Lead and Be Led
End of Programme Report

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Introduction

1.1 Methodology

This end-of-programme report has been prepared by project staff assigned to the Lead and Be Led programme. Throughout the duration of the programme, we used a series of internal monitoring and evaluation practices to compile this report. Here, we summarise the activities and outcomes delivered over a period of two years.

To assess the impact on both individuals who undertook the programme and the wider community – we used an integrated youth-led evaluator approach to measure the quality of our intervention. Additionally, the independent evaluator’s report is included as an appendix one.

1.2 What is Lead and Be Led?

The Young Leaders ‘Lead and be Led’ programme is a youth-led project which aimed to enhance the skills and capabilities of young people aged 16-24 to realise their potential and to enable them to become young ambassadors within their communities and enrich the lives of at least 2 young people each (aged 16-24) using various means of support and communication that they gained through this project.

![Breakdown of delivery over two years]

The programme reached by young people from across London with a focus on Hammersmith and Fulham, Brent and Ealing. Each of those young people then went on to mentor two other young people thereby indirectly reaching a total of 180 young people. Beyond this, online action reached additional audiences.

Our goal through this programme was to develop the core skills and attributes needed in today’s society which emphasise on social and emotional competencies including: self-awareness, collaboration, empathy, relationship-building, ability to lead through authenticity rather than by authority.
We administered a comprehensive training programme over a period of 24 months, spending 6 months with each cohort. Following on from the training, each participant reached out to at least 2 other young people within their existing network. They were guided and instructed during the training and given the tools and methods of how and what they need to lead on. This ranged from sharing the learning via social media, blogs, one-to-one support or social action projects. The key point being that they learned to act as ‘leaders’ at local level as well as being ‘led’ by our training and facilitation. The direct beneficiaries of the programme are young people who identify ethnically as Somali whilst indirect beneficiaries, they cascade knowledge to, may be of any background.

Breakdown of delivery per cohort

In total, we have delivered 44 Lead and Be Led training sessions for four cohorts of 60 young people all together. SOAS University of London academic staff delivered 10 sessions. These sessions aimed to explore approaches to personal and community leadership to encourage young people to introspectively assess what good leadership, decision-making and critical thinking means to them. The other 30 sessions were delivered by Sukoon Training Consultancy who offered the practical skills needed to manage projects, CV writing, confidence and presentation skills to pursue employment and utilise those leadership skills to become positive mentors and make changes to their own lives and their communities.

A key component of the Lead and Be Led programme is the cascading of learning by beneficiaries through the delivery social action projects and mentoring other young people. The outcomes of this strand are detailed under our assessment of outcome two – how well we equipped our young people with decision-making tools to become active citizens and community champions.

1.2: How our work is contributing towards the Big Lottery Fund’s key goals

iii) **Stronger Relationships:** We continue to engage with local organisations and businesses in order to make sure that our young people can partake in the positive regeneration taking place in London at the moment. To ensure the active citizenship of our young people doesn’t take place in isolation we’re making sure they stay connected to local community members, members of local authority and relevant bodies who can support.

ii) **Sustainable Places and Spaces:** We are empowering young people to change the spaces they live, work and socialise in by becoming aware of their power to take responsibility and make a positive change. Young people have identified what issues matter to them where they live and how they would like to make their situations better.
i) Early Action: We worked with young people who are at “risk” of dangerous behaviour which includes criminal activity. By working with young people before they’re able to engage seriously in negative activities, we have been able to prevent engagement with gangs, and petty crime.

Delivery

i) How young people involved in developing and delivering activities

We have worked with expert trainers to deliver sessions for participants with input from the project officer and beneficiaries throughout its lifecycle. Volunteers have supported in the delivery of the programme as well as wider staff at the Anti-Tribalism Movement. We have taken a consultative participatory approach by consulting with young people to improve the programme but also to adapt sessions to deliver what they feel would be most beneficial. In addition to this, parents and other relatives of young people have offered guidance around the areas they have felt have been most useful.

We have collaborated with external stakeholders to provide additional opportunities as well as delivering some training and this process has provided a useful space for reflection on how the programme could be improved. Young people have suggested a number of ideas to improve the project for example delivering the training at a specific time (6-9pm) and we have taken their suggestions to deliver the project as requested. Our beneficiaries have taken the lead on their social action project delivery by assigning tasks and responsibilities amongst themselves and delegating the support they need from staff. Our evaluation methods have been developed further with input from our beneficiaries too.

ii) How we built on peoples strengths

At the beginning of the programme, as part of the evaluation we asked young people to complete Leadership Health Checks (LHC’s). The LHC’s were a spider diagram of all the indicators we aimed to improve on the programme and beneficiaries scored how well they felt they demonstrated each indicator on a scale of 1-5 for confidence – this took place at the beginning and end of the programme. The trainers and project officer showed particular attention to area’s where young people self-identified weaknesses but also where they displayed strength to develop further and support others.

The Lead and Be Led beneficiaries from both cohorts have displayed resilience with regards to many aspects of their lives whether it be complicated family relationships, living in unsafe neighbourhoods or dealing with the pressure of caring and providing for siblings and parents. Many of our beneficiaries live in diverse neighbourhoods which has fostered a sophisticated cultural awareness of different ethnicities, religions and cultures contributing to highly developed interpersonal and social skills. The intersectional identities of beneficiaries were harnessed during trainings in order to draw comparisons between the differences of our own as well as others and how these are strengths not weaknesses.

Furthermore, we paired young people up with opportunities that matched their aspirations and interests to build on their strengths and confidence. In addition to this, we embrace young people at their respective starting points in life and recognise their strengths and achievements as relative to their different experiences of advantage as well as disadvantage in life. An example of this has been in our work with two young people suffering with poor mental health (anxiety and depression) Lead and Be Led has enabled them to develop resilience by enhancing their areas of internal strength so they are confident enough to take control and receive our intervention in a way that is meaningful to the young person.
60 young people have been directly supported through this project and they are on target to reach the 180 others indirectly through personal mentoring and getting other young people involved in social action projects.

At the end of each cohort, participants must present their projects to an audience of peers and/or parents/siblings or other responsible adult role models in addition to ATM staff and trainers. Through this, they have been able to share their social action plans and benefits of active citizenship with over 30-50 others in presentation at our hall.

The young people have been involved in a number of offline activities such as the Somali Advice and Development Centre’s annual youth conference, government events or their own social action projects which have reached an additional 500 young people through offline engagement.

Our online engagements and those of other young people have amounted to a reach of 5,000. We have collated this information by combining the reach of our posts across all of our platforms based on the last year.

Young people have been at the center of our engagement design by initiating the methods in which they would like to be reached based on personal experiences. We have listened to them and allowed them to lead with as much support as possible.
1. Central Government

We have worked closely with a number of central government departments over the duration of this programme. Principally, we have worked with the Foreign Office, Ministry of Justice and Prime Minister’s Office to engage young people in decision-making but also pursue opportunities in government to make positive change.

2. Local Authority

The local authority has been a key partner as we have worked with their youth offices to ensure young people take up work experience and volunteering opportunities. We have also been supported immensely by our local MP for Hammersmith and Fulham Andy Slaughter as well as the MP for Ealing and Acton Central Rupa Huq who is keen to meet young people to take on their social action advocacy.

3. Institutions

Institutions have been instrumental in delivering positive outcomes in our programme. Our partnership with university institutions like Imperial College, SOAS University and the US Embassy (to name a few) have delivered considerable outcomes towards the aspirations and development of young people. Young people participated in paid focus groups with Imperial College, advisory boards as well as securing places on international exchange programmes with the US Embassy to work on social cohesion.

4. Business

A number of our young people have gone on to work for Westfield mall which is the biggest mall in our entire area. We have been able to secure work experience with other small businesses in the area to link young people up with work experience, shadowing or mentoring.
The Difference We’re Making

i) Outcome 1: Overcoming challenging situations with friends, peers, family and wider society

Over 92% of the young people evaluated through our questionnaire self-reported in increase in confidence, to challenge difficult situations, as a result of the programme intervention.

In addition to this, over 87% were able to provide an example of this in demonstration which included situations such as peer pressure, taking control of risky behaviours or dealing with dangerous relationships amongst family and others.

ii) Outcome 2: Equipped with decision-making tools to become active citizens and community champions

Young people were supported with training to deliver social action projects based on the issues that mattered most to them. These ranged from community events, peer-mentoring, online action and influencing stakeholders like MP’s and Councillors.

These social action projects consolidated the knowledge of beneficiaries through independent execution as the leading deliverers of the projects.
Social Action Projects Delivered by young people

**Mazaleen**

Improving access to sports opportunities for young people to support healthy development and prevent criminal activity.

**Abandoned Minds**

Abandoned Minds which is working towards improve mental health education for Somali parents and young people. The group who delivered this chose to run a weekly Instagram live chat service where they would discuss different issues pertaining to mental health. It enabled them to reach 20-40 young people online through each session and direct them to other services.

**Somalis Represent and A Socially Mobile World**

Both of these projects aimed to increased awareness amongst young British-Somalis about the positive role models they could follow to success via an online Instagram campaign. Participants interviewed professionals and uploaded the videos to the Instagram page along with a guide on how they could be reached for further mentoring.

**Physics and Beyond**

Two young men from cohort two have been working on a project to make Physics more inclusive of BAME individuals. They have hosted a few meetings with academics and students in the field at ATM and held one group mentoring sessions for young people trying to get in to the sciences at University.

**Refugee Reunification**

Taking part in an Oxfam pledge to protect refugee rights to bring family members over to the U.K. Young people have been writing to their MP’s and hope to campaign at Parliament later this year.

**Trapped**

Cohort three collectively put together a self-written play to display the crucial link between a lack of mental health provision for young people and violent crime. The play was delivered at ATM House for 80 guests with members of the Ministry of Justice present. Young people delivered a presentation after and facilitated group discussions with other young people. It was extremely popular and they have been invited back by the Ministry of Justice to share this with colleagues in their offices.

**Summer in the Park**

Cohort four collectively delivered a summer “get-together” in the spirit of MP Jo Cox and brought together 100 young people to Hammersmith Park. The event was aimed to get young people to connect with one another in person – rather than online – and hold some discussions about job opportunities and ways to break in to different sectors.
iii) Outcome 3: Confidence to share skills with peers and develop positive mentoring relationships

We asked participants whether they had tried to share their learning with peers upon completion of the training – over 92% (55 young people) of young people reported having shared their skills with other young people. Two young people responded with “no” and a further 3 responded with “no answer.” Below is a breakdown of the skills the young people reported to have shared.

![Skills shared by direct beneficiaries with other young people.]

iv) Outcome 4: Development of practical skills to increase ability to seek employment and further opportunities

Young people were asked to rate their confidence in approaching employers for job opportunities, here is a break-down of how they felt before and after completing the leadership programme with us.

![Confidence ratings before and after]
Additional Successes

Building sustainable social capital

- Supporting young people in to direct employment. For many this was either their first ever paid employment or an internship/job they required for professional development.

- Establishing the first ever online network of ATM leadership programme alumni. This will be live in October 2019.

- Supporting young people in to academia – condition for attending the GSD conference in Turkey was to publish a research paper. Beneficiary has been able to use this to pursue other opportunities.

Influencing Govt. and Wider Sector

- Featured as a good practice case study for “Developing Community Leaders” by London Youth. (Page 20)

- Submitted key research in the ATM Mayor’s CVE Engagement Report to share ways of preventing young people from radicalisation in London.

- Participated in the Prime Minister’s Violent Crime Youth Summit to provide solutions based on learnings from the programme.

- Award for Inspiring Youth Award from the Faith and Belief Forum.

Civic Engagement

- Young people have delivered a number of social actions on key issues and have continued to advocate on these through external partners in their own time after completing the programme.

- Promoting a strong sense of belonging by encouraging young people to take formal positions of responsibility such as independent advisory board members, participating in council panels or becoming school governors.

- Increased awareness of how lack of representation of their communities has contributed to the issues young people face.
Case-Study

Anwar

[The name and image of the subject of this case study have been changed to protect the identity of the young person.]

Anwar was 17 years of age when he joined the Lead and Be Led programme in October 2017. When Anwar initially joined the programme, we asked him what his perception of a “good leader” was before the programme and whether he considered himself to be a leader. Anwar replied with the following:

“Before this course...I actually thought a good leader was just someone that knows how to lead the people and bring people [round] to their ideas and wouldn't listen to others. Once the sessions started I realised a good leader is someone that’s going to listen to the people around him idea’s and also he would make the people who aren’t comfortable and don’t have self-confidence – he would make them feel more comfortable with themselves.”

“At school, I never had real friends. I was just trying to please everyone to get their attention. Before I came to this school I never had people around me that loved me... I got bullied. I never knew how to protect myself so I became weaker. I was around 11/12. I was trying to be friends with the bullies because I was scared to be bullied. I didn’t realise I was making the same mistakes until this Nov [2017].”

Anwar was also asked if he had witnessed any changes in attitudes or any other positive development on the programme. Anwar answered with the following:

“One change I’ve seen in myself is believing in my dreams... I realise it’s better for me to start working hard and opening my mind to follow my dreams. I literally start to believe in my dreams because before I was scared as before I was following bad boys. I just realised that I have to be myself and be with the right people and follow my dreams.”

“When I was at the beginning of the course I used to come and listen to Tebs and Sham talk... Sham’s model for vision and team-work has helped me. Right now, in physics I’m working on a theory by myself but if I actually want to realise this theory I can’t do it by myself I need a team.”

Anwar is now 18 years of age and still engaged with us. He has been able to take control of his education by changing his sixth-form – a decision he felt was in his best interest and one he had to explain to parents who were quite strict in forcing him to stay in school. He has been actively seeking employment and landed a few paid opportunities in the process – these include board advisor at Imperial College and as a gallerist at The Photographer’s Gallery. Anwar has continued to share his skills with online friends as well as bringing in two other young people to ATM House to get support. Anwar had suffered from an undiagnosed mental health illness and had shared that he previously had suicidal thoughts. Through the programme, he learned practical ways of coping and was then referred to external support. He has grown tremendously in confidence, he would never speak in front of new people and now he is able to deliver speeches, talk to strangers and make friends in ways that he could not before. He has another year of A-Level studies to complete before he hopes to attend University.
1. **Support Systems**

Many of the parents we work with are working in the informal or low-paid work which often takes up much of their time. Due to limited time and sometimes a lack of support at home (in single parent families or young people who are carers as an example) any activities which fall outside of formal education, tuition and Islamic supplementary school are deemed invaluable. Therefore, a lot of time is invested in to nurturing relationships with family so they understand the value of the programme. More often, many of our beneficiaries rely on elder siblings to advocate for them to their parents and provide the link of understanding – with support from the project officer. In light of this continuing challenge, we have opted to make this programme a level two accredited programme where young people are receiving a full qualification – a tangible incentive for parents who may otherwise be wary of how a leadership programme could benefit their children.

2. **Safety**

Recent wave of youth violence in areas near to our offices has meant that young people – who want to participate in the programme – are deterred by family who are wary of them roaming streets in the evening. For example, we work with a lot of young people from White City estate, who are sometimes at odds with the young people from Shepherd’s Bush. Parents worry their children cannot attend at all and often need a lot of explanation to prove how we are able to keep them safe when they are with us and ensure safe travel home for them. We have overcome this by providing those at severe risk with alternative travel home and ensuring we maintain regular contact during their journey to and from our premises. Additional safeguarding procedures are implemented when registered participants represent neighbourhoods in conflict with one another.

3. **Opportunities**

Young people will often have their own versions of success (in employment and education) that are not reflective of their starting points – which can lead to extreme self-criticism where these goals are not fulfilled. Leadership of delivery staff becomes crucial in the second phase of the programme when young people must use the skills to pursue opportunities independently. At this stage, the outcomes are not controlled by us they can only be mitigated for example, not being successful at interview or a rejection from a course a young person has applied for.

4. **Oversubscribed Waiting List**

The main selling point of the programme has been the certificate from SOAS University and the personalised employment support from all project staff. This resulted in an over-subscribed waiting list, the programme will no doubt continue to grow in popularity with the new offer of a Level Two Diploma in Leadership which will be explained further in our Next Steps.
Project Officers Learning Paper

The Lead and Be Led programme has enabled the Project Officer to acquire a number of personal learnings from the programme. Here is a summary of the five main challenges, successes and outcomes over the last two years.

**Challenges**
1. Capacity to support beyond training
2. Evaluation methods
3. Mental health practice
4. Time-scale for social action projects
5. Diverse beneficiary needs

**Top 5 challenges**

**Successes**
1. Creating additional safety net for young people.
2. Safe-space to make friends offline to support positive change.
3. Swift improvements through short intervention
4. Using insights to foster wider income-generation
5. Early intervention.

**Top 5 successes**

**Learning Outcomes**
1. More effective for one social action per group
2. Partnerships are key incentives for young people to see the benefit of the programme.
3. Experimentation with digital evaluation could be useful
4. Training needs to diversify for future challenges
5. Deeper research on programme delivered in partnership with academics to cascade good practice in formal/informal educational spaces.

**Top 5 learning outcomes**

**Testimony:** The biggest challenge of the Lead and Be Led programme became the capacity to support towards the ending of the second year. At this point, over 60 young people required tailored career and academic support – often in need of severe support due to a number of disadvantages. It became more difficult to provide quality support to each young person as opposed to delivering on quantity.

The most important successes have been the immense improvement in young people’s verbal articulation and cognitive reasoning. We have seen young people with extreme anxiety grow to become fond of public speaking as well as those who struggled to express themselves emotionally become confident to do so. The programme has created an additional safety net to develop young people where they lack responsible adult role models in their immediate familial/friends circles. This was an important success for us building on the Search Institute’s 40 Developmental Assets approach which we use to guide our mentoring programme.

We learned that it was most effective to host one social action project per cohort – where each young person could contribute equally to the project. Also, that our training will need to diversify to ensure the challenges of the future are acknowledged.
Next Steps

1. In our last report we said we wanted to provide young people with the opportunity to deliver some of the training sessions with guidance from project staff. We have done this and seen excellent participation from young people in the design and delivery of these sessions. Beneficiaries also planned and hosted their final awards ceremony. We would now like to utilise previous beneficiaries to train current beneficiaries on how to deliver these sessions as an extension of the peer-mentoring dimension to the programme.

2. We have secured a 4-year continuation grant from the National Lottery Community Fund. The grant will enable our organisation to scale up the project to reach more young Somalis through this training-mentoring methodology. In a social context where Somali involvement in gangs and criminal behaviour is on the rise, the value of such positive interventions like Lead and Be Led is crucial.

3. We are continuing to invest in our income-generating strategy through initiatives such as the International Somali Awards. In addition to this, we are in the process of becoming an approved trainer with City Bridge Trust to support other charities with their organisational strategies. We are also using our school’s partnerships to deliver paid training to staff and/or young people based on the ‘Lead and Be Led’ model.

4. We are building on our partnerships with an extensive effort on solidifying relationships with existing partners but also connecting with new groups and organisations. For example, we have an exciting collaboration with Bush Theatre starting September 2019 - 2020 which will engage more of our young people in their arts programmes.
Emerging Community Issues

Violent Youth Crime

Hammersmith and Fulham has been at the heart of some horrific youth violence over the last year. Most of these have been incidents of knife crime and have disproportionately affected young British-Somalis both as victims and perpetrators of the violence. More of our young people are being impacted by this as knife crime threatens the lives of their friends. In light of this, we are taking proactive steps to protect our young people from this danger and working with local partners to see how we can combat knife crime.

Job Uncertainty

The undetermined prospect of Brexit being delivered has created somewhat of a vacuum for our young people who are not entirely sure how this will affect their future professional/academic goals. We support young people who are originally EU nationals see the UK as “home” as they have been here often since birth or since the start of their primary education. The educational and career prospects of this demographic are often wholly dependent on the progress of their applications for “resettlement” – which remain uncertain.

Mental Health

Beneficiaries have repeatedly expressed the lack of youth mental health provisions for young people of their background. They have shared how in school, they are easily deemed to have “attitude problems” and face punishment rather than have teachers be empathetic as to why a young person may be exhibiting negative behaviours – e.g home life, peer pressure or health problems. In addition to this, poor attitudes towards mental health amongst peers and family were also cited.
Our media platforms channel messages about our work across the organisation to followers online. The Lead and Be Led programme actively utilises our media platforms to recruit, share learning and share successes from the programme. We consult with our beneficiaries about our media strategy quarterly and their feedback has suggested that Instagram is the most popular platform for their age group. Here are some snapshots of our media, ranked in order of popularity with our beneficiaries, with Instagram top of the list.

**Instagram**
- Young Leaders Awards Highlight
- Producing Leaders Highlight

**Twitter**
- ATM Young Leader’s Awards
- Young Women in Democracy
- H&F Young Leaders Awards
- Recruitment
- Democracy Week

**Blogs**
- ATM Young Leaders Awards
- H&F Youth Achievement Awards
- Young Leaders in Action
- Involving Young Girls and Women in Democracy
- Somali Women: Still Hidden Figures in Science

**YouTube**
- ATM Young Leader’s Awards

**Facebook**
- ATM Young Leader’s Awards