



QBQ
Research & Consultancy

Going beyond solutions to empower you

Youth Vision Project Year 2 Analysis Report

A Draft Report

February 2024

1.0 Introduction

1.1 QBQ appointment

QBQ Research and Consulting Limited was appointed in March 2022 by the Youth Vision Project to provide analytical support to inform the continuous monitoring and evaluation of the Project.

1.2 Aim and objectives of study

The main aim of this study is to analyse data from the second year activities of the 'Youth Vision Project'. The brief identifies the following objectives:

- Review and identify the known output performance from the 'Youth Vision Project'
- Identify any gaps in likely output performance and identify potential mechanisms to overcome these.
- Provide an interim evaluation report

1.3 The Youth Vision Project

This is a 5 year project to create a continuous sustainable employment pathways for young people in the Coventry area. A key aim is to equip young people from the black community with leadership skills to seize opportunities that foregrounds their influence, and thereby create a sea change in local leadership.

Key outcomes of the project are identified as follows:

- Increased confidence and self-esteem

- Achieve a sense of purpose.
- Increased personal resilience to overcome challenges.
- Acquired theoretical leadership, interpersonal and mentoring skills.
- Acquired or improved practical skills.
- Reduced isolation and loneliness.
- Increased aspirational pathways and gain work experience.
- 63 increase positive outlook of the future, lead productive lives and become active citizens.

1.4 Base dates and Impact areas

In meeting the outputs of the project it is necessary to take note of the base dates as follows:

- Year 1: August 2021 – July 2022
- Year 2: August 2022 – July 2023
- Year 3: August 2023 – July 2024
- Year 4: August 2024 – July 2025
- Year 5: August 2025 – July 2026

It is also necessary to address the geographical coverage or definition of impact areas. It is our understanding that the impact areas include the sub region of Coventry and Warwickshire.

1.5 Approach and work undertaken

A number of specific tasks have been undertaken in order to meet the Evaluation study objectives and inform the findings of the report:

- An inception meeting with and regular reporting to the Project Manager of the Youth Vision Project.

- Interrogation of data
- Report writing

1.6 Report status

This is an interim report for the Youth Vision Project.

1.7 Report structure

The remainder of the report is structured as follows:

- **Section Two:** Project output targets and performance
- **Section Three:** Monitoring and evaluation
- **Section Four:** Conclusions

2.0 Output Targets and Performance

2.1 Introduction

In this section of the report, a review is undertaken of the output and outcomes targets that apply to the 'Youth Vision Project'.

2.2 Key Outputs

This is a 5 year project to create a continuous sustainable employment pathways for young people in the Coventry area. There are three sets of indicators that will be used to measure the success/performance of the projects involved.

2.2.1 Aspiration and Leadership

Table 1 shows that the Youth Vision Project has contracted with funders to deliver 'Aspiration and Leadership' activities support to 190 young people by 2025/26. In the first year, this project activity was called 'Confidence building, Leadership and Active Citizenship'. About a 40 to be delivered each year from 2021 – 2024 and 30 for 2025.

Table 1: Output indicators and dates for aspiration and leadership activities

Indicator measure	2021/22	2022/23	2023/24	2024/25	2025/26	Total
•Increased confidence and self-esteem •Achieve a sense of purpose. •Increased personal resilience to overcome challenges. •Acquired theoretical leadership, interpersonal and mentoring skills.	40	40	40	40	30	190
Total	40	40	40	40	30	190

Source: Youth Vision Project, 2022

2.2.2 Empowerment and volunteering activities

Table 2 shows that the Youth Vision Project has contracted with funders to deliver empowerment and volunteering activities support to 81 young people by 2025/26. About a 60 to be delivered within the first year (12/08/21 to 30/08/22) and 10 in the second year.

Table 2: Output indicators and dates for empowerment and volunteering activities

Indicator measure	2021/22	2022/23	2023/24	2024/25	2025/26	Total
•Acquired or improved practical skills. •Reduced isolation and loneliness. •Increased aspirational pathways and gain work experience.	60	10	TBC	TBC	TBC	81
Total	60	10				81

Source: Youth Vision Project, 2022

2.2.3 Sustainability – Talent Development

Table 3 shows that the Youth Vision Project has contracted with funders to deliver sustainable activities that create lasting impact support to 63 young people by 2025/26. Table 3 below shows the breakdown.

Table 3: Output indicators and dates for sustainable activities that create lasting impact

Indicator measure	2021/22	2022/23	2023/24	2024/25	2025/26	Total
• Improve and acquire enterprising and project management skills.	TBC	TBC	TBC	TBC	TBC	21

• Increase employment opportunities by engaging in sustainable activities; Music, Fashion, Performing arts.						22
• Progress into employment including self-employment.						4
• Become steering group members within local organisations.						4
•Join the YV Leadership Network – YV Official.						12
TOTAL Increase positive outlook of the future, lead productive lives and become active citizens.		12				63

Source: Youth Vision Project, 2022

2.2.4 Wider Impact

It is also our understanding that the Youth Vision Project has a wider impact as follows:

- Reduced public misconceptions and stereotypical views about young people from the black community.
- Reduced risk of violence and crime.
- Improved interactions between young people and statutory bodies to influence social change.
- Young people have a greater influence on matters affecting them and their community.

2.2.5 Organisational impact

A further understanding is that, delivering this long-term project will enable the centre it is operating from, to establish its sustainable strategy, monitor it over time and confirm its economic viability. This way, the centre is able to reinvest revenues to create continuous sustainable employment pathways for young people.

2.3 Grant awards, indicators and target dates

The level of grant awarded together with the range of indicator measures or targets associated with the Youth Vision Project is identified in the table below:

TBC

2.4 Planned Activities – Year 2

Following the successful evaluation of the project's first year activities, an outline of Year Two plans was provided as follows:


	Project Activities
1	Review management systems to ensure that they are still effective and update if necessary.
2	'9 project participants continue to work with an enterprise coach (Sustainability lead) to initiate, plan, develop and implement three micro enterprising ventures.
3	Publicize to attract and recruit 40 project participants for cohorts 5-8.
4	'Continue to deliver Project Activity 1 - Leadership and Social Activism - Develop confidence and resilience of young people to challenge and influence social change including racism in schools.


5	'40 Participants in cohorts 5-8. 10 in each cohort engage in: 5 weeks confidence and self-esteem development. 7 weeks Leadership in Practice. 1 week - A week in the life of. 4 weeks - Peer Mentoring Adhoc activities including YV Café, Talk shows, Revision Hub,
6	Continue to deliver Project Activity 2 - Youth Empowerment and Volunteering - Empower and inspire young people by creating volunteering and work experience opportunities across different fields, leading to aspirational development and increase in active citizenship amongst young people.
7	10 project participants will support assessment and monitoring of evaluation of the events delivered during city of culture year.
8	Multiple project monitoring meeting with team. Measure progress of project and make necessary changes, if any.
9	'Deliver Project Activity 3 *Sustainability monitoring* 3 project participants manage the sustainable ventures. 1 move on to access music studio. 1 move on to engage in performing arts extracurricular workshops. 1 engage in sustainable fashion activity. 3 Join the YV Leadership Network – YV Official. 1 become a steering group member within a local organisation. 1 Project participant gain employment.
	Collate and assess feedback for year two, measure outcome achievements against outcomes set at the beginning of the project, Evaluation meeting for year two with project team.

2.5 Output performance – Year 2

PROJECT ACTIVITIES – MARKETING		
Project Activity	Output/Outcome	Impact evidence
Publicize to attract participants, contact those already on the waiting list.	17 young people were recruited and inducted 43 new participants 18 existing participants up to 3 month 9 existing participants up to 9 month 16 existing participants 12 months and over	Please see below

PROJECT ACTIVITIES – ASPIRATION AND LEADERSHIP		
Project Activity	Output/Outcome	Impact evidence
'Deliver Project Activity 1 – Aspiration and Leadership - Develop confidence and self-esteem of young people to challenge and influence social change, including racism in schools.		
No Limits - 5 weeks of confidence and self-esteem 'development. 12-24 years olds to help them to nurture more entrepreneurship skills, confidence/team building and tackling identity and racism issues.	15 participated in active engagement in the confidence and self-esteem 'development sessions. 15 feedbacks and 2 case studies. The sessions delivered were: <ul style="list-style-type: none"> Confidence / Self esteem Identity and racism Resilience Leadership development Team Building and Peer Mentoring 	<p>Case Study 1 – Musah was a key participant who benefitted from the 'No Limits' session as a Mentor. The session developed his confidence/self-esteem by making him more open to volunteering and supporting others. As a result of this programme, he became much more organised through interacting with older people who had given him advice. He made some friendships which made the session more enjoyable, thus contributing to a general well-being and an improved mental health. The Youth Volunteering Café in particular, motivated him to change for the better. Some notable workshops included 'self-love and letting go of the past'. In terms of what went well for him, he liked the people in YV and was able to interact with many people. However he felt there was scope for some improvements in relaxing the strict rules in place.</p> <p>Case Study 2 - Tino was a key participant who benefitted from the 'No Limits' session as a Mentor. The session developed his confidence/self-esteem by making him become a better person due to the positive role models who motivated him to either work hard or do positive things. As a result of this programme, he made new friends and became more sociable. In terms of what went well for him, he enjoyed the Black History session and said it was one of</p>

		the most engaging and fun workshops he attended. However he felt there was scope for some improvements in relaxing the strict rules in place.
PROJECT ACTIVITIES – ASPIRATION AND LEADERSHIP		
Project Activity	Output/Outcome	Impact evidence
'Deliver Project Activity 1 - ASPIRATION AND LEADERSHIP - Develop confidence and resilience of young people to challenge and influence social change, including racism in schools.		
7 weeks of Leadership in Practice.	<p>In this strand, 15 young people organised and delivered the following events/activities:</p> <ul style="list-style-type: none"> ▪ She Creates ▪ Performing Arts Festival 	

PROJECT ACTIVITIES – ASPIRATION AND LEADERSHIP		
Project Activity	Output/Outcome	Impact evidence
'Deliver Project Activity 1 - ASPIRATION AND LEADERSHIP - Develop confidence and resilience of young people to challenge and influence social change, including racism in schools.		
Active Citizens	<p>In this strand, 9 young people were involved in the following events/activities:</p> <ul style="list-style-type: none"> • Participation in Councillor Kindy's Labour party selection campaign video for Coventry North East. • Trip West Midlands Office of the Police and Crime Commissioner - Public Accountability Forum 	
4 weeks - Peer Mentoring	<p>This year, 6 young people became peer mentors and supported their peers during No Limits and Leadership in Practice sessions. One of them delivered 2 training sessions</p> <p>Also, 3 case studies were delivered as part of this activity</p>	

Trip to the WMPCC/Participation in campaign video for Coventry North East

Revision hub

51 people accessed the revision hub at various dates from 2/11/2022 – 22/06/2023. There were 9 sessions in all and the rate of attendance varied as follows:

- Q1 – 0
- Q2 – 14
- Q3 – 17
- Q4 – 20

Also, 3 case studies were delivered as part of this activity



Peer Mentoring

3 Case Studies on Peer Mentoring

Case Study 1 - Helmut was one of the peer mentors. He believes that having a mentor has made him more confident. Furthermore, it has allowed him to seek other ways of resolving issues and problems in a positive way. He has fond memories of the sessions. If there was one thing that he considered good about the project, it was about the support he received in making him communicate better. He believes that mentoring has improved his mental health and general wellbeing. For example, it has made him more confident knowing that no matter what comes his way he would be able to endure


		<p>and overcome it. He is happy with the way the session were managed and delivered and has nothing more to add.</p> <p>Case Study 2 - Hiba was one of the peer mentors. His confidence/self-esteem levels increased since enrolling on the project. He attributet the increased confidence levels to the experience in socialising with a wide range of people including 'strangers' on the project. He believes having a mentor has boosted his social life. For example, through peer mentoring he increased his knowledge about cultural differences in a way that has decreased any worries about his social life. Also he has now realised that there is more to life outside school and studying. If there was one thing that he considered good about the project, it was about the exposure to new ideas to inform his decisions. He thinks he is making a more balanced decisions now than before. He believes that mentoring has improved his mental health and general wellbeing. For example, it has resulted in less isolation and depression, including increased support in things or matters that his parents could not relate to. However he thinks there is scope for some improvements in the project. For example, creating specified areas in the centre, so that no one could intervene during private conversations.</p> <p>Case Study 3 - Lena was one of the peer mentors. She believes that having a mentor has made her more confident. For example, not only did she open up more with people in the sessions but easily made more friends. Having a mentor helped her in school, because it made her more comfortable with talking and making friends at her new school. If there is one thing that she considered good about the project, it would be about the short duration of the project. It enabled her to learn a bit more about growing into a new school and focussing. She believes that mentoring has improved her mental health and/or general wellbeing. For example, she made a new friend which made her feel happier. She also thinks mentoring has helped her overcome some personal challenges. For example she feels more comfortable with talking to people a lot more than before. Despite all the good things about the project, she thinks there is scope for some improvements, by having a mentor who has a scheduled timetable to have more sessions.</p>
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Revision hub

1 Case Study on Revision Hub/ IMG_4331 (1).HEIC
WhatsApp Image 2023-0...jpg

Case Study 1 - Angel was one of the clients who used the revision hub. She found the hub extremely helpful because it provided her with a great place to study and exposed her to resources (Quizlet, exam papers and whiteboards) which helped improve her grades as a whole. The Revision Hub also helped to improve her student and social life. For example, being around other people her age studying similar subjects exposed her to a lot of new and helpful revision techniques that she wouldn't have found otherwise. She found the Hub particularly helpful in overcoming motivational issues because one was held accountable and encouraged to complete work. One useful thing about the Revision Hub was its role in helping a lot of people

		<p>just starting the new academic year. Despite all the good things about the project, she thinks there is scope for some improvements in maintaining a more consistent timings for the Hub.</p>
<p>Youth Club No singular targets</p>	<p>49 people accessed the Youth Club at various dates from 28/01/2023 – 24/06/2023. The rate of attendance varied as follows:</p> <p>Q1 – 0 Q2 – 12 Q3 – 15 Q4 – 22</p> <p>Note the highest attendance rate was 22</p>	 <p>A photograph showing a group of young people, mostly Black, sitting at a long table in a room. There are several laptops and monitors on the table. The room has white walls, a green plant hanging on the wall, and a green table in the background. The people are engaged in various activities, some looking at their phones, others at the laptops.</p>

TALENT DEVELOPMENT - PROJECT PARTICIPANTS WORK WITH AN ENTERPRISE COACH TO INITIATE, PLAN, DEVELOP AND IMPLEMENT THREE MICRO-ENTERPRISING VENTURES.

Activity	Output/Outcome	Impact evidence	
YV Executives - In year two, 5 project participants continue to work with an enterprise coach (Sustainability lead) to initiate, plan, develop and implement three micro enterprising ventures.			



YV Executives


Music Studio (1 target 0 achieved)	No output for this activity this year.
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TALENT DEVELOPMENT - PROJECT PARTICIPANTS WORK WITH AN ENTERPRISE COACH TO INITIATE, PLAN, DEVELOP AND IMPLEMENT THREE MICRO-ENTERPRISING VENTURES.

Activity	Output/Outcome	Impact evidence	
Creative leadership (used to be Performing Arts)	<p>Youth Choir</p> <p>About 20 young people participated in the choir. It delivered 8 sessions with variable number of participants as follows:</p> <p>There were 9 sessions in all and the rate of attendance varied as follows:</p> <ul style="list-style-type: none"> • Q1 – 20 • Q2 – 9 • Q3 – 6 • Q4 – 3 <p>Note the highest attendance rate was 22</p>	<p>Youth Choir: IMG-20221124-WA0002.jpg</p> <p>2 Case studies</p> <p>Case Study 1 - Angel Egbuchulem was a keen participant in the Youth Choir. The Youth Choir was very important to her because, it offered a place where she felt free to express herself. The Choir has helped improve her social life in terms of interacting with people. For example, the icebreaker sessions allowed her to mingle freely with others. Furthermore, she met a lot of new people and also performed with a lot of new people, thus widening her network of social contacts. She believes the Choir has helped improve her mental health and general well-being because whenever she was with the choir and singing, she forgot about everything else. In fact, she felt so immersed in the sessions to the extent that it became a source of relief from any personal challenges or boredom. She has fond memories of the Choir and considered it a safe place to be. However there is scope for some improvements in terms of regular live</p>	

	<p>Drama</p> <p>This activity started as street dance; however, due to its unpopularity with the young people, it was replaced with drama sessions in year two. Membership included 20 young people</p>	<p>performance for audience and also recruiting more new members to grow the Choir.</p> <p>Case Study 2 - Beryl Essel was a key participant in the Youth Choir. Through the Choir, she was able to express herself through singing. She was usually a shy person but the Choir provided a platform for her to open up more and spend time with friends and new people. She believes the Choir has helped improve her mental health and general well-being because whenever she was having a bad week, she always looked forward to choir practice and rehearsals. She believes the Choir has a bright future because of the attempts to get new people on board.</p>
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TALENT DEVELOPMENT - PROJECT PARTICIPANTS WORK WITH AN ENTERPRISE COACH TO INITIATE, PLAN, DEVELOP AND IMPLEMENT THREE MICRO-ENTERPRISING VENTURES.

Activity	Output/Outcome		
<p>Hair, Beauty and Fashion Hub</p> <p>Podcasting</p>	<p>Hair, Beauty and Fashion Hub had great achievements.</p> <p>5 young people used the Hair and Beauty services between the 4/5/2023 – 28/7/2023. However, Fashion did not achieve any output.</p> <p>Podcasting only attracted 1 person who initially accessed the services on the 22/06/2023 -</p>  <p>Podcasting</p>		

PROJECT ACTIVITIES – EMPOWERMENT AND VOLUNTEERING		
Project Activity	Output/Outcome	Impact evidence
'Deliver Project Activity - EMPOWERMENT AND VOLUNTEERING		
Volunteering	This strand did not attract any activities and involvement of young people:	
YV Cafe	<p>This activity attracted 27 young people with variable rates as follows:</p> <ul style="list-style-type: none"> • Q1 – 7 • Q2 – 20 • Q3 – 0 • Q4 – 0 <p>Note the highest attendance rate was 22. Also, 4 feedback:</p>	
Build-Up	This activity is about improving and acquiring enterprising and project management skills. Only two people accessed this services on the 8/06/2023 and provided 2 feedback.	

<p>Work Experience</p>	<p>5 young people benefitted from this service from 4/7/2023 – 14/7/2023.</p> <ul style="list-style-type: none"> • 3 person – 4 sessions • 2 people – 2 sessions 	<p>4 Case studies Empowerment and Volunteering:</p> <p>Case Study 1 – Helmut Kyereh is a beneficiary of the work experience programme. The session has helped develop her confidence to the extent that she no longer feels hesitant to do a presentation in front of her peers and others alike. The programme has also helped her in school and other settings. For example, she gained work experience, thus enhancing her CV and future prospects in the labour market. One of her highlights on the programme include podcasting. This allowed her to speak on any topic and to generate her own ideas. Furthermore, it enabled her to learn about personal branding. The programme has changed her outlook. For example, it has made her acknowledge and/or recognise some strengths in leadership, group work and presentation. In sum, she found the programme beneficial because it has helped realise her potential. She will be recommending it to others because she believes it will help others realise their potential as well.</p> <p>Case Study 2 – Joshua Adesina is a beneficiary of the work experience programme. The session has helped develop his confidence and nurtured him in many other insightful ways. He explains that through the session, he came across a game called 'Debatable' which is all about debating real life problems. This game has been an instrumental guide in helping him navigate his way through life challenges. One of his highlights on the programme include learning about mentoring. This has helped change his whole outlook, as he made up his mind to become a mentor, a move he had not considered or anticipated until after the session. He would be recommending the programme to others so that they get the same opportunity that he got. He believes it is very worth doing.</p> <p>Case Study 3 – Moussa Manzirwa is a beneficiary of the work experience programme. Through this programme he has had the exposure of the work experience environment. His confidence has been tested and boosted through special games which allows individuals to be targeted to speak on the spot. Having been used only to the school environment until then, the programme enabled him to experience something different and also what the work environment really feels like. The opportunity to learn to adapt to an environment other than school, was very valuable to him. A key highlight of his time on the programme include the many interesting things he learnt and skills/knowledge picked up such as; how to use canvas, what peer mentoring is about, different ways of marketing, and knowing how to start a business. According to him, the programme was very well organised that he would not change anything about it. In fact, the programme has helped change his whole outlook. For example, he has developed and strengthened his analytical skills. Prior to the programme, he did not appreciate or have a better understanding of his strengths and weaknesses when applying for jobs. Now he has a better understanding of the dynamics of the labour market. He would be recommending the programme to others so that they get the same opportunity that he got.</p> <p>Case Study 4 – Tasha P is a beneficiary of the work experience programme. Through this programme he has come to the realisation that working to earn a living is not as bad as he thought. In short, it has helped nurture</p>
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		<p>his confidence in the work environment. The programme has also helped him in school and other settings. For example, he gained new skills and knowledge through marketing. One of his highlights on the programme include working on a variety of things and the opportunity offered to learn new things. According to him, the programme was very well organised and that he really enjoyed himself and would not change anything about it. In fact, the programme has helped change his whole outlook. For example, it has shaped his future, given him a better understanding of the job market and the type of job that he will go for in the future. In sum, he would be recommending the programme to others.</p>
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Empowerment and Volunteering

3.0 Monitoring and Evaluation

3.1 Introduction

This section of the report sets out the assessments in relation to the monitoring and evaluation of the second year Youth Vision Project. It draws together the results of the various tasks undertaken as part of the monitoring and evaluation process in order to assess:

- Changes in relation to the contextual landscape
- Achievements in the second year of the project
- What went well/What did not go well
- Lessons and recommendations

3.2 Changes in relation to the contextual landscape

This is a 5 year project to create a continuous sustainable employment pathways for young people in the Coventry area. The evaluation has observed from the baseline analysis that:

- Within the last year there has been some structural changes in the way services and activities are delivered for the projects. Following some feedback from clients on what was seen as a very rigid structure for delivering services, a more fluid approach was adopted. This led to a more relaxed/informal regime of rules and regulation.

3.3 Achievements in the second year of the project

Notable achievements noted in the following areas:

- Empowerment where the target was 10 people but a total of 14 was achieved
- Creative Leadership where the target was 1 person but a total of 20 was achieved
- Podcasting with no target set but managed to attract 1 person
- Hair and beauty and all TD activities with no target but achieved 5 persons

These significant achievements were contrasted by failures in the following areas:

- Aspiration & Leadership (No Limits, LiP, Active Citizens, Revision Hub, Peer Mentoring, Youth Club) where only 20 was achieved against a target of 40 clients.
- Music Studio with zero achievement against 1 target.
- Fashion with zero achievement against 1 target.
- Employment with zero achievement against 1 target.
- Steering Group with zero achievement against 1 target.

3.4 What went well/What did not go well

It was observed that the Highlife Centre is very good in organising events. This skill and attribute is evident here in this programme where events were highly patronised with high turnout rates.

On the other hand it was also observed that the Highlife Centre has not been very good in delivering structured programmes and activities. This is evident, for example, in the Aspiration and Leadership strand, particularly 'No Limit and LiP' projects where limited progress was made.

The Highlife Centre experienced water leaks on the roofing of its building leading to problems of dampness in the training rooms. This situation caused some disruption to the smooth delivery of activities until a grant was received to refurbish the place. The place is now fully refurbished with no water leaks on the roofing.

3.5 Conclusion/Lessons and recommendations

We conclude that things did not go according to plan in the Year 2 Youth Vision Programme, thus leading to some shortfalls. It is our observation that the move away from a rigid to fluid structure did not work out effectively as anticipated. Such a move normally requires a more proactive leadership approach such as 'hand holding/guidance' on what to do, but this was not evident on the ground. The prevailing approach appeared to be more reactive than the much needed proactive stance.

The lack of a more proactive leadership may have caused the momentary loss of clients leading to the dip in outputs in some areas of the programme.

In sum, the fluid approach is not feasible. We therefore recommend that, going forward in Year 3, a restructuring is undertaken as follows:

Instead of the existing 1 Project Lead delivering everything, a more delegating approach be taken in splitting the role eg into three areas accordingly.

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