues with education service, health authority & youth organisations in Birmingham.
<b>Drugs Awareness</b> – Kings Cross. Harun Kaji	Raised awareness about the effects of drugs within the Bangladeshi community. Worked with young people and parents.
<b>Race Awareness</b> – Edinburgh. Shamylla Syed	Raised awareness of racism and its effects on local estate. Development of activities/initiatives to tackle racism.
<b>Building Bridges-Tackling Conflict</b> – Maryhill Glasgow. Nicola Maclean	Developed a proactive youth group involving young people from two rival gangs. Focus on building bridges between gangs and personal development.
<b>Bullying Awareness</b> – Belfast. Darren Brown	Research & awareness raising issues of bullying in local primary schools.
<b>Youth Drop-In Glannamaan</b> – South Wales. Marie Lane	Training support & drop-in sessions predominately for young mothers. Providing a voice for target group in local area.
<b>Youth Support/Development</b> – Fernhill South Wales. Shelley Ann Davies	Developing a base for young people living on the estate to meet, discuss and respond to issues relating to them. Carried out research & consultations to highlight their needs & views.
<b>Disability Awareness</b> – Belfast. Katrina Ives	Awareness raising with a cross-section of groups in the local community re disability. School integration day for disabled & able-bodied.
<b>A-Z of Services</b> – Cardiff. Kelly-Marie Duke	Designed & produced A-Z of services for young people in Cardiff put together through consultation.
<b>Teen Magazine</b> – Castleford. Martin Carter	Teen magazine on youth issues for young people in Airdale.
<b>Refugee Support</b> – London. Ali Shill	Developing youth activities and support for young Somalians.
<b>Development of Youth Venue</b> – Glasgow. Tina Macleish	Development of youth facilities for young people through participation and consultation.
<b>Young Voices</b> – Birmingham. Niomi Donald	Development of Ladywood youth forum.
<b>Participation Project</b> – Belfast. Mark Kerr	Befriending and working with young people on local estate on a range of issues.
<b>Participation Project</b> – Durham. Peter Philips	Personal development and participation training for young people.



## PROJECT SUMMARY-YEAR TWO

Project title & Award Holder	Project Description
<b>Drama Initiative for Young People in Care</b> – Leeds. Toni Caddis	Work with a group of young people on issues facing those in care.
<b>Re-developing Pit Regenerated Land.</b> South Elmsall. Paul Jones	Providing physical access to amenities, e.g. fishing pond, for disabled young people.
<b>Multi-cultural Dance</b> – Birmingham. Ishar Stewart	Challenging racism through dance and arts project.
<b>Support Service for Ethnic Minorities</b> – Aberdeen. Jasmail Gill	Support with job and training applications, forms to access services & IT skills.
<b>Youth Alliance</b> – Gtr.Pilton, Edinburgh. Dylan Godsell	Promotion of views and provide a voice for young people in the area.
<b>Homeless Support</b> – Glasgow. Amanda Murchison	Awareness & support for homeless young people.
<b>Rights Awareness</b> – Aberdeen. Vickie Wood	Facilitate groups of young people around issues of youth rights & peer education on youth rights.
<b>Developing Youth Resources</b> – Aberdeen. Mhairi Gowers	Groundwork for development of internet youth café among four estates.
<b>Support Group for Young Parents</b> – Glasgow. Sammi Campbell	Setting up group of young parents for support, information & training.
<b>Young Parent Support Group</b> – Liverpool Donna Wellbelove	Support & training group for young mothers, to raise awareness of their rights & services available to them.
<b>"CUTS"-Children United Through Sound</b> – Mosside. Nehru McKenzie	Set up a music studio for disadvantaged youth in Mosside to enable them to express themselves through music, to escape from boredom & crime and increase self-worth & self-esteem.
<b>Youth Participation Project</b> – Gtr.Leys Estate. Tracey Palmer	Consultation & participation project to enable young people to have greater involvement in their community.
<b>Guidelines for Independent Living</b> – North East. Hayley Jones	Worked with young people on developing best practice guidelines for care leavers.
<b>Challenging Racism and Sport</b> – Kings Cross. Ash Rahman	Provided support/guidance/advocacy for young Bangladeshis (male), to create opportunities to become professional footballers; provided coaching to 4 teams, Camden United, set up to challenge racism in sport.
<b>Racial Integration</b> – London (Camden). Sayed Miah	Research into why young people are racist in Camden; bring Bangladeshi & white young people (male) together through activities such as football and homework clubs.
<b>Support for Young Somalian Women</b> – Hammersmith. Hannah Tahir	Discussion & support group for young Somali women to promote self-confidence and provide information and awareness of training & services.
<b>Voices in Conflict</b> – Belfast. Damien Fennell	Video production with a group of young people documenting their perceptions of the troubles in Ardoyne, Belfast.
<b>Rights Awareness</b> – Belfast. Donna Hunter	Developed a children's rights pack through session work with young people.
<b>Youth Forum/Participation Models</b> – Cardiff Wayne Palfrey	Developed participation methods with young people enabling them to participate in decision making.
<b>Young People's Assembly</b> – Wales Becky Lythgoe	Development of young people's assembly - working with young people from across Wales.



## PROJECT SUMMARY-YEAR THREE

Project title & Award Holder	Project Description
<b>Young Women Travellers Project</b> – Edinburgh. Michelle Stewart	Raised awareness of rights for young women and provided access to relevant information & services.
<b>Hush Kacker-Shut Up &amp; Listen</b> – West Midlands. Cassie Price	Research into the needs of Romani Gypsies with regards training, employment, information & facilities. Production of information & report for colleges, local authorities & decision-makers.
<b>Participation Project</b> – Belfast. Dean Donahue	History & cultural awareness for young travellers
<b>Peer Education, Alcohol and Tobacco Project</b> – Edinburgh. Stuart Thomson	Peer education project in local secondary schools, awareness raising activities for lower school students.
<b>Kidzaware – Youth Led Drugs Education</b> – Solihull. Stacey Smith	Developed youth led drugs education projects for young people (7-11) in the Solihull Borough. The project trained young people to deliver drugs awareness workshops with young people in local junior schools.
<b>Awareness of LGBT Issues for Young People</b> – Edinburgh. Mhairi Ann Clark	The project developed a video & information pack for policy makers, social workers, youth workers etc about LGBT issues for young people.
<b>Increase Accessibility of Employment Opportunities for Young People</b> – Glasgow. Kimberley Burns	The project worked alongside agencies and local young people to develop their access to employment opportunities.
<b>YCATS (Youth Crisis and Trauma)</b> – Invergordan. Catriona Mackay	Developed an information & support service for young people in Invergordan & surrounding region. The project targeted young people who are isolated & socially excluded.
<b>Community Youth Café</b> – South Wales. Craig Davies	Developed a youth CYBER café for young people on the Fernhill Estate. They cyber café provides a safe & stimulating environment, with a range of services for young people.
<b>Information, Support and Participation Black Youth</b> – Kings Cross. Abdi Rahman Ahmed	Development of black youth forum London, support, information and participation opportunities.
<b>Personal Development/Developing Skills for Young Volunteers</b> – Pennywell. Kirsty Hutchinson	Development of skills for young people to enable them to become young volunteers in the community. The project is targeting young people who have had negative school experience and have few qualifications & opportunities.
<b>Kid "A" Project</b> – Glasgow. Rachel Hayden	Development of information on services, independent living & available support for young people who are leaving home/care at sixteen.
<b>Young Carers Forum</b> – Denbighshire. Darren Ravenscroft	Development of a young carer's forum in Denbighshire, enabling young carers to come together to voice their opinions about the services they currently receive & how they might become more responsive to their needs in the future.
<b>Young People in Care and Their Education Experience-Belfast</b> - Joanne Irvine	Support to young people in care-highlighting experience & recommendations to services.
<b>Black Youth Forum Butetown</b> – Cardiff. Robert Harvey	Development of a black youth forum, providing an opportunity for young people to come together & share their experiences with a collective voice.
<b>Youth Forum</b> – Bridgend Valley. James Hawker	Development of a youth forum which has provided a voice for young people throughout the Bridgend Valley.
<b>Black Youth Forum</b> – London. Theraze Angus	A London-wide black youth forum which will look at the rights of young black people & provide them with a voice.
<b>Youth Forum Ex-mining Village</b> – Leeds. Joanne Shepherd	Development of a youth forum providing an opportunity for young people to have their say in how their area is developed.
<b>Support &amp; Information for Young Asylum Seeker/Refugees</b> – Hammersmith. Khawaja Mustajab Malikzada	Development of a support group & information point for young asylum seekers. Raised awareness re the issues facing young refugees.
<b>Peer Mentoring for Young People With Disability/Chronic and Long Term Illness</b> – West Midlands. Matthew Gilbert	Advocacy for young people.
<b>Ability On Line/Linkability</b> – North West. Matthew Slocombe	Development of a specialised website for the special abilities group & others offering a service to disabled young people.
<b>Music Project</b> – Chester-Le-Street. Dean Burns	Music project for disadvantaged young people, providing the opportunity for young people to access musical instruments & gain a positive channel for communicating their ideas & views.
<b>Huntingtons Disease Awareness</b> – Leeds. Jenny Russell	Ground work for awareness raising for young people regarding Huntingtons disease.



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