the power of uprising an interim report

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DEMOS

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Contents

Executive summary

Britain is one of the least socially mobile societies in the developed world.[1] This is reflected in the unrepresentative backgrounds of Britain's leaders. According to the Social Mobility and Child Poverty Commission, 44 per cent of the Sunday Times Rich List and 33 per cent of MPs went to private school, compared with 7 per cent of the public as a whole.[2]

While the UK is one of the most diverse countries in the world, this diversity is not reflected in Britain's offices of power. Only 5 per cent of MPs are from a black or minority ethnic (BME) background, compared with 14 per cent of the population.[3] In the 50 largest charities, only 6 per cent of senior management team members and 8 per cent of trustees are from a BME background.[4]

Women are also still under-represented in positions of power. Less than one in four (23 per cent) MPs are women, and women hold just 13 per cent of FTSE 100 boardroom positions, despite representing half of the population.[5]

UpRising – a youth leadership organisation that aims to open up these top offices for young people from backgrounds that are under-represented in positions of power – wants to change this. Its 'theory of change' focuses on developing four key ingredients for success: knowledge, networks, skills and confidence.

Demos' evaluation of UpRising

Demos is undertaking a year-long evaluation of UpRising's programmes with the final report due to be published in summer 2015.

This interim report presents a first look at the medium to long-term impact of the Leadership Programme. To do this,

Demos developed and administered a new survey to UpRising alumni, and conducted two focus groups with alumni in London and Birmingham. This allows us to investigate what they are currently doing in their work and lives, and to find out to what extent they feel that UpRising contributed to their current activities. However, determining the longer-term success of the programme – whether its alumni progress to positions of leadership – could take up to 10 to 15 years: as the first cohort of UpRising participants started in 2008, the vast majority are still at the beginning of their careers.

In order to find out whether UpRisers are heading in the right direction, Demos undertook a series of in-depth interviews with a dozen leaders in the UK, from business, the public sector and politics, all of whom come from backgrounds that are under-represented in positions of leadership. We sought to determine what these successful individuals were doing when they were in their late 20s and early 30s and just starting their journeys towards their current positions, in order to help us understand whether UpRising alumni were on the right path. These are the people we spoke to:

· Lord Victor Adebowale, cross-bench peer and Chief Executive of Turning Point
· Rushanara Ali, MP for Bethnal Green and Bow
· Hilary Allen, AECOM Director and community leader
· Nick Baines, Bishop of Leeds
· Paul Cleal, Partner at PricewaterhouseCoopers (PwC)
· Gary Elden, CEO of SThree
· Amanda Jordan, founder of Corporate Citizenship
· David Lammy, MP for Tottenham
· Trevor Phillips, writer, broadcaster and former chair of the Equality and Human Rights Commission
· Naveen Rahman, British Army Captain and Commonwealth level fencer
· Professor Dame Nancy Rothwell, President and Vice-Chancellor of the University of Manchester
· Kawsar Zaman, Fulbright Scholar, Harvard Law School

Findings: learning from the journeys of today's leaders

The pathways to leadership of our dozen interviewees were diverse, but their journeys clearly demonstrate the importance of the four key factors identified by UpRising: knowledge, networks, skills and confidence. Specifically, they highlighted the importance of:

- self-knowledge
- cultural knowledge and knowledge of key institutions
- professional and personal networks built on active engagement, especially with peers and those from different backgrounds
- skills like communication and public speaking, and specialised technical skills
- confidence, tempered by humility and integrity

Through examples from their lives, these individuals highlighted a number of key moments, people and activities that helped to build these four critical components. These included:

- *Entrepreneurial behaviour and risk-taking*: the leaders' stories showed various ways in which they had taken risks and put themselves in situations where failure was likely. These included setting up new businesses, creating new roles and starting social enterprises, as well as being ambitious for promotions and open to new experiences.
- *Taking on leadership positions*: their stories highlighted highly active involvement in a range of leadership positions, often part-time or voluntary, alongside full-time employment or education. They had taken on non-executive roles, for example as charity trustees, school governors, board members or government commissioners, or participated in school and university politics.
- *Seeking out volunteering opportunities and getting involved*: their stories highlighted the importance of getting involved in as many activities as possible, across a range of charities and contexts.
- *Seeking out critical mentors, including peers*: their stories highlighted the importance of mentors at key points and throughout their journeys. Key mentors included family members, teachers, youth

workers, faith leaders, community activists and peers, and they were vital for their critical feedback and tough motivation.
· *Seeking out new cultural experiences*: their stories highlighted important moments where they actively sought out and put themselves into social situations that they were unfamiliar and uncomfortable with.

Each of these activities was described as helping to build knowledge, expand networks, learn new skills and increase confidence. They also display additional key attributes for success that were identified by these leaders: resilience and openness to risk-taking and failure; a strong work ethic; inquisitiveness and proactivity; and integrity and humility.

While most of these attributes are included in our research findings presented below, we recommend that additional components should be included in future evaluations.

Findings: measuring UpRising's medium-term impact for tomorrow's leaders

Our findings show that most of the 112 UpRising alumni we interviewed rate themselves highly against the four key components of UpRising's theory of change. Moreover, most alumni attribute these high scores to taking part in the UpRising programme.

Alumni reported high levels of knowledge about themselves and how decisions were made in their communities:

· Nine out of ten reported that they had a good sense of their strengths and weaknesses.
· Nine out of ten reported that they understood which organisations and individuals have the power to make change happen.
· Eight out of ten felt that they understood the key issues affecting their local area.
· Three out of four respondents directly attributed increased knowledge of decision-making processes to the Leadership Programme.

Alumni reported developing and using diverse networks to create positive change in their communities:

- Nine in ten reported that they have access to a network of professionals across different professional backgrounds.
- More than 80 per cent reported that they have access to supportive peer networks.
- Eight in ten (83 per cent) attribute developing networks in their communities to taking part in the Leadership Programme.

Alumni reported strong skills in public speaking, team-working and project management:

- Nine out of ten alumni felt that they had strong problem-solving skills, research skills, project and team management skills. Eight out of ten felt that they had strong public speaking skills.
- Learning how to deal with professional situations, from writing CVs, to organising and conducting meetings, and wording emails, were regarded as highly useful aspects of the programme by most alumni.
- Eight in ten (79.5%) attributed their ability 'to make a positive change' in their local community to the Leadership Programme.

Alumni reported high levels of confidence in themselves and in their abilities to be leaders and make a difference to their communities:

- More than eight in ten respondents regard themselves as leaders, and feel that they are able to have an impact on the world around them.
- Three out of four reported that they are currently making a difference in their community.
- Nine in ten respondents (88 per cent) directly attribute an improvement in confidence to aspire to positions of leadership to the Leadership Programme, more than eight in ten (85 per cent) thought it had improved their confidence more generally, and three in four (73 per cent) credited it with raising their career aspirations.

· Over half (52 per cent) reported taking on a role of leadership since completing UpRising.

Employment and education

Over four out of five respondents (82 per cent) reported that UpRising contributed to their employment and educational progress, and it had contributed significantly to more than one in three respondents:

· Two-thirds (68 per cent) reported gaining employment since completing UpRising; 42 per cent said that they had initiated a new project in their organisation, and a third reported receiving a promotion in their job.
· Others reported activities that suggested they were making progress towards securing employment: 16 per cent reported securing an internship, while 13 per cent had secured a work placement.
· Approximately one in five displayed entrepreneurial ambitions, reporting starting a social enterprise or new business.
· Over one in three (37 per cent) – most likely the young participants – reported attending university.

Social action and civic engagement

Our survey suggests that taking part in UpRising encouraged alumni to take on social action leadership roles in their communities. Nine out of ten respondents felt that participating in UpRising has raised their aspirations for leadership, including half who agreed with this strongly. There were notable increases in the following social action activities:

· Over one in four (29 per cent) reported serving as a trustee or board member for a non-profit organisation (+13 per cent).
· One in three (32 per cent) reported initiating a new social action project or campaign (+11 per cent).
· Approximately one in five (17 per cent) reported setting up a social enterprise (+10 per cent).

- One in five (20 per cent) reported setting up a business (+10 per cent).
- One in three (30 per cent) reported attending a political meeting or rally (+9 per cent).
- Almost half (46 per cent) reported taking practical action to benefit others (+8 per cent).
- Over one in four (27 per cent) reported campaigning locally (+7 per cent).
- Almost half (46 per cent) reported attending a charitable function (+5 per cent).
- One in ten reported serving as a school governor (+2 per cent).

What UpRising activities had the greatest impact?

As well as getting a sense of the knowledge, networks, skills and confidence of UpRising alumni, we were also interested in finding out which specific elements of the UpRising programme alumni thought were most beneficial. We therefore asked alumni in our survey to what extent they felt that the different components of the UpRising Leadership Programme had contributed to a 'positive change' in their lives.

Over half of alumni respondents claimed that every aspect of the UpRising programme had had a positive impact on their lives. The knowledge workshops, sharing experiences with like-minded peers and meeting people in positions of leadership were the top three cited components.

Recommendations

Our interim research suggests that UpRising is successful at building key skills and providing transformative opportunities to the young people taking part. In order to further strengthen UpRising, we also gathered feedback from alumni about how to further improve the programme. Alumni made the following suggestions:

- Consideration should be given to making the social action project the primary feature of the Leadership Programme.

· There should be more links and coordinated projects between participants and alumni, and between the participants in the different cities.
· The alumni network should be further developed, including providing ongoing opportunities such as shadowing leaders.

In order to measure medium to long-term impact, Demos recommends:

· The cost implications should be explored of creating a small longitudinal panel of 150–200 alumni who would be asked to complete detailed surveys every two to three years. The panel should be offered incentive payments to encourage high response rates.
· When incorporating the feedback from the interviews with British business and community leaders, the following indicators of medium to long-term success should be considered, in addition to those in our survey (see appendix):

· additional indicators to capture work ethic, integrity and humility, proactivity, inquisitiveness and resilience
· additional indicators of leadership activities including: advanced degrees, apprenticeships, indication of development of specialised skills; the quality of new employment and employment progression; examples of failure as evidence of risk-taking and resilience; examples of participating in social situations outside one's comfort zone; and continued engagement with mentors who act as critical motivators

Introduction

Since the 1980s and 1990s, there has been increasing political interest in social mobility[6] because the UK now suffers lower levels of social mobility than many other developed nations.[7] In the UK, the socio-economic status of a person's parents is a stronger determinant of their socio-economic status than in France, Italy, Germany, Canada or Australia.[8] Not only is social mobility low, some research suggests that it is still falling, with those born into the poorest families increasingly likely to stay poor.[9]

The Social Mobility and Child Poverty Commission laid bare this poor state of affairs in their recent State of the Nation report. According to that report, 44 per cent of the Sunday Times Rich List and 33 per cent of MPs went to private school, compared with just 7 per cent of the public as a whole.[10] Moreover, other research has shown that British White males disproportionately hold positions of power in the UK:

· Only one in four (23 per cent) MPs are women, and women hold just 13 per cent of FTSE 100 boardroom positions[11]
· Only 5 per cent of MPs are from a BME background, compared with 14 per cent of the population[12]
· Only 6 per cent of senior management team members and 8 per cent of trustees in Britain's 50 largest charities are from a BME background[13]

The organisation UpRising believes that with the help of four key ingredients, young people from diverse and disadvantaged backgrounds can progress to positions of leadership in society. These four components comprise UpRising's 'theory of change': they are knowledge, networks, skills and confidence.

Established in 2008, UpRising works with 16–25-year-olds from diverse backgrounds who aspire to become leaders within the private, public, political and voluntary sectors. Its core Leadership Programme works in seven locations across the UK – London, Birmingham, Bedford, Luton, Manchester, Liverpool and Stoke-on-Trent. The programme provides leadership training through knowledge workshops, networking opportunities and confidence and skills development through coaching, mentoring and social action projects. Further details of the programme components are included in the box below.

In addition to its Leadership Programme, UpRising runs a range of other programmes, including Pass it On (where the alumni of the UpRising Leadership Programme pass on what they have learned to others), My Voice, My Vote (which aims to build understanding and confidence in the democratic process among young people who are eligible to vote for the first time in 2015), Fastlaners (which focuses on improving the employment prospects of young people in Tower Hamlets and East London) and Find Your Power (which engages young people in Manchester in social action and leadership development). Since 2008, approximately 1,800 young people have taken part in UpRising programmes, approximately 650 of whom have passed through the core Leadership Programme.

Demos is undertaking a year-long evaluation of UpRising's Leadership Programme, Pass it On and My Voice, My Vote, with the final report due to be published in summer 2015. This interim report presents a first look at the medium to long-term impact of the Leadership Programme.

Box 1   **The Leadership Programme**
UpRising's Leadership Programme lasts for nine months. Over that time, the programme delivers:

- a two-day residential retreat to introduce key concepts around leadership
- a series of 'knowledge' sessions, including visits to key institutions and meetings with people in positions of

power (including MPs, local public service providers, local press and business leaders)
· a series of 'skills' sessions, focusing on problem-solving in the community, identifying actors to make change happen locally, leading teams of people, project management and other employability skills
· a social action campaign, organised in groups and running in tandem with the skills and knowledge sessions; it is delivered towards the end of the programme
· coaching delivered in the early stages of the programme, and mentoring in the latter stages
· access to a network of alumni, who deliver some of the programme content and form a support network beyond the programme

This report

This report provides a snapshot of the medium-term impact of the Leadership Programme through primary research with UpRising alumni, including a survey of over 110 alumni and two focus groups with alumni in London and Birmingham. We assessed alumni according to their knowledge, skills, networks and confidence, and asked them directly whether they felt that UpRising had an impact on these and their progress more generally. We also asked them whether they were taking part in a range of activities that we believe indicate continued progression towards positions of leadership in society.

The ultimate indication of UpRising's success, however, will be whether its participants – in, say, ten to 15 years' time – end up in top positions in the public, private and voluntary sectors. In order to find out whether UpRisers are on a path to success, we conducted semi-structured depth interviews with 12 'people in power' from diverse backgrounds within civil society, politics, public service, business and the religious community. Our aim with these interviews was to determine what activities and attributes are critical to reach these roles, and how their development might be measured.

Through discussion with these interviewees about what makes a good leader, their journeys to leadership and the UpRising programme itself, we gained a number of valuable insights into those qualities and characteristics that are most valuable to the leaders of tomorrow. We have also become more knowledgeable about the qualities that are in most demand, and what the leaders of today look for in ambitious young people.

1 Britain's leaders: identifying key steps on pathways to leadership

UpRising's theory of change argues that young people from disadvantaged and under-represented backgrounds can become leaders by developing knowledge, networks, skills and confidence. Over the course of this year, Demos will test to what extent the UpRising Leadership Programme benefits its participants on these key indicators. But to get a further sense of how important these four components are, Demos has undertaken a dozen interviews with people from under-represented backgrounds who have made it to 'positions of power'.

We selected individuals based on their socio-economic backgrounds, ethnicity and gender, to ensure that they came from backgrounds similar to those of UpRising participants. We also drew from a wide range of professions including politics, media, banking, law, education, creative industries and the third sector.

We interviewed:

· Lord Victor Adebowale, cross-bench peer and Chief Executive of Turning Point
· Rushanara Ali, MP for Bethnal Green and Bow
· Hilary Allen, AECOM Director and community leader
· Nick Baines, Bishop of Leeds
· Paul Cleal, Partner at PwC
· Gary Elden, CEO of SThree
· Amanda Jordan, founder of Corporate Citizenship
· David Lammy, MP for Tottenham
· Trevor Phillips, writer, broadcaster and former chair of the Equality and Human Rights Commission
· Naveen Rahman, British Army Captain and Commonwealth level fencer

- Nancy Rothwell, President and Vice-Chancellor of the University of Manchester
- Kawsar Zaman, Fulbright Scholar, Harvard Law School

We asked them for feedback on the value of these four key factors, how they may relate to each other, and what areas of development they felt were most important for young people from under-represented backgrounds who aspire to be business and community leaders. We also sought to determine what these successful individuals were doing when they were in their late 20s and early 30s, just starting their journeys towards their current positions in order to help us understand whether UpRising alumni were on the right path.

Below we outline some of the key reflections of these leaders on knowledge, networks, skills and confidence, and provide some details on their backgrounds. Throughout, we draw out lessons for the kinds of activities that – from these interviews – we would expect UpRising alumni to be participating in as they continue their leadership journeys. Taken together, the stories of these individuals' success provides a varied and rich illustration about what it takes to succeed in industries and worlds that are very different from the ones they begin in.

Knowledge: of thyself and society

I learn and learn and learn. The key for me to success is practising curiosity, learning, taking stuff on board, and trying it out.
    Nick Baines

Many of the people we interviewed were clear about the value of knowledge: that being inquisitive and open to a variety of learning opportunities was very important for their leadership development.

Trevor Phillips, former chair of the Equality and Human Rights Commission (EHRC), pinpoints his involvement in student politics as an important formative experience in this regard. While studying for a degree in chemistry at Imperial

College, Trevor first became involved in student politics because he 'wanted to organise better parties'. Trevor attributed his success in student politics to being open-minded and pragmatic:

I was pretty open-minded. It is very important that you are ready to listen to people, even if you don't agree with them, or even if you think that they dislike you, as that doesn't necessarily mean that they have nothing to teach you – that is a personality trait that helps people get on in public life… Furthermore, I am very concrete and pragmatic, I wasn't interested in large ideological questions, I was interested in how we could make things better for ourselves and other students – concrete things such as rent and student fees.

Trevor went on to become a journalist and a member of the London Assembly before joining the EHRC. He felt that it was important for UpRising alumni to take part in activities that helped improve their self-knowledge – for example, working with others in the context of a subject like student politics, as he did:

Knowledge is cognitive, stuff that you learn, but it also needs to be – which is something that I learnt too late – a good sense of what you yourself are like, and what other people think you are like. It's a very useful attribute, otherwise you can find yourself being, doing and saying things that you think mean a particular thing, but to everyone else can mean something completely different. So, self-awareness and self-knowledge is probably something I would put very high on the list.

Alongside having self-knowledge, our interviewees thought it important to know how institutions work and the nature of professional environments, something that UpRising seeks to tackle through the knowledge sessions in its curriculum. David Lammy, who has been MP for Tottenham since 2000, said:

I've had young people who've said to me 'I want to be an MP' but not really grasped the kind of knowledge they require of the Labour Party, which is deep. I'm always staggered by the amount of young people who haven't got a clue how that works.

As Amanda Jordan, one of the founding directors of Corporate Citizenship, put it, you need to 'have some wish to learn about a bigger picture. I think doing volunteering or getting employment in a certain industry could do that.' Amanda's knowledge grew as she progressed in different roles throughout her career, both in the voluntary sector and later in the private sector, when she worked for NatWest. This was also true for Rushanara Ali MP, who spoke about gaining experience of how institutions worked through her work with Lord Michael Young, at the Institute for Public Policy Research, as a trustee for various charities, and as a parliamentary assistant for Oona King:

I think Michael Young played a key role, along with some of his colleagues… This was a world on my doorstep, of politics, media, journalism, all these people coming into this place, they were practitioners, they were setting up charities. When I was at school and college I was able to hang out there and learn from these people.

Finding out about each of these experiences was like peeling back a layer and gaining further insight into how institutions operate and how policy is made.

Thus, UpRising alumni who aspire to be MPs and politicians should in their late 20s and 30s participate in activities that help them to gain this knowledge: attend campaign events and volunteer on local MP campaigns, attend political rallies and party events, and consider running for office as a local councillor. The specific activities vary depending on each UpRiser's ambition: while those outlined above would be relevant for an aspiring politician, activities for an aspiring entrepreneur could include seeking out a business mentor, trying to start a business, and gaining work experience in different industries. UpRising's knowledge workshops seek to provide initial insights into how local institutions operate, and then UpRisers who aspire to become leaders should participate in these kinds of activities.

Kawsar Zaman's experience illustrated how UpRising's knowledge workshops could provide a crucial opening to taking

part in activities to gain knowledge about a chosen profession. Himself a former UpRiser, Kawsar is about to begin work at a top international law firm, and was the first person in his family to go to university, graduating from the London School of Economics, Oxford and Harvard universities. He argued that lack of knowledge about 'how things operate' can be a significant barrier for many young people from his background: 'If you are not in the know with how things operate then you are less likely to get involved.' Kawsar highlighted volunteering as a critical activity for UpRising alumni to undertake in order to continue gaining this knowledge in their leadership journeys.

Finally, Naveen Rahman, a captain in the British Army, had a further insight into the importance of cultural knowledge in cultivating leadership. Naveen was raised in Guernsey to Asian parents, and joined the army after graduating from Durham University. Naveen's parents encouraged her to take part in 'British' activities and to gain practical knowledge of cultures other than theirs. This helped her integrate and ultimately assisted in her career progression, especially as a woman in the army:

I believe my parents made my brother and I volunteer in a retirement home, the Duke of Edinburgh Award do sports… We interacted with people… and we got to understand much more than our parents the British way of doing things.

Naveen's comment suggests that UpRising alumni should undertake activities that put them in cultural contexts different from those they grow up in, such as volunteering as a leader for the Scouts and Girl Guides (as Naveen did); taking part in the Duke of Edinburgh award; or volunteering to work in schools with different cultural make-ups, religious institutions different from that of their family, or quintessential British institutions like the Women's Institute or the National Trust.

Networks: the importance of who you know

I remember the lawyer, and I'm still good friends with him. [He] helped me understand the sort of shirt and tie I'd need to wear to fit in in the legal context.
    David Lammy MP

Access to personal and professional networks is often discussed as one of the most important factors in social mobility. Professional networks can be effective, low cost, informal job searching channels that are inaccessible to people from disadvantaged backgrounds.[14] Additionally, they can provide cultural information, informal careers advice and role models, all of which contribute to positive social mobility.[15]

Through its Leadership Programme, UpRising seeks to give participants informal support networks – through coaches, mentors and 'near-peer' support (the network of UpRisers) – and opportunities to learn how to network in professional environments with people in positions of power. We were therefore interested in the extent to which our interviewees thought that networks contributed to their personal success.

Our interviewees provided numerous stories about the importance of certain key individuals who had encouraged them to succeed, whether family members, teachers, or mentors of different kinds.

David Lammy grew up in Tottenham, a 'tough' North London constituency, and was raised by a single mother. When growing up David was supported by his mother, but he spoke to us about the importance of other mentors he had in his adolescence and how integral their support was in helping him go to good schools and universities, and in employment (see quotation above):

Most of my mentors were teachers, priests... People who could help me to have an ambition beyond where I came from... I couldn't get from Tottenham to [The King's School in] Peterborough without support. There was a lot of writing letters for scholarships and applying and going and having the confidence to think that you could succeed. In my life they were

largely teachers or youth workers. I sought them out and asked them to support me and stand by me.

Many interviewees had had a variety of mentors and were clear that it was not hand-holding that should be valued, but having a critical friend and role model who challenges and pushes you to succeed.

Amanda Jordan and Nancy Rothwell agreed that having a critical mentor was helpful for personal development and later success. Nancy Rothwell commented: 'You might not agree with it always – it doesn't matter, the point is they make you think about it.' Rushanara Ali MP felt that mentors were critical. Michael Young had been an important guide and a mentor as she developed, as were a number of her teachers at Mulberry School and Tower Hamlets College:

Of course you need the knowledge and the formal education but it's not enough. You need the networks, you need the support, you need the mentors, you need the know-how, and you need people who are going to guide you, people you can go to for advice.

There was a variety of opinions on the value of broader professional networks, especially in the context of social mobility. According to Victor Adebowale:

Working-class kids need access to middle class networks. Without that they have no chance, they can do as much volunteering as they like, but they are not going to get access and they won't know what to do. There's a reason why things stay exactly the same and that's one of them.

Paul Cleal made a similar argument, suggesting that 'it is very easy for some people to get experience, and very hard for others, so networks are particularly important'.

In order to gain access to different personal and professional networks, it is clear from our interviewees that UpRising alumni need to be open to and involve themselves in as many activities as possible. This was critical for Amanda Jordan in her leadership journey:

If people invite me to something, I go. I tend to meet people and chat to them and I hang on to them in terms of networks. So I've had very good opportunities as a result of that.

These opportunities and activities could include attending events, volunteering, or relate to the context of work or at university. Rushanara Ali MP had forged diverse networks through volunteering and involvement (for example, as the trustee of various charities) across the public, private and political sectors:

I learnt very early on that you can make a difference through so many different ways; through politics, through charitable work, and alliance building, and being able to understand how the different sectors work together, is important, whether it is government or private sector.

Paul Cleal and Victor Adebowale had gained access to middle and upper class networks –comprising independent school pupils and students at Oxbridge – by putting themselves in unfamiliar social situations (as discussed further below).

While not dismissing the importance of professional networking, the Bishop of Leeds, Nick Baines, was critical of the self-seeking kind of networking that goes on in business, and recommended an approach to networking based on humility:

The key to networking is confident humility. A lot of networking in the business world is very purposeful, intentional; you network in order to get the relations in order to gain something for your advantage. Do you trust that? Do you want people to get to know you just because they want something from you?

Nick's networks expanded naturally as he followed his interests and became involved in different activities. Nick grew up in Liverpool, and after attending Bradford University worked for a telecommunications company, and for Government Communications HQ (GCHQ) as a Russian linguist. He decided to join the Church after doing youth work in Cheltenham. These diverse activities and experiences – and the

people he met along the way – helped Nick to determine where exactly he wanted to end up.

Trevor Phillips highlighted the importance of peer-to-peer networking, drawing on his experience at university becoming a part of an informal, mutually supporting network of people who challenged and brought out the best in him:

I am grateful for that because I had role models who were my own age. That turned out to be the most useful network of all of them. When we talk about networks, it is important to be clear about which ones really matter.

Our interviews underline the fact that both informal support structures and professional networks can be very important on a path to a successful career. Their stories reveal networks forged through participation in a wide range of circumstances (including education, work and volunteering), and through proactive seeking out of mentors. Naveen Rahman summed up her experience: 'A lot of the experience and networks I developed was because my parents have thrown me into a lot of activities and encouraged me to try new things.'

Measuring the progression of UpRising alumni will require consideration of whether alumni are undertaking activities that would naturally expand their networks beyond those which they are accustomed to and grew up with. Continuing to make use of and actively seek out mentors – particularly mentors who stretch and push them – and continuing to keep in touch with their peers (highlighting the importance of peer-to-peer networking) are also key indicators of success.

Soft skills: hard to come by

Soft skills are really hard, and if you don't know them, you are not in the network.

Victor Adebowale

The importance of having the right skills was frequently cited by the people we interviewed, with many pointing to

gaining 'soft' skills as especially important for leadership development. These ranged from communication skills to the ability to work in a team and to adapt to different cultural practices. There was agreement that these soft skills were difficult to come by, and lacking these skills could be a particular barrier for people from disadvantaged backgrounds.

Victor Adebowale, Chief Executive of the social care charity Turning Point, pointed us to some research that he had undertaken, which highlighted how cultural knowledge and social skills can act as a barrier to young people from certain backgrounds:

I did the survey of the top 50 blue chip companies and asked them why there weren't any black people on their boards or in their top managements, and we found that it was not because they were racist, and not because they didn't have any very clever black people, but they said that black employees were more of a risk when putting them in social situations, and it is those social situations that get me the deals with Chinese manufacturers.

He said that he had deliberately put himself in social situations where he may feel uncomfortable in order to learn and develop the social skills that would help him further down the line:

I went to this dinner at this really posh house, where there was lots of different knives and forks, and I remember asking where I had to start. Those little things ensured that next time I went to dinner I was confident, I knew what to do, and I didn't feel like a fish out of water. Those little things make a massive difference.

Several of the older interviewees described their discomfort at having to learn to adapt to new environments. Paul Cleal is Head of Government and Public Sector at PwC. He grew up in Croydon with a single mother and has African heritage, commenting: 'being an ethnic minority in the 70s in London was not a particularly good start'. He received a scholarship to attend an independent school before going on to university. His first job was at PwC. Referring to his first dinner at PwC, he said:

I remember when I went to my first formal dinner here, I didn't know what to do, I had to watch what the other people did, and I started doing the same. It's funny how people feel uncomfortable, because everyone else is all doing something that they learnt at Oxford and you went to a different university.

Gary Elden, CEO of the recruitment company SThree, grew up in a council estate in south London, and attended a school 'where if you finished with any form of qualifications you were seen as a genius'. Gary took on a number of different jobs in his late teens and early 20s, and attributed his success to being quick to 'learn' soft skills and adapt to new environments:

I learnt [soft skills]. Being a captain in sports or whatever, I was a chameleon. I used to hang around with different types of people from different backgrounds. When I went into the insurance broking world I adapted. I was never intimidated by anybody… I look back; in insurance broking, working-class backgrounds would work in claims and middle-class backgrounds would work as brokers… Most people stayed with their group. I had friends in both areas.

Drawing on these experiences, UpRising alumni should put themselves in situations outside their social comfort zone, and seek to develop networks of friends and contacts from a variety of different backgrounds in order to further develop critical soft skills.

Many of the interviewees spoke about volunteering as an activity that was valuable as a way to get outside one's comfort zone and to develop soft skills. Kawsar Zaman has been involved in a significant amount of volunteering, including working for community organisations in Tower Hamlets where he grew up, and sitting on the Muslim Council of Britain's Youth Affairs Committee. When asked about what he attributed his current success to, he said:

One of the biggest for me was… getting involved in a lot of things in the community, volunteering – those things are particularly important to people of my background when you have no exposure to anyone working in a

professional background. So whether you're volunteering or working you learn basic skills of communication and getting on with people. They are very small points, but considering people from my background it makes a difference between succeeding and not succeeding.

While the importance of 'soft skills' was most frequently mentioned, having 'hard' specialised skills was also seen as highly valuable, in particular, finding out what you're naturally good at and then working hard to become excellent at that skill. Trevor Phillips believes that having a unique skill can serve as a strong basis for advancement.

Charming journalists are quite good to have around, but generally speaking you have to be the best charming journalist among a thousand in order to really have a place in the scheme of things. But if you are one of three people who are brilliant at source code, somebody is always going to want you around. Whatever you want to do, make yourself the best at something. In a word – specialise.

Thus, successful UpRising alumni could take part in activities that highlight the development of a particular skill that is tied to their ambition, such as taking an apprenticeship if they want to be an engineer, or a higher education course at a Master's or PhD level.

Amanda Jordan suggested that written and oral communication skills are critical for the development of a leader. However, these hard skills can be difficult to acquire, particularly for the less advantaged:

As a general rule, good communications skills, both written and spoken, are very important, and those tend to be at a premium within private education, and certainly confidence is. The importance of being able to present yourself, especially in a spoken manner, confidently, is important. I don't mean that kids from disadvantaged backgrounds aren't good writers or good speakers, but I see the difference between them and kids who have gone to private education, and they're middle-class and have a lot of support. They certainly have had a different kind of education.

Kawsar Zaman reiterated the importance of these skills, while suggesting that being a volunteer was an excellent way in which to take skills development into your own hands in a practical manner:

I think one of the greatest challenges today for young people is not necessarily a lack of education but [lack of] basic skills, which can make the difference in getting a job and not getting a job. That's very important… taking on a commitment where you are helping other people but at the same time are developing your own skills, it is really good to see.

Confidence: with humility and integrity

Confidence is a very big factor. I think we have a lot of talented young people, but they just do not have the self-belief and confidence to chase the careers that people from better-off backgrounds strive for.
Kawsar Zaman

Businesses increasingly require people who are confident in a range of situations. And yet, surveys from the Confederation of British Industry and others frequently point to a lack of confidence among young people applying for jobs. This is particularly true for the majority of young people from backgrounds that are under-represented in the industries where they aspire to be. This is one of the drivers behind UpRising's Leadership Programme, which focuses on demystifying people in positions of power as a means to increasing confidence of participants.

Many interviewees argued that having confidence is closely related to having knowledge, networks and skills. AECOM Director and community leader Hilary Allen argued that one of the best ways to instil confidence in young people from disadvantaged backgrounds is to build up a base of relevant knowledge, including about how businesses, charities, politics and the public sector operate and interact in our society:

You can't have any real confidence if you don't have knowledge or skills. It's got to be based on something. What are you trading with otherwise? Without a solid basis, confidence can be what a colleague described as 'stage set syndrome': it all looks great but behind it there's a 2x4 holding it up.

Nancy Rothwell argued that confidence has to be grounded in self-knowledge:

I think there's a risk with confidence – you need to be confident enough to do things, but there's a risk of being over-confident and not recognising what you're not particularly good at.

Naveen Rahman suggested that confidence could be developed through support networks:

I think confidence does not just appear, it is a result of other factors. To say that the pathway to power is through confidence… I would say that confidence only develops as a result of firm structures underpinning them, such as strong family and support networks. So it is a by-product.

The consensus was that confidence has to be grounded and tempered with humility and self-awareness in order to be an advantage and not a disadvantage. Nick Baines observed:

I often use the phrase 'confident humility'. That is the confidence to do what you need to or what you want to, while maintaining the humility of knowing that you might be wrong.

Nick Baines identified that lack of confidence had been a significant barrier for him when he was younger, and one that he took some time to overcome:

I never had the confidence… In the end I worked out that people who make things happen, make them happen because they make them happen. It's not something magical about them; it's just they are the ones that do it. So I began to think in my early 20s what if I did it, what if I made things happen?… When I went to university I didn't have the confidence, and I

probably wasn't very nice because when you are not confident, but you are trying to seem like you are, you can become quite brittle. Learning that, and admitting to that, is not easy.

Leaders – whether in business or the community – need confidence in order to inspire people to follow them. Securing a dream job or promotion, serving as a trustee of a charity or a school governor, or starting a business or social enterprise all require a certain measure of confidence, while at the same time serve to build confidence. Our interviews suggest that alumni of UpRising who want to continue to build their confidence should seek to get involved in as many activities as possible; they should also take risks and put themselves into situations that are uncomfortable and difficult.

Additional factors for success: work ethic, integrity and resilience

In addition to the four factors that are the focus of the UpRising programme, the interviewees suggested additional qualities that they regarded as important to the success of young people, and to our evaluation. The first of these is hard work, motivation and drive. According to Gary Elden: 'It's not how talented you are, but how hard-working you are. I look for people who put themselves out, who go the extra mile to do things.'

Nancy Rothwell believes that a strong work ethic is linked with inquisitiveness and a desire to learn:

I'm always looking, when I go to meetings at the university with students or staff, for the person who asks the question or makes the comment that makes you go 'whoa, they're going to go far', because they're thoughtful, they bring a different angle, they're not afraid to speak out, but they're not cocky either... The best in my field would, early on, go to a seminar in a completely different topic to their own, just because they know they'll learn something from it.

Paul Cleal highlighted proactivity:

We talk about confidence, upbringing and so on, but at the end of the day proactivity is the most important factor. Never ever give up and don't take a lack of response from someone as a no. Just keep being persistent.

Kawsar Zaman connected proactivity with volunteering and being involved in community organisations:

I would say just generally it is all about being very proactive; volunteering is very important because you learn a lot of skills, taking on a commitment where you are helping other people but at the same time are developing your own skills, it is really good to see. Just getting involved; for example, I went back to my secondary school to help with some assemblies etc – showing the kids the opportunities that are out there.

Other interviewees highlighted integrity as particularly important for success as a leader. Nick Baines suggested that this was the difference between real leaders and pretenders to leadership:

The sort of people you watch on The Apprentice. These people who are trying to act their way into leadership. It's just appalling. Confident humility helps form character, and it's the integrity of character that produces good leaders. It also means that people trust you.

There was much agreement on the importance of resilience, understood as the ability to accept failure and bounce back. Several interviews argued that setbacks are inevitable, but that knowing how to deal with them was a very important life skill.

Gary Elden suggested that young people looking to better themselves 'shouldn't care about failing, but care about trying'. He learned to deal with failure early in his career, going for 26 interviews before getting his first office job. His experiences of bouncing back from failure have shaped what he looks for when recruiting:

If there's a track record showing that you've achieved, you've dealt with failure – that's what's important. I look for the knockbacks... When I first joined Computer Futures, I used to run a Caribbean takeaway. I used to leave work at six o'clock, then go and work in my takeaway until

midnight, then worked on a Saturday as well, and it failed… I've invested in things and failed. I wasn't successful right away. Dealing with that is character building.

Paul Cleal experienced failure after a long period of success at PwC. From this experience, he learned valuable lessons about himself:

I had had probably 12 years of uninterrupted progression in the firm and then all of the sudden I was going backwards, and that hit my confidence. Actually I have learnt much more about myself as a result. All the time you are winning it is easy; when you get a sudden setback, how you deal with it is very important. I think how you respond to adversity is very important.

Many of the interviewees felt that knowing how to deal with failure can only really come from having experience of it. Creating a 'space in which to fail', an environment that invites failure and the overcoming of failure in a meaningful way, was one suggested solution. This suggests that it is important to consider not only the successes of UpRising alumni, but also their setbacks, and how they have dealt with them.

The crucial steps that tomorrow's leaders need to take

While our interviews identified a number of key components for becoming a successful leader, they highlight the fact that there is no single pathway to a position of leadership, and no perfect model of a successful leader. Everyone starts from a different position relating to family support, culture, access to education and networks, to name just a few. Everyone's journey is to some extent unique to them. As Nancy Rothwell observed, 'I think there is a risk in looking at successful people and emulating how they do things, if they're very different to how you are, that may not work for you.'

Related to this is the fact that when attempting to measure whether an alumnus of UpRising is continuing on a successful path, it is important to know what they are ultimately aiming for:

a career in public service, as an entrepreneur, as a Commonwealth-level lawyer, or as a leader in the charity sector? Having a clear goal in sight is important not only for its achievement, but also because the nature of that goal will inevitably influence the types of activities that an ambitious young person should engage in.

And yet, our interviews highlighted a number of attributes and activities that appear to be critical to leadership progression, whatever the industry or position an individual is aspiring towards. These attributes chime with UpRising's theory of change relating to knowledge, networks, skills and confidence. In the next chapter, we present our findings from our alumni survey, demonstrating whether alumni display these attributes and the extent to which they believe that UpRising was critical in developing them. However, our interviews brought out some additional attributes that we recommend should be included in future efforts to measure medium to long-term impact of UpRising: risk-taking and resilience, work ethic and proactivity, and humility and integrity.

Finally, the interviewees suggested a number of activities that should be considered indicators of successful and ongoing leadership progression:

- *Entrepreneurial behaviour and risk-taking*: the leaders' stories showed various ways in which they had taken risks and put themselves in situations where failure was likely. These included setting up new businesses, creating new roles and starting social enterprises, as well as being ambitious for promotion and open to new experiences.
- *Taking on leadership positions*: their stories highlighted highly active involvement in a range of leadership positions, often part-time or voluntary, alongside full-time employment or education. They had taken on non-executive roles, for example as charity trustees, school governors, board members or government commissioners, or participated in school and university politics.
- *Seeking out volunteering opportunities and getting involved*: their stories highlighted the importance of getting involved in as many activities as possible, across a range of charities and contexts.

- *Seeking out critical mentors*: their stories highlighted the importance of mentors at key points and throughout their journeys. Key mentors included family members, teachers, youth workers, faith leaders, community activists and peers, and they were vital for their critical feedback and tough motivation.
- *Seeking out new cultural experiences*: their stories highlighted important moments where they actively sought out and put themselves into social situations that they were unfamiliar and uncomfortable with.

2 Tomorrow's leaders: are UpRising alumni on the right path?

Through our interviews with 'people in power' we have considered UpRising's theory of change and the importance to leadership development of increasing skills, knowledge, networks and confidence, as well as other aspects of advancing to leadership. In this chapter we turn to the UpRising Leadership Programme itself, and present some interim findings from our evaluation, based on an alumni survey (n = 112), and two focus groups with alumni.

Our full, year-long, evaluation of UpRising will quantify the extent to which UpRising is successful in improving the skills, knowledge, networks and confidence of its participants. To do this, we are administering pre- and post-surveys for current participants, and comparing the progress they make over the course of nine months with a comparison group. This interim report considers the extent to which – on reflection – alumni feel that these areas were developed by taking part in UpRising's Leadership Programme, and whether they believe that they have advanced in their journey to leadership since. We are interested here in the medium-term impact of the programme.

The findings described below show that many UpRising alumni rate themselves highly in relation to the four key components of UpRising's theory of change, and a large majority of UpRising alumni attribute these high scores to taking part in the UpRising programme. UpRising alumni felt that developing soft skills and knowledge of social institutions, having contact with key decision-makers and taking part in social action were particularly beneficial to them. They also suggested that the relationships developed among UpRisers and UpRising alumni in the delivery of the programme is important for its success.

Giving something back: motivations for doing UpRising

It is clear that even before taking part in the programme UpRisers are often a motivated group of young people. This was reflected in the interviews with UpRising staff, the focus groups with alumni and the alumni survey. Indeed, among those who responded to our survey, before the programme:

· Over two-thirds (69 per cent) had volunteered for a non-profit or community group
· 39 per cent had attended charitable functions
· One in four (24 per cent) had served on the committee or a local club, organisation or place of worship
· One in five (21 per cent) had themselves started a new social action campaign or project

Individual reasons for joining UpRising varied, but a unifying motivation was to participate in social action and help the wider community. In our focus groups, alumni almost all stated a desire to 'make a difference', or to 'give something back'. One alumnus summed up the importance of the social action element: 'It's the whole reason I got involved with UpRising rather than any other Leadership Programme.' Many others were attracted to the idea of UpRising's core mission of opening up networks for disadvantaged young people and 'levelling the playing field'.

How do alumni score on knowledge, networks, skills and confidence?

In our survey of alumni, we asked questions relating to knowledge, skills, networks and confidence, and on the extent to which alumni feel UpRising contributed to them.

To assess current levels of knowledge, skills, networks and confidence, we survey respondents to respond to a series of statements, marking on an 11-point scale how 'like them' each statement was (with 0 being 'not at all', and 10 being 'completely'). Table 1 gives a summary of the aggregate scores

for each key indicator (created by averaging alumni responses across different sets of questions).

Table 1 **Summary of the extent to which respondents thought statements on different topics were 'like them' for each key indicator**

Indicator	Average score*
Knowledge	7.5
Networks	7.3
Skills	7.8
Confidence	7.0

*Out of 10. Above 5 is positive, below 5 negative.

On average, UpRising alumni scored positively (above 5) on each of our four key indicators, with skills and knowledge scoring highest, followed by networks and confidence.

Below we take each of these indicators and consider them in more detail, supplementing the analysis with insight from the focus groups. We include a breakdown of the questions, average scores, and the number of alumni agreeing with each statement.

Knowledge

Table 2 shows how many UpRising alumni survey respondents agreed with statements on the different types of knowledge that UpRising seeks to impact and which we sought to measure: personal strengths and weaknesses, and knowledge about social issues affecting the UK and local communities, how institutions work, and how to affect positive change. As stated earlier, the key methods for teaching this knowledge in the UpRising Leadership Programme are the knowledge workshops, behind the scenes visits with key institutions, talks with politicians and other leaders, work with mentors, and a social action project.

Table 2 **The number of UpRising alumni survey respondents who agreed with statements on their knowledge**

Survey statement	Average score	Agree (scores of 6 or higher)
I understand my own strengths and weaknesses as a leader	7.9	90.1%
I understand which organisations and individuals have power to make change happen	7.6	90.2%
I understand the key issues affecting my local area	7.4	87.5%
I have a good understanding of how I can make change happen in my area	7.3	85.5%
I know how to influence decisions affecting my local area	7.2	81.8%

Table 2 shows that alumni scored highly on all measures of knowledge. Over 90 per cent of alumni reported that they had a good sense of their own strengths and weaknesses, and that they understood which organisations and individuals have the power to make change happen. On average, knowing how to influence decisions in the local area scored slightly less highly, but was nonetheless something that more than eight out of ten alumni scored highly on. This high level of knowledge-based confidence among alumni was also evident in the previous survey of UpRising alumni, presented in the report *UpLifted*, which was based on a survey of UpRising alumni five years after completing the programme. Indeed, alumni's confidence in some aspects of their knowledge, for example how to make change happen locally, is higher than previous alumni surveys such as *UpLifted* had found.[16]

Three-quarters (75 per cent) of alumni surveyed agreed that UpRising improved their understanding of decision-making processes at national level; 80 per cent thought that UpRising improved this understanding at local level.

Echoing points made in the previous chapter, focus group alumni suggested that not knowing how key institutions,

businesses and government worked is a barrier to participating in these areas, and that UpRising helped to reduce this 'fear of the unknown'. One alumnus suggested that going to Westminster and to television studios had introduced him to a world he had never been in before, and helped him feel comfortable there. Another alumnus said that when he visited the office of *The Times* newspaper he realised it was 'just another office, [which] takes the fear out of it'. One respondent said that the most positive part of the programme was 'learning how the city works. I feel like I am now in the loop in respect to opportunities and can contribute to the city when necessary.'

One focus group participant suggested that UpRising had given him a sense of direction: 'I feel like I'm more in control of my destiny and my personal path, rather than being pulled and pushed from different directions.' He suggested that the structure of the UpRising programme encouraged self-reflection and the development of this self-knowledge. One participant said that 'you could definitely think back and go, yeah we were definitely performing at this moment in time... and you could really see where you were, and because you'd had the training you knew where you needed to get to.'

Networks

Table 3 shows that nine in ten alumni respondents reported that they have access to a network of professionals across different professional backgrounds, and more than 80 per cent agree that they have access to a supportive peer network. Naturally, putting this network into action to solve a local problem is slightly more difficult – scoring lowest, on average, on the 11-point scale – but still just under eight in ten alumni respondents agreed with this statement. This demonstrates a significantly higher level of alumni confidence in their ability to mobilise others to solve local problems than that recorded in *UpLifted* in 2013 (67 per cent).[17]

More than eight in ten (83 per cent) alumni felt that UpRising had helped them develop contacts and networks in the community. Two out of every three (69 per cent) felt that since

Table 3 **The number of UpRising alumni survey respondents who agreed with statements on their networks**

Survey statement	Average score	Agree (scores of 6 or higher)
I have a network of contacts across different professional backgrounds	7.6	90.0%
I have a network of peers who support my ambitions	7.4	83.9%
I am able to approach senior leaders for advice and guidance on issues I care about	7.3	82.1%
If I see a problem in my local area I know how to get other people involved in fixing it	6.6	79.5%

their UpRising programme they had developed new relationships with people who could help them change their local area.

The focus groups made clear that networking is an important and valued part of the UpRising programme. One focus group participant said 'You meet so many different people. The networking side of the programme is really helpful.' Another suggested that it was the type of people UpRisers got access to that was most helpful: 'It gives you access to people you probably wouldn't normally get to meet, like CEOs... Normally people wouldn't get to go and speak to them in person and pick their brains.' Alumni were also positive about the manner in which UpRising conducted the networking: 'Rather than sitting in a classroom learning about networking, you go out and do it.'

However, alumni had mixed feelings about networking in general, suggesting – in line with the interviews with people in power (chapter 1) – that it is important to network in the right way. One focus group participant commented:

UpRising's great in the sense that if you've never been in that environment, it's good to know how to present yourself, but then where's that line between losing your authenticity and what it is you're about, to tick a box for the person you're trying to impress… I just think there needs to be more balance between that.

They agreed about the value of alumni networks, and the involvement of alumni in programme delivery; one observed:

Something I found really powerful was when we had UpRising alumni leading the sessions themselves. I think it's about striking that balance between getting really top professionals with people who are not so much older than us.

This continued beyond the programme and extended to the formal alumni network that UpRising has put in place. As one alumni put it, 'The alumni network – this is what motivates you further to achieve your leadership ambitions and also work among like-minded peers.'

Skills

Table 4 **The number of UpRising alumni survey respondents who agreed with statements on their skills**

Survey statement	Average score	Agree (scores of 6 or higher)
I consider a range of different solutions to a problem	8.3	97.3%
I know what it takes to manage a project, from start to finish	8.0	92.0%
I am able to manage teams of people	8.0	92.0%
I am able to compromise and resolve differences of opinion	7.9	93.8%
I have the research skills to find out the needs within my local area	7.8	91.0%
I am a strong public speaker	7.2	82.1%

A very high percentage of UpRising alumni felt that they have strong skills in problem-solving, project management, research and public speaking (table 4). Of the four of the five skills that we tested, nine out of ten alumni respondents

reported feeling as though they demonstrated these skills either strongly or to some degree. On average, problem-solving and managing people scored slightly more highly than public speaking.

Moreover, eight in ten alumni (79.5%) agreed that UpRising was significant in giving them the skills 'to make a positive change' in their local community. This strong feeling that UpRising had played a key role in skills development reinforces the findings of *UpLifted*, which found that 72 per cent of alumni rated the skill that they had gained through UpRising as 'extremely' or 'very' helpful.[18]

Despite the slightly lower score for public speaking above, the discussions in our focus groups highlighted how taking part in UpRising had helped participants with public speaking and communicating confidently with professionals. Focus group participants spoke frequently about how they had developed a number of other practical skills such as writing CVs, and organising and conducting meetings.

The development of these soft skills was felt to be important for confidence and career prospects. One alumnus said that she was now able to 'approach someone in a professional manner and not feel like I'm wasting their time'. Another said:

The skills of communication and coming across professionally have been profound in terms of putting me ahead of the rest of the competition. Because of UpRising and the lessons on speech-writing, I've delivered speeches in the House of Lords, speeches before the Deputy Prime Minister… and obviously UpRising was a very strong part of that ability to get up in front of hundreds of people and speak, and memorise a speech.

Participants in the focus groups agreed that their job prospects had been improved as a result of their skills development, one stating:

Before I started, I was working voluntarily and didn't have the experience to get where I wanted to be. By the time I was halfway through, I was able to get a paid job. The skills it had given me definitely helped to boost my CV.

Another said that she had gained the confidence to apply for jobs:

To have someone to encourage you to apply for roles and to talk you through what skills you might need… the people around me definitely gave me a boost.

Confidence

Table 5 **The number of UpRising alumni survey respondents who agreed with statements on their confidence**

Survey statement	Average score	Agree (scores of 6 or higher)
I am confident about explaining my ideas clearly	7.7	92.9%
I feel able to have an impact on the world around me	7.4	84.7%
I see myself as a leader	7.4	84.8%
I am able to influence decisions affecting my local area	6.8	77.7%
I am able to make change happen in my local area	6.7	74.5%
I feel that I make a difference in my local area	6.3	72.3%

We sought to measure alumni's self-confidence (for example, whether they see themselves as a leader) and confidence in their ability to effect positive change in their communities.

On every measure, more than three out of every four respondents reported feeling confident. More than eight in ten respondents regard themselves as leaders, and feel that they are able to have an impact on the world around them. While a slightly lower percentage feels that they currently make a difference in their local area, the percentage is still highly positive – with just under three out of four respondents

reporting that they make a difference in their community. The relatively lower score could demonstrate their realism about their ability to have an impact on something outside their control.

Just under nine in ten respondents (88 per cent) agreed strongly or somewhat that UpRising had improved their confidence to aspire to positions of leadership; over eight in ten (85 per cent) felt that UpRising had improved their confidence more generally; and just under three in four (73 per cent) felt that UpRising had raised their career aspirations. This supports the finding of *UpLifted*, which recorded that 92 per cent of alumni were confident that they could make change happen on issues that they cared about.[19]

In the focus groups, several participants spoke about the connection between their improved confidence and learning how institutions work and meeting professionals. Particular attention was paid to the role of the social action campaigns in building confidence. The social action project led one focus group participant to 'feel empowered, that you've achieved something you can be proud of'. Another spoke about having a feeling of self-worth through taking part in social action: 'the realisation that you're worth a lot more than you give yourself credit for'.

Other alumni in the focus groups spoke of the confidence the programme had given them to apply for jobs. One said:

It's opened up my confidence… Now I wouldn't be afraid to apply for a job in the private sector, whereas before I think I would have felt like the door was closed.

Moving up the ladder: leadership activities since completing UpRising

As noted above, we are interested in getting a sense of whether UpRising alumni are on the right path towards accessing positions of leadership. We thus asked them about what kinds of activities they had undertaken since completing UpRising, including education, employment and civic or community engagement activities. In general, just over half (52 per cent)

reported taking on a role of leadership since completing UpRising.

Employment and education activities

Attending university or gaining new employment can signify that UpRisers are progressing in the right direction. A number of the interviews with people in power highlighted the importance of trying out numerous employment opportunities in different sectors as a means of gaining experience, building skills and confidence, and expanding knowledge and networks.

Among our survey respondents, two-thirds (68 per cent) reported gaining employment since completing UpRising, 42 per cent said that they had initiated a new project in their organisation, and a third reported receiving a promotion in their job. Others reported activities that suggested they were making progress in employment: 16 per cent reported securing an internship and 13 per cent had secured a work placement.

A further 17 per cent displayed entrepreneurial ambitions, reporting starting a social enterprise or new business. Over one in three (37 per cent) – most likely the young participants – reported attending university.

Over eight in ten respondents (82 per cent) said that UpRising had contributed to their progress in the above activities, with over a third reporting that it had made a significant contribution. Just under three in four reported that UpRising helped to raise their aspirations for their career.

While our survey did not allow respondents to specify the types of jobs they were progressing to, our focus group alumni provided some indication. Many now worked in the third sector on social action campaigns or in policy institutes, for example working on a scheme to encourage asylum seekers to volunteer, researching social mobility, working in the Houses of Parliament, and interning at the Open Society Foundation and studying public policy. Some had gone on to work for UpRising or other youth leadership programmes.

Social action and civic leadership activities

In addition to their employment and education activities, approximately half of alumni (48 per cent) said that they had 'undertaken voluntary work' since completing the UpRising Leadership Programme. To explore the kinds of activities that they undertook in more detail, we asked them about their involvement in a range of social action and civic engagement type activities that may be considered indicators of future leadership potential (for example, being a trustee or governor of a school, or setting up a social enterprise), and to report on the activities they had undertaken before and since their time with UpRising. Many of these activities were mentioned in the interviews cited in the previous chapter. On almost every measure there were notable increases of alumni involvement since being on the UpRising Leadership Programme. Table 6 lists the activities where there were reported increases before and after taking part in UpRising.

Table 6   **UpRising alumni's involvement in various activities before and after completing the Leadership Programme**

Activity	Before UpRising	After UpRising	Difference
Being a trustee or board member for a non-profit organisation	15.2%	28.6%	+13.4%
Initiating a new social action project or campaign	21.4%	32.1%	+10.7%
Setting up a social enterprise	7.1%	17.0%	+9.9%
Setting up a business	9.8%	19.6%	+9.8%
Attending a political meeting or rally	21.4%	30.4%	+9.0%
Taking practical action to benefit others	38.4%	46.4%	+8.0%
Campaigning locally	19.6%	26.8%	+7.2%
Attending a charitable (fundraising) function	41.1%	46.4%	+5.3%
Being a school governor	8.0%	9.8%	+1.8%
Serving on a local government board or commission	0.9%	2.7%	+1.8%
Campaigning nationally	10.7%	11.6%	+0.9%

Our survey suggests that UpRising encouraged the young people taking part to be more active in leadership roles and their communities. At the top of the list, the proportion of alumni acting as a trustee or board member for a non-government organisation increased by 13 percentage points; while the proportion starting social action projects increased by 11 percentage points. The number of alumni reporting taking practical action for the benefit of others increased from 38 per cent to 46 per cent since completing the programme.

There was only one measure where there was an apparent net decline, but closer analysis suggests this supposed decline is misleading and instead that UpRising alumni are progressing to take on leadership positions. Approximately two-thirds of alumni (67%) reported 'volunteering for a non-profit organisation or community group' before taking part in UpRising, which made it one of the most popular activities. However, the net percentage of those who reported volunteering for a non-profit organisation and community group *after* taking part in UpRising was 49 per cent; 28 alumni reported volunteering for a non-profit organisation before but not after being on the Leadership Programme, and seven alumni reported volunteering after but not before. We were thus particularly interested to analyse the pathways of these 28 alumni to determine if they accounted for the increases in those serving as trustees or board members, initiating their own social action projects, or setting up new social enterprises or businesses. We wanted to know whether their progress from volunteering for a non-profit organisation or community group to other voluntary activities suggested a leadership progression.

Of the 28 alumni, six alumni reported taking part in 'voluntary activity' after being on the UpRising programme but not with a 'non-profit organisation or community group'. This therefore reduces the pool of alumni who were ostensibly not volunteering after UpRising to 22 alumni. Further analysis of the remaining 22 alumni reveals that more than three-quarters of them (77 per cent, n = 17) either described themselves as undertaking a leadership role after UpRising or have what we have classified as a leadership role:[20]

- Seven are now a trustee or board member for a non-profit organisation
- Two serve on a committee for a local club, organisation or place of worship
- Three have set up a social enterprise
- Seven have started a business

This left only five alumni who did not state that they had progressed to a leadership role, but they reported notable employment or education progressions. For example, three had gained employment, two had gone to university, one had gained an internship, and one had gained a work placement.

This suggests that UpRising alumni are moving towards different types of leadership positions as they get older, including the significant percentages gaining employment, receiving promotions, starting businesses and social enterprises, and moving from volunteering with non-profit organisations or community groups to other voluntary or social action type roles, such as being a trustee or board member, or starting a project or enterprise.

Moreover, the levels of participation across a range of social and civic activities compare favourably with the UK average for young people. For example, 45 per cent of 16–25-year-old respondents to the 2013–2014 Cabinet Office's Community Life Survey reported volunteering formally in the last 12 months, compared to 49 per cent of UpRising alumni who volunteered after UpRising.[21] While the time-scale referenced in our alumni survey is different, these results suggest that UpRisers in England are more likely than their peers to volunteer. They are also much more likely to be involved in social action. The Cabinet Office data suggest that only 13 per cent of 16–25-year-olds are involved in social activism one or more times a year, compared with the 32 per cent of UpRising alumni who have started a social action campaign since leaving UpRising.[22]

Political interest and social action campaigning

In our ongoing evaluation of the UpRising Leadership Programme and My Voice, My Vote, we seek to measure the extent to which taking part has an impact on interest in politics, and levels of political engagement. In this interim report, we can provide a snapshot of political interest among alumni respondents, which suggests a highly politically engaged group of young people, with nine out of ten respondents to our survey (93 per cent) saying that they are interested in politics, and more than three-quarters (76 per cent) declaring they intend to vote in the 2015 general election. While we are unable to determine the extent to which interest in politics and intention to vote increased after taking part in UpRising, we asked UpRising alumni whether they had undertaken a series of other political actions since completing the programme.

We found that UpRising alumni appear to be highly active, social and community organisers working to have a positive impact in their community. For example, two-thirds (68 per cent) claimed that they have developed new relationships with people who can make change happen in their local area; 58 per cent have identified a social problem in their local area and have personally taken action to tackle it; over half (54 per cent) have actively mobilised others to take action on a social issue in their local area; and two-thirds (67 per cent) have used social media to promote a social cause or campaign.

Which programme components had the greatest impact?

As well as getting a sense of the skills, knowledge, networks and confidence of UpRising alumni, we were also interested in finding out which elements of the UpRising programme they had found most beneficial. We therefore asked survey respondents to what extent they felt that the different components of the UpRising Leadership Programme had contributed to a 'positive change' in their lives.

Table 7 summarises their replies, ranked in order of the number of alumni perceiving a positive impact.

Table 7   **UpRising alumni's views on whether Leadership Programme components had influenced them positively**

Programme component	A great deal or some impact	Little to no impact	Don't know
Participating in workshops focused on building knowledge and skills	91.9%	4.5%	3.6%
Having an opportunity to share experiences with like-minded peers	90.9%	4.5%	4.5%
Meeting people in positions of leadership	90.1%	5.4%	4.5%
Being able to engage in solving a problem in my community	84.5%	8.2%	7.3%
Behind the scenes visits to see how key institutions work	79.3%	12.6%	8.1%
Social action campaigning	78.2%	13.6%	8.2%
Learning how to network	74.8%	16.2%	9.0%
Leadership retreat	73.9%	10.8%	15.3%
Having a career mentor	73.0%	20.7%	6.3%
Having a personal coach	62.7%	30.0%	7.3%
Being a member of the UpRising alumni network	56.3%	20.5%	23.2%

The majority of alumni said that the programme components had had a positive impact on them. The knowledge and skills workshops had been the most beneficial: nine out of ten respondents said they contributed to a positive change in their lives, either to a great or to some extent. Nine in ten said the same of having the opportunity to meet like-minded peers and people in positions of power.

Most alumni felt that social action campaigning, networking and having access to a career mentor and personal coach had had a positive impact on their lives. But the benefit of these parts of the programme was less marked; in particular, more stated that mentoring and coaching had had a limited

impact on them than for other programme components. This is understandable given the challenge of attempting to match every UpRising participant with a coach and mentor. Naturally, there is a higher chance of a personality clash between the UpRising participant and these individuals.

Some of these mixed feelings among alumni towards coaches and mentors were reflected in our focus groups. One alumnus said that her coach 'really helped me to set goals, so I was more determined to look for a new job and achieve'; another said that he would have liked someone 'more entrepreneurial'. These findings highlight the importance of getting the 'fit' right in these personal relationships. Where the fit is right, many alumni have formed lasting relationships; indeed more than one-third of respondents (38 per cent) were still in touch with their mentor after leaving the UpRising programme.

Our survey showed that the social action project had a great deal or some impact on just under eight in ten respondents. Moreover, our focus group participants agreed that it was important; as noted earlier, the opportunity to take part in social action is a significant draw to the programme in the first place. One focus group alumnus said that 'the social action campaign still stands as one of the most rewarding things I have ever done' and that it 'should be the entire focus' of the programme.

Despite the alumni's favourable views of the social action campaign, we also heard a number of suggestions in the focus groups of ways to improve them. For example, a few alumni felt that the social action element of the programme should have come slightly later:

Maybe we should have spent more time researching what the issues were in our community, to then become passionate about them, to then think about what a social action campaign could solve. If maybe we'd done it the other way around people would have been more motivated to continue.

Staying in touch: the alumni network

As noted above, one of the most positive aspects of UpRising is the peer networks that it creates between participants and

alumni, echoing the importance of peer networks cited in the interviews with people in power in the previous chapter.

Moreover, as the number of UpRising alumni increases, their role within the organisation will become increasingly prominent, and a key potential asset for the organisation to harness. A final aspect of our research with alumni thus focuses on the usefulness of the alumni network at present, and suggestions for how it can be improved.

In our survey, just over half of survey respondents (54 per cent) reported that they found the alumni network useful. Just under a third (29 per cent) stated that they were not sure, suggesting that either the alumni offer is not particularly clear to all alumni, or that they have not, to their knowledge, made use of it. Just under one in five respondents (17 per cent) said that they did not find it useful.

A very high percentage of UpRisers had stayed in touch with each other: 90 per cent of UpRisers reported remaining in touch with at least one of their fellow UpRisers, while one in four (26 per cent) reported remaining in touch with more than five of their peers. This provides a strong basis on which to build activities associated with the alumni network.

More than one-third (38 per cent) of UpRisers were still in touch with their mentors, a measure of their positive influence for a considerable number of alumni. Moreover, 40 per cent were in touch with other people whom they had met during the programme, including the high profile speakers.

Our survey suggests there are high levels of other forms of continuing engagement. For example:

· 44 per cent attended UpRising events as alumni
· 27 per cent were part of further UpRising programmes
· 22 per cent were part of the Emerging Leaders Advisory Board
· 15 per cent were involved in programme delivery
· 4 per cent were trustees of UpRising

The most popular idea for improving the alumni network was to shadow leaders, with 52 per cent approval. This was followed by more local events (50 per cent), more targeted

communications (49 per cent), access to specific industries (49 per cent) and more regular communications. A number felt that the network could improve through linking campaigns at UpRising with other organisations' work, including organisations for which former UpRisers now work. As one focus group participant put it, there might be a danger of the UpRising staff seeing the alumni network primarily as a source of evaluation and keeping in touch with everyone. 'It needs to be about something that's a lot more powerful.'

Conclusions and recommendations

It is clear from the findings presented above that UpRising alumni respondents report high levels of knowledge, networks, skills and confidence, in addition to participation in a wide range of leadership activities. Moreover, a significant number attribute their progression and success to the UpRising Leadership Programme. Our interviews with a dozen business and community leaders in the UK from similar backgrounds underlines the importance of the four components to UpRising's theory of change and the activities that many UpRisers are taking part in.

UpRising alumni were excited about the prospect of UpRising continuing to grow, creating an even larger pool of like-minded peers who are keen to help each other progress. One focus group participant pointed out:

In terms of increasing social mobility, we're at the beginning. The first set of UpRisers are just starting to mark their careers… As they do, those people will probably appreciate where they came from, which would open up opportunities for other people.

While alumni were overwhelmingly positive about the structure and different aspects of the UpRising programme, they also offered a number of useful suggestions for improvement. These included:

· Consideration should be given to making the social action project the primary feature of the Leadership Programme. This could include taking additional time to research the issues in their community, and then waiting to design and initiate the social action campaigns towards the latter end of the programme.

· Increase links and coordinated projects between participants and alumni, and between participants in different cities. This recommendation follows naturally from the positive views of alumni towards the role that alumni played when they were on the programme, and the value that they – and our leaders in their interviews – gave to establishing strong networks with like-minded peers. As one focus group participant put it: 'It's the people that make UpRising appealing. The more alumni you have, the better it's going to be.'

· Build up the alumni network. Suggestions for how this should be done included creating more formal structures for alumni engagement such as partnerships with organisations that UpRising alumni now work for, inviting alumni to speak to current cohorts, and providing new offers of continuing support such as the opportunity to shadow business, public sector and political leaders.

Measuring the medium to long-term impact

In addition to these recommendations for improving UpRising based on the feedback of alumni, one of the objectives of this report was to identify indicators that UpRising should use in order to measure its medium to long-term impact in future.

Capture additional indicators of success

First, Demos recommends incorporating the feedback from the interviews with British business and community leaders into the evaluation design for medium to long-term impact. Additional attributes to consider and evaluate for could include work ethic, integrity, inquisitiveness, humility, proactivity and resilience in the face of setbacks.

Many of these are included in our survey of alumni presented here. Nonetheless, the people in power suggested that additional indicators could include:

· pursuit of advanced degrees and apprenticeships, indicating development of specialised skills

- consideration of the quality of new employment and employment progression
- examples of setbacks as evidence of risk-taking and resilience, for example attempts to start multiple businesses and social enterprises
- examples of participating in social situations outside one's comfort zone, including volunteering with people from different backgrounds than one's own
- continued engagement with mentors (including and beyond mentors from the UpRising programme) who act as critical motivators

Set up a longitudinal panel to understand the journey

Second, while conducting a similar survey with alumni every two to three years could be valuable in highlighting medium-term impact, we would recommend exploring the possibility of creating a small longitudinal panel of alumni who would be asked to complete longer and more detailed surveys. These could also be administered every two to three years, with a sample size of approximately 150–200, with the offer of incentive payments to encourage high response rates. A longitudinal survey of this nature may be more appropriate given the holistic and specific nature of an individual's leadership progression. A longitudinal survey would allow for a stronger emphasis on qualitative research and better understanding of the progression from one activity to the next, and the interplay of multiple activities (eg serving as a trustee while being in full-time employment). This would help UpRising and researchers to understand the evolution of the activities that young people take part in before and after UpRising, in particular the relationship between volunteering rates and employment, and how this relates to UpRising's impact, and the changing nature of social action and volunteering as alumni grow older and progress further along their leadership journeys.

It is important to note, however, that the cost of undertaking such surveys could be high. It is therefore advised that UpRising seeks feedback from its core investors

to determine the importance of this sort of evaluation and whether it is vital for UpRising's further growth and attraction of investment.

Technical appendix

For this report we ran an online survey asking approximately 25 questions, which was disseminated to UpRising alumni via the alumni mailing list. All alumni had taken part in the flagship Leadership Programme. We sent the survey to approximately 650 alumni, and received responses from 158 participants. However, only 112 completed the entire survey and the bulk of the substantive evaluation questions (a response rate of 17 per cent). This restricts the breadth of the conclusions that can be drawn from the survey and the extent to which they apply to all UpRising alumni. The survey relied on self-selection; an incentive was offered in the form of a chance to win a £100 Amazon voucher. Overall, the findings in this report should be taken as indicative rather than conclusive.

Survey demographics

Cohort, location and age

We received responses from every cohort who had taken part in the Leadership Programme between 2008 and 2014: 6 per cent came from the 2008 cohort; 5 per cent from 2009; 11 per cent from 2010; 16 per cent from 2011; 36 per cent from 2012; 17 per cent from 2013; and 10 per cent from 2014. Half were from the London programme, just under a third from the Birmingham programme, and the remainder from Bedford and Manchester (Liverpool and Stoke-on-Trent are new areas, and thus do not have alumni cohorts yet). Just under half (47 per cent) of respondents were 24–26 years old, just under a third were 21–23 years old, 16 per cent were 27–29 years old, 6 per cent were 30–32 years old, and 2 per cent of respondents were 18–20 years old.

Gender, ethnicity and socio-economic background

There were slightly more women (55 per cent) than men (45 per cent), which broadly reflects the gender split for the entire cohort of alumni. Around 30 per cent of respondents were White British, and 70 per cent were from a BME background. This is not dissimilar to the makeup of the 2012–2013 UpRising cohort, which was 76 per cent BME. Aside from White British, the three ethnic groups best represented in our survey were Bangladeshi, Black African and Pakistani. Survey respondents were diverse; there were Chinese, Black Caribbean and Arab alumni.

We asked respondents whether they received free school meals at school, as well as their parents' education levels and job titles. Our survey found that 34 per cent of alumni respondents had received free school meals when at school, compared with a national average of approximately 18 per cent. According to the 2011 census, the principal earner in just over 41 per cent of households belonged to the 'higher professions', including managerial professions such as CEOs, bankers, doctors, lawyers and similar. In our survey, the principal earner in 35 per cent of families belonged to this group, discounting where answers were unclear or omitted. UpRising holds more exact data on the socio-economic background of those who take part; a higher proportion of our survey respondents than the national average did not come from a professional background.

Survey questionnaire

What is your gender?

What is your age?
18–20
21–23
24–26
27–29
30–32
Other

Did you receive free school meals when you were in school?

What is the highest level of education your father has completed?
No qualifications
O-levels or GCSE passes at grades D–G, or NVQ 1
O-levels or GCSE passes at grades A–C, or NVQ 2
A-level passes or NVQ 3
Certificate of higher education, trade apprenticeships or NVQ 4
Diploma of higher education, foundation degree, HND, or
    NVQ 5
Undergraduate degree
Postgraduate certificate or degree
Doctorate
Don't know
Other

What is your father's job title?
* If your father is retired or not working, please tell us his job
    title when he last worked

What is the highest level of education your mother has completed?
No qualifications
O-levels or GCSE passes at grades D–G, or NVQ 1
O-levels or GCSE passes at grades A–C, or NVQ 2
A-level passes or NVQ 3
Certificate of higher education, trade apprenticeships or NVQ 4
Diploma of higher education, foundation degree, HND, or
    NVQ 5
Undergraduate degree
Postgraduate certificate or degree
Doctorate
Don't know
Other

What is your mother's job title?
* If your mother is retired or not working, please tell us her job
    title when she last worked

How would you describe your ethnic background?
White British
Gypsy or Irish Traveller
Other white background
Mixed: White and Black Caribbean
Mixed: White and Black African
Mixed White and Asian
Any other mixed background
Indian
Pakistani
Bangladeshi
Chinese
Any other Asian background
Black African
Black Caribbean
Any other Black background
Arab

What year did you take part in UpRising?

Where did you take part in the UpRising programme?

KNOWLEDGE
I understand the key issues affecting my local area.
I have a good understanding of how I can make change happen
    in my area.
I understand which organisations and individuals have power to
    make change happen.
I understand my own strengths and weaknesses as a leader.
I know how to influence decisions affecting my local area.

NETWORKS
If I see a problem in my local area I know how to get other
    people involved in fixing it.
I am able to approach senior leaders for advice and guidance on
    issues I care about.
I have a network of peers who support my ambitions.

I have a network of contacts across different professional backgrounds.

SKILLS
I have the research skills to find out the needs within my local area.
I am a strong public speaker.
I know what it takes to manage a project, from start to finish.
I am able to manage teams of people.
I am able to compromise and resolve differences of opinion.
I consider a range of different solutions to a problem.

I feel that I make a difference in my local area.
I see myself as a leader.
I feel able to have an impact on the world around me.
I am able to influence decisions affecting my local area.
I am confident about explaining my ideas clearly.
I am able to make change happen in my local area.

LEADERSHIP AMBITIONS
Please describe your current leadership ambitions.

To what extent do you agree with the following statement:
Participating in the UpRising programme raised my aspirations for leadership.

YOUR LIFE AND CAREER

Since completing UpRising, which of the following activities have you done? Please tick all that apply
Attended university
Gained new employment
Initiated a new project in my organisation
Started a social enterprise or new business
Received a promotion at my job
Secured an internship
Secured a work placement
Undertaken voluntary work

Taken on a role of leadership, please explain
Other?

To what extent do you feel that UpRising contributed to this progress?

Have you participated in any other youth development programmes since completing UpRising?

What other programmes have you completed since UpRising

To what extent do you feel that these programmes contributed to your progress?

MORE ABOUT YOU

Before UpRising, were you doing, or had you done, any of the following activities? Please select all that apply

Are you currently doing, or have you done since leaving UpRising, any of the following activities?

Are you considering doing any of the following activities?
Trustee/board member for a non-profit organisation
Local councillor
School governor
Youth panel member
Student politics/activism
Campaigning nationally
Campaigning locally
Volunteering for a non-profit organisation or community group
Serving on a committee for a local club, organisation, or place of
    worship
Serving on a local government board or commission
Attending a charitable (fundraising) function
Attending a political meeting or rally
Initiating a new social action project or campaign

Setting up a social enterprise
Setting up a business
Taking practical action to benefit others
Any other role/position: (please specify)

IMPACT ON PERSONAL LIFE

To what extent do you believe the following aspects of the UpRising programme contributed to positive change in your life?
Having a career mentor
Having a personal coach
Leadership retreat
Participating in workshops focused on building knowledge and skills
Behind the scenes visits to see how key institutions work
Meeting people in positions of leadership
Learning how to network
Social action campaigning
Having an opportunity to share experiences with like-minded peers
Being able to engage in solving a problem in my community
Being a member of the UpRising alumni network

If you had to pick the one thing about the UpRising programme that stands out as particularly positive or useful, what would it be?

To what extent do you agree or disagree with the following statements:
UpRising gave me skills to make positive change in my local community
UpRising improved my confidence to aspire to positions of leadership
UpRising improved my confidence
UpRising helped me to develop contacts and networks in the community
UpRising improved my understanding of decision-making

processes at a national level

UpRising improved my understanding of decision-making processes at a local level

UpRising helped raise my aspirations for my career

We are interested in the extent to which you have used the skills and knowledge that UpRising aims to teach since leaving the programme. To what extent do you agree or disagree with the following statements?

I have developed new relationships with people who can make change happen in my local area

I have identified a social problem in my local area and have personally taken action to tackle it

I have mobilised others to take action on a social issue in my local area

I have used social media to promote a social cause or campaign

Are you still in touch with your mentor?

We are interested in the extent to which you are in touch with other UpRisers. To what extent are you still in contact with other UpRisers?

Not in touch with any

I'm in touch with one fellow UpRiser

I'm in touch with between 2 and 5 of my fellow UpRisers

I'm in touch with more than 5 of my fellow UpRisers

Are you in touch with other people you met during the programme? (eg speakers)

Do you take part in any of the following UpRising alumni activities?

Emerging Leaders Advisory Board

Further UpRising programmes

Programme delivery

UpRising events

Trustee

Other: please describe

How useful do you find the UpRising Alumni Network?

What of the following things do you think would improve the usefulness of the alumni network?
Industry-specific access programmes
More national events
More local events
Opportunities to shadow leaders
Mentors
More regular communications
More targeted communications
Any other ideas? [OPEN RESPONSE]

Survey responses (n = 112)

	Survey question	Average score	Agree (scores of 6 or higher)
Skills	I consider a range of different solutions to a problem.	8.3	97.3%
	I am able to manage teams of people.	8.0	92.0%
	I am able to compromise and resolve differences of opinion.	7.9	93.8%
	I have the research skills to find out the needs within my local area.	7.8	91.0%
	I am a strong public speaker.	7.2	82.1%
Knowledge	I know what it takes to manage a project, from start to finish.	8.0	92.0%
	I understand my own strengths and weaknesses as a leader.	7.9	90.1%
	I understand which organisations and individuals have power to make change happen.	7.6	90.2%
	I understand the key issues affecting my local area.	7.4	87.5%
	I have a good understanding of how I can make change happen in my area.	7.3	85.5%

Survey responses (n=112) – *continued*

	Survey question	Average score	Agree (scores of 6 or higher)
	I know how to influence decisions affecting my local area.	7.2	81.8%
Networks	I have a network of contacts across different professional backgrounds.	7.6	90.0%
	I have a network of peers who support my ambitions.	7.4	83.9%
	I am able to approach senior leaders for advice and guidance on issues I care about.	7.3	82.1%
	If I see a problem in my local area I know how to get other people involved in fixing it.	6.6	79.5%
Confidence	I am confident about explaining my ideas clearly.	7.7	92.9%
	I feel able to have an impact on the world around me.	7.4	84.7%
	I see myself as a leader.	7.4	84.8%
	I am able to influence decisions affecting my local area.	6.8	77.7%
	I am able to make change happen in my local area.	6.7	74.5%
	I feel that I make a difference in my local area.	6.3	72.3%

Notes

1   OECD, 'A family affair: intergenerational social mobility across OECD countries' in *Economic Policy Reforms 2010: Going for growth*, 2010, www.oecd.org/tax/public-finance/chapter%205%20gfg%202010.pdf (accessed 12 Mar 2015).

2   Social Mobility and Child Poverty Commission, *Elitist Britain*, 2014, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/347915/Elitist_Britain_-_Final.pdf (accessed 12 Mar 2015).

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4   Third Sector, 'Diversity: the deficit at the top of the biggest charities', 28 Aug 2014, www.thirdsector.co.uk/diversity-deficit-top-biggest-charities/management/article/1308999 (accessed 12 Mar 2015).

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7   OECD, 'A family affair'.

8   Ibid.

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10 Social Mobility & Child Poverty Commission, *Elitist Britain*.

11 UK Political Info, 'Current female members of parliament'.

12 Wood and Cracknell, 'Ethnic minorities in politics and government'.

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16 UpRising, *UpLifted: Key findings from UpRising's five year alumni survey*, 2013, www.uprising.org.uk/sites/default/files/images/5YO%20v5.pdf (accessed 26 Feb 2015).

17 Ibid.

18 Ibid.

19 Ibid.

20 These include serving as a trustee or board member for a non-profit organisation; being a local councillor; or school governor; sitting on a committee for a local club, organisation or place of worship; serving on a local government board or commission; initiating a new social action project or campaign; and setting up a social enterprise; setting up a business.

21 Cabinet Office, 'Community Life Survey 2013 to 2014: data', 2014, https://www.gov.uk/government/statistics/community-life-survey-2013-to-2014-data (accessed 12 Mar 2015).

22 Ibid.

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This project was supported by

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While the UK is one of the most diverse countries in the world, this diversity is not reflected in Britain's offices of power. According to the Social Mobility and Child Poverty Commission, 33 per cent of MPs went to private school, compared with 7 per cent of the public as a whole. Five per cent of MPs are from a black or minority ethnic (BME) background, compared with 14 per cent of the population. Less than one in four (23 per cent) MPs are women, and women hold just 13 per cent of FTSE 100 boardroom positions.

UpRising – a youth leadership organisation that aims to open up these top offices for young people from backgrounds that are under-represented in positions of power – wants to change this. Its 'theory of change' focuses on developing four key ingredients for success: knowledge, networks, skills, and confidence.

Demos is undertaking a year-long evaluation of UpRising's programmes with the final report due to be published in summer 2015. This interim report presents a first look at the medium to long-term impact of the Leadership Programme. The report findings are based on a survey of UpRising alumni, focus groups and interviews with 15 people from diverse backgrounds who are currently in positions of power.

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