

“UpRising aims to open pathways to power for talented young people from diverse backgrounds...”

EVALUATION OF UPRISING'S LEADERSHIP PROGRAMME

Ian Wybron

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Ian Wybron
August 2016

Executive summary

UpRising is a UK-wide youth leadership development organisation, aiming to open pathways to power for talented young people from diverse and under-represented backgrounds.

This report marks the culmination of a year-long independent evaluation of UpRising conducted by Demos, which began in summer 2014.

Our evaluation sought to capture short-term outcomes for participants of UpRising's flagship nine-month Leadership Programme, and to measure medium- and longer-term impacts for alumni. Our interim report, *The Power of UpRising*, covered the medium to longer term.¹ This report focuses on the short-term outcomes, measured through surveying the 2014/15 cohort of UpRisers. The survey findings are supplemented with qualitative insights from four additional focus groups.

Measuring short-term outcomes

Demos administered surveys to UpRising participants before and after the Leadership Programme (n = 133), which took place in seven locations between October 2014 and August 2015. We included questions to allow us to measure outcomes in three key areas.

First, we included a number of questions related to UpRising's theory of change. The theory holds that providing talented young people from diverse and under-represented backgrounds with four key ingredients – relevant knowledge, networks, skills and confidence – will enable them to realise their leadership potential.

Second, we included a series of questions on participants' political and democratic engagement, which were drawn

primarily from the Hansard Audit of Political Engagement questionnaire. This is a key theme for UpRising.

Third, we included a series of questions from the Outcomes Framework for Youth Social Action. These standardised questions – used to evaluate a range of social action programmes – capture a range of attributes, including empathy, problem-solving, ‘grit’ and cooperation. The inclusion of these questions was stipulated by the Cabinet Office as a condition of funding.

Interpreting the findings

The majority of questions in our surveys required respondents to mark their level of agreement with a statement on a 0–10 scale (with 0 equal to ‘not at all’ and 10 equal to ‘completely’). Our primary method for measuring outcomes on these questions has been to calculate the change in the mean score before and after the Leadership Programme, and to test the statistical significance of that change. We did this for each individual question, and combined related questions into composite measures and performed the same procedure. For each question and composite, we also present additional ways of measuring outcomes – beyond changes in the mean – in detailed tables in the appendices.

For the questions that use different scales (for example, the political engagement questions), we focus instead on the change in the proportions of participants falling into each answer category rather than analysis of the mean.

We recruited and surveyed a comparison group to help with attributing changes on these measures to respondents having participated in the Leadership Programme rather than to other factors. As explained in the main text, because of the small sample size of the comparison group ($n = 55$) and challenging recruitment methods, we use this for at-a-glance comparison only – better quality evidence would be required to make a strong case for attribution.

Outcomes: UpRising's theory of change

Our findings suggest the 2014/15 Leadership Programme led to significant positive outcomes in participants' knowledge, networks, skills and confidence.

On each of the measures we used for the four components of UpRising's theory of change, the average participant's score increased over the course of the programme by a statistically significant margin. While the comparison group scored themselves lower at baseline on many of the relevant survey questions, limiting the comparison, substantially less change was measured – almost none that was statistically significant. Detailed summary tables for these questions can be found in Appendix B.

Knowledge

Our analysis of the knowledge measures showed the following outcomes for UpRising participants:

- a 22 per cent increase in the average participant's score for their understanding of key local issues
- a 26 per cent increase in the average participant's score for understanding who has the power to make change happen
- a 31 per cent increase in the average participant's score for understanding how to influence decisions affecting the local area
- a 14 per cent increase in the average participant's score for understanding their own strengths and weaknesses
- an 11 per cent increase in the average participant's score for their understanding of people from different backgrounds

On the composite knowledge measure there was a 19 per cent increase in the average participant's score.

Networks

Our analysis of the networks measures showed the following outcomes:

- a 14 per cent increase in the average participant's score when rating their networks with senior leaders
- a 35 per cent increase in the average participant's score when rating their networks with people from different professional backgrounds
- a 21 per cent increase in the average participant's score when rating their networks of supportive peers
- a 38 per cent increase in the average participant's score when rating ability to get other people involved in fixing a problem

On the composite networks measure there was a 26 per cent increase in the average participant's score.

Skills

Analysis of the measures of participants' skills showed the following outcomes:

- an 11 per cent increase in the average participant's score when rating their research skills
- a 10 per cent increase in the average participant's score for team-working
- a 14 per cent increase in the average participant's score for project management
- a 5 per cent increase in the average participant's score for problem solving
- a 12 per cent increase in the average participant's score for public speaking

On the composite skills measure, there was an 11 per cent increase in the average participant's score.

Confidence

For participants' confidence, we found the following:

- a 5 per cent increase in the average participant's score for feeling confident in being a leader

- a 13 per cent increase in the average participant's score for feeling confident in being able to make change happen locally
- a 21 per cent increase in the average participant's score for feeling confident in being able to do most things if one tries
- a 2 per cent increase in the average participant's score for feeling confident about doing new things
- a 7 per cent increase in the average participant's score for feeling confident in explaining ideas clearly

On the composite confidence measure, there was an 8 per cent increase in the average participant's score.

Outcomes: political and democratic engagement

Our analysis also found an increase in political and democratic engagement among Leadership Programme participants on a variety of measures over the course of the programme. Because the questions use different scales (not 0–10), to measure the outcomes below we calculated the percentage point change (+ or – ‘pp’) in the proportion of participants falling into different answer categories.

We measured the following changes:

- More participants reported a significant interest in politics after taking part in UpRising, increasing from 47 per cent to 61 per cent (+14pp)
- Higher proportions reported being certain to vote, increasing from 38 per cent of participants to 64 per cent (+27pp)
- Higher proportions were encouraging friends and family to vote, increasing from 70 per cent of participants to 82 per cent (+12pp)
- More participants thought that people like themselves could help to effect change in politics, increasing from 64 per cent to 71 per cent (+7pp)
- More participants thought a person like themselves could do a good job as an MP, increasing from 46 per cent of participants to 57 per cent (+11pp)
- A slightly higher proportion thought a person like themselves

could do a good job as a local councillor, increasing from 53 per cent to 55 per cent (+2pp)

- More participants were using social media at least once a week to engage in a social or political issue, increasing from 23 per cent to 39 per cent (+16pp)

While these results are very positive, in many cases similar changes were observed in the comparison group, making it difficult to attribute changes to participating in UpRising. It is perhaps especially difficult to do so during an election year when exposure to politics is greater than usual.

Outcomes: Framework for Youth Social Action

Our surveys found that participants of UpRising's Leadership Programme scored very highly with respect to almost all of the relevant measures in the Outcomes Framework for Youth Social Action at baseline (on empathy, problem solving, and 'grit', for example – see Appendix C for a summary of the Framework). These questions use a 0–10 scale, and hence outcomes were calculated through analysis of changes in the mean score.

Our analysis found there was little to no change on the majority of items over the course of the Leadership Programme – there were statistically significant changes in only a small number of measures. The exceptions were the fairly substantial positive changes seen in relation to participants' wellbeing and on certain measures of being active in the community. There was little to no change on most items in the comparison group. Detailed summary tables can be found in Appendix D.

Below we summarise our findings on each of the composite measures in the Framework. Following advice from the Cabinet Office we did not aggregate the wellbeing questions nor the community engagement questions – also part of the Framework. These results are presented separately.

Composite measures

Our survey analysis found the following:

- *Empathy*: no change was observed in the average participant's score
- *Problem solving*: there was a small, statistically significant, increase of 5 per cent in the average participant's score
- *Cooperation*: a 1 per cent increase was measured in the average participant's score, though it was not statistically significant
- *Grit*: there was no change in the average participant's score
- *Positive attitudes to education*: there was small, statistically significant, decrease of 5 per cent in the average participant's score
- *Goals and plans*: there was a 2 percent increase in the average participant's score, though it was not statistically significant

Wellbeing

Analysis of survey results found the following more substantial positive outcomes related to participants' wellbeing:

- a 26 per cent increase in the average participant's score for life satisfaction
- a 22 per cent increase in the average participant's score reflecting on whether things in their life are worthwhile
- a 20 per cent increase in the average participant's score when reflecting on how happy they felt yesterday

However, the survey also measured an 11 per cent increase in anxiety – though the finding was not statistically significant. The comparison group did not see such substantial change on these items.

Community engagement

Our surveys showed that the majority of Leadership Programme participants were motivated to take action on

issues in their communities prior to taking part in UpRising (93 per cent), but far fewer were actually doing so regularly (30 per cent were doing so at least once a month).

The survey results showed that after the Leadership Programme:

- More participants were undertaking an activity, at least once a month, to help other people or improve the community, from 30 per cent to 59 per cent (+29pp)
- More participants said they were organising a petition or event to support a local or national issue, from 11 per cent to 23 per cent (+12 pp)
- There was a small increase in the proportion of participants giving unpaid help to a local club, group, organisation or place of worship, from 54 per cent to 58 per cent (+4pp)
- There was no change in the proportion of participants raising money for charity, with 23 per cent doing so before and after

While the comparison group made far smaller changes on the first two items in particular, it is not clear whether participants were including in their answers activities undertaken as part of the Leadership Programme or not.

Feedback from UpRisers

In order to gain better understanding of the experience of taking part in UpRising's Leadership Programme, we conducted four focus groups with recent UpRising alumni for this report. The groups were held in London, Birmingham, Stoke-on-Trent and Bedford.

During the focus groups we asked participants to talk us through their journey on the Leadership Programme, relating their experiences of each programme component, and reflecting on whether and how each component had benefitted them. This covered: the two-day residential leadership retreat at the beginning of the programme, the knowledge and skills sessions, the coaching and mentoring opportunities that

UpRising provides, and the social action campaign participants undertake towards the end of the programme.

Feedback from the focus groups was in general very positive. Several focus group participants said they were still using the knowledge and skills they had learned from the programme. And while several focus group participants felt that their social action projects had not achieved all of their objectives, the majority felt that there had still been a number of benefits to their personal development – for example, ‘understanding where different people are coming from, how to effectively plan meetings, how to do it in a diplomatic way’.

Recommendations

As part of the focus group sessions we asked UpRising alumni what suggestions they had for improving the Leadership Programme. The following recommendations draw on their insights:

Recommendation 1: UpRising should create further opportunities for participants to work with UpRisers from different regions

Focus group participants talked about the benefits of having joint leadership retreats at the beginning of the programme with participants from another UpRising region. Many found this helpful in understanding the different challenges facing different communities, and also a good opportunity to exchange ideas and experiences.

Recommendation 2: UpRising should build in more reflection time at the end of each knowledge session and each skills session

The majority of focus group participants found the knowledge and skills sessions on the Leadership Programme useful, but some said they found it difficult to take what they had learned and apply it to their social action campaign. Independently, members of the London, Birmingham and Bedford focus

groups said that there could be more time devoted to reflecting on how the taught content applies to their campaign, as well as their leadership journey in general.

Recommendation 3: UpRising should introduce new sessions where social action groups in a region meet to discuss the progress of the projects

Some focus group participants suggested that UpRising could do more to encourage different social action groups to support one another. They felt that providing these opportunities could create both a collaborative element – sharing advice and tips – and also a useful competitive element to keep people motivated.

Recommendation 4: UpRising should provide additional help and guidance to some participants when matching them with a mentor

Participants of the London focus group suggested that people from certain backgrounds – perhaps from families with low aspiration – may need more support when thinking about their future career and what type of mentor would be most beneficial to them. One said that the process of matching participants to mentors could therefore have done with some more guidance for those individuals.

Recommendation 5: UpRising should ensure that UpRising alumni are used effectively across the regions for delivering the programme to new participants

Several alumni stated that they want to be more involved in UpRising after taking part in the programme – whether delivering programme content, or acting as mentors to next year's participants. UpRising is already beginning to offer opportunities to alumni to deliver programmes for younger participants – with a Pass It On programme piloting in Birmingham in 2015 – and alumni felt this could be expanded.

Introduction

This report is the culmination of a year-long independent evaluation of UpRising conducted by Demos. It follows our interim report *The Power of UpRising*, published in 2015.²

UpRising is a UK-wide youth leadership development organisation. Established in 2008, UpRising's mission is to work towards tackling the lack of diversity in positions of leadership and power in UK society. The organisation attempts to find and inspire leaders from diverse and under-represented backgrounds – in particular, equipping them with the knowledge, networks, skills and confidence to fulfil their leadership potential, and to make a difference to their local communities through social action. Over the long term, this will result in communities having leaders who better understand and address their needs.

UpRising's mission fits the times. As outlined in our interim report, recent statistics show that the UK continues to have a poor social mobility record. People from privileged backgrounds continue to be over-represented in a range of top jobs and positions of leadership in the UK. Women continue to be under-represented in these positions compared with men. And people from ethnic minority backgrounds continue to be under-represented compared with White British people.

This is true of political leaders. The Sutton Trust reports that MPs elected in 2015 are over four times more likely to have gone to a fee-paying school than their constituents, with almost a third of MPs being privately educated (32 per cent) compared with 7 per cent of the population.³ Less than a third (29 per cent) of MPs elected in 2015 are women. Only 6 per cent of MPs are from a black and minority ethnic (BAME) background, compared with 14 per cent of the population.⁴

It is also true of a range of other occupations and positions of power and influence across the public sector, business and third sector. *Elitist Britain*,⁵ a 2014 report by the Social Mobility and Child Poverty Commission, found a number of elite occupations dominated by privately educated people, including senior judges (71 per cent of whom were privately educated), senior armed forces officers (62 per cent) and senior diplomats (53 per cent). Men continue to dominate the British boardroom, with women accounting for just 13 per cent of FTSE 100 boardroom positions. In the charity sector, only 6 per cent of senior management team members are from a BAME background. And so on.

What UpRising involves

UpRising seeks to tackle this state of affairs by recruiting young people from diverse and under-represented backgrounds to take part in its leadership development programmes, which run in seven locations across the country: Bedford, Birmingham, Liverpool, London, Luton, Manchester and Stoke-on-Trent.

UpRising has a number of different programmes on offer to young people in these areas. Our evaluation focused on UpRising's flagship nine-month Leadership Programme, targeted at 19–25-year-olds. Since 2008 approximately 850 people have completed the Leadership Programme across the seven locations. The components of the programme are outlined in brief in the box below.

Box 1 **The Leadership Programmes**⁶

The Leadership Programme comprises the following components over nine months:

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

(including MPs, local service providers, local press and business leaders)

- *a series of six 'skills' sessions, focusing on problem solving in the community, 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, and delivered towards the end of the programme*
- *coaching and goal setting with a professional coach*
- *career-relevant mentoring with a local professional matched to the individual*
- *access to a network of alumni, who may help deliver some of the programme and who form a support network beyond the programme*

Participants do not have to pay to attend any of UpRising's programmes.

Interim findings: The Power of UpRising

The overall framework for our evaluation is outlined in detail in the next chapter. The evaluation was designed to capture short-, medium- and longer-term outcomes of participating in UpRising's Leadership Programme – conducting research with current participants and recent and older alumni.

Because of the nature of the evaluation, this report should be read in tandem with the interim report Demos published in 2015, *The Power of UpRising*. That report focused on our work with alumni, covering the medium- to longer-term outcomes of taking part in UpRising's Leadership Programme.

In the interim report we presented the findings of a survey of alumni, and feedback from two focus groups with alumni in Birmingham and London. The interim report found that UpRising alumni generally report that the Leadership Programme helped them to develop relevant knowledge, networks, skills and confidence – both in relation to getting a job and taking on positions of responsibility, and also being able to contribute positively to the community. Furthermore,

we found many alumni were participating in a wide range of activities related to leadership (for example, starting a business, or taking up a position as a trustee or school governor), and many attributed this, at least in part, to participating in the programme. Just under nine in ten respondents (88 per cent) to our alumni survey felt that UpRising had improved their confidence to aspire to positions of leadership (n = 112).

On the understanding that the longer-term impact of UpRising may not be known for some time (whether alumni actually reach positions of leadership and influence), we also interviewed 12 ‘people in power’ from diverse backgrounds who are currently successful within politics, the public sector, business and the third sector. While these leaders emphasised there was not one path to success, they generally agreed that UpRising seeks to tackle the right areas – knowledge, networks, skills and confidence – for realising the potential of participants. They also underlined the importance of many of the activities UpRising alumni are now involved in.⁷

This report

This report focuses on our work with participants, covering the short-term outcomes for people who took part in the Leadership Programme between October 2014 and August 2015, during the time Demos was evaluating. These outcomes were measured primarily through a survey administered to participants before and after taking part.

The first two chapters in this report provide further context. Chapter 1 explains in detail how research conducted for this report fits into the broader evaluation framework and outlines the key research activities. Chapter 2 then explores the characteristics of UpRising participants. Findings from our surveys are then organised into the following chapters:

- Chapter 3 covers outcomes relating to UpRising’s theory of change, measuring changes in participants’ knowledge, networks, skills and confidence

- Chapter 4 covers outcomes relating to the political and democratic engagement of participants
- Chapter 5 covers outcomes relating to the Outcomes Framework for Youth Social Action (measuring cooperation, 'grit', empathy, etc), as stipulated by the Cabinet Office for this evaluation

After outlining the quantitative findings, in chapter 6 we present qualitative insight from four additional focus groups with recent alumni conducted for this report. These focus groups were held in Bedford, Birmingham, London and Stoke-on-Trent.

1 Evaluation framework and methodology

Demos was commissioned by UpRising in August 2014 to undertake an independent evaluation of its Leadership Programme over the course of a year, and to develop a longer-term monitoring and evaluation framework for the organisation.

The evaluation aimed to achieve three top-level objectives:

- to measure the short-term outcomes for participants of UpRising's Leadership Programme (the 2014/15 cohort)
- to engage with alumni to gain critical insight into the experience of taking part in UpRising and to assess impact over the medium term
- to identify any indicators for the future success of UpRising participants over the longer term

Leadership Programme logic model

UpRising's Leadership Programme is underpinned by a theory of change, which we used to frame the evaluation. This theory is that providing talented young people from diverse and under-represented backgrounds with four key ingredients – the right knowledge, networks, skills and confidence – will enable them to realise their leadership potential. The longer-term impact will be greater diversity in positions of leadership in the UK, with more communities having leaders who better understand and address their needs.

In partnership with UpRising, Demos developed a detailed logic model for the Leadership Programme in line with the theory of change. A summary of the logic model is presented in figure 1, which shows the outcomes we were interested in measuring in bold.⁸

Figure 1 **The Leadership Programme logic model**

Inputs	Outputs		Outcomes		Impacts
	Activities	Participation	Learning	Action	
Participants: 19–25 year-olds from diverse backgrounds	Leadership retreat	Participant completion rates	Improved knowledge, networks, skills and confidence	Increased participation in social action	Participants help make positive changes to communities
Locations: Bedford, Birmingham, Liverpool, Luton, Manchester, Stoke-on-Trent	Six knowledge sessions	Participant satisfaction	Increased political and democratic engagement	Participants take next step to positions of responsibility and leadership	Participants take on positions of power and influence
Staff: UpRising Programme Managers and delivery staff	Six skills sessions		Increased wellbeing, grit and resilience, etc, in line with Outcomes Framework for Youth Social Action		Participants contribute to making leadership more diverse in the UK
Time: 9 months per programme	Coaching				
Partners: recruitment partners, speakers, career mentors, professional coaches	Mentoring				
Venues: community venues	Social action campaign				
	Alumni network				

Research methods

Table 1 summarises the key research activities undertaken for the evaluation in line with the logic model shown in figure 1. The activities are grouped under the three top-level objectives outlined at the beginning of this chapter.

Note that it is the first objective which is covered in detail in this report, with some overlap with the second. The second and third objectives were primarily covered in our interim report, *The Power of UpRising*.

Pre- and post-survey administration

The pre- and post-surveys for the 2014/15 cohort of the Leadership Programme were administered between October 2014 and August 2015 across the seven UpRising locations. Demos produced both online versions and hard copies of the surveys. UpRising Programme managers in each area contacted Programme participants, asking them to complete the survey online; they administered hard copies to any participants who had not done so one week later. Demos did not have direct contact with participants.

Measuring outcomes for this report

The majority of questions in our surveys required participants to mark their level of agreement with a statement on a 0–10 scale (with 0 equal to not at all, and 10 equal to completely).

Our primary method for measuring outcomes on these questions has been to calculate the change in the average participant's score (using the mean) on each question before and after taking part in the Leadership Programme. Changes observed in the mean were tested for statistical significance using paired t-tests (at the 95 per cent confidence level). We then calculated the percentage change in the mean score between pre- and post-survey. It should be borne in mind that because these percentage changes reflect movements on a 0–10 scale, fairly substantial percentage changes may represent quite small changes in actual point scores.

Table 1 Research methods for evaluating UpRising's Leadership Programme

Objective	Methodology
Measure the short-term outcomes for participants of UpRising's Leadership Programme	<p><i>Pre- and post-surveys of the 2014/15 cohort</i></p> <p>Surveys were administered to the participants of the Leadership Programme before and after taking part. Participants of the Leadership Programme completed 133 pre- and post-surveys (63% of participants who completed the programme).</p> <p><i>Pre- and post-surveys of a comparison group</i></p> <p>A comparison group of non-participants completed identical surveys to help with attributing changes to participating in the Leadership Programme (n = 56).</p>
Engage with alumni to gain critical insight into the experience of taking part in UpRising, and assess impact over the medium term.	<p><i>Focus groups with UpRising alumni</i></p> <p>Demos conducted six focus groups with UpRising alumni (n = 35). These were held in Bedford (one group), Birmingham (two groups), London (two groups) and Stoke (one group).</p> <p><i>A survey of UpRising alumni</i></p> <p>The survey was designed to assess the knowledge, networks, skills and confidence of alumni, as well as progress made towards positions of responsibility and leadership in the medium term (n = 112).</p>
Identify indicators of future success for UpRising participants over the longer term	<p><i>'People in Power' interviews</i></p> <p>For the interim report, we conducted 12 in-depth interviews with leaders from politics, the public sector, business and third sector, who came from diverse and under-represented backgrounds. The interviews were designed to capture feedback on UpRising's theory of change, and identify indicators for UpRisers' future success.</p>

Alongside the scores on each individual question, we have also combined relevant survey results into composite measures (eg ‘knowledge’, ‘networks’, etc), and calculated aggregate scores. These are not perfect measures, but rather give a useful indication of the bigger picture. To do so, we calculated the average score for each person completing all of the relevant questions in each construct, and then took an average across all people who completed all of those questions. Because respondents who did not complete all the relevant questions were excluded from the analysis, the sample size may be smaller for the aggregate measures than for each individual question. For the Outcomes Framework for Youth Social Action, this aggregation is recommended practice.

There are, of course, a number of ways of measuring outcomes for 0–10 scale items beyond analysis of the mean. We conducted two additional sets of analyses, which are included in detailed tables in the appendices. These are:

- the proportions of participants who scored positively on each question pre- and post-survey (scores of 6 or above on the agreement scale)
- the proportions of participants who saw a negative change, no change or positive change on each item (what we have loosely termed ‘impact’ groups)

For simplicity, these results are not referenced in detail in the main text.

For the questions that do not use a 0–10 scale (for example, the democratic and political engagement questions), we focus instead on the change in the proportions of participants falling into each answer category rather than an analysis of the mean.

It is worth noting that the sample size of surveys completed by Leadership Programme participants ($n = 133$) is fairly small, and consequently the findings should be read with this limitation in mind.

The comparison group

As mentioned in table 1, we recruited a comparison group to complete identical surveys to participants, over the same period of time as we carried out our main surveys. This was to help with attributing any changes seen in the participant group to participating in the Leadership Programme rather than to other factors.

Recruitment of the comparison group was extremely difficult, however, and close matching with participants was not possible. Two primary methods were used to recruit the comparison group:

- a ‘waiting list’ approach for locations with over-subscribed programmes (with the understanding that the comparison group could complete the programme the following year)
- peer-nomination, with participants putting forward friends they considered to have similar backgrounds and interests

An incentive of £10 was offered for completing the pre-survey, and £20 for completing a follow-up survey. While more than 300 people put their names forward to be in the comparison group, only 135 completed the pre-survey, and 56 the follow-up survey. This very small sample size places significant constraints on the conclusions that can be drawn (including the likelihood of observing statistically significant changes).

Comparability

A breakdown of the characteristics of the comparison group appears in Appendix A alongside details of the characteristics of participants of the Leadership Programme (those who completed both pre- and post-surveys). The characteristics of participants and comparison group are similar in many respects (for example gender, age, free school meal eligibility when at school), but also differ in some important respects (for example, there was a higher proportion of White British people in the comparison group, and of people who had previously undertaken a youth development programme). Perhaps more

seriously, the pre-survey results show fairly substantial differences between the comparison group and participants on many of the survey measures at baseline (see appendices B and D). The combination of these factors, alongside the small sample size, means that we use the comparison group for at-a-glance comparison only. A more robust comparison would be required to make a strong case for attributing changes observed in participants to taking part in the Leadership Programme.

2 Who takes part in UpRising?

This chapter provides a brief summary of the characteristics of those who participated in UpRising's Leadership Programme in 2014/15.

Two sets of data are included in figures 2–7 below. The first set are internal UpRising data collected during recruitment, which show the characteristics of all Leadership Programme participants ($n = 279$). The second set of data are from the sample that completed our pre- and post-surveys ($n = 133$). These are presented alongside one another to give an impression of how representative our survey sample is likely to be.

Participant characteristics

Gender

In 2014/15, 62 per cent of Leadership Programme participants were female compared with 38 per cent who were male.

Age

The Leadership Programme is targeted at 19–25-year-olds. UpRising's recruitment data show participants were spread across these years. There were more 19-year-olds (19 per cent) than any other age group.

Ethnicity

Data gathered by UpRising and Demos on ethnicity have been simplified here and put into 'parent groups' as used by the Office for National Statistics (figure 4).⁹

Figure 2 The gender of Leadership Programme participants

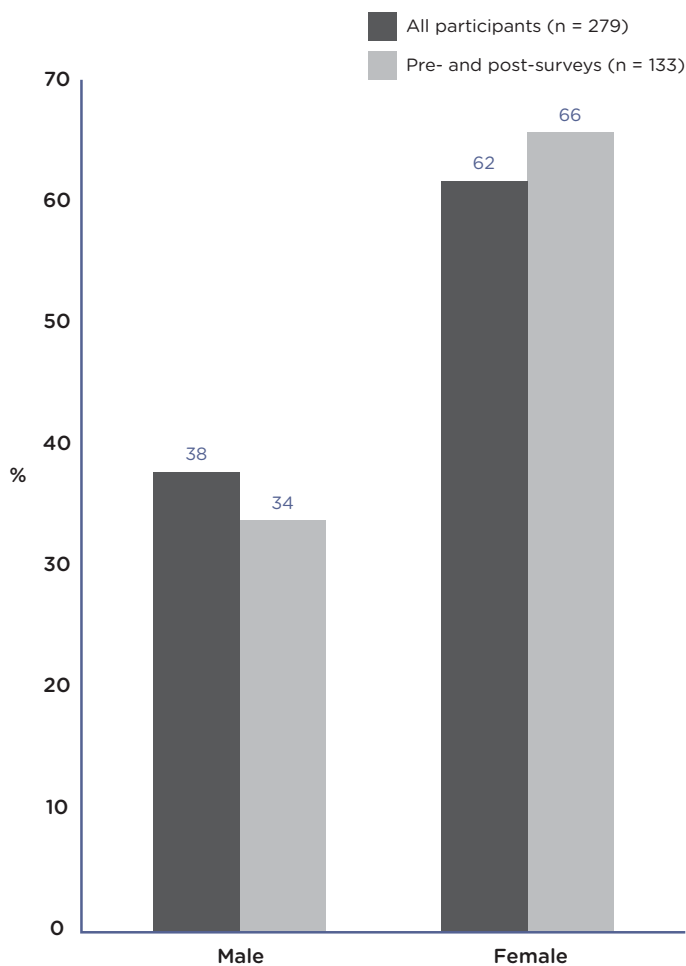


Figure 3` The age distribution of Leadership Programme participants

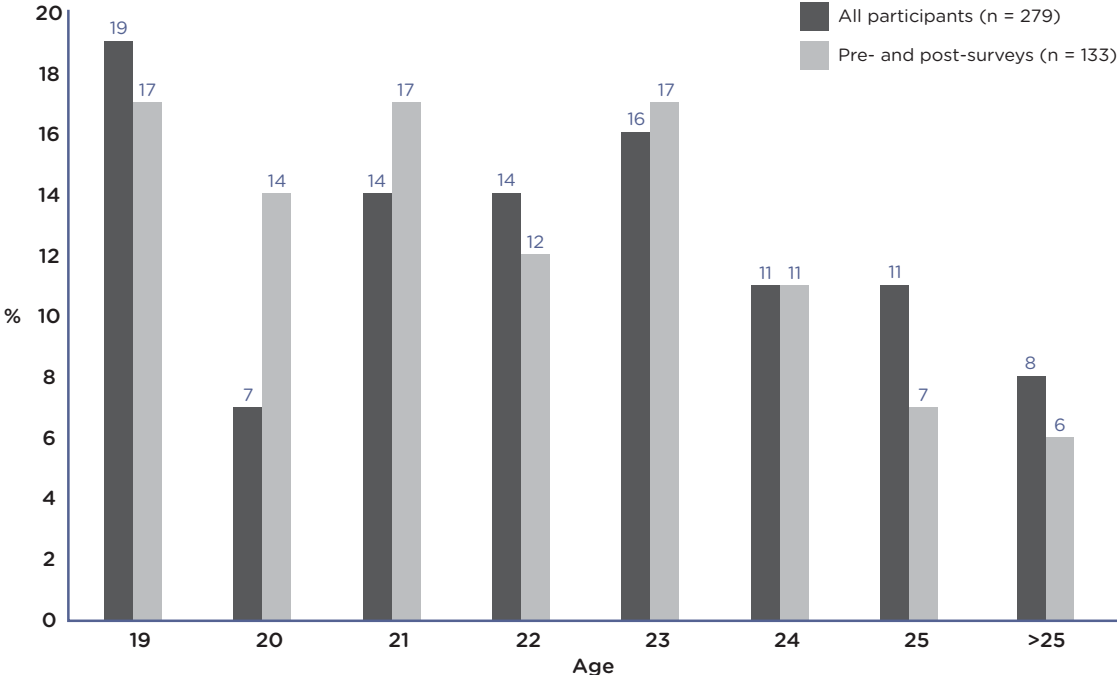
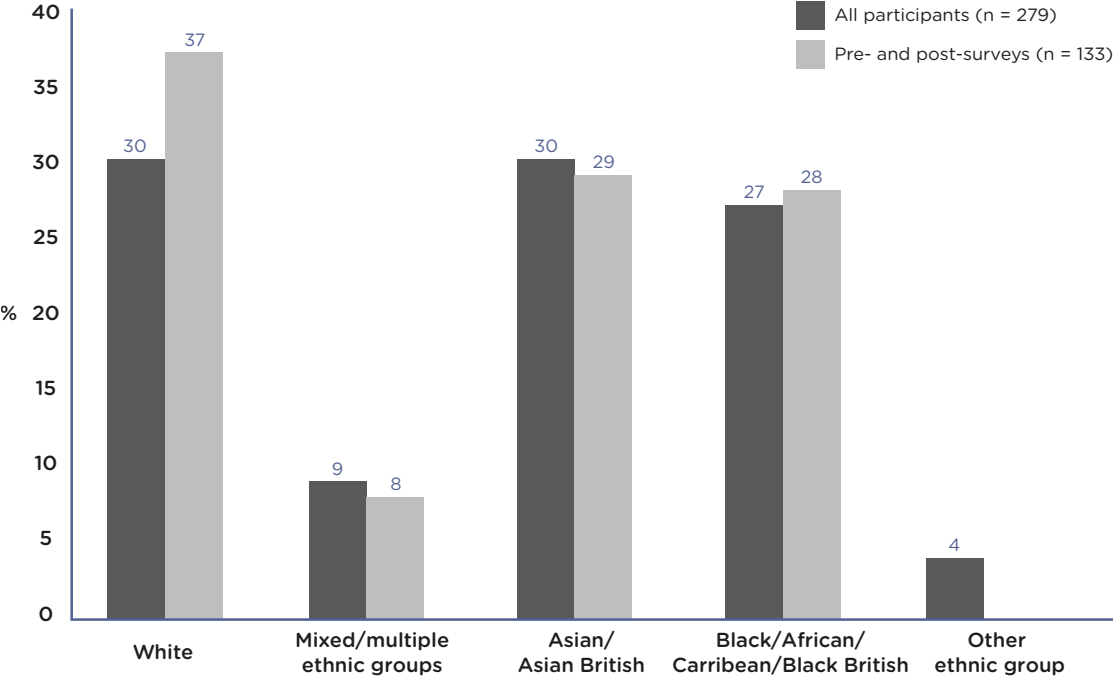


Figure 4 **The ethnic backgrounds of Leadership Programme participants**



The data show that participants of the Leadership Programme had the following ethnic backgrounds:

- 30 per cent were from a White ethnic group
- 9 per cent were from a Mixed ethnicity group
- 30 per cent were from an Asian or Asian British ethnic group
- 27 per cent were from a Black, African, Caribbean or Black British ethnic group
- 4 per cent were categorised as ‘Other’

Participants in our survey sample came from broadly similar backgrounds, though there was a higher proportion of people with White ethnicity (37 per cent).

The data on the ethnicity of participants show that UpRising is recruiting a diverse ethnic mix of participants relative to the national picture. For example, the 2011 Census shows that around 80 per cent of 19–25-year-olds in England are from a White background.

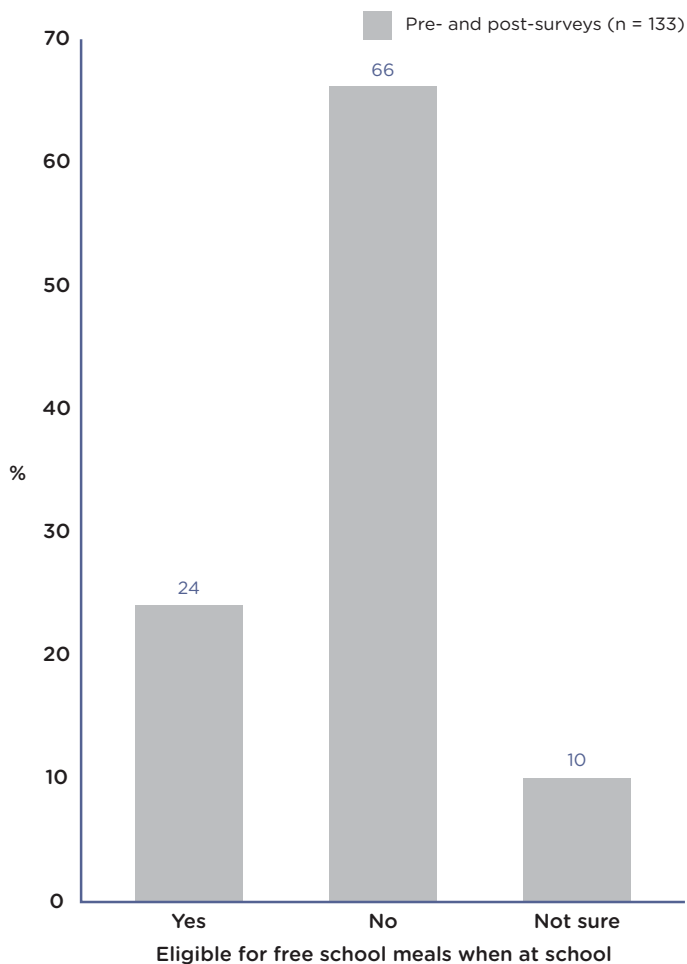
Socioeconomic background

During recruitment UpRising asked participants about their parents’ highest qualifications as an indicator of the participant’s socioeconomic background. For the father’s highest qualification, the data show that 21 per cent of participants ticked ‘no qualifications’, while 28 per cent said their father had a degree. For the mother, these figures were 19 per cent with no qualification and 23 per cent with a degree.

The Demos surveys asked participants whether they had received free school meals when at school to get a further sense of socioeconomic background (figure 5).

Nearly one-quarter (24 per cent) of respondents to the survey sample said they had been eligible for free school meals when at school, with 66 per cent not having been eligible, and 10 per cent not being sure. This compares with 16 per cent of pupils who are currently eligible and claiming free school meals at secondary schools in England.¹⁰

Figure 5 **Free school meal eligibility when at school of Leadership Programme participants**



Previous participation in youth programmes

We were also interested in how much experience UpRisers had of undertaking social action before taking part in UpRising. Our survey asked them which, if any, of a range of youth programmes they had taken part in.

The results show that a proportion of participants had participated in at least one other youth programme, including around one in ten (9 per cent) who had participated in the National Citizen Service, and the same proportion who had participated in vinspired. However, almost two-thirds (62 per cent) had not taken part in any of the programmes we listed.

While many Leadership Programme participants had not undertaken one of these youth programmes, the survey results show that the majority of participants were very motivated to engage in their communities before taking part in UpRising. In the pre-survey, 93 per cent of participants said that they were motivated to take action on issues in the community, with the average participant scoring 7.8 out of 10 on the agreement scale. However, the pre-survey also showed that comparatively few participants were in fact regularly undertaking activities to improve the local community before the programme, with only 30 per cent saying they did so at least once a month.

Programme location

UpRising's data shows the highest proportion of participants were in East London (32 per cent). This is because there was an additional programme running with Queen Mary University in 2014/15 alongside the usual East London programme. The Liverpool and Stoke-on-Trent courses are newer and hence have a lower proportion of the total participants. Our survey sample roughly accords with the proportion of total participants in each area, though there is over- and under-representation in certain areas.

Figure 6 Previous participation in youth programmes of Leadership Programme participants

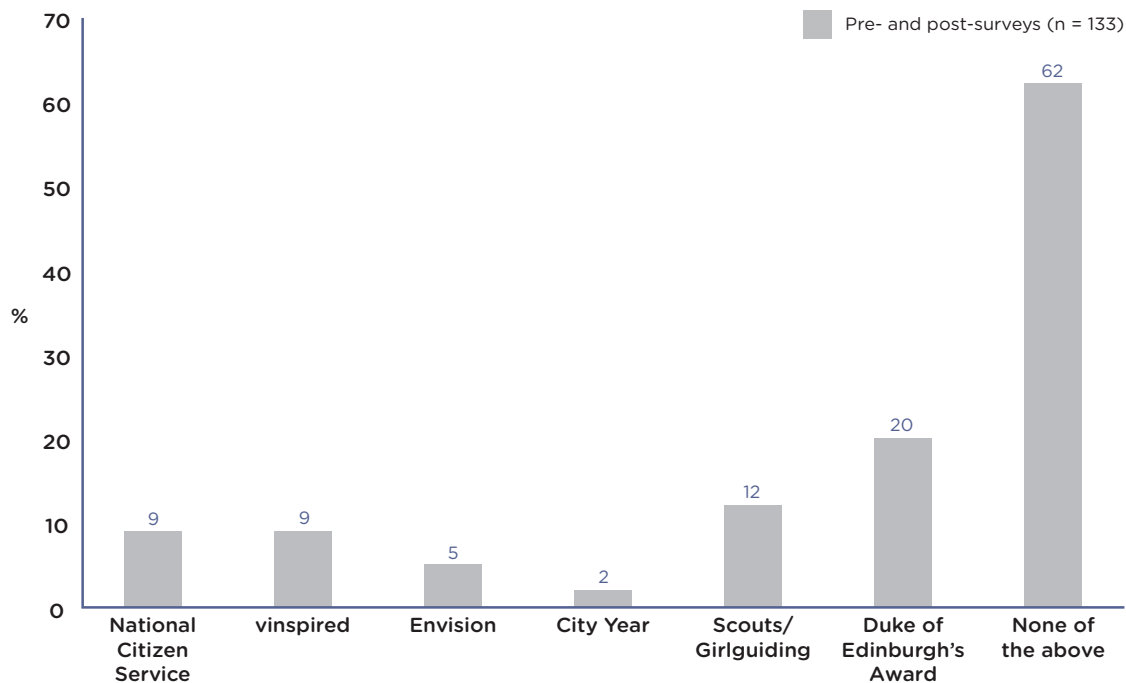
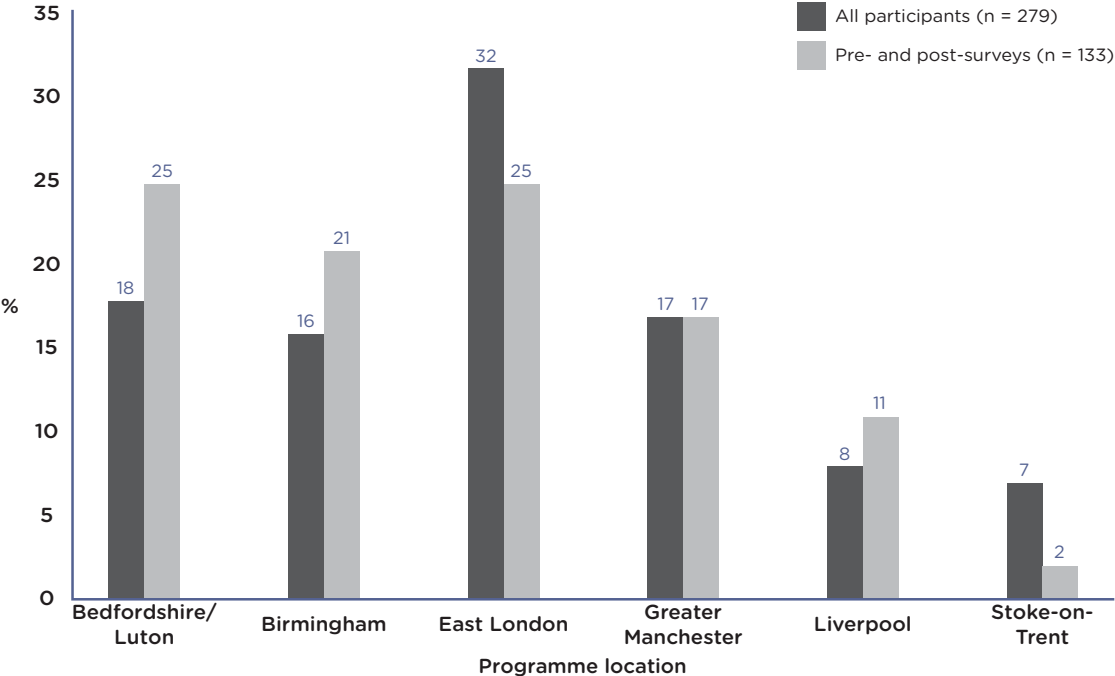


Figure 7 The proportion of Leadership Programme participants in each UpRising location



Completion rate

The 2014/15 Leadership Programme began with 279 participants across the regions, while 212 participants completed the programme (a 76 per cent completion rate). UpRisers we spoke to throughout the course of this research suggested that there tended to be a group who did not engage nor benefit as much as other participants, which could explain why they stop attending the programme. This is likely reflected in our 'impact group' analyses of the surveys (see appendices B and D), which show that on each outcome measure there was a group that had a negative change over the course of the programme. During the course of our research a range of potential explanations was offered for people dropping-out, from individuals not getting on with their social action group and hence losing interest, to not being able to find the time to continue because of their work or study commitments.

3 UpRising's theory of change: measuring knowledge, networks, skills and confidence

In this chapter we present the key findings of our pre- and post-surveys of the 2014/15 cohort as they relate to the four components of UpRising's theory of change: knowledge, networks, skills and confidence.

In all of the survey questions referred to in this chapter we asked respondents to mark on a 0–10 scale their level of agreement with a statement (for example, 'I understand the key issues affecting my local community'), with 0 equal to 'not at all' and 10 'completely'. In the analysis below, we have focused on changes in the average participant's score before and after taking part in the programme to measure outcomes, and report the statistical significance of observed changes. More detailed results tables for these outcomes is available in Appendix B. Comparison group results are referenced throughout – but the limitations of the comparison should be borne in mind (see chapter 1).

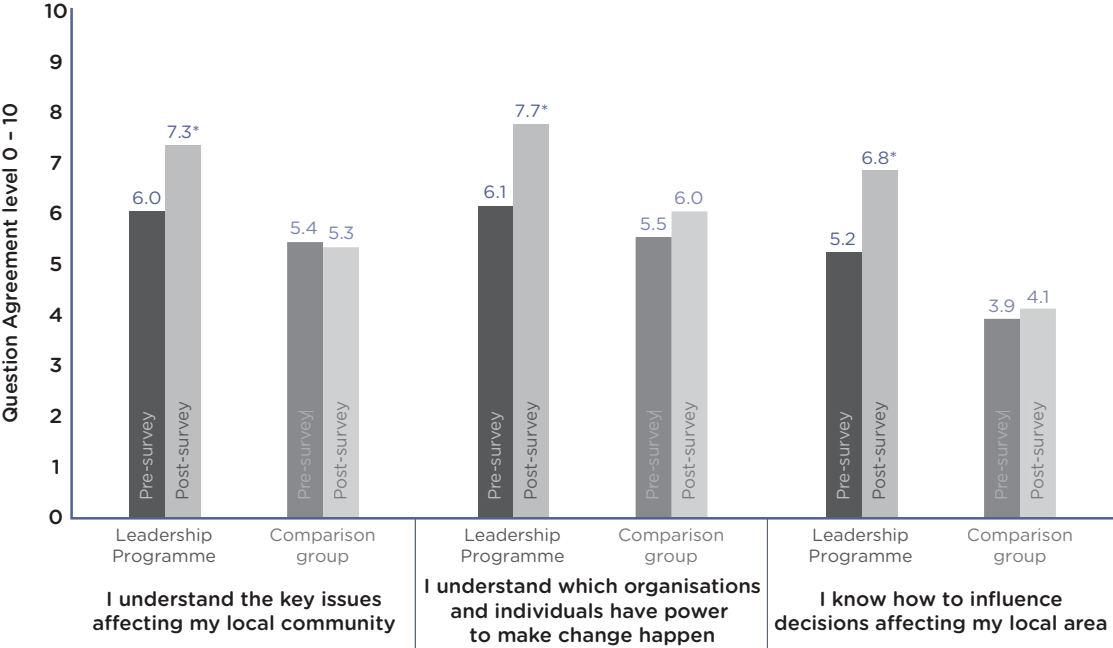
Knowledge

The Leadership Programme has six knowledge sessions. These consist of a range of behind-the-scenes visits, roundtables and panel discussions with senior leaders. The knowledge sessions intend to introduce participants to the key issues affecting their local areas, as well as to better their understanding of the range of key institutions and actors having an impact in local communities and nationally. This includes meeting community leaders, local service providers, local press representatives, business leaders, and MPs at a session in Westminster.

Our surveys asked five questions to measure changes in participants' knowledge, which were agreed with UpRising in

Figure 8

Knowledge of local issues and decision-making processes: changes in mean scores for participants and comparison group, pre- and post-surveys



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

line with their curriculum. On each of these measures, our analysis found statistically significant improvements in the average participant's knowledge over the course of the Leadership Programme. For the comparison group we measured small to no change – none tested statistically significant – though their baseline position was worse.

In three of the survey questions we asked respondents to rate their knowledge of local issues and decision-making processes. For UpRising participants, we measured the following changes:

- The mean score for understanding key local issues increased by 22 per cent (from 6.0 out of 10, to 7.3)
- The mean score for understanding which organisations and individuals have the power to make change happen increased by 26 per cent (6.1 to 7.7)
- The mean score for understanding how to influence decisions affecting the local area increased by 31 per cent (5.2 to 6.8)

The average scores before and after are summarised in figure 8, alongside those of the comparison group.

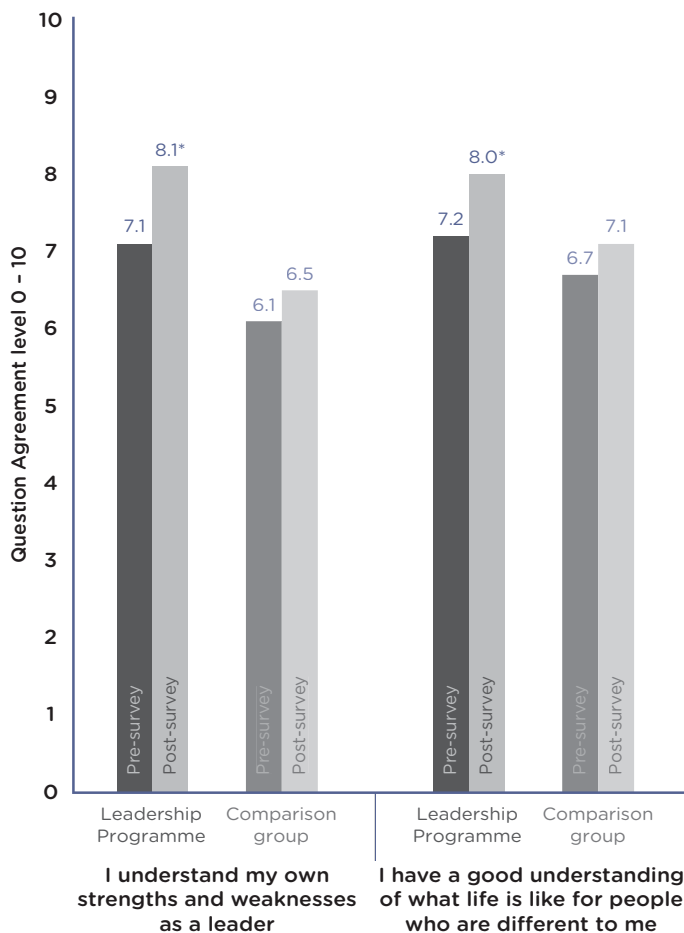
At the same time as learning about decision-making processes, participants are encouraged through the Leadership Programme to reflect on their own strengths and weaknesses as leaders, as well as those of people from different backgrounds to their own. We found:

- The mean score for understanding one's own strengths and weaknesses increased by 14 per cent (7.1 to 8.1)
- The mean score for understanding people from different backgrounds increased by 13 per cent (7.2 to 8.0)

The scores are summarised in figure 9.

In combining these results into a composite measure we found:

Figure 9 **Knowledge of self and others: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level (p < 0.05)

- The mean knowledge score on relevant questions increased by 19 per cent over the course of the Leadership Programme, from 6.4 to 7.6 out of 10

Networks

Alongside its curriculum, UpRising's Leadership Programme also provides participants with opportunities to network with senior leaders who are influential in their communities – through high-level events and mentoring opportunities. In addition – and as our focus groups demonstrate – the peer networks that are established among participants can also be highly valued by participants both during and after the programme. Our surveys therefore sought to measure changes on these two types of networks.

Our questionnaire asked four questions on participants' networks. Of the four components of the theory of change, the networks measures scored least positively at baseline. For all of these questions there was a statistically significant improvement in the average participant's score over the course of the Leadership Programme. Indeed, of the four components of UpRising's theory of change, some of the most substantial improvements were for our measures of participants' networks. For the comparison group we measured substantially less change – none tested significant.

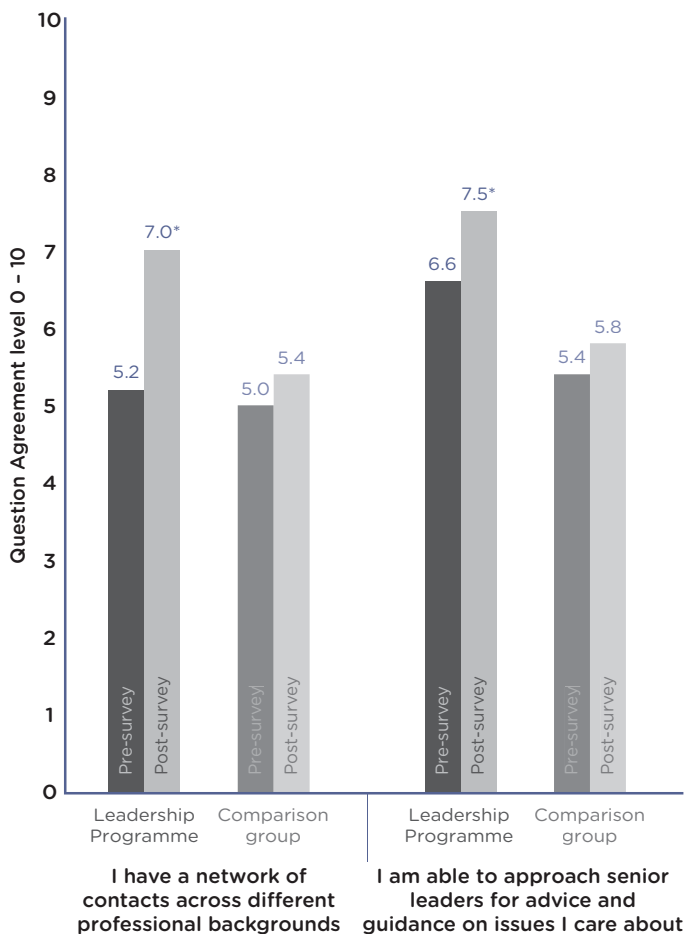
Survey results on the high-level networks participants had with professionals and senior leaders showed:

- the mean score reflecting the extent of professional networks increased by 35 per cent (from 5.2 out of 10 to 7.0)
- the mean score reflecting ability to approach senior leaders for advice and guidance increased by 14 per cent (6.6 to 7.5)

For peer networks, we found:

- the mean score reflecting the extent of supportive peer networks increased by 21 per cent (6.2 to 7.5)

Figure 10 **High-level networks: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

- the mean score reflecting ability to get other people involved in fixing a problem increased by 38 per cent (4.8 to 6.6)

The results are summarised in figure 11.

In combining these results into a composite networks measure we found:

- The mean network score on relevant questions increased by 26 per cent over the course of the Leadership Programme, from 5.7 to 7.2 out of 10

Skills

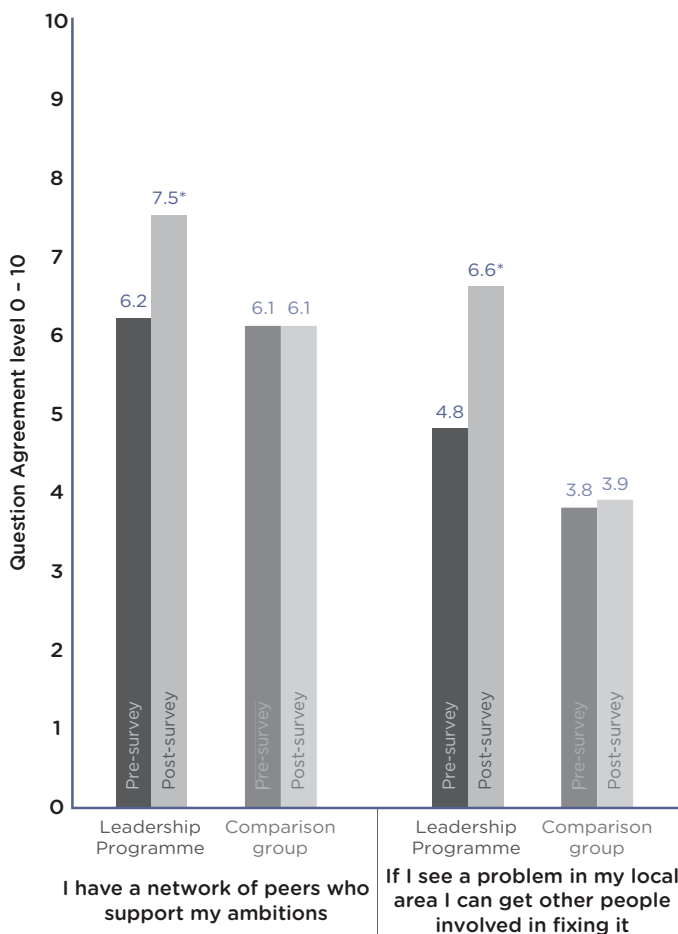
Overlapping with the six knowledge sessions on the Leadership Programme are six skills sessions. These sessions aim to equip programme participants with the practical skills needed to undertake effective social action campaigns (the culmination of the programme), and to develop leadership skills that will enable them to be successful in their careers beyond the programme.

The sessions cover:

- research skills (enabling participants to identify social problems and develop solutions)
- stakeholder mapping (to identify who needs to be influenced to make these solutions a reality)
- team leadership
- project management
- communication skills

We asked six survey questions related to participants' skills, touching on several of the themes of the sessions above. Our analysis found that substantial proportions of participants gave positive responses at baseline to the questions asked about their skills, suggesting they started from a strong position. Our analysis found that the average participant agreed more strongly with each skills statement at the end of

Figure 11 **Peer networks: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

the programme, by a statistically significant margin. While the comparison group started from a lower baseline position on each of the skills statements, less change was measured on all items bar one (none were statistically significant).

For UpRising participants, we found that the mean score:

- for research skills increased by 11 per cent (from 7.0 out of 10 to 7.8)
- for team-working skills increased by 10 per cent (7.2 to 8.0)
- for project-management skills increased by 14 per cent (7.0 to 8.0)
- for problem-solving skills increased by 5 per cent (7.6 to 8.0)
- for communication skills increased by 12 per cent (6.5 to 7.3)

The mean scores for participants and the comparison group are summarised in figure 12.

In combining the results of all of the skills questions, our analysis found:

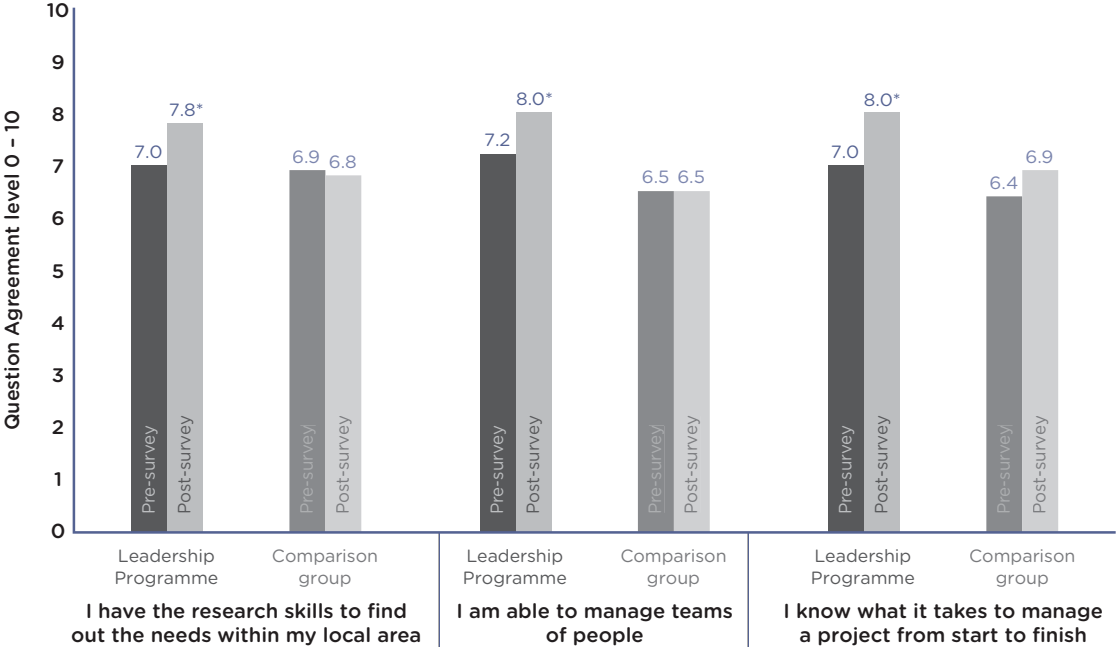
- The mean skills score on relevant questions increased by 11 per cent over the course of the Leadership Programme, from 7.1 to 7.9 out of 10

Confidence

Finally, we asked six questions relating to participants' confidence. These were questions on the extent to which they see themselves as a leader, whether they feel confident in being able to make a difference to their local community, as well as some general questions on confidence (for example, confidence in trying out new things).

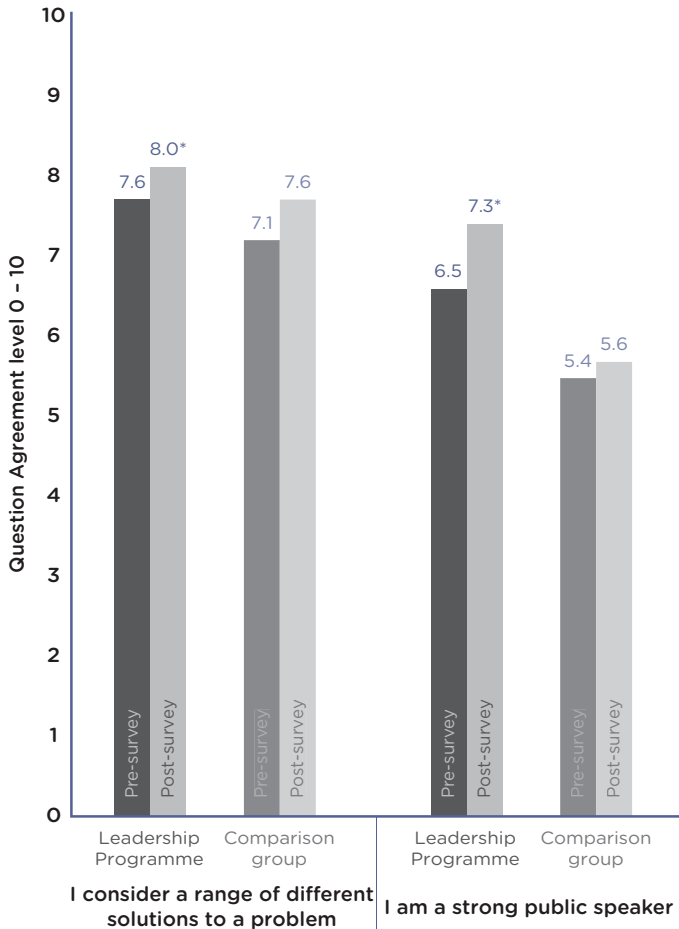
The survey results showed that participants were already confident on the majority of measures when they started the programme. However, in line with other findings, over the course of the programme there was, on all but one measure, a statistically significant increase in the average participant's score out of 10.

Figure 12 **Research skills, team working and project management: changes in mean scores for participants and comparison group, pre- and post-surveys**



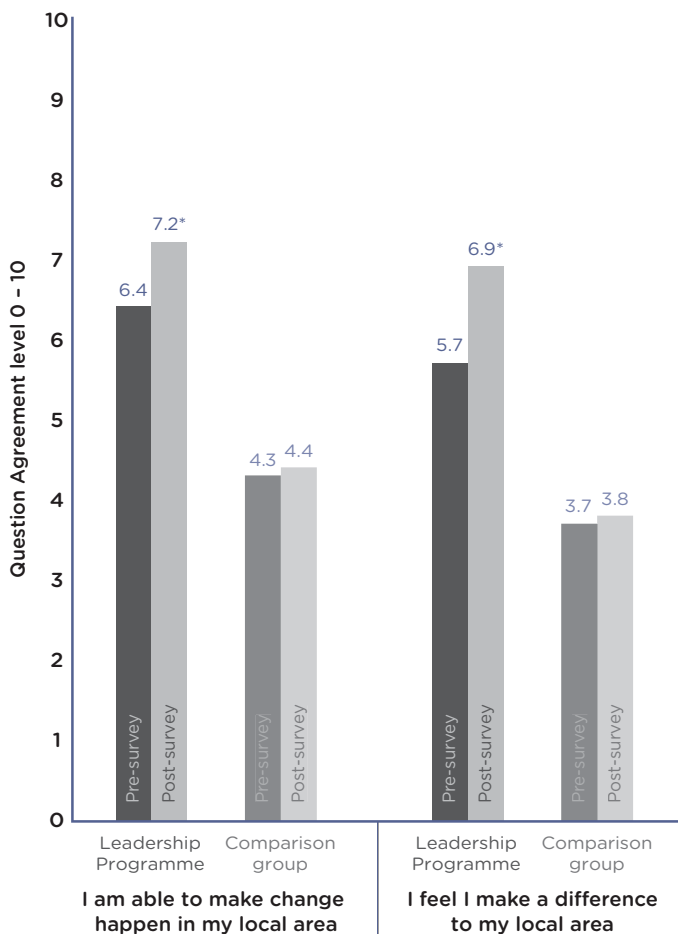
* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Figure 13 **Problem-solving and public-speaking skills: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Figure 14 **Having an impact on the community: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

For UpRising participants, the most substantial changes were seen on the statements about having an impact in the community. We found:

- The mean score for feeling able to make change happen in the local area increased by 13 per cent (from 6.4 out of 10 to 7.2)
- The mean score for feeling like one makes a difference to the local area increased by 21 per cent (5.7 to 6.9)

No change was observed in the comparison group on these statements, albeit from a lower baseline position. Figure 14 summarises the scores.

For participants, smaller changes were observed on the other confidence statements, from higher baseline positions:

- The mean score for seeing oneself as a leader increased by 5 per cent (7.3 to 7.8)
- The mean score for feeling able to do most things increased by 4 per cent (8.0 to 8.3)
- The mean score for feeling confident in trying new things increased by 2 per cent (8.2 to 8.4)
- The mean score for confidence in explaining ideas increased by 7 per cent (7.2 to 7.7)
- The comparison group started from lower baseline positions, though we measured similar or greater changes in the comparison group on these items.

In combining the results of all of the confidence questions for participants we found:

- The mean confidence score on relevant questions increased by 8 per cent over the course of the Leadership Programme, from 7.1 to 7.7 out of 10

Figure 15 Confidence questions: changes in mean scores for participants and comparison group, pre- and post-surveys



* indicates statistical significance at the 95 per cent confidence level (p < 0.05)

Summary

The survey results contained in this chapter show that the Leadership Programme led to significant positive outcomes for participants' knowledge, networks, skills and confidence, adding to the evidence of impact on these indicators from our interim report. On all of the measures we used to capture these components of UpRising's theory of change, the average participant's score increased over the course of the programme. All changes in the mean score for each item were statistically significant, bar one. While we have indicated that the comparison group started from different positions on many of the measures, for the purposes of at-a-glance comparison, substantially less change was observed in that group over the same time period.

4 Political and democratic engagement

The 2014/15 cohort of UpRisers participated during a significant year for national politics, with the May 2015 general election falling towards the end of the nine-month Leadership Programme.

Political engagement is a key theme of UpRising's programmes. This is in recognition of the low level of engagement with traditional politics among young people in the UK, and especially so among some of UpRising's target groups (for example those from a BAME background or lower socioeconomic status – two groups which have been shown to engage less in politics on a variety of measures). Over the course of the Leadership Programme participants meet local MPs and civil servants to learn about politics and the policy-making process and to begin developing relationships with those who hold power.

We included a number of questions in our pre- and post-surveys related to political and democratic engagement. These questions were taken from iterations of the Hansard Society's Audit of Political Engagement and the British Social Attitudes Survey. To measure the outcomes below we calculated the change in the proportions of Leadership Programme participants falling into each response category before and after taking part in the programme. We asked the same questions of the comparison group, the results of which are also presented below.

Interest in politics

Our surveys asked Leadership Programme participants how much interest they generally have in what is going on in politics. Our analysis found that over the course of the

programme interest in politics among participants increased. We found a 14 percentage point increase in the proportion of UpRising participants who said they were interested in politics either a 'great deal' or 'quite a lot' (from 47 per cent to 61 per cent).

By comparison, there was a 7 percentage point increase on this measure in the comparison group, which started from a similar baseline position (from 48 per cent to 55 per cent). The results are summarised in figure 16.

Likelihood to vote

To capture changes in democratic engagement we also asked participants how likely they would be to vote in an immediate general election.

For Leadership Programme participants, the survey results showed:

- a 27 percentage point increase in the proportion who said they were absolutely certain to vote (from 38 per cent to 64 per cent)
- a 4 percentage point decrease in the proportion who said they were absolutely certain not to vote (from 7 per cent to 2 per cent)

There was also a substantial increase in certainty to vote among those in the comparison group, albeit smaller (20 percentage points). Surprisingly, given the similar levels of interest in politics demonstrated above, the pre-survey found the comparison group more likely to say they were certain to vote at baseline than the participant group (52 per cent vs 38 per cent). It is not clear what explains the discrepancy. Nonetheless, the fact that there were substantial increases in certainty to vote among those in both groups suggests the changes may be explained by it being an election year rather than participation in the programme per se.

The results are summarised in figure 17.

Figure 16 Responses to the question 'How much interest do you generally have in what is going on in politics?', pre- and post-surveys

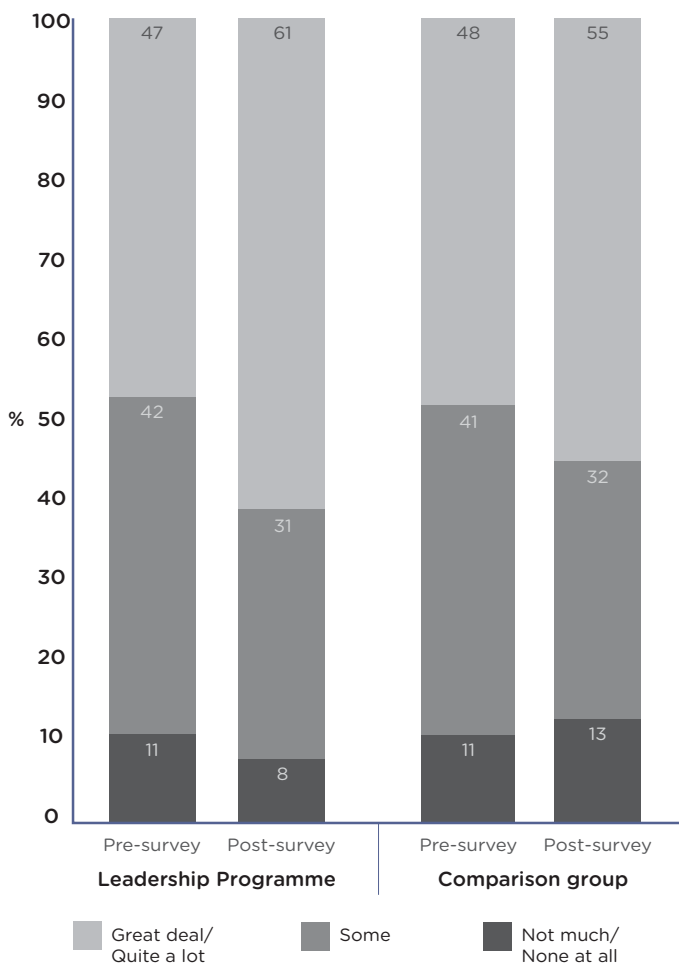


Figure 17 **Responses to the question ‘How likely would you be to vote in an immediate general election?’, pre- and post-surveys**

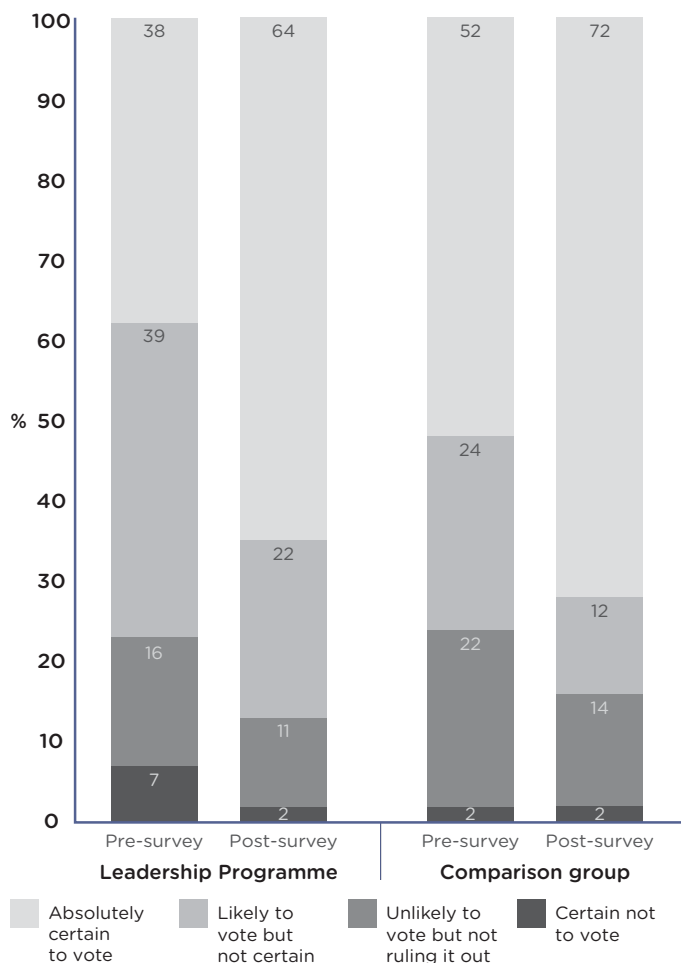
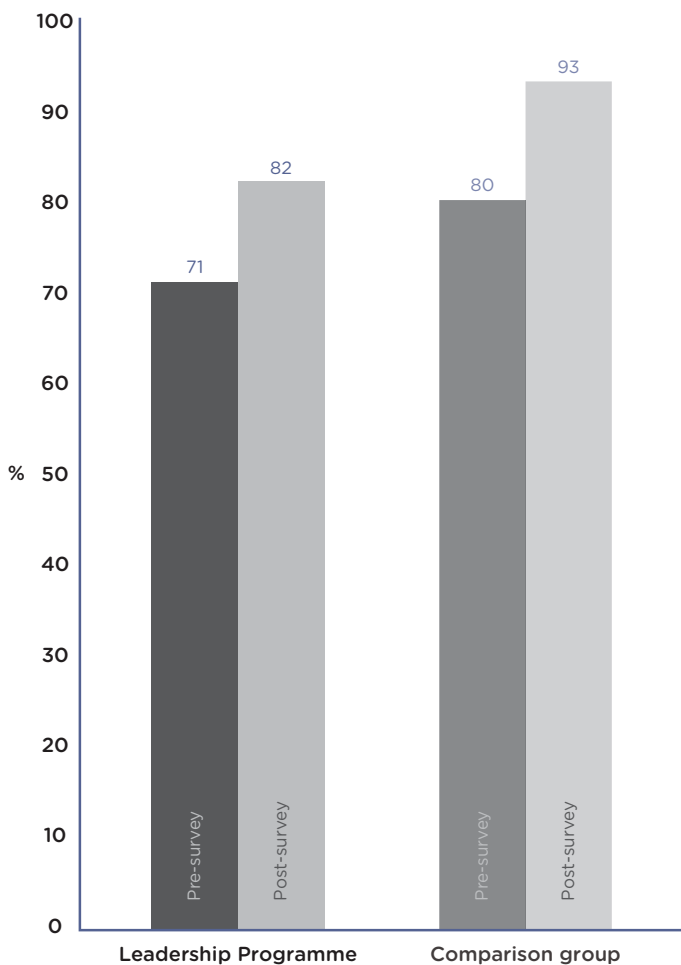


Figure 18 Responses to the question 'Are you registered to vote in the UK?', pre- and post-surveys



Registering to vote

We wanted to know the extent to which likelihood to vote was actually being converted into registering to vote for the May 2015 election (note that the pre-survey was before the election, the post-survey afterwards).

Our surveys found an 11 percentage point increase in the proportion of Leadership Programme participants who were registered to vote over the course of the programme (from 71 per cent to 82 per cent). There was, however, a slightly larger increase in the comparison group – 13 percentage points (from 80 per cent to 93 per cent). This result again makes it difficult to attribute the positive change in the participant group to taking part in the programme.

Political agency

The surveys we administered also asked questions related to political agency. For example, we asked whether respondents felt that if people like themselves got involved in politics it could help to effect change in the way the UK is run; and whether they felt they could do a good job as a local councillor or MP. These questions were felt to be pertinent for getting a sense of some of UpRising's longer-term objectives – for example, whether participants can see themselves taking on positions of responsibility and power, and being effective agents of social change.

We had the following results to our questions on the possibility of effecting change through political engagement:

- Around two-thirds of Leadership Programme participants (64 per cent) thought at baseline that people like themselves can help to effect change in politics¹¹
- The proportion of Leadership Programme participants agreeing with this statement increased by 7 percentage points over the course of the programme, to 71 per cent of participants

There was a smaller increase of 4 percentage points in the comparison group on this item, albeit from a substantially lower baseline position (increasing from 48 per cent to 52 per cent).

The following changes were observed for participants when they were asked about being a councillor or MP:

- There was a 2 percentage point increase in the proportion of participants who thought a person like themselves could do a good job as a local councillor (53 per cent to 55 per cent)
- There was an 11 percentage point increase in the proportion of participants who thought a person like themselves could do a good job as an MP (from 46 per cent to 57 per cent)

There were similar changes in the answers given to these questions by the comparison group (figure 19).

The similarities between participant and comparison group results again make it difficult to attribute positive changes to the Leadership Programme.

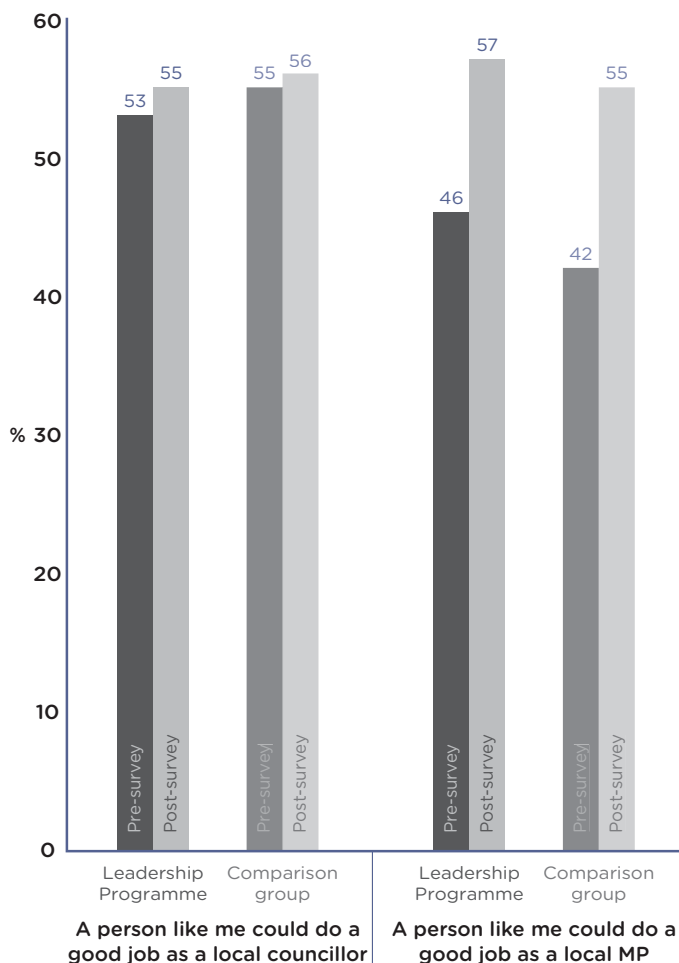
Engaging in politics via social media

Social media in their various forms provide a powerful platform for becoming knowledgeable and engaged with politics. UpRising recognises the emerging importance of social media platforms in reaching and motivating people who may be interested in social change but not engaging with it via traditional means. The organisation has therefore developed its programmes to help build skills around digital story-telling and campaigning. For example, the social action campaigns run by Leadership Programme participants often include a significant social media strategy.

For this reason, we included some questions in our survey to measure how often UpRising participants are using social media to raise awareness about social and political issues, as well as their confidence in using social media for campaigning.

The survey results show that over the course of the programme there was an increase in the prevalence of using

Figure 19 **Responses to questions on political agency: comparing outcomes for participants and comparison group, pre- and post-surveys**



social media to promote issues and causes among Leadership Programme participants. For example, the proportion using social media at least once a week to engage in a social or political issue increased by 16 percentage points, from 23 per cent to 39 per cent of participants. By comparison, there was a 4 percentage point increase observed for the comparison group, from 27 per cent to 30 per cent. However, it is unclear whether the change in participants' use of social media was simply that related to the programme, or whether it reflects an increase in general social media use to promote causes and issues they care about.

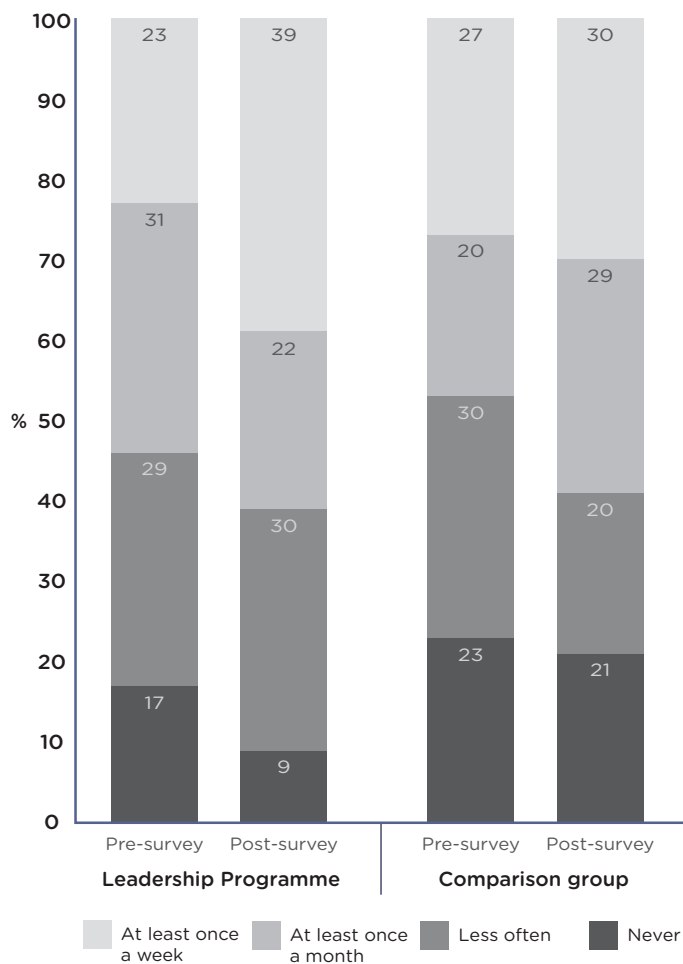
The results are summarised in figure 20.

Participants of the Leadership Programme became more confident through the programme in using social media to organise a campaign. Before the programme 79 per cent of Leadership Programme participants felt confident doing so; over the course of the programme this figure increased by 12 percentage points to 91 per cent.

Summary

Our surveys show an increase in political and democratic engagement among Leadership Programme participants on a variety of measures over the course of the programme. More participants reported having a significant interest in politics after taking part, and more reported being certain to vote and gave positive responses about whether they could help to effect political change than in the pre-survey. There were also positive changes in respondents' use of social media to engage with social and political causes. However, it is unclear what the independent impact of the programme was on these measures, particularly during an election year. There were similar changes among the comparison group on the majority of measures.

Figure 20 Responses to the question ‘How often do you use social media to raise awareness or engage with (for example, through liking or retweeting) a social or political cause?’, pre- and post-surveys



5 Community leaders: Outcomes Framework for Youth Social Action

Social action is a core part of UpRising's work. We found in our qualitative research with UpRisers (explored in the next chapter) that social action is a key draw for many applicants. Over the course of the Leadership Programme participants work in groups to plan a social action campaign, delivered at the end of the nine months and drawing on the knowledge and skills sessions that come before.

A variety of social action projects were delivered as part of the 2014/15 Leadership Programme. These included:

- Minds Alrite, to increase young people's understanding about mental health issues and where to seek help and advice
- Bare Necessities, to provide children from low income families with supplies in Tower Hamlets
- Generation of Today, to change negative perceptions of young people in the local community

The Outcomes Framework for Youth Social Action

UpRising is one of the beneficiaries of the Cabinet Office's Youth Social Action Fund, financial support made available to a range of youth organisations to promote social action and help evidence its impact. As part of the evaluation conditions for the Youth Social Action Fund, the Cabinet Office stipulated that we include a number of questions in our survey attached to the Outcomes Framework for Youth Social Action.

The Outcomes Framework for Youth Social Action was developed by the Young Foundation, the Institute for Volunteering Research and others, to 'capture the double benefit to both young people and their communities, which

young people create through youth social action’.¹² The framework measures outcomes related to:

- empathy
- problem solving
- cooperation
- ‘grit’
- attitudes towards education
- goals and aspirations
- wellbeing
- sense of community

This chapter covers our findings on each of the relevant Outcomes Framework measures. As advised by the Cabinet Office, for the majority of items in the list above we combined relevant survey results into composite measures. The findings of each composite measure are presented in the next section. However, we were advised not to combine the results for questions measuring wellbeing and those measuring sense of community – the findings for these are presented in separate sections below.

Unless otherwise stated, all scores related to the Outcomes Framework are given on a 0–10 scale (where 0 is equal to not at all, and 10 completely). As in chapter 3, in presenting outcomes we foreground changes in the mean score on each measure before and after taking part in the Leadership Programme – and we include the results of the comparison group for rough comparison only. Further details on outcomes (including the change in the proportion of participants answering positively and negatively on each survey question) are available in Appendix D.

Findings: composite measures

Our survey analysis found that participants started from strong baseline positions on the majority of composite measures in the Outcomes Framework, and we measured little to no change on most items. Table 2 summarises our survey findings on each of the composite measures.

Table 2 Findings for composite measures in the Outcomes Framework for Youth Social Action

Measure	Findings
Empathy	<ul style="list-style-type: none"> • The average UpRising participant scored very highly on empathy at baseline (8.4 out of 10). • There was no change in the mean empathy score over the course of the programme. • The comparison group had a 4 per cent increase in the average score (from 8.2 to 8.5), but this was not statistically significant.
Problem solving	<ul style="list-style-type: none"> • The average UpRising participant scored highly on problem solving at baseline (7.6). • There was a small, 5 per cent, increase in the mean score for problem solving among participants – this was statistically significant. • The comparison group had a lower baseline score (6.6), limiting its usefulness as a comparison – but its score also increased slightly (by 3 per cent), though this did not test statistically significant.
Cooperation	<ul style="list-style-type: none"> • The average UpRising participant scored highly on cooperation at baseline (7.9). • There was a 1 per cent increase in the mean score for cooperation, but this was not statistically significant. • The comparison group started from a slightly lower baseline position (7.2). There was a 1 per cent increase in the mean score, which was also not statistically significant.
Grit	<ul style="list-style-type: none"> • The average UpRising participant scored highly on grit at baseline (7.6). • There was no change in the average score over the course of the Leadership Programme. • There was also no change observed in the comparison group, who scored as highly at baseline (7.5).
Attitudes to education	<ul style="list-style-type: none"> • UpRising participants scored very highly at baseline on the attitudes to education measure (8.2). • Over the course of the Leadership Programme there was a small, statistically significant, decrease in the mean score, of 5 per cent. • The comparison group also had a high mean score at baseline (8.2), and the score decreased by 2 per cent.

Table 2 **Findings for composite measures in the Outcomes Framework for Youth Social Action – *continued***

Measure	Findings
Goals and plans	<ul style="list-style-type: none"> • The average UpRising participant scored very highly on the aggregate goals or plans measure at baseline (8.3). • There was a small, 2 per cent, increase in the mean score over the course of the programme, but this was not statistically significant. • The comparison group had a much lower baseline score (6.9), limiting its usefulness as a comparison. The group's mean score rose by 3 per cent, which was also not statistically significant.

Wellbeing

The questions on wellbeing asked respondents about life satisfaction, as well as how anxious or happy they felt on the previous day. The wellbeing measures yielded the most substantial positive change of all the Outcomes Framework items. In part this may be because there was more scope for change on these measures, as the average scores on these items were lower at baseline.

We observed the following outcomes for participants, all of which were statistically significant:

- a 26 per cent increase in the mean score for life satisfaction (from 5.7 to 7.2)
- a 22 per cent increase in the mean score for feeling that things in one's life are worthwhile (from 6.4 to 7.8)
- a 20 per cent increase in the mean score for level of happiness yesterday (from 5.9 to 7.1)

There was also, however, an 11 per cent increase in the mean score for level of anxiety yesterday (from 3.8 to 4.2) – though this was not significant.

The results of the comparison group surveys show that there was substantially less change over the survey period

on the first three wellbeing questions, though in contrast to the participant group there was a decrease in anxiety, albeit from a higher baseline. This is summarised in figures 21 and 22.

Community engagement

The community engagement questions attached to the Outcomes Framework asked participants to report how frequently they were undertaking certain types of activities for the community before and after taking part in UpRising. These activities were: giving unpaid help at a local club, group, organisation or place of worship; raising money for a charity; organising a petition or event to support a local or national issue; and helping other people or improve the local community.

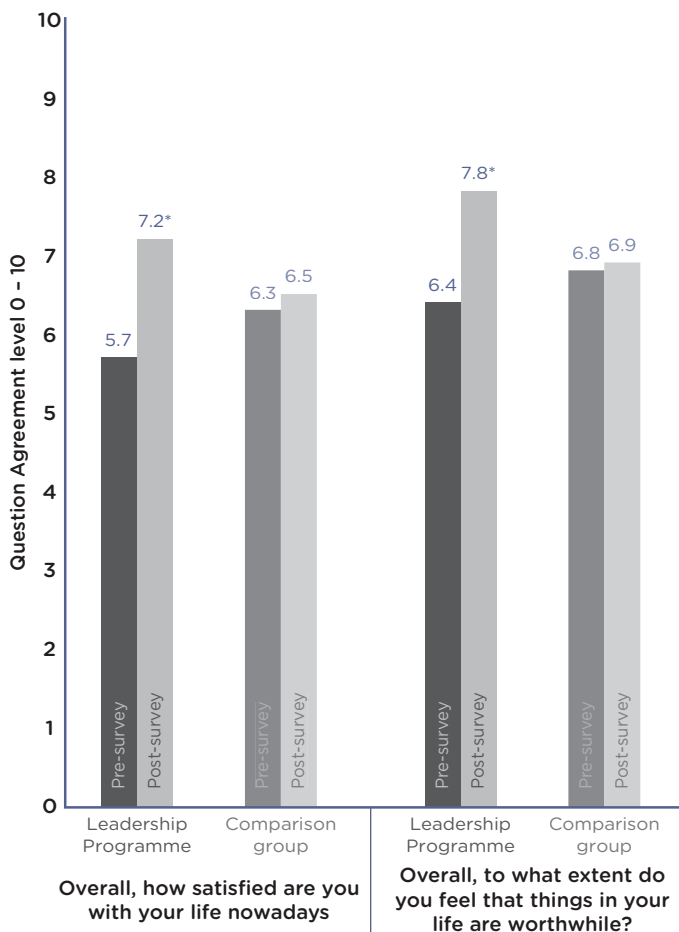
The most significant change was observed for participants undertaking an activity at least once a month to help other people or improve the community. The proportion of Leadership Programme participants who had done so increased by 29 percentage points over the course of the programme, from 30 per cent of participants having done so before taking part in UpRising to 59 per cent of participants after. In contrast, there was a 2 percentage point decrease in the proportion of the comparison group undertaking an activity at least once a month to help other people or improve the community, from 28 per cent of the group to 26 per cent.

It is important to note, however, that it is unclear whether these increases were mainly based on the social action campaign work participants did on the programme, rather than community activity undertaken outside the programme.

Other changes observed for participants were:

- a 12 percentage point increase in the proportion of participants who said they were organising a petition or event to support a local or national issue at least once a month, from 11 per cent to 23 per cent

Figure 21 **Responses to questions on life satisfaction and whether things are worthwhile: changes in mean scores for participants and comparison group, pre- and post-surveys**



* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Figure 22 **Responses to question on levels of happiness and anxiety yesterday: changes in mean scores for participants and comparison group, pre- and post-surveys**

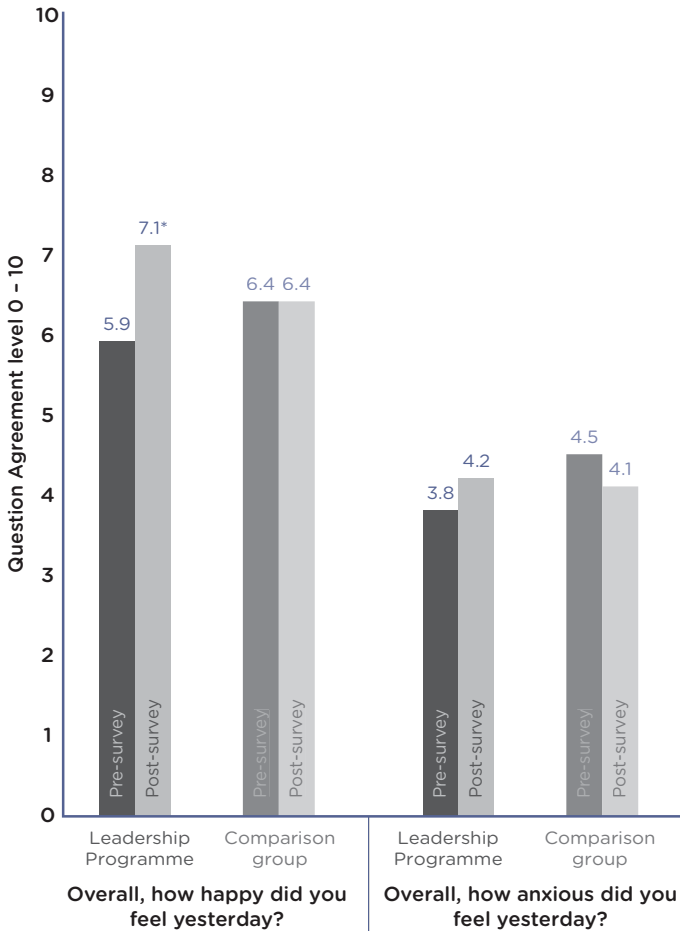
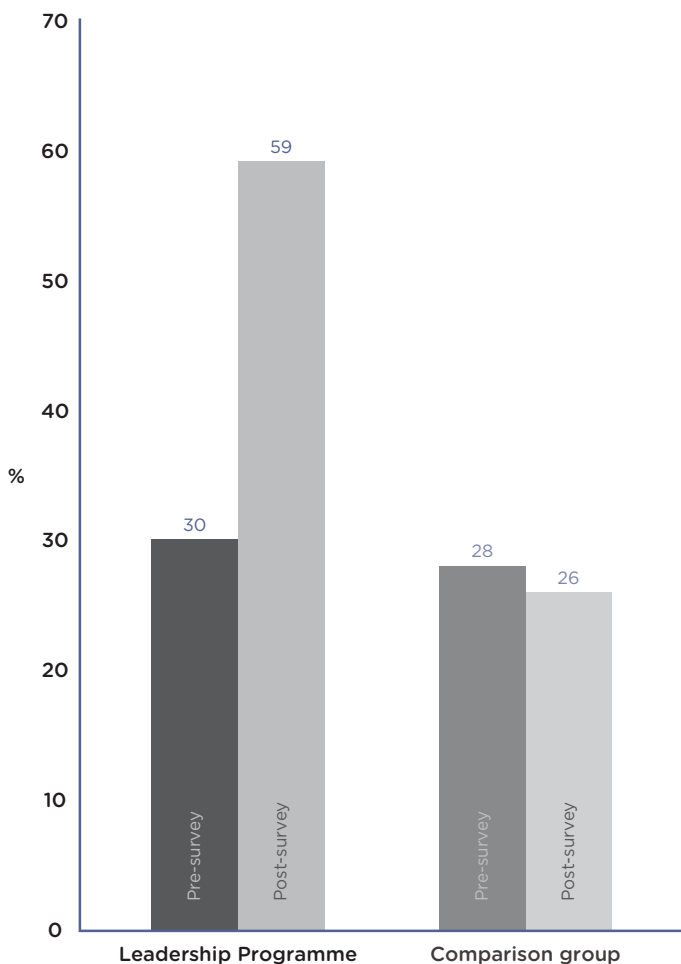


Figure 23 **The proportion of Leadership Programme participants and comparison group who had undertaken an activity at least once a month to help other people or improve the community, pre- and post-surveys**



- a 4 percentage point increase in the proportion of participants giving unpaid help to a local club, group, organisation or place of worship at least once a month, from 54 per cent of participants to 58 per cent

No change was seen in the proportion of participants raising money for charity at least once a month, with 23 per cent doing so before and after the programme.

Summary

The Outcomes Framework for Youth Social Action contains a number of tested measures that correlate with successful employment outcomes. The results of our pre- and post-surveys on these items show that participants of UpRising's Leadership Programme scored highly for almost all of these measures at baseline, and little to no change was observed on the majority of items. The most substantial positive changes were seen in relation to participants' wellbeing, and on certain measures of community engagement.

6 The voices of UpRisers

In order to gain a better understanding of the experience of taking part in UpRising's Leadership Programme, Demos conducted four focus groups with recent UpRising alumni for this report. These were intended to supplement the findings of two focus groups we held with alumni for the March interim report.

For the purposes of our evaluation, the focus groups were designed to help us answer the following questions:

- To what extent do participants think UpRising's theory of change is valid?
- Does UpRising benefit its participants on each of the components of the theory of change (knowledge, networks, skills and confidence)?
- What medium and longer-term impacts does UpRising have on participants?
- What improvements would participants make to the Leadership Programme?

The two focus groups in Birmingham and London for the interim report were held with alumni from a range of cohorts who had participated since 2008. The groups captured a number of insights on each of the questions above. Broadly, there was agreement among UpRisers that:

- the theory of change was valid
- participating in the programme had improved their knowledge, networks, skills and confidence
- the programme had improved their employment prospects
- participating would allow them greater scope to go on to fulfil their leadership ambitions in future

It was clear from those two groups and conversations with UpRising staff that the structure of the UpRising programme has changed in recent years. For this report, additional focus groups were held with recent alumni in Birmingham and London, and we conducted a further two in Bedford and Stoke-on-Trent. We intended to structure the discussions more closely around UpRising's current curriculum and to elicit more detailed feedback and recommendations from recent participants. We had planned to include only last year's participants, but the focus groups also included some less recent alumni who provided valuable insight into how the Leadership Programme has changed.

In this chapter we briefly outline the background of participants and motivations, before looking at each programme component (roughly mapping their journey through the programme). In each section we include some recommendations – these are from the participants themselves, not Demos.

Focus group participants

As an ice-breaker we asked alumni to tell us what they are now doing, and what social action project they had been involved in when participating in UpRising.

The UpRising alumni in our focus groups worked in a range of occupations, including as junior managers and consultants in business and in third sector jobs (including youth development programmes with similar goals to UpRising). Two participants had taken up paid positions at UpRising after graduating, and a further two continued a close relationship in a voluntary capacity, which should be borne in mind in what follows. Other focus group members were studying at university when the focus groups were held.

Focus group participants had undertaken a diverse range of social action projects when participating in UpRising. While many felt they had not achieved all of their objectives, the social action projects were generally spoken about with enthusiasm. The projects included:

- a careers advice project, building education skills and links between schools and businesses
- training young people to be interpreters for their mother and father whose first language was not English
- a demonstration-based cookery project to encourage healthy eating in local communities
- a mobile 'blood bank' to boost blood donor registration
- an UpRising-inspired project to help youth offenders become informed about job opportunities available to them
- campaigning for people with disabilities to become more involved in sport locally
- a social media campaign to counter negative stereotypes about young people

Motivations for taking part

Participants in the focus groups often first heard about UpRising by word of mouth, or through taking part in another programme with a social action focus. Some had seen advertisements at university. Focus group participants described a number of motivations for signing up. The majority spoke of a desire to become more effective in campaigning on national and local issues, and to improve their individual leadership prospects both within and outside their jobs.

One focus group participant from London spoke about a gap between the social goals he wanted to achieve and the knowledge of how to achieve them:

I felt like there was a lot of stuff I wanted to do but I didn't know how to do it – so a lot about understanding how power works at different levels and things like that. I thought [UpRising] would help me achieve the things I actually wanted to achieve.

In line with the findings of the focus groups we held for the interim report, many of the UpRisers we spoke to felt strongly about social issues and were engaged in their communities in a variety of ways before taking part in

UpRising. Many said they were most motivated by the social action component of the programme, as demonstrated by comments made by two focus group members from Birmingham:

I wanted to learn a little bit more about social action and it's a good way to develop yourself as well... I wanted to be more authentic about what I was talking about in terms of the social action and the leadership things were a happy bonus. [Leadership] may have taken more of a role but I initially started for the social action.

There was also stuff specifically around socially conscious leadership, leadership of the heart. And I always knew that was something I'd like to do, although I wasn't quite sure what that would be in. So I think that was the pull for me.

A Bedford focus group member agreed:

I was public and community minded before but I didn't have the aspiration. I was in a low level job and didn't have the competence or the aspiration to realise I could do it.

One member of the London focus group explained that for people from under-represented backgrounds UpRising offers a unique opportunity to become involved in social action:

Loads of people I know who did it did it because they wanted to make social change but essentially they weren't from the kind of background where they were going to have access to the same people that you do in UpRising.

While learning how to undertake effective social action was the top priority for many in the focus groups, others were motivated more by developing their leadership and employability skills, and became interested in social action through following the programme. Someone in the Birmingham focus group observed:

I didn't know about the social action campaign before, all I knew about was the leadership training so I just felt it would be an opportunity for me to learn more skills and meet people from different places.

This was echoed in a comment by a member of the Bedford focus group:

To me it was a lot to do with personal benefit and being able to learn through knowledge and skills sessions and meet people. But I wanted to do the social action part as well.

Overview of the programme components

During the focus groups we asked participants to talk us through their journey on the Leadership Programme, relating their experiences of each programme component and reflecting on whether and how each component had benefitted them. After this discussion we asked participants to decide collectively how beneficial each programme component was for their development over the course of the programme on a 0–10 scale. This provided a measure of which parts of the programme were felt to be most and least beneficial, and enabled us to see which components were easiest and most difficult for participants to agree on.

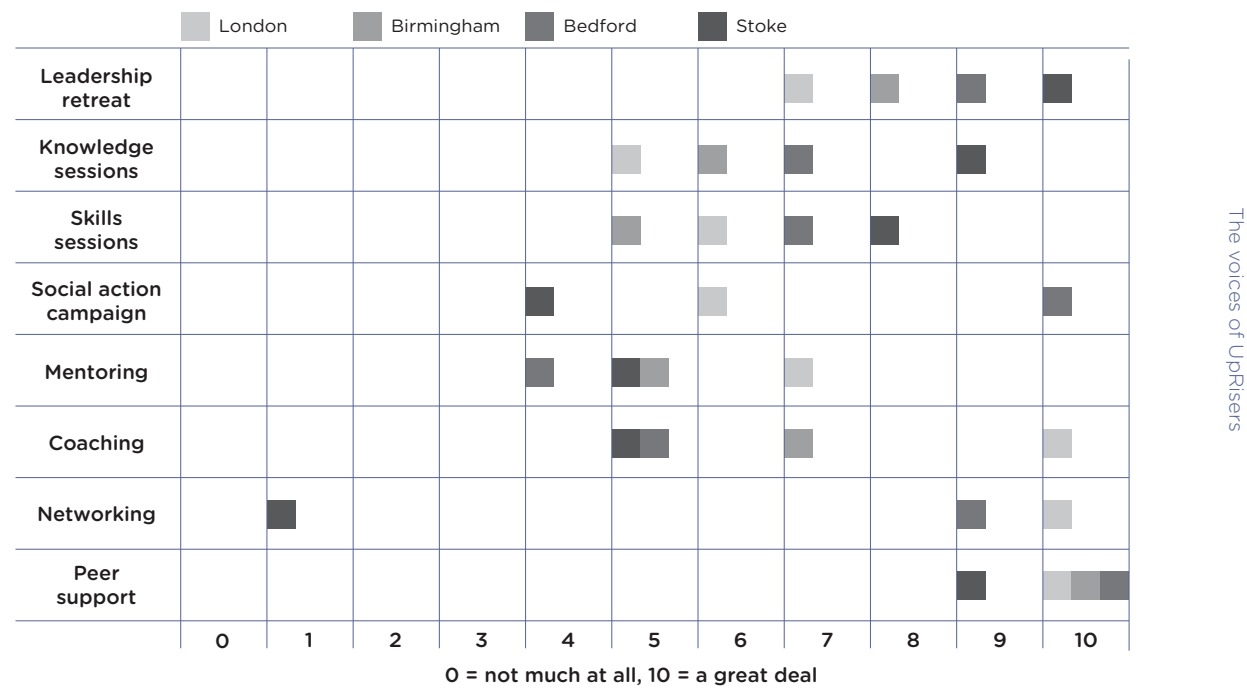
Figure 24 contextualises the sections that follow, showing the results of that exercise.

The leadership retreat

The leadership retreat is designed to introduce UpRisers to some of the key concepts and theories of leadership. The retreat was popular among focus group participants in the different UpRising regions, with participants from each region marking it from 7 to 10 when reflecting on how much they felt it was of benefit (figure 24).

The leadership retreat consists of a number of talks and practical activities. One of the focus group participants explained that the leadership retreat has changed in format in

Figure 24 The extent to which participants felt components of the Leadership Programme benefitted them (0 = not much at all, 10 = a great deal)



Birmingham did not provide a score on social action campaign and networking.

the last few years, and now features more practical tasks for participants; in discussion it was clear that these were popular and considered beneficial. Several participants reported that undertaking these practical tasks during the retreat had been an important first step for them in becoming more self-confident. One alumnus from Birmingham described the first time he had to speak in public:

I was absolutely petrified where we had a task at the beginning at the retreat which was to talk in front of the cohort and it was a presentation that we had to deliver. I felt really challenged, really challenged myself, and I remember going up to the leaders and saying this is a big step for me and I'm not going to be able to do this. But I think there were lots of little tools and building blocks and mechanisms and that encouragement to help you overcome those obstacles.

Another from Stoke had similar anxieties, and talked about how the retreat helped as a first step in getting used to working in groups and communicating effectively with people:

I found it very difficult because that was at the start of the whole thing and I wasn't that confident before, so meeting so many people and being mixed in to groups and having to do activities with people that I'd never met before... I don't think any of us were [confident, from Stoke], not great at talking at people we hadn't met before, but we got better and better and better.

Focus group participants said that the retreat was informative, and got them thinking about the complexities of leadership. But this also led to some of their ongoing issues with what leadership means and should be, notably, where one draws the line between leadership for the purpose of personal advancement and leadership for the benefit of society. One London focus group member commented:

I personally felt sometimes there was a conflict between genuine social change and earning lots of money... I felt like the word 'leadership' was

almost related to this weird idea of success that to me was nothing to do with social change.

While UpRising attempts to keep the idea of leadership broad, some UpRisers also reflected on what type of leaders UpRising is likely to produce, and what this means for staying true to one's background. A Bedford focus group member observed:

Is UpRising transformative in individuals and communities, or does it reproduce certain kinds of people from diverse backgrounds? If we enter into positions of power as more than just 'show cases', will we still do it in 20 and 30 years? Are we going to remember our roots and be able to represent ourselves? Or are we going to become people who just fit in to positions of power like everyone else? Are we going to be able to change the system?

In a similar vein, one participant from Bedford questioned whether politics should be seen as the 'pinnacle of power and change' on the programme, or whether the emphasis should shift to community-based leadership. Others, for whom an interest in politics was a primary motivation for taking part in the programme, disagreed.

Box 2 Recommendation: UpRising should create further opportunities for participants to work with UpRisers from different regions

UpRisers felt that having joint leadership retreats was beneficial. One participant from Birmingham spoke about the value of starting the programme with the Manchester cohort:

Yeah, because there was a lot of synergy between the cities anyway, we noticed that a lot of the problems they were facing in Manchester were like a lot of the issues we're facing in Birmingham. We had that really good relationship and

connection because we were able to mix and there was a willingness to want to exchange ideas and creativity and talk about their experiences.

Alumni from Birmingham felt that having this kind of link throughout the programme would be beneficial. One said:

For me personally having that mashup and that mix was key. We have to be able to talk to people from different regions, communicating and collaborating, all in a room. It's important... I think we need to be careful of falling in to the trap of just seeing leadership through the lens of your city or your local community.

Knowledge and skills sessions

Following the leadership retreat participants undertake a programme of six knowledge and six skills sessions. These are delivered to the entire cohort. Alongside this, participants are put into 'social action groups' to begin planning how they will deliver a campaign (discussed in the next section).

As outlined in chapter 3, the knowledge sessions are designed to enable participants to gain a greater understanding of how power operates in the UK – covering the major institutions and actors across business, politics, the public sector and third sector – and includes visits and roundtables with key individuals and organisations. The skills sessions are designed to equip participants with the skills to become effective leaders and project managers, and able to run a successful social action campaign.

Focus group participants spoke positively about the knowledge and skills sessions, but it was clear that different sessions appealed to different people. There were many disagreements among participants in the focus groups as to which were most beneficial, though they tended to agree that the breadth of issues covered by the knowledge sessions was about right, and that there was a logical order to them, going from macro to micro issues.

The most memorable aspect of these sessions for many was meeting leaders and gaining insight into their personal journeys. Often these leaders were not from privileged backgrounds. A Stoke focus group member commented:

I think it's been interesting to know what they've done to get where they are and how you didn't need to have a silver spoon in your mouth to do what they're doing to get where they are.

Some participants spoke about the hints and tips in the skills sessions that helped with organisation and management, which they still use now. One focus group participant in London noted the importance of the practical exercises for growing in self-confidence:

You realise, yeah, there's a certain level of pop psychology to it, but at the end of the day it gave confidence to a group of people that don't have confidence.

Box 3

Recommendation: UpRising should build in more reflection time at the end of each knowledge session and each skills session

While the majority of focus group participants found the knowledge and skills sessions useful, some found it difficult to take what they had learned and apply it to their social action campaign. Members of the Bedford, Birmingham and London focus groups all considered whether there should be more time devoted to reflecting on how the taught content applies to their campaign, as well as their leadership journey in general.

A focus group member from London reflected on why many of the social action campaigns did not achieve all of their objectives, and thought that short practical tasks at the end of sessions would make participants more prepared to undertake them. A London focus group member said:

I think it was not having the practice. You had all these ideas but you didn't know what to do with it. Whereas I feel like if

they had a practical element to each of the sessions you would be more [prepared].

A member of the Birmingham focus group wanted more time for reflection after each session:

I think... you need to be able to have time at the end as a cohort to discuss. I don't think we always did that... For the sessions they had some good things in there, but how do I extrapolate that? Say I wanted to start a campaign generally, how would I use [that session]?

This was discussed in the Birmingham focus group, where there was agreement that there should be an additional forum for reflection on the programme at the end before graduation. One participant commented:

Collectively we've learnt a heck of a lot but this is the first time we've come in to a space to actually evaluate that. That's what's missing. After our social action campaign, before the graduation, to actually come back collectively and evaluate the programme and how it's benefitted us and where that fits in our journey.

The social action campaign

The social action campaign is a major part of the Leadership Programme. As stated earlier, the social action campaign is the main draw of the programme for many prospective UpRisers, and the delivery of the campaign marks its culmination.

Having been put into social action groups at the leadership retreat, participants are expected to draw on what they learn from the knowledge and skills sessions to plan and execute a successful campaign on an issue they identify in their local community. The list of campaigns given at the beginning of this chapter provides a useful snapshot of the types of activities our focus group participants were involved in.

Focus group participants described slightly different arrangements for the social action campaign. The social action groups were relatively small, consisting of between five and ten people. Most UpRising campaigns do not receive financial support from the organisation, and participants must figure out how to finance their campaign. However, in London there is a *Dragon's Den*-type competition with funding available to the most promising and well-developed campaign proposal. This was a popular approach among participants at the London focus group, as the competition was felt to reflect the realities of applying for project funding and to drive up the standard of campaign proposals. One London focus group member said:

It really reflects the real-case scenario and what happens in the world. You won't get funding for all your projects, there's a competitive element there. So there's a lot of work that happens in those two weeks or three weeks because everyone wants the funding because it raises the profile of your project.

The clearest message to emerge from the focus groups was quite simple. Running a successful social action campaign is extremely hard – it requires perseverance and commitment from everyone involved; and it needs a productive group dynamic.

Those in our focus groups tended to feel that their campaigns had not achieved all of their objectives. Some put this down to not having enough time. Others started with ambitious objectives and found that these had to be adapted to what was achievable. A member of the Birmingham focus group, whose campaign group provided social media training to a local third sector organisation, said:

In terms of social action, young people passed on skills to a group that needed those skills. They didn't quite know about social media and also a bit of project planning about what they wanted from their centre, stakeholder mapping that we'd done in the programme. So that was a

good way to pass on what we'd learnt... We had bigger plans but it didn't quite come off. But it was still a success and it still meant a lot to them.

The different levels of perceived success in the campaigns contributed to the spread of responses in the diagram towards the start of this chapter (outlining what focus group members' responses were when asked how much the campaign had benefitted them).

Some focus group members described some of the particular challenges created by putting together the social action groups so early on in the process, and the potential for clashing personalities on the programme. One from the London focus group said:

[UpRisers] all come on to the programme knowing what they want to change. They don't want to compromise a lot of the time; they have their specific area of interest. How do you group those people? How do you match their personalities?

Failures of communication skills and commitment were seen as key reasons for why campaigns were not as successful as hoped. London focus group members commented:

In my group we knew what we had to do but one of the reasons it fell apart was to do with communication. Half the group just dropped off.

We didn't really think as a group... we had some productive moments and some really unproductive moments.

Someone in the Birmingham focus group told us:

We just had different people from different backgrounds in the group who were either too busy or weren't committing as much as you needed them to.

The fact that some individuals remain committed and put the skills they have learned to use, while others do not stay

motivated, may explain why our pre- and post-surveys – when looking beyond changes in the mean – tended to show a ‘strong impact’ group on measures in the Outcomes Framework for Youth Social Action, and equally a group where some of the relevant measures decreased (see appendices B and D).

While several focus group participants felt their projects had not achieved the desired outcomes, they still felt there were clear personal benefits from undertaking a campaign. One Birmingham focus group member said:

One thing about the social action campaigns in terms of personal learning, it's the process that you go through that you can take quite a bit out of. Even if your campaign has been a bit of a failure, you still would have gone through a process to get to that point. For me, even though it wasn't great, I got quite a bit from that process in terms of understanding where different people are coming from, how to effectively plan meetings, how to do it in a diplomatic way.

Another focus group participant in London felt inspired to try to do more beyond the programme:

Now even though my social action campaign that I did last year fell apart, it's given me inspiration to help people who come from my background. The background I'm talking about is people with autism because I have autism myself, and what I'm going to do this year is more in the autism community like form better leadership because I feel the organisations are there but leadership is just lacking.

Box 4

Recommendation: UpRising should introduce new sessions where social action groups in a region meet and discuss the progress of the projects

Participants of the London focus group felt that UpRising could do more to get different social action groups to support one another. They felt that providing these opportunities could create both a collaborative element – sharing advice and tips – and also a useful competitive element to keep people motivated:

There should be some of the sessions where we are in groups. All of us discussing the progress of our individual projects there. Because I felt I didn't know what other people were up to and whether we could help each other beyond our group. And it also creates a bit of competition. If I know that everyone's ahead I'll think, 'Why isn't our group doing this?' That aspect lacked... I'm saying it's all the groups together, presenting to each other. So other people can see the difficulties you've encountered, the progress you've made.

To go along with the competition aspect, we decided to start doing something in one of the classes for my Masters which is peer marking. Peer marking each other's social action programmes I think would be beneficial, you're talking to each other about potential pitfalls, why you're not actually at the stage you should be at, why that group is at that stage, what problems you're facing as a group, what the other group can give you in terms of solutions. Talking to each other, feeling each other's problems out, helping each other out and maybe with a mediator there to give a bit more expertise.

Independently, a participant of the Bedford focus group also identified the same gap:

There wasn't much overlap where you talked about your campaign with the whole group so most of the time we didn't know what the rest of the year were doing... Which is silly because you could have been utilising each other.

Coaching and mentoring

UpRising participants have access to a professional coach from the early stages of the programme. The coaches are there to help UpRisers identify personal strengths and weaknesses, to talk through anxieties, and to set personal goals. Having a coach is not mandatory.

Mentors are provided in the later stages of the programme, and are recruited to help participants gain insight

into the kind of occupation they may be interested in pursuing as a career. Participants provide information about the type of mentor they would like, and UpRising attempts to recruit a suitable mentor with that in mind.

Many people found the coaching element of the programme extremely valuable. One participant from London said:

I feel like that aspect is much more important than the social action campaign... I had this opportunity to really understand my potential and my weaknesses, whatever I had inside that I wasn't willing to share. And the effect of this is ongoing to this day.

This view was reiterated by a participant from Birmingham who said:

I didn't know what I was doing with myself and the coach was someone who asked you questions about what you actually want so you have to think about your own answers and not seek out the answers from someone else... We'd set goals and if I hadn't achieved them I had to give answers for why not and that was great for my development and my confidence in my own ability.

Another from Bedford was surprised at the positive impact of having a coach, and still uses some of the techniques the coach taught him:

I came to it thinking it was going to be... a waste of my time. But I thought that she asked fantastic questions and made me feel incredibly positive every time I got off the phone with her. She was really helpful in coming up with some techniques I still use today to make sure I prioritise things that are going to be good for my medium-term goals as well as ticking boxes for people at work and friends and family.

The experience of having a personal coach was not uniformly positive, however, and it was clear from the discussions we had with participants that some 'clicked' with their coach and others did not. One participant from

Birmingham felt he and his coach simply did not connect: 'Although I respect her coaching style, I don't think it was the right style for me.'

Others felt they had missed out because they did not have a coach. Some focus group members expressed concern that some people in their cohort did not have the confidence to put themselves forward for a coach, and suggested this could be an area for UpRising to do more. A focus group participant from London thought that people with lack of confidence should be prioritised:

If it's not for everyone then it should be for the ones that most need it: for the ones that have confidence problems; that have problems understanding their potential. They might not recognise it and you need that discussion.

Because of the range of experiences with coaches by focus group participants, the impact scores on the benefits of coaching tended to fall around the mid-point (figure 24).

The impact of the mentors similarly divided people in the focus groups. The importance of having a mentor was emphasised by several of the 'people in power' we interviewed for our interim report, who felt that these mentors had offered crucial guidance and support on their path to success. Some of the same points made in that report were reiterated by participants in our focus groups. Some felt they had received excellent support, had gained greater understanding of the relevant sector, and had been helped with applying for jobs. Others cautioned that some mentors were selected who did not have the time to fulfil their commitment properly, and questioned whether high profile mentors were always the best choice. A Birmingham focus group member commented:

If you can get someone high profile to be a mentor that's amazing, but maybe that's not always the best person... Maybe it's someone in middle management or someone who's been doing it for a few years and is on the way to leadership, who understands that journey a bit better.

Box 5

Recommendation: UpRising should provide additional help and guidance to some participants when matching them with a mentor

Participants of the London focus group suggested that people from certain backgrounds – for example from families with low aspiration – may need more support than others when thinking about their future career and what type of mentor would be most beneficial to them. One said that the process of matching participants to mentors could therefore have done with some more guidance for those individuals:

The people who got good mentors – they were really confident and were like ‘I want this person at the top of this thing’... The point is if you’re from a family where your parents didn’t work, you’re from a community where a lot of your friends’ parents don’t work, a lot of people at school didn’t work or whatever, you don’t have as much of an idea about what different jobs are available and the different routes that you might take to get to where you want to go.

Networking and peer relationships

The concept of networking polarised opinion, as it did our previous focus groups for the interim report. Some participants felt networking – defined loosely as being able to meet people and form constructive relationships – was a vital skill for being a successful leader, and that UpRising offers the opportunities for people to grow as effective networkers who may not be able to learn those skills from parents or other role models. Others found this aspect of the programme made them feel quite artificial.

Where there was widespread agreement was in the importance of peer relationships on the programme. While in some respects – mentioned above – relationships could be strained by the challenges of taking part in UpRising, in larger part the peer network of UpRisers was said to be a source of strength and confidence for participants. One focus group participant in Birmingham put it as follows:

I think it's because we all have a common thread between us all which linked us. I think our cohort had a strong bond and we were able to understand each [other's] position and ambitions and where we were going and ideas, and we were able to bounce those ideas off each other, and that was what cemented that network and interaction and collaboration between us. I think that was really useful and taking that away really helped us individually grow and mould and shape our thoughts about our own directions, collectively.

Box 6

Recommendation: UpRising should ensure that UpRising alumni are used effectively across the regions for delivering the UpRising programme to new participants

Several alumni stated that they want to be more involved in UpRising after taking part in the programme. One from Bedford said that they could be mentors to next year's participants:

If we were to be mentors, our experience and our knowledge would be valued. It's about bringing us back in and maintaining this whole empowerment with the alumni.

A participant from Stoke agreed:

Next year when it's a new lot of people maybe we could be the coaches. Use our experience to help them through their programme. Maybe every year the people who have just finished the year before could be asked to be coaches for the new lot. Or maybe just come in for a day and say their experiences and what we recommend them doing. Or maybe talk about social action campaigns and how we did ours.

UpRising is actually beginning already to offer opportunities to alumni to deliver programmes for younger participants, with a Pass It On programme piloting in Birmingham this year. This programme involves UpRising alumni delivering summer schools and workshops to 10–20-year-olds, focusing on identifying issues in the local

community, developing leadership skills, and running digital social action campaigns.

Life beyond UpRising

Asked to consider life beyond UpRising, a Bedford focus group member commented:

UpRising made me able to look at the community and think about the actual change I could make rather than looking so far out to things that you can't really change. UpRising showed you how to do that: how to manage a project, how to network, build something.

UpRisers were on the whole very positive about their experiences on the programme. Several felt that it was too early to tell what kind of impact UpRising would have on them in the long term, and whether ultimately it would help them to reach positions of leadership and influence. However, many felt it had had a significant impact in the short term, as one Birmingham focus group member noted:

In answer to your question about the theory of change and how do we become those leaders... and measuring the impact, I think we're all still figuring that out. Talking to previous cohorts and alumni, none of us are at where we want to be. Many of us are aspiring leaders and it's hard to say whether UpRising will contribute to that in the future but we know how it's impacted us where we are at currently.

In line with the interim report, several participants in our focus groups reported that they emerged from the programme with a new-found self-confidence, and some spoke about how taking part in UpRising had directly contributed to their employment outcomes following the programme. One participant from Bedford had found a job related to her social action campaign:

The project that I managed with my team is now part of the work I do every single day in my job. I get paid for that thing that I wanted to do

for free, and honestly if I hadn't had that experience of UpRising – and the contacts and the confidence that I did that project, and did it well and could do it again – I don't think I would have got that job.

A participant from Stoke reflected on her newly found self-confidence:

It's given us the skills, the confidence, the mindset, the knowledge to be able to use those skills in making ourselves something afterwards. I'd feel a lot more confident now in a job interview. Before the idea of going to a job interview terrified me. I went to my first one about a week ago, my first one in years, and I sailed through it.

Focus group participants did not refer to any social action projects that they were pursuing in their own time, though several were now in jobs that had an emphasis on community engagement. One Birmingham focus group member felt that he wanted to continue developing skills through UpRising, and put forward the idea of an alumni programme (beyond helping to deliver the programme to the next cohort of UpRisers).

We continued to question participants about UpRising's theory of change, and whether participants feel the organisation's long-term vision is achievable. Several participants considered this in light of the types of people on their programme and whether UpRising was recruiting the correct people. Reflecting on how to maximise impact in line with UpRising's theory of change, there were two types of responses from focus group participants. One focus group member in London, who remains affiliated with UpRising, felt that the organisation is very good at targeting those from under-represented backgrounds – and specifically those who need help, not individuals from those backgrounds who have already got the tools and confidence for success. She said:

It is great at creating the environment that people from more well-off backgrounds have for people from less well-off backgrounds. And so for me, as an example, I had some of the knowledge and some of the skills, [but]

there was no way I was ever going to get that network unless I did UpRising.

Others thought UpRising had the right ideas about recruiting young people from diverse backgrounds, but felt that if it is going to realise its theory of change the organisation needs to do even more to reach under-represented groups.

Conclusion

UpRising has an ambitious vision for social change. The organisation seeks to equip its participants – recruited from diverse backgrounds – with the knowledge, networks, skills and confidence to be effective leaders and change makers in society. As more people from under-represented backgrounds ascend to positions of authority, leaders in the UK will better represent the country's growing diversity.

Our evaluation of UpRising has sought to measure the outcomes of taking part in UpRising for participants over the short term, and to assess the programme's medium- and potential longer-term impacts. This report has focused on the short-term outcomes of taking part in UpRising, supplementing our interim report published earlier this year, which looked at the medium and longer term. For this report we have measured changes according to UpRising's theory of change – looking at four key 'ingredients' of success that UpRising attempts to develop in its participants: knowledge, networks, skills and confidence. We have also measured changes in UpRising participants' political and democratic engagement around the May 2015 general election – another priority for the organisation. We have looked at a range of measures of interest to the Cabinet Office in the context of youth social action, including how participants score on wellbeing, cooperation, 'grit' and other measures. And this quantitative insight has been supplemented by the qualitative feedback on the programme from our focus group participants.

The findings presented in the preceding chapters show that the Leadership Programme appears to have led to significant positive outcomes in knowledge, networks, skills and confidence of the 2014/15 cohort. The average participant scored more positively – and by a statistically significant

margin – on all survey questions relating to having knowledge, networks, skills and confidence, with more participants scoring positively on these measures after the programme than before. While the comparison group is very small, and differed in important ways from the participant group, substantially less change was observed in the comparison group over a similar time period.

The level of political and democratic engagement of Leadership Programme participants also increased over the course of the programme. They were more interested in politics afterwards, more likely to vote, more likely to feel they could effect change through being involved in politics, and more likely to use social media to engage with social and political causes. However, it is important to reiterate that it is unclear to what extent these outcomes can be attributed to the programme – particularly during an election year – as there were similar changes in the comparison group on the majority of measures.

UpRisers are clearly a motivated group of young people to begin with, who come to the programme feeling confident in many of their skills and attributes already. Participants scored themselves very highly at baseline on the measures we included from the Outcomes Framework for Youth Social Action – empathy, cooperation skills, grit and others – leaving less room for improvements on these measures. Leadership Programme participants made little to no improvement on the majority of these measures. The exceptions were for wellbeing and some measures of community engagement, where there were substantial improvements for Leadership Programme participants relative to the comparison group.

The evaluation in its entirety shows a positive picture for the impact UpRising is having in preparing its participants with the tools for success. Feedback from UpRisers in our focus groups suggested that many felt they had benefitted from their work with UpRising, often years after completing the programme. Many had taken the knowledge and skills learned and had found jobs where they were using them successfully and making a difference to their communities. At the same

time, a lot of uncertainty was expressed about the future and how to maximise the usefulness of what one learns through taking part in UpRising. It will be some time until the longer-term impact of the Leadership Programme is known.

When asked how to improve the Leadership Programme, UpRisers we spoke to said they thought that the organisation must continue to do more to recruit participants from under-represented backgrounds. In summary, they made the following recommendations for programme improvements. UpRising should:

- create further opportunities for participants to work with UpRisers from different regions
- build in more reflection time at the end of each knowledge session and each skills session
- introduce new sessions where social action groups in a region meet to discuss the progress of the projects
- provide additional help and guidance to some participants when matching them with a mentor
- ensure that UpRising alumni are used effectively across the regions to deliver the programme to new participants

Several of these recommendations would build on positive steps UpRising is already taking. UpRising should also continue to develop further its evaluation efforts – in particular seeking to increase its recruitment in order to make a more robust comparison group possible. This will enable the organisation to improve its impact measurement through better means of attribution, building on the positive results from our independent evaluation.

Appendix A Characteristics of Leadership Programme participants and comparison group

Figures 25–30 compare the characteristics of the survey sample of Leadership Programme participants with the comparison group.

Gender

Figure 25 **The gender of participants in the Leadership Programme and comparison group**

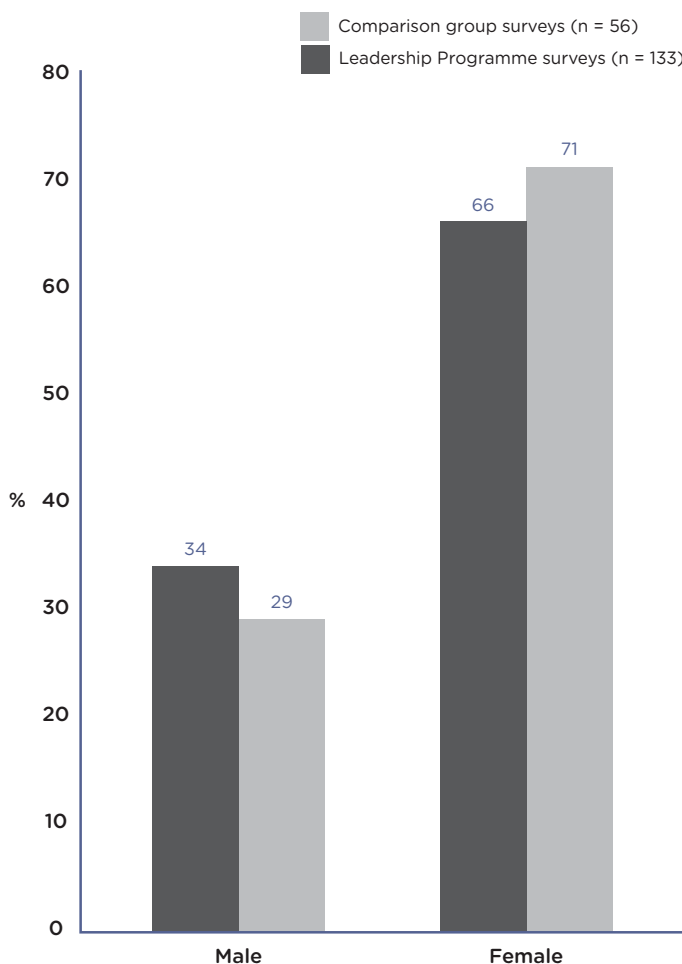


Figure 26 The age of participants in the Leadership Programme and comparison group

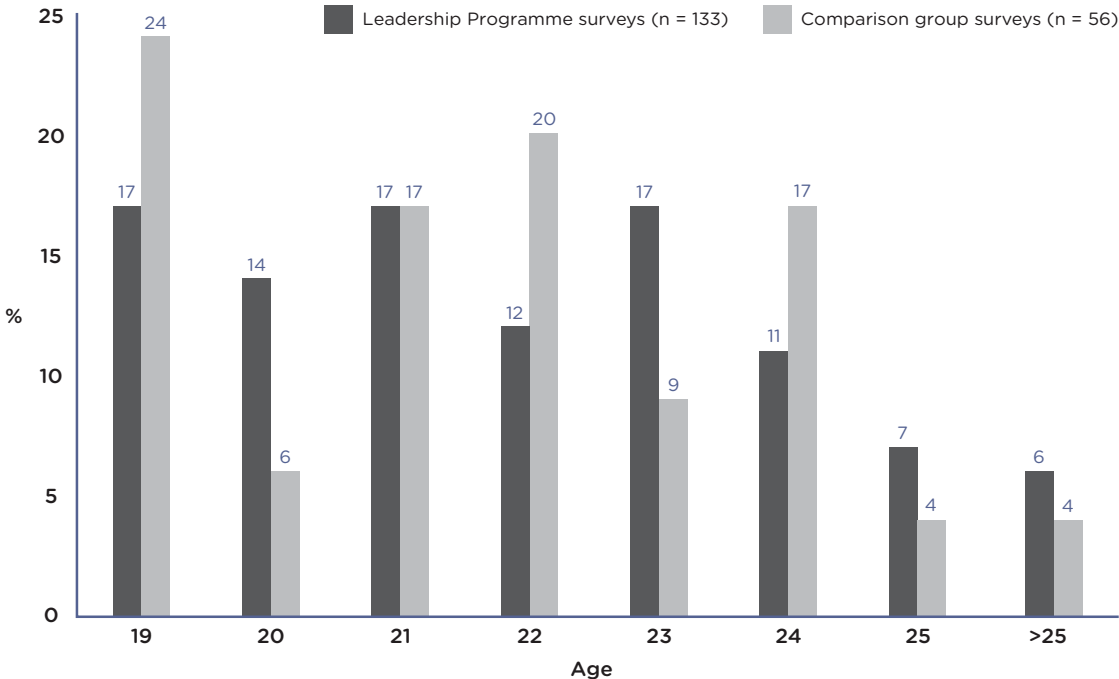
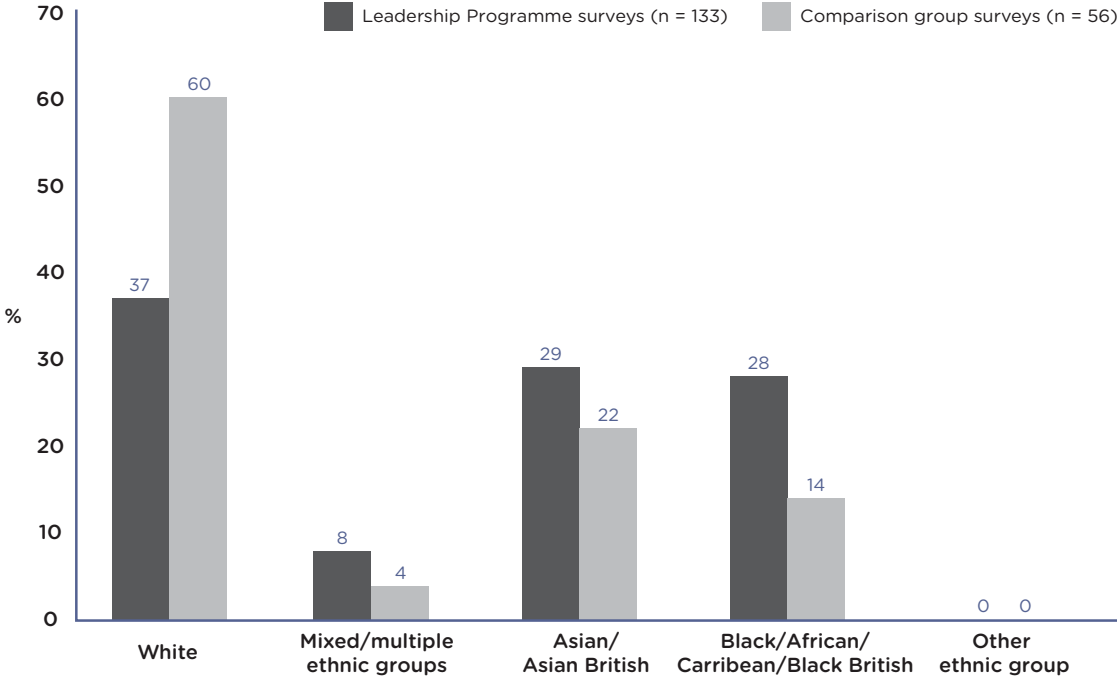
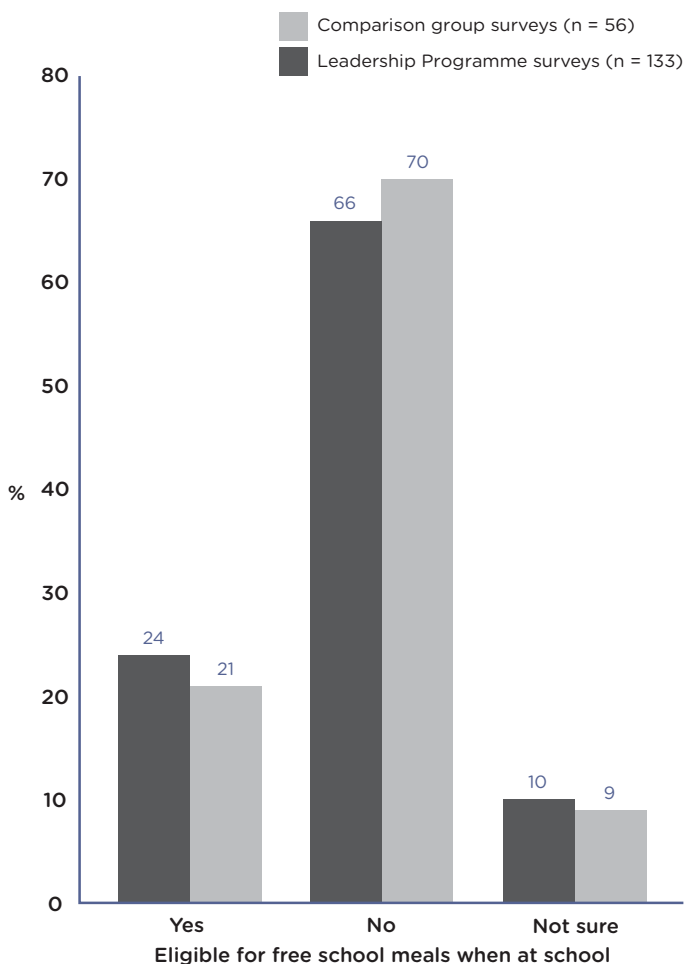


Figure 27 The ethnicity of participants in the Leadership Programme and comparison group



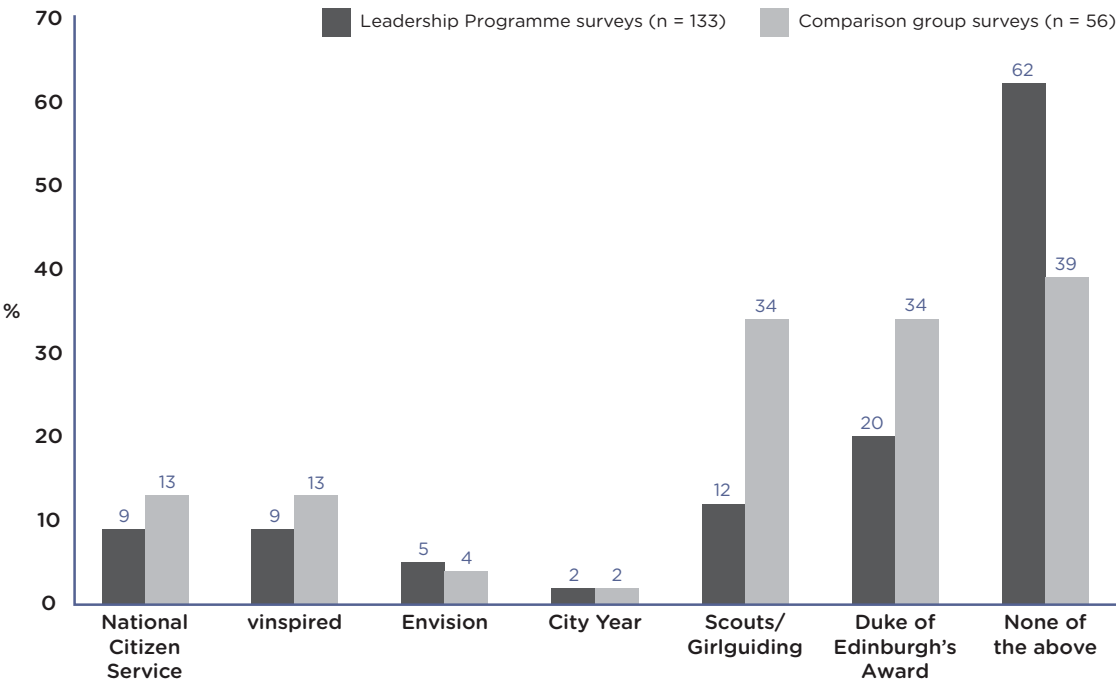
Socioeconomic background

Figure 28 **Eligibility for free school meals when at school of participants in the Leadership Programme and comparison group**



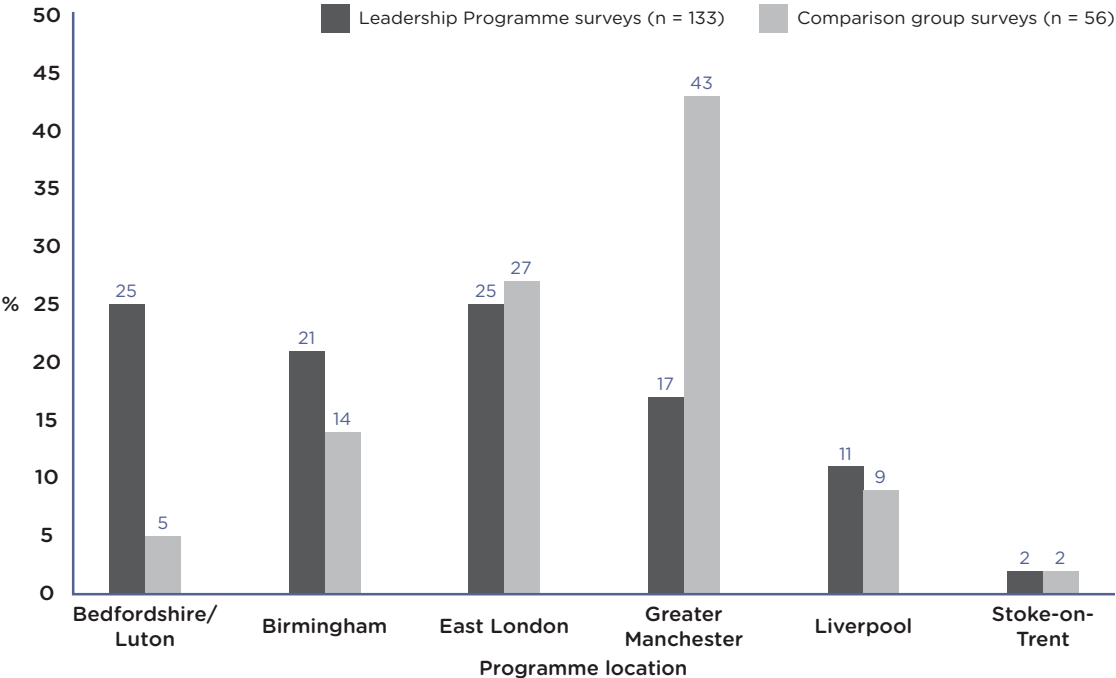
Participation in youth programmes

Figure 29 Previous participation in youth programmes of participants in the Leadership Programme and comparison group



Location

Figure 30 Location of participants in the Leadership Programme and comparison group



Appendix B Detailed outcome measures for UpRising’s theory of change

Knowledge

Table 3 Detailed outcomes for knowledge survey questions

	Mean scores		Paired differences				Impact groups			Agreement before and after			N	
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I know how to influence decisions affecting my local area	P ^a	5.2	6.8	1.6*	2.6	0.000	31	18	18	64	44	80	+36pp	126
	C ^b	3.9	4.1	0.2	2.3	0.475	5	38	23	40	30	32	+2pp	53
I understand my own strengths and weaknesses as a leader	P	7.1	8.1	1.0*	1.9	0.000	14	20	20	60	82	94	+12pp	125
	C	6.1	6.5	0.4	2.6	0.240	7	35	27	38	62	69	+7pp	55

Table 3 Detailed outcomes for knowledge survey questions – *continued*

Measure		Mean scores		Paired differences			Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I have a good understanding of what life is like for people who are different to me	P	7.2	8.0	0.8*	2.0	0.000	11	23	21	57	81	95	+13pp	129
	C	6.7	7.1	0.4	2.6	0.263	6	35	17	48	74	76	+2pp	54
I understand the key issues affecting my local community	P	6.0	7.3	1.3*	2.5	0.000	22	21	20	59	66	83	+17pp	129
	C	5.4	5.3	-0.1	2.4	0.778	-2	49	20	31	51	53	+2pp	55
Aggregate	P	6.4	7.6	1.2*	1.6	0.000	19	19	6	75	66	91	+25pp	119
	C	5.5	5.7	0.2	1.6	0.500	4	51	6	43	49	49	Opp	49

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Networks

Table 4 Detailed outcomes for networks survey measures

	Mean scores			Paired differences			Impact groups				Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I am able to approach senior leaders for advice and guidance on issues I care about	P ^a	6.6	7.5	0.9*	2.6	0.000	14	21	26	53	69	86	+18pp	131
	C ^b	5.4	5.8	0.4	2.6	0.264	7	38	20	43	54	57	+4pp	56
I have a network of contacts across different professional backgrounds	P	5.2	7.0	1.8*	2.7	0.000	35	19	15	66	47	80	+33pp	131
	C	5.0	5.4	0.4	2.2	0.156	8	27	24	49	51	55	+4pp	55

Table 4 Detailed outcomes for networks survey measures – *continued*

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
If I see a problem in my local area I can get other people involved in fixing it	P	4.8	6.6	1.8*	2.6	0.000	38	18	14	69	38	75	+38pp	130
	C	3.8	3.9	0.1	2.4	0.783	3	38	16	46	25	30	+5pp	56
I have a network of peers who support my ambitions	P	6.2	7.5	1.3*	2.6	0.000	21	27	15	59	60	89	+28pp	131
	C	6.1	6.1	0.0	2.7	0.961	0	38	22	40	62	67	+5pp	55
Aggregate	P	5.7	7.2	1.5*	1.9	0.000	26	19	3	78	45	82	+37pp	130
	C	5.1	5.3	0.2	1.7	0.417	4	41	7	52	41	35	-6pp	54

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Skills

Table 5 Detailed outcomes for skills survey measures

		Mean scores		Paired differences				Impact groups			Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I am a strong public speaker	Pa	6.5	7.3	0.8*	1.9	0.000	12	16	36	48	67	80	+13pp	128
	Cb	5.4	5.6	0.2	1.9	0.441	4	35	18	47	55	49	-5pp	55
I consider a range of different solutions to a problem	P	7.6	8.0	0.4*	1.5	0.002	5	23	31	45	92	95	+3pp	128
	C	7.1	7.6	0.5	2.0	0.105	7	29	27	44	80	80	0pp	55
I understand what my main skills are	P	7.2	8.2	0.9*	1.7	0.000	13	19	25	57	84	98	+14pp	129
	C	7.1	7.2	0.1	2.4	0.821	1	35	31	35	82	80	2pp	55

Table 5 Detailed outcomes for skills survey measures – *continued*

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I have the research skills to find out the needs within my local area	P	7.0	7.8	0.8*	2.2	0.000	11	27	22	51	80	90	+10pp	129
	C	6.9	6.8	-0.1	3.4	0.871	-1	42	19	40	72	70	-2pp	53
I am able to manage teams of people	P	7.2	8.0	0.7*	1.7	0.000	10	18	31	51	82	90	+8pp	129
	C	6.5	6.5	0.0	2.0	0.890	0%	33	30	37	69	59	-9pp	54
I know what it takes to manage a project from start to finish	P	7.0	8.0	1.0*	2.2	0.000	14	23	22	56	77	91	+14pp	124
	C	6.4	6.9	0.6	2.5	0.096	9	29	29	43	70	73	+4pp	56
Aggregate	P	7.1	7.9	0.8*	1.3	0.000	11	25	7	69	76	92	+16pp	122
	C	6.7	6.7	0.0	1.4	0.973	0	53	8	39	67	69	+2pp	49

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level (p <0.05)

Confidence

Table 6 Detailed outcomes for confidence survey measures

	Mean scores			Paired differences			Impact groups				Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I see myself as a leader	P ^a	7.3	7.8	0.4*	1.9	0.015	5	27	27	47	78	86	+8pp	128
	C ^b	5.6	6.4	0.8*	2.3	0.018	14	29	16	55	55	65	+11pp	55
I am able to make change happen in my local area	P	6.4	7.2	0.8*	2.3	0.000	13	21	21	58	66	80	+14pp	128
	C	4.3	4.4	0.0	2.2	0.904	0	38	31	31	31	33	+2pp	55
I feel I make a difference to my local area	P	5.7	6.9	1.2*	3.0	0.000	21	27	17	56	58	76	+17pp	132
	C	3.7	3.8	0.0	2.6	0.920	0	38	23	39	30	34	+4pp	56

Table 6 Detailed outcomes for confidence survey measures

	Mean scores		Paired differences				Impact groups				Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I can do most things if I try	P	8.0	8.3	0.3*	1.6	0.046	4	29	27	44	92	93	+1pp	131
	C	7.1	7.5	0.3	1.8	0.194	4	26	27	47	84	85	+2pp	55
I am confident about having a go at things that are new to me	P	8.2	8.4	0.2	1.7	0.207	2	28	34	38	92	94	+2pp	133
	C	6.9	7.4	0.4	2.0	0.122	6	29	21	50	84	86	+2pp	56
I am confident about explaining my ideas clearly	P	7.2	7.7	0.5*	1.7	0.001	7	26	27	47	85	88	+2pp	129
	C	6.5	7.0	0.5	1.9	0.050	8	27	27	46	70	80	+1pp	56
Aggregate	P	7.1	7.7	0.6*	1.3	0.000	8	30	7	62	81	89	+7pp	122
	C	5.7	6.1	0.3	1.3	0.066	5	43	4	54	54	61	+7pp	54

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Appendix C Summary of the Outcomes Framework for Youth Social Action

Figure 31 Summary of Outcomes Framework for Youth Social Action

Construct	Outcome measure
Empathy	I feel bad when somebody gets their feelings hurt
	I try to understand what other people go through
Problem solving	I can work out my problems
	I can do most things if I try
	I know where to go for help with a problem
	I am confident about having a go at things that are new to me
	I often figure out different ways of doing things
	I feel able to have an impact on the world around me
Cooperation	I can work with someone who has different opinions to me
	I enjoy working together with other students my age
	I am confident about explaining my ideas clearly
	I am able to compromise and resolve differences of opinion
Grit	If something goes wrong I am able to bounce back and carry on
	Once I have started a task, I like to finish it
	I can continue to work on things despite distractions
	I am a hard worker
	If someone is not a success in life it's usually their own fault

Figure 31 **Summary of Outcomes Framework for Youth Social Action**

Construct	Outcome measure
Community	The following list contains some examples of volunteering activities. Over the last sixth months, how regularly have you participated in a volunteering opportunity, like those listed, outside school hours?*
	<ul style="list-style-type: none">- Give unpaid help at a local club, group, organisation or place of worship- Raise money for charity- Organise a petition or event to support a local or national issue- An activity to help other people or improve the local community
	I feel motivated to take action on issues in my community
	Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?*
Wellbeing	Overall, how satisfied are you with your life nowadays?
	Overall, how happy did you feel yesterday?
	Overall, to what extent do you feel that things in your life are worthwhile?
	Overall, how anxious did you feel yesterday?
Education and attainment	I'm not interested in doing any more learning
	Studying to gain qualifications is important to me
Goals and aspirations	I have goals and plans for the future
	A range of different career options are open to me

*Not a 0-10 scale item

Appendix D Detailed outcomes measures for the Outcomes Framework for Youth Social Action

Empathy

Table 7 Detailed outcomes for empathy survey measures

	Mean scores		Paired differences				Impact groups				Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I feel bad when somebody gets their feelings hurt	P ^a	8.3	8.1	-0.2	1.7	0.153	-2	39	30	32	94	91	-2pp	129
	C ^b	8.1	8.6	0.5*	1.9	0.041	6	22	35	44	89	91	+2pp	55
I try to understand what other people go through	P	8.4	8.6	0.2	1.5	0.216	2	29	39	33	95	98	+2pp	129
	C	8.3	8.3	0.0	1.9	0.890	0	34	36	30	91	86	-5pp	56
Aggregate	P	8.4	8.4	0.0	1.3	0.890	0	39	25	36	96	96	0pp	128
	C	8.2	8.5	0.3	1.6	0.204	4	33	22	46	89	91	+2pp	55

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level (p <0.05)

Community

Table 8 Detailed outcomes for community survey

Measure	Mean scores		Paired differences				Impact groups			Agreement before and after			N
	Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I feel motivated to take action on issues in my community	P ^a 7.8	7.9	0.1	2.0	0.729	1	31	32	37	93	94	+1pp	131
	C ^b 5.1	5.2	0.1	2.1	0.660	2	34	14	52	45	48	+3pp	56

^a participant; ^b comparison group member

Problem-solving

Table 9 Detailed outcomes for problem-solving survey

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I can work out my problems	P ^a	7.4	7.8	0.4*	1.8	0.011	5	28	27	45	85	89	+4pp	131
	C ^b	7.0	6.9	-0.1	2.6	0.878	-1	42	18	40	76	80	+4pp	55
I can do most things if I try	P	8.0	8.3	0.3*	1.6	0.046	4	29	27	44	92	93	+1pp	131
	C	7.1	7.5	0.3	1.8	0.194	4	26	27	47	84	85	+2pp	55
I know where to go for help with a problem	P	6.6	7.4	0.8*	2.3	0.000	12	26	16	58	74	87	+12pp	129
	C	6.0	6.1	0.1	2.1	0.656	2	26	33	41	59	63	+4pp	54
I am confident about having a go at things that are new to me	P	8.2	8.4	0.2	1.7	0.207	2	28	34	38	92	94	+2pp	133
	C	6.9	7.4	0.4	2.0	0.122	6	29	21	50	84	86	+2pp	56

Table 9 **Detailed outcomes for problem-solving survey – *continued***

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I often figure out different ways of doing things	P	7.4	7.8	0.4*	1.5	0.003	5	25	29	47	88	92	+4pp	130
	C	6.6	7.1	0.4	2.5	0.211	6	36	23	41	75	75	0pp	56
I feel able to have an impact on the world around me	P	7.7	7.9	0.2	2.0	0.327	3	33	27	40	86	92	+6pp	132
	C	5.8	6.0	0.2	2.4	0.535	3	40	22	38	60	64	+4pp	55
Aggregate	P	7.6	7.9	0.4*	1.2	0.001	5	32	8	60	93	94	+1pp	124
	C	6.6	6.8	0.2	1.3	0.358	3	43	9	47	75	79	+4pp	53

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Cooperation

Table 10 Detailed outcomes for cooperation survey questions

		Mean scores		Paired differences			Impact groups				Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I can work with someone who has different opinions to me	P ^a	8.2	8.2	0.0	1.6	0.911	0	36	27	37	98	97	-1pp	129
	C ^b	7.7	7.7	0.0	1.9	1.000	0	42	24	35	87	93	+5pp	55
I enjoy working together with other students my age	P	8.3	8.0	-0.3	1.7	0.065	-4	35	40	25	95	90	-5pp	130
	C	7.0	7.1	0.1	2.3	0.866	1	36	31	33	71	75	+4pp	55
I am confident about explaining my ideas clearly	P	7.2	7.7	0.5*	1.7	0.001	7	26	27	47	85	88	+2pp	129
	C	6.5	7.0	0.5	1.9	0.050	8	27	27	46	70	80	+11pp	56
I am able to compromise and resolve differences of opinion	P	8.0	8.1	0.1	1.5	0.354	1	35	29	36	96	96	0pp	128
	C	7.6	7.5	-0.1	1.9	0.718	-1	36	35	29	85	89	+4pp	55

Table 10 Detailed outcomes for cooperation survey questions - *continued*

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
Aggregate	P	7.9	8.0	0.1	1.1	0.214	1	42	10	48	98	94	-3pp	126
	C	7.2	7.3	0.1	1.3	0.763	1	52	8	40	88	83	-6pp	52

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Table 11 Detailed outcomes for 'grit' survey

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
If something goes wrong I am able to bounce back and carry on	P ^a	7.5	7.8	0.3*	2.0	0.048	4	27	32	41	88	92	+4pp	130
	C ^b	6.8	7.1	0.3	2.0	0.322	4	32	24	44	76	80	+4pp	54
Once I have started a task, I like to finish it	P	8.6	8.5	-0.2	1.7	0.259	-2	37	34	29	97	98	+1pp	127
	C	8.3	8.4	0.1	2.3	0.733	1	34	25	41	91	86	-5pp	56
I can continue to work on things despite distractions	P	7.6	7.7	0.1	1.8	0.419	1	33	33	35	90	92	+2pp	129
	C	6.6	7.0	0.4	2.3	0.172	6	29	18	54	73	75	+2pp	56
I am a hard worker	P	8.9	8.5	-0.4*	1.5	0.008	-4	35	43	22	99	95	-5pp	129
	C	8.6	8.2	-0.4	1.5	0.100	-5	33	48	19	93	89	-4pp	54

Table 11 Detailed outcomes for 'grit' survey – *continued*

		Mean scores		Paired differences				Impact groups			Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
If someone is not a success in life it's usually their own fault (reverse coded – high scores = low agreement)	P	5.7	5.6	0.0	2.4	0.913	0	37	30	33	50	49	-1pp	129
	C	6.7	6.6	0.0	2.8	0.962	0	46	17	37	65	67	+2pp	54
Aggregate	P	7.6	7.6	0.0	1.0	0.985	0	44	11	46	94	96	+2pp	122
	C	7.5	7.4	0.0	1.3	0.843	0	41	16	43	90	82	-8pp	51

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level (p <0.05)

Table 12 Detailed outcomes for wellbeing survey measures

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
Overall, how satisfied are you with your life nowadays	P ^a	5.7	7.2	1.5*	2.1	0.000	26	12	17	71	58	84	+26pp	133
	C ^b	6.3	6.5	0.1	2.4	0.646	2	22	37	41	67	70	+4pp	54
Overall, how happy did you feel yesterday?	P	5.9	7.1	1.2*	2.3	0.000	20	22	14	64	65	79	+14pp	131
	C	6.4	6.4	0.0	3.0	0.929	0	32	32	37	69	61	-7pp	54
Overall, to what extent do you feel that things in your life are worthwhile?	P	6.4	7.8	1.4*	2.3	0.000	22	14	18	69	70	85	+15pp	131
	C	6.8	6.9	0.2	2.4	0.650	3	40	15	44	71	71	Opp	52

Table 12 **Detailed outcomes for wellbeing survey measures - *continued***

	Mean scores			Paired differences			Impact groups			Agreement before and after			N	
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
Overall, how anxious did you feel yesterday?	P	3.8	4.2	0.4	3.0	0.098	11	35	17	48	32	35	+3pp	132
	C	4.5	4.1	-0.4	3.2	0.402	-9	56	6	39	43	41	-2pp	54

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Education and attainment

Table 13 Detailed outcomes for education and attainment survey measures

Measure	Mean scores		Paired differences				Impact groups				Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
Interest in further learning (reverse code: 'I'm not interested in doing any more learning').	P ^a	9.1	8.6	-0.4	3.1	0.111	-4	26	54	20	92	87	-5pp	131
	C ^b	9.0	9.0	0.1	2.0	0.730	1	20	54	26	91	94	+4pp	54
Studying to gain qualifications is important to me	P	7.8	7.6	-0.1	2.2	0.499	-1	35	39	27	80	77	-3pp	128
	C	7.4	7.0	-0.4	2.4	0.267	-5	38	29	33	76	73	-4pp	55

Table 13 Detailed outcomes for education and attainment survey measures – *continued*

	Mean scores			Paired differences				Impact groups			Agreement before and after			N
Measure		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
Aggregate	P	8.4	8.1	-0.4*	1.9	0.017	-5	41	30	29	89	85	-4pp	126
	C	8.2	8.0	-0.2	1.4	0.343	-2	42	23	36	87	87	0pp	53

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Goals and plans

Table 14 Detailed outcomes for goals and plans survey

Measure		Mean scores		Paired differences				Impact groups			Agreement before and after			N
		Pre-survey	Post-survey	Change in mean	Std deviation	Sig. (2-tailed)	Change in mean (%)	Negative change (%)	No change (%)	Positive change (%)	Agree pre-survey (%)	Agree post-survey (%)	Percentage point change	
I have goals and plans for the future	P ^a	8.9	8.8	-0.1	1.8	0.525	-1	31	42	27	98	97	-1pp	133
	C ^b	7.1	7.5	0.4	1.9	0.148	6	30	32	38	75	80	+5pp	56
A range of different career options are open to me	P	7.8	8.3	0.4*	2.2	0.021	5	31	29	41	87	93	+6pp	131
	C	6.5	6.6	0.1	1.7	0.532	2	28	35	37	69	69	Opp	54
Aggregate	P	8.3	8.5	0.2	1.6	0.203	2	37	19	44	93	96	+3pp	131
	C	6.9	7.0	0.2	1.4	0.358	3	35	24	41	74	78	+4pp	54

^a participant; ^b comparison group member

* indicates statistical significance at the 95 per cent confidence level ($p < 0.05$)

Notes

- 1 J Birdwell, L Reynolds and I Wybron, *The Power of Uprising: An interim report*, Demos, 2015, www.demos.co.uk/files/Power_of_Uprising_-_web2.pdf?1427373903 (accessed 9 Jun 2016).
- 2 Ibid.
- 3 Sutton Trust, 'The parliamentary privilege: the MPs 2015, *Research Brief*, May 2015, www.suttontrust.com/researcharchive/parliamentary-privilege-the-mps-2015/ (accessed 9 Jun 2016).
- 4 UK Political Info, 'Current female members of parliament', nd, www.ukpolitical.info/female-members-of-parliament.htm (accessed 9 Jun 2016).
- 5 Commission on Social Mobility and Child Poverty, *Elitist Britain*, 2014, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/347915/Elitist_Britain_-_Final.pdf (accessed 9 Jun 2016).
- 6 Birdwell et al, *The Power of Uprising*.
- 7 Ibid.
- 8 The style of the logic model here is an adaptation based on the following sources: S Barkman, *Utilizing the Logic Model for Program Design and Evaluation*, Purdue University, 2002, www.humanserviceresearch.com/youthlifefskillsevaluation/LogicModel.pdf (accessed 9 Jun 2016), and NatCen Social Research, Office for Public Management and New Philanthropy, *Evaluation of National Citizen Service: Findings from the evaluations of the 2012 summer and autumn NCS programmes*, 2013, www.natcen.ac.uk/media/205475/ncs_evaluation_report_2012_combined.pdf (accessed 9 Jun 2016).

- 9 The National Archives, 'Ethnic group', nd, <http://ons.gov.uk/ons/guide-method/measuring-equality/equality/ethnic-nat-identity-religion/ethnic-group/index.html> (accessed 9 Jun 2016).
- 10 DfE, 'Schools, pupils and their characteristics: January 2014', *Statistical First Release*, Dept for Education, 12 Jun 2014, https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410543/2014_SPC_SFR_Text_v102.pdf (accessed 9 Jun 2016).
- 11 This shows a considerably higher strength of feeling than among the general population, with 32 per cent of respondents to Hansard's 2014 Audit of Political Engagement agreeing. See Hansard Society, *Audit of Political Engagement 11: The 2014 report with a focus on the accountability and conduct of MPs*, 2014, www.hansardsociety.org.uk/wp-content/uploads/2014/04/Audit-of-Political-Engagement-11-2014.pdf (accessed 9 Jun 2016).
- 12 Young Foundation, *Scoping a Quality Framework for Youth Social Action: The campaign for youth social action*, 2013, <http://youngfoundation.org/wp-content/uploads/2013/08/Scoping-a-Quality-Framework-for-Youth-Social-Action-FINAL.pdf> (accessed 9 Jun 2016).

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UpRising is a UK-wide youth leadership development organisation, aiming to open pathways to power for talented young people from diverse and under-represented backgrounds.

This report marks the culmination of a year-long independent evaluation of UpRising conducted by Demos, which began in summer 2014. The evaluation sought to measure the outcomes of UpRising's flagship nine-month Leadership Programme. This report focuses on the short-term outcomes of the programme, measured primarily through a pre- and post- survey of the 2014/15 cohort of UpRisers. The survey findings are supplemented with qualitative insights from four focus groups held with recent participants.

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