

Bringing Young People Back from the Brink: The Power of Participation

An Evaluation of Hearing All Voices (2015-2016)



CNWL-ESOL stand to raise money for Sierra Leone orphans on International Day

Grazyna Bonati
July, 2016

“I wasn't organised before on how to talk to people...we didn't have the confidence that you can communicate with the other people, so this project it changed us on how to communicate with people. All the time we were given opportunities to go and do things. We were able to come together and talk about the project and how we can help and I really feel proud of me and the whole class.”

Student, CNWL-ESOL

“We learned how to be creative and to do teamwork, and working with groups because I didn't do this skill before. I like the way we were able to work together and I learned responsibility, how to be responsible. For me I improved my English skills and have confidence now.”

Student, CNWL-ESOL

“I would say they were more 'able' for lack of a better choice of words; in comparison with the group which didn't take part. I'm not sure what the reasons were behind this but they were certainly more on top of their work.”

Teacher not involved in project, SFX

“You have taken a very difficult group and made them delightful!”

Teacher not involved in the Project, CNWL-FS

*“Long-term the life skills mentioned above will be useful lifelong.
Short-term, they function better in the classroom.”*

Teacher not involved in Project, CNWL-FS group,

“There has been a huge jump compared with where they were at the beginning: more analytical skills, most have moved on a lot.”

Teacher involved in project, SFX

Executive Summary

This is the report of an evaluation of the third year (2015/6)¹ of the “Hearing all Voices” Project, which took place in two London Sixth-Form Colleges (St Francis Xavier in Clapham and the College of North West London in Dollis Hill), with three groups of young people, aged 16 to 18 years (54 in total). The aim of the evaluation is to assess the extent to which this project has achieved its aims and the expected outcomes.

Many of the young people involved were marginalised: some being refugees and migrants (including non-accompanied orphans and minors), some being at risk of becoming NEET (not in employment, education or training) in the near future, and some at risk of being excluded from the Colleges they were attending, and even of becoming completely disengaged, if not disenfranchised.

In its third year², the project was spread over two terms, and each group of young people was invited to select an issue important to them, plan and take action to change it and then evaluate their action, following the Child to Child Step problem-solving approach, in order to increase their life skills, particularly team work, communication skills and sense of agency, and to build self-confidence and resilience thereby improving their study skills and enhancing employability. Participatory approaches were used throughout this entire process. It was this aspect of actually taking action that most surprised the students – they thought that this project would just be ‘another talking session’ and did not expect to actually do anything. In fact, the approaches and techniques used challenged and stretched the students in ways that they did not always appreciate initially, but led to far greater personal and learning achievements on their part.

In all three groups, substantial changes in the students’ social and communication skills, sense of agency and responsibility, ability to work in teams (collaboration/co-operation) and behaviour (increased solidarity, mutual support, etc.) were noted. These all serve to increase resilience in the students. The teachers of all three groups credited the project with these changes, which were already noticeable quite early on in the project (see Appendix 3: Interim report from SFX), but became increasingly clear as the project progressed.

Although the students in the three groups were very different in many respects, remarkable, positive results were obtained in the majority of cases, but these depended on the starting point of the students. The more marginalised and disengaged students were more difficult to work with, some did not want to be seen to do anything (cultural constraints and lack of self-confidence). Many were quite vulnerable and angry, and needed more attention and careful handling.

In two groups in particular, the initial response was quite negative, but improved a great deal over the course of the project. Although the results of action in the projects of the more marginalised groups were less spectacular, the progress made in all groups in the above-mentioned skills was considerable and should not be underestimated. It is these more

¹ In fact, the three-year project followed a pilot, making the entire span of the project four years, during which the learning from each year was integrated into the following years’ practice.

² However, the results from each year have been very similar, showing substantial improvements in communication and life skills, as well as increased involvement with the community and interaction with each-other. A summary of the evaluations of the pilot and first two years can be seen in Appendix 1.

marginalised groups that most need interventions of this kind, as they are the most likely to end their education with poor life chances.

The level of disengagement was reduced in several cases, which will no doubt have long-term benefits for the students, in reducing marginalisation and improving their life chances generally. Particularly striking was the increased participation of the female students to the point where they were contributing as well if not better in some cases than the male students. Thus this project can certainly be said to have achieved its aims and the expected outcomes.

Before and during the project, staff participated in a programme of professional development, to increase their awareness and improve their practice of young people's participation. The intention was for them to implement the project with the students. However, the teachers struggled to find the time required to engage with the materials thoroughly and without the support of the Project Manager would not have facilitated the project well. At the beginning of the project, they had not yet internalised the Child to Child or participatory approaches, although most did so by the end of the project.

Most of the teachers felt that their attitudes to young people and their teaching methods and approach when working with them (and indeed, in many cases, in their other classes) had changed, increasing the students' participation and control over what happened in the classroom. For all the staff, this had led to better learning and the development of important life skills of their students, both those involved in the project and those in their other classes.

There is no doubt that this project was very effective in involving the young people in the various projects that they chose to work on [Knife Crime (St. Francis Xavier); Bullying (CNWL-Functional Skills Group) and Support for an Orphanage in Sierra Leone (CNWL-ESOL Group)], in developing their sense of agency and responsibility and many life skills (including communication and team work), increasing participation in their schools and in improving the teaching methodology of the teachers involved.

Throughout the project and following the various evaluations, improvements and adaptations have been made, to make it stronger and respond better to the needs of the young people, and more are planned on the basis of the experience gained during this third year. The format of the project needs reformulation and in fact the Project Manager has prepared a three-part format, which would provide greater flexibility and ensure that the teachers are sufficiently prepared and the students are able to proceed with the main body of the work more speedily.

The results achieved by this project need to be disseminated widely so that other schools and colleges can also benefit from it.

HAV could usefully be extended to all young people nationwide (whether marginalised or not), so that similar results could be achieved, both in developing students' life skills and resilience and in improving their teachers' teaching skills (professional development). The project has clearly shown its ability to reduce marginalisation and disengagement in many at risk students. It could also usefully be applied to younger students, even in the later years of primary school, before negative attitudes and marginalisation or disengagement set in.

The **challenge** is to find a model which can fit the constraints of the UK education system, with overloaded teachers and timetables. The **tragedy** is that so many of our young people desperately need initiatives of this kind.

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Abbreviations

HAV:	Hearing All Voices
BAC:	Bishopsford Arts College
CNWL:	College of North West London
CNWL-ESOL:	College of North West London – ESOL Group
CNWL-FS:	College of North West London – Functional Skills Group
CtC:	Child to Child
EHWLC:	Ealing, Hammersmith and West London FE College
ESOL:	English for Speakers of Other Languages
FE College:	Further Education College
NEET:	Not in Education, Employment or Training
MARS:	Migrants, asylum-seekers and refugees
SFX:	St Francis Xavier Sixth Form College
S1:	Student No 1 – to preserve anonymity, students are numbered
T1, T2, ...	Teacher No 1, 2, etc. (as above)
F1	Facilitator No 1

Introduction and Background

Child to Child aims to involve children and young people in the promotion of their own health and well-being, and that of their families and communities. Begun in 1978, it was one of the first (if not the first) health education programme to introduce child participation as a basic principle.

Apart from the resulting improvements in health status and awareness, an increasing sense of responsibility, solidarity, agency and self-confidence, as well as improved educational results, were observed in the young people involved, and as a result, there was a growing tendency to use the methodology for many other subjects, apart from health, including environmental protection, child rights, disaster risk reduction and many more. In effect, Child to Child became both an educational and a community development tool.

"Globally, Child to Child is a child rights organisation that champions children's right to be listened to and taken seriously.

We believe that children should be involved in all matters which affect them. Our award-winning approach inspires them to work together to change their world, leading to healthier, safer lives and better access to education."

Child to Child Information Leaflet

For historical reasons, Child to Child has mostly been used in developing countries, but a growing need for its powerful results was felt to exist in so-called developed countries too, and there have now been several successful initiatives using the Child to Child approach in Northern England, London and the States. Hearing All Voices, which has been introduced into various London schools and colleges over the last four years (a one-year pilot plus a three-year project), is one of these.

The overall aim of Hearing All Voices is to promote the engagement of disadvantaged³ students in secondary schools and FE colleges in London thereby improving their academic achievement and enhancing their employability. Unfortunately, a large number of young people fall into this category at present, risking marginalisation and at worst becoming completely disengaged and disenfranchised.

After a successful pilot in 2012/13, a three-year project - 2013-2016 was funded by the Paul Hamlyn Foundation. The third and final year of Hearing All Voices, during which it has been implemented in two Sixth-Form Colleges in London: St Francis Xavier's (SFX) College in South London and The College of North West London (CNWL), in Dollis Hill, has just ended. The project was carried out in other schools and colleges in previous years.

This evaluation is looking at the results achieved during the third year, but also makes reference to the evaluations of previous years (see Appendix 1 for a summary of the evaluations of the pilot project and the first two years of the HAV project itself). It describes the project, the methods used in the evaluation, the main findings, discusses the extent to which the objectives have been achieved, and lists lessons learnt and possible improvements/adaptations for the future. Fuller information on the tools used and information gathered is included in the Appendices.

³ The definition of disadvantage in the UK education system is all those who qualify for free school meals or have done so any time in the last 6 years. However, for this project, disadvantaged students are identified as: migrants; asylum seekers; refugees (MARS) and those at risk of becoming NEET (Not in Education, Employment or Training).

The Project

As stated in the Hearing All Voices Business Plan:

“Hearing All Voices aims to build the capacity of schools and FE colleges across London to promote the meaningful engagement of disadvantaged students, by promoting students’ voices and meaningful participation, using the Child to Child⁴ step approach. The project seeks to create an environment where children and young people are listened to and taken seriously⁵, and to support them to bring about positive change in their lives, their schools and the wider community.

More specifically, ***Hearing All Voices*** aims to bring benefits for students and the school. Young people develop language skills (speaking, listening, literacy); learning skills (debating, developing consensus, numeracy); and life-skills (e.g. critical thinking, creative thinking, negotiation, problem-solving, decision-making, communication, self-awareness, empathy, interpersonal relationships, coping with stress, etc.) leading to more confident, active, engaged students with improved academic achievement and greater chances of employability. School staff develop the confidence and the skills required to promote young people’s voice and participation using coaching techniques.”

The project works on two levels:

- Providing professional development for teachers to improve their ability to promote the participation of children and young people in their school activities, and to adopt more positive attitudes to young people, thus encouraging the young people to have more confidence in their own abilities;
- Facilitating projects with young people, using the Child to Child step approach, supporting young people to become more confident in their own abilities and increase their communication and other life skills (as described above). In particular, emphasis is given to Agency, Communication and Teamwork. All of these work to increase life chances and resilience. Although the main focus of the work with the young people was a project following the step approach, various activities were added to ensure that they had the skills required to fully participate in the projects they chose to work on.

The expected outcomes of the third year of the project are as follows:

1. 48 migrant, asylum-seeking and refugee students/those at risk of becoming NEET (MARS/NEET) from one young Entry 2 ESOL class, one Entry 3 Functional skills class and one Level 1 Business studies class in two FE colleges have increased confidence and improved speaking, listening and communication skills (in English).

⁴ The Child to Child step approach is a problem-solving methodology which takes participants (students or children) through a project in several steps:

1. Choose a topic
2. Find out more about it
3. Discuss what we found out and plan action
4. Take action
5. Evaluate
6. Take more action

and involves the use of participatory approaches and techniques.

⁵ This is in line with Article 12 of the United Nations Convention on the Rights of the Child.

2. 48 MARS/NEET demonstrate increased autonomy as learners and address issues of concern to them by participating in project activities. Participation in formal and non-formal college activities will also be enhanced.
3. The *Hearing All Voices* Facilitator Professional Development materials are used in three classes. At least three staff members have the confidence and ability to facilitate children's participatory activities independently.
4. Staff in the FE Colleges (at least one of the mentored facilitators in each college) will continue to run Child to Child activities after June 2016.
5. Child to Child has a revised strategic business plan for sustaining and/or developing this work in the UK after the PHF grant finishes.

Three groups of students from two 6th form Colleges (a total of 54 students in all) were selected for the third year of the project, in the academic year 2015/16: a Business Studies group from St Francis Xavier's College (SFX) and two groups from the College of North West London (CNWL): an ESOL group (CNWL-ESOL) and a Functional Skills group (CNWL-FS). All three groups were very different from each other, with quite different starting points and ultimately different but remarkable achievements.

All the students could be considered marginalised and/or disadvantaged in some respects: The ESOL group were learning English as they were all migrants, asylum seekers or refugees (MARS) - some unaccompanied minors – some had only been in the UK for a few months. The other two groups were under-achieving academically and in many cases were disengaged with the educational process, among other things. Their confidence and self-esteem were very low; they had very negative attitudes and risked becoming completely disenfranchised as well as NEET. Several were excluded from their respective schools during the project (not due to the project but for other reasons).

Before the project started, some teacher training (professional development) sessions were conducted with the teachers involved to prepare them to conduct the sessions. These covered a description of the project, some work on child rights, particularly participation, and some work on coaching skills. The Project Manager then provided continuing support for the facilitators (teachers) in terms of session preparation and feedback after sessions.

In addition, three qualified trainers are being trained to support future projects in schools and help write the materials for the project. (This is over and above the expected outcomes.)

Before beginning the step approach, students attended some sessions covering an introduction to Child to Child, an overview of the Step Approach, some activities to increase participation, team work and other basic skills, and awareness of their comfort zones, which were referred to and further reinforced during the project. The step approach was then followed, with each group identifying an issue of concern to themselves (SFX identified Knife Crime; CNWL-ESOL Orphans; CNWL-FS Bullying), doing some research on their issue, planning and taking action, then evaluating the results obtained (see below for fuller description of these and Appendix 5 for their evaluation of the results achieved).

As the projects neared their end, a meeting of all three groups was arranged in the Institute of Education to allow the students to share their experiences.

Evaluation Methodology for Final Year (i.e. this evaluation)

The aim of this evaluation is to assess the extent to which the aims and expected outcomes of the third year of the Hearing All Voices Project as outlined above have been achieved. Although it examines the results achieved during the third year, it takes into account the evaluations of previous years (see Appendix 1). In effect, the results achieved are remarkably consistent across the four years of the pilot and three years of the project.

The following evaluation methodology was used for the final year of the project:

- Document review (project outline and other project documents, evaluations from previous years, etc.);
- Short pre- and post-project questionnaires for students to see attitude changes (Agency, Teamwork, Communication) (see Appendix 1, for questionnaires used both for this activity and for the focus group discussions);
- Attendance at a training session to see how facilitators are prepared for the project;
- Attendance at several sessions with students, to observe the process, interactions between facilitators and students and among students as well as the application of the methodology. Such visits were spread over the course of the project;
- Focus group discussions with teachers and students during and after the completion of the programme, to assess changes that have occurred due to the programme (the results of these and the individual interviews are summarised in Appendix 4);
- Individual interviews with programme co-ordinator and teachers, during and after the completion of the programme, to assess changes that have occurred due to the programme.
- Many discussions with the Project Manager about the project.

The students involved in this programme are subject to many influences and learning on many levels, so it is difficult to say with certainty which changes result specifically from this programme. For this reason, the in-depth focus group discussions and interviews provided useful information.

Observations and Findings

The findings of this evaluation were obtained from four main sources:

- Personal observation of a teacher training session and sessions with students;
- Focus group discussions/interviews with students, teachers, parents;
- Discussions with the Project Manager
- Pre- and post-project ACT questionnaires for participating students

Isolating the effects produced by the project from the effects of all the other influences on students is not always easy, but the teachers themselves were very clear that the project had produced many of these and in SFX it was possible to some extent to compare the project group with a parallel group (although this had not been specifically set up as a control group). We can also count on the experience of the teachers, in identifying what they would expect and not expect.

Professional development - training sessions for teachers

An important part of this project is the professional development of the teachers, and it is this which would ensure the sustainability and long-term benefits of the project. This initial training was excellently facilitated but should be longer (something always difficult to obtain with teachers). These sessions were greatly appreciated by all the staff who attended them. Although most staff felt the need and indeed would have liked more such training, their heavy schedules and the many calls on their time made it difficult for them to receive adequate training for this project.⁶

The teachers particularly appreciated the information on coaching and more careful questioning, and it is this aspect that they are most able to use both within the project and in their other lessons. Almost all of them claimed when interviewed that this had really improved their teaching methods, and indeed changed their attitudes both to their teaching styles and to young people's capabilities, making them less prescriptive in their teaching, and given them more confidence in the students' ability to work on their own. In fact, the teacher responsible for professional development at SFX has now also given a course on coaching to the staff there, after the training received in this project.

More time was needed for a fuller explanation of participation, the Child to Child approach and the steps that the students would be following. This would have helped orient the teachers better in terms of the expectations and general framework of the project, as several felt that they did not have a sufficiently clear overall view of the project or sense of where it was going. It would also have ensured that they were better able to use participatory approaches with the students, right from the start. They were not able to do so at the beginning of the project and this reduced the impact.

Training continued during the project, to the extent that the teachers were available, but training sessions were not always easy to arrange with the staff, particularly at SFX, so a lot of the training and feedback was done on-line, which sometimes made preparation for sessions difficult or insufficient.

⁶ The co-ordinator of the project had prepared extensive materials and continued to do so during the project, but again the teachers found it difficult to study these adequately because of their heavy schedules and the many calls on their time.

On early visits I noticed several aspects that improved as the project progressed:

1. The teachers involved in this project need more preparation both in terms of the skills needed for participatory teaching methods and the Child to Child approach, and the attitudes to children and young people that this kind of work requires, e.g. confidence in the young people's ability to do things themselves, to do things well and to achieve more than they are doing at present.
2. Initially, several teachers/facilitators provided too much support to the students, not allowing them enough space to think for themselves. In fact, they often looked more like "normal" teachers than facilitators with the job of just making learning easier. It is difficult to assess the amount of support that students need as if it is too much, they sit back, whereas if it is too little, they flounder. This is a skill that needs to be developed, and indeed did improve as the project developed.
3. Planning was not always adequate. The kind of activity included in this project is rather different to normal school activities and teachers need more time to understand the objectives and methods well before sessions.
4. Instructions for activities need to be clearer. Examples would help but these need to be carefully thought out so that they are of relevance to the students.
5. When should discussions be interrupted? Again this is not always an easy question, and we tend to learn with experience, but it is important to allow discussions to continue when they are useful and to stop them when they are not.
6. There is a tendency to include too much at the same time, all good educational material but more than the young people (and often the teachers/facilitators) can cope with.

Some of the above refer to general teaching methods, but some are particularly relevant to the project, and could well have been improved more rapidly if more training had been possible.

I would say that all the teachers had taken on board the Child to Child approach by the end and were adapting their style accordingly, both during the project and their other lessons. They clearly saw the benefits to be obtained from it for their students.

Project sessions with students

Over the course of the project, there were substantial changes in the interest, commitment and skills of the participating students of all three groups. Although the extent and ways in which the various students and groups reacted varied, an increasing ability to work together, communicate and take responsibility for themselves and their actions was very noticeable in each group and in the vast majority of the students. There were also changes in attitudes as the students became more engaged in their projects, making them increasingly theirs.

Over and above the concrete achievements, there were also considerable changes in terms of the growing confidence and skills of the students as well as their increasing engagement with their respective projects and interaction with each other and the staff involved in the project. The change in atmosphere in the classrooms was also palpable, as interactions between the students increased and became more cordial. Groups incapable of general discussions initially could chat and discuss ideas quite happily by the end of the project (see Appendix 3, 5 and 6 for more details).

"There has been a huge jump compared with where they were at the beginning: more analytical skills, most have moved on a lot."

Teacher involved in project, SFX

“This was initially a very hostile group but is now delightful. They would not speak to each other at first, but this term they have really changed – about February, they became delightful, with greatly improved communication skills, much greater collaboration and improving sense of agency (although not quite there yet). They are beginning to put things in their folders, and even distribute folders to the others – there is a lot of social learning, which is a big achievement.”

Teacher of the CNWL-FS group, not involved in Project

St Francis Xavier’s 6th Form College (SFX): a class of 15 students (aged about 16-17 years, Business Studies) had been selected for this project. Six teachers volunteered to be facilitators. This group was reported to be a particularly difficult group, with low levels of attainment and negative attitudes, making them a subject for concern, as they could clearly end up disengaged and disenfranchised (if they are not already) and with poor life and employment prospects. On arrival, the attitudes were very negative, particularly those of the girls, with some clear enmity among them.

The students found it very difficult to speak up about their own experiences or ideas, and this combined with the initial resistance and negative attitudes made the first sessions tense, although this improved with time. Gender differences were gradually reduced and the girls began to play a more prominent and respected role in the group. (See App 3 & 4 for summary of the changes in this group.)

This group chose **Knife Crime** as the issue they would like to work on and despite their own lack of confidence in themselves, they managed to come up with a thoughtful plan of action, including a Big Clash (concert) for the whole school, talks from various “experts”, the production of t-shirts, wrist bands, posters, etc. The group also did some library and internet research on the topic of knife crime and collected some interesting information, including the prevalence of knife crime among women, which was astonishingly high. Gangs and knife crime are particularly serious problems in the area of South London where many of these students live, so it was a particularly appropriate topic.

They did not really believe initially that they were actually going to do something, and saw this project as another academic exercise. As they began to realise that in fact they would be doing something concrete, they gradually got more involved, although their basic lack of confidence in themselves was obvious. There was also some resistance to the fact that they were being made to think for themselves rather than being spoon-fed as they were used to. One student complained that his “*head hurt*” and asked to go back to ‘normal’ lessons. In fact, at the final evaluation, several of them mentioned that they did not actually want to do anything, although they were happy to plan it. They felt that planning was enough in itself. (For the students’ own evaluation of their action in this project see Appendix 5.) As well as the lack of self-confidence, there is some cultural issue, as one mentioned that they did not want to be seen to do anything [This would not be considered “cool” by their peers.].

Unfortunately, the work on this project was interrupted for several weeks, for work experience and other unavoidable events, so that the momentum was lost. Although the teachers working with this group tried very hard to bring them back on board, it proved difficult to regain the momentum. In addition, some of the more vulnerable members of the group (and those most in need of this project) dropped out for various reasons (some dropped out themselves for safety and other reasons and some were excluded by the school), including the potential DJ for the Big Clash, making it more difficult for the remaining members of the

group to implement their plan. In fact, once he had left, they admitted that it had been his plan and that the others were not really behind it. They therefore abandoned the idea of the Big Clash (even though considerable preparation had been made for it) and scaled down their action to inviting some Police Officers to give a demonstration and talk about knife crime in the area for themselves and another College group. They also made a video of this session, which could be used as the basis of a school assembly to raise awareness on this issue. However, this never happened either. A rather disappointing result, but it was their choice.

The group dynamics and peer pressure in this group were often destructive and caused the students to achieve far less than they might have done. This group indeed included several intelligent and highly talented young people who were not doing themselves credit, and were not at all aware of their potential. However, another teacher (not involved in the project but working with this group) mentioned that they were working noticeably more effectively than a parallel group in the College, not involved in the project.

“I would say they were more 'able' for lack of a better choice of words; in comparison with the group which didn't take part. I'm not sure what the reasons were behind this but they were certainly more on top of their work.”

Teacher not involved in project, SFX

And the learning and skills acquisition of this group was considerably more than they themselves realised.

“We learnt about sentencing and new laws related to knife crime, as well as communication skills. Also that if we put in an effort, we can do something. We can now plan an event, talk to others and speak our minds in class, work in teams.”

Students, SFX

“We found the project “challenging, unusual, interesting, alright” – We have learnt a lot and now talk to each other more.”

Students, SFX

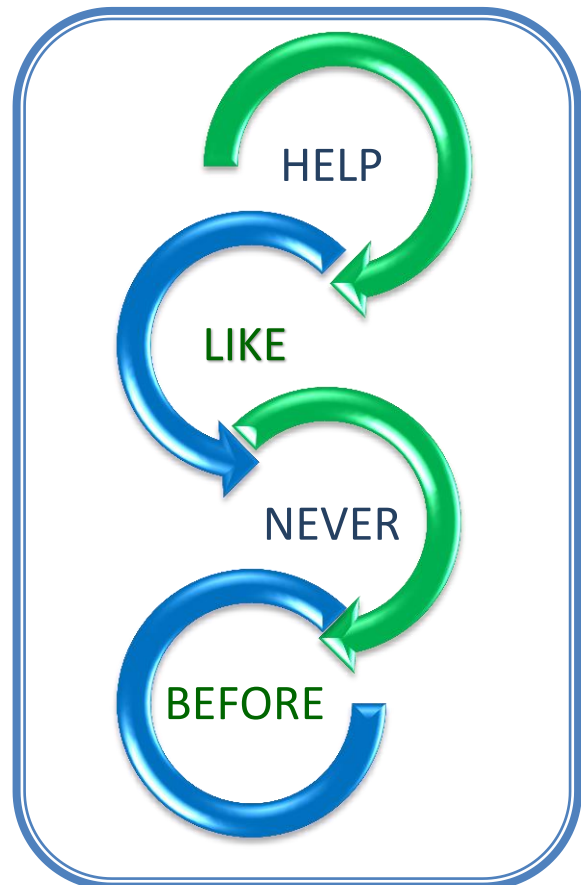
The Institute of Education session where these students met the students from CNWL and saw what they had achieved was an eye-opener for them and made them realise that they could have done much better. The session where they evaluated their action came soon after this meeting and they provided considerably more mature and reflective comments during that session (see Appendix 5.)

The staff of SFX were very supportive of this group and helped them manage their plans in every possible way. They also became less directive in their dealings with the students. Unfortunately, many of the staff who were initially allocated to the project had to withdraw leaving only one teacher (who had not been able to attend all the staff professional development sessions) to carry on with the group. She was adamant that enormous strides had been made with the group, but in the end, they did not really commit themselves to their action and achieved far less than they might have done. However, all the staff mentioned huge improvements in social skills, life skills, communication and teamwork but were sorry that the group still had not learnt to appreciate their own potential (see App 3, 4 & 5 for some of the learning and changes reported by the students and staff) or even the progress that they had made.

At the College of North West London, two groups of students were selected for this project: an ESOL (English for Speakers of Other Languages) group (CNWL-ESOL) of 24 students and a Functional Skills group (CNWL-FS) of 16 students.

CNWL-ESOL was a much more open group with a variety of students from several different countries, many being refugees and unaccompanied minors. Despite their difficulties with English, they were much more able to communicate among themselves than either of the other groups. They also participated more actively in large group discussions. This group chose to work on the topic of orphans as they wanted to help children worse off than themselves. When they heard about an orphanage with Ebola orphans in Sierra Leone, they were immediately enthused and chose this as the issue they would like to work on. Contact with an orphanage in a remote area of Sierra Leone was quickly established and the ESOL students managed to discuss their most pressing needs with the children there. They learnt that what the children most needed was: school fees and equipment; clothes; food; toys; books and building repairs.

The students planned to raise as much money as possible for the orphans. With an initial target of £500, they actually raised over £750, by selling food, doing manicures and running a raffle⁷ at the International Day organised at the College. The College was so impressed with their work that it also contributed to their fund and so did various other sympathisers.



They designed a logo (see above)) and had t-shirts printed with the logo to wear on their stall at International Day (see front page) and later sent these to the children in Sierra Leone, along with a video which they had produced to explain and show what they had done. In fact, they managed to raise over £750, which would indeed make a huge difference to the lives of the orphans in Sierra Leone.

The students really enjoyed the project, in particular the fact that they were working for charity (sense of agency and power as well as empathy). Their self-confidence increased exponentially, and they acquired and reinforced several skills during the project (e.g. teamwork, communication, publicity, perseverance, patience, speaking with adults, and many more as listed in Appendix 4 and in their own evaluation of their work in Appendix 5).

“We learned how to be creative and to do teamwork, and working with groups because I didn’t do this skill before. I like the way we were able to work together and I learned

⁷ For the raffle, they approached various shops to ask for prizes. This they did themselves, even if some teachers accompanied them, they actually did the asking and explaining, and found that this became easier as they did it more.

responsibility, how to be responsible. For me I improved my English skills and have confidence now."

Student, CNWL-ESOL

"I wasn't organised before on how to talk to people...we didn't have the confidence that you can communicate with the other people, so this project it changed us on how to communicate with people. All the time we were given opportunities to go and do things. We were able to come together and talk about the project and how we can help and I really feel proud of me and the whole class."

Student, CNWL-ESOL

A video, produced by the ESOL teacher, who had really committed herself to this project, (<https://animoto.com/play/HcqhH3QTxiuEp0Sizm3sqQ>), clearly shows the students' enthusiasm and ownership of their project.

One student comments, with great feeling:

"Our project was so EXCITING!"

and another,

"Our project was so interesting!"

"Helping others. Everyone had a job, improved our English, speaking with native speakers, more confidence, how to deal with a situation, we changed someone's life.

"I have done voluntary work before but this was for charity."

"It was wonderful, nice – teamwork, doing things correctly – everyone was serious – it was "our project"."

"I learnt how to do business – raffle tickets."

"I was uncomfortable to do anything with people – now I am more confident."

"I am happy because we collected lots of money (for the children in SL) – this was interesting and gave me a buzz."

"We improved our English in teamwork."

"I was very interested. We learnt lots of things."

"I liked to help the children. I learnt not to think about myself but to think of others – the poor."

"We learnt to plan and organise things."

"We learnt teamwork and working together for International Day."

"I really enjoyed it."

Students, CNWL-ESOL

In fact, this group was so enthusiastic about their project that they would like to maintain the group and carry on next year, either with the same or with another project.

CNWL-FS was a less open and responsive group than CNWL-ESOL but with less negative attitudes than the SFX group. They were more able to communicate among themselves, but had considerable difficulties in expressing themselves in the large group. However, certain students were quite apathetic and unwilling to engage with the discussions in course, despite

the best efforts of the facilitators. This group chose bullying as its topic to work on and prepared a survey which they then administered within the college to get more information on bullying. On the basis of the information collected, they were able to prepare an action plan.

They decided to mount a poster and Facebook campaign and run a workshop on bullying for other students, in order to prevent bullying and support people who had or were being bullied. They also researched information on bullying on the internet. Although this group was slow to become interested in the project, as soon as they started actually preparing for their work in another College, and producing concrete items, e.g. slogans, publicity, logos (see following pages), they began working very seriously to produce the required results.

This was a remarkable change in what was a rather apathetic group initially. This change was also noted by the group's maths teacher, who was unaware of the project, but told me that there had been a remarkable change in the group beginning in February, when their behaviour had changed substantially, in terms of communicating with each other, caring for each other, increased solidarity and self-confidence, and indeed from being a rather hostile group initially had become a delight to work with.

*"Long-term the life skills mentioned above will be useful lifelong
Short-term, they function better in the classroom."*

Teacher not involved in Project, CNWL-FS group,

In the course of the project, considerable computer skills emerged, as can be seen in the logo and poster below, which were produced by the students of this group. Once the students began working on their own or in small groups, with clear tasks to work on, the project became their own and their involvement was very obvious. It was hard to imagine such absorption in the project at the beginning.



Anti-Bullying Logo (produced by the students of CNWL – FS)



Anti-Bullying Poster (produced by the students of CNWL – FS)

This group's pride and satisfaction in their achievements and what they learnt can be seen in their own evaluation of the action (see Appendix 5), and could also be seen in the excellent presentation that they did at the Institute of Education as well as their comments in Appendix 4. Particularly interesting is the large number of new things that they felt they would and could have done if they had become involved earlier.

- *"A lot of work but worth it*
- *New – we liked that*
- *It was great!*
- *Everyone should do something at home (as well as in school).*
- *It was nice having my opinion asked for."*

Students, CNWL-FS

Such was the interest in their project in the end that three students (including two severely disabled sisters) who had basically finished their work in the course, chose to continue attending the project sessions.

Sharing Event at the Institute of Education for all Three Groups

Towards the end of the project, a meeting of all three groups was arranged at the Institute of Education, at which each group was asked to present its work. Most of the students were able to attend and received certificates.

Each group gave a slide show presentation of their project and this was indeed impressive. The two CNWL groups presented themselves, with great confidence and enthusiasm. Their pride in their work and joy at their achievements were palpable.

Unfortunately, none of the students from the SFX group felt confident enough to present their work, so their teacher gave the presentation for them. Their topic (Knife Crime) and activities inspired a lot of interest and they gradually began to answer some of the questions addressed to them, but this meeting was a serious wake-up call for the group. On seeing how well the other two groups had done, both in their project work and in presenting it, they began to realise that they had not done themselves justice.

“I think the sharing day was a good opportunity to showcase just how much had been achieved.”

Project Facilitator

Showcase of Experimental Projects at CNWL

Two students from the ESOL group manned the Hearing All Voices stall. They were the only students who attended the Showcase, and they presented the project to everyone who showed any interest.

“They did so well in leading the showcasing last week. It was encouraging to see their passion and commitment towards the project.”

Outside Observer

Reactions of Students to the Project

The reactions of the students varied considerably but were generally very positive. Many of these (as reported in our focus group discussions) are given in Appendix 4.

The interviews with both CNWL (ESOL and FS) were inspiring and informative. However, I only managed to interview about half of the SFX students at the end of the project, but their reactions were positive, if suitably “cool”. Compared with their teachers’ views of what they have learnt, their answers show little awareness of how they have changed, but according to their teachers, there have been huge improvements in communication skills, social skills, team work and many more (see their own evaluation of their learning above, plus Appendices 3 and 4, for the mid-project report from SFX and information gathered in the focus group discussions, all of which are considerably more impressive in their estimation of the benefits this project has brought to the students).

Overall everyone was very satisfied with the project, and even one of the less engaged students admitted, “It was alright”, that he had found it interesting and he had learnt a lot. Praise indeed from this source.

Of particular note was the change of heart of one talented and intelligent but disengaged student, who informed the teacher involved with the project that the various feedback sessions linked to the project had convinced him that he had been wasting his time and talents until now, but that he was going to change and work hard for the rest of his time at the

college (he had one more year after completing the present one). This kind of turn-about is a true triumph for HAV.

Reactions of Teachers to the Project

The reactions of the teachers (both those involved in the project and those involved with the students elsewhere) were very positive (see Appendices 3 and 4). They were particularly impressed by the wide range of skills acquired and the behaviour changes. Most felt that the project had achieved far more than they ever imagined.

“When we first started the project I was a bit unsure about how it would work with ESOL Entry 2 learners who are still developing their language skills at pre-intermediate level and who have very limited experience of life in the UK and probably no experience at all of project work, but decided to trust the experts and go for it. I am absolutely delighted that I did, as the students were led on a journey of discovery that enabled them to start developing not only academic skills, but also negotiation skills and life values.

The project was excellently organised and all the facilitators were absolutely fantastic! Overall it was an amazing project that exceeded my expectations!”

Teacher not involved in project, CNWL – ESOL

The distance travelled is immense – students have interacted, taken responsibility, matched personalities and skills to the different responses. Their confidence has increased greatly, particularly the girls have moved on. They have developed life skills that will help them in the future – it makes the course more robust. They have been stretched and challenged, especially with the teamwork – yes, I really like it. The content is so rich – I should/would spend all my time on this because it is worthwhile. The students can see the benefits”

Teacher involved in project, CNWL – ESOL

“Overall very good – achieved it aims – got students to complete a project – upskills students through facilitation. It got me to facilitate rather than do traditional teaching. There were some ups and downs – it could be done differently. It was harder work but it was worth it. There was so much support – the question is sustainability but I would want to do this project again.”

Teacher, CNWL-FS

“Great concept, what education needs - it replies to what students want to know - prepares them for life! With this particular group it was brilliant as they rarely get this special attention. The enthusiasm and commitment from the Child to Child team was phenomenal - what we have learnt and the students.”

Teacher involved in project, SFX

When asked about the long- and short-term benefits of the project, one teacher replied:

“Short term: Speaking and listening skills for their exam this academic year.

Long term: Negotiation skills, overall confidence dealing with people, respect for others, team work, awareness of charity work and contribution to society and an unforgettable experience!”

Teacher not involved in project, CNWL – ESOL

“They have developed key life skills, seen the value of really doing something, as opposed to a practice. They are proud of being able to help a community in a different country – they can relate to them and this has made them feel powerful, i.e. increased their sense of agency.”

Teacher involved in project, CNWL – ESOL

“I have moved out of my comfort zone – not being in control, leaving things to the students. Invested in the project (time) to keep the students motivated. Asking instead of telling (coaching skills) – I have been developing my own coaching skills. Trying out different types of lesson. The lessons have become organic – and the time-frame is sometimes frustrating.”

Teacher involved in project, CNWL – ESOL

“The project has certainly benefitted all parties by offering learners an experience they wouldn’t have otherwise come into contact with and by equipping them with useful personal and social values.”

Teacher not involved in project, CNWL – ESOL

“Yes, it has reached a very difficult group and changed their behaviour.”

Teacher of the CNWL-FS group, not involved in Project

Pre- and Post-Project ACT Questionnaire

These questionnaires were completed by the students at the beginning and the end of the project. Most of the results are positive but not at the level observed during the project. Some of the results give the impression that some key skills have been reduced rather than increased and this is at variance with the observations of the teachers, students and my own observations. The replies to this type of questionnaire are subjective and so this is perhaps not as reliable a tool as the others. In addition:

1. It was not always the same students who completed the questionnaire pre- and post-project, making comparisons difficult.
2. The variance could also be due to the increasing self-awareness of the students, who may have felt that they had good communication skills, etc., until they began to work on them and realised that this was not actually the case.

The results and discussion are presented in Appendix 6.

Has the Project reached the Desired Outcomes?

Overall everyone was very satisfied with the project (see above). Everyone agreed that the students had developed greatly in terms of social skills (behaviour), communication skills, teamwork, self-confidence and a greater sense of responsibility and agency, plus many more specialised skills, related to their particular projects.

The teachers appreciated the pre-project training, particularly the coaching techniques, which they have applied in their other teaching sessions to good effect. A lot was covered in a very short time, but more emphasis on the Child to Child approach and participation would have helped orient the teachers better in terms of the expectations and general framework of the project.

Considering the expected outcomes, one by one, we will see the extent to which they have been achieved in the third year of the Hearing All Voices Project.

1. **Outcome 1: 48 migrant, asylum-seeking and refugee students/those at risk of becoming NEET (MARS/NEET) from one young Entry 2 ESOL class, one Entry 3 Functional skills class and one Level 1 Business studies class in two FE colleges have increased confidence and improved speaking, listening and communication skills (in English).**

The selected students fit into the categories described and were selected from the classes as described, but they surpassed by far the learning expected – not only are increased confidence and communication skills mentioned by all, but also much better teamwork, life skills, social skills, sense of responsibility and agency, along with many other skills particular to the projects and action selected by the students. The disengagement of several students is greatly reduced, increasing their life and employment prospects.

2. **48 MARS/NEET demonstrate increased autonomy as learners and address issues of concern to them by participating in project activities. Participation in formal and non-formal college activities will also be enhanced.**

Almost all the students became increasingly involved in the project activities as they progressed. They chose the topics and then planned action according to their own ideas and opinions; they researched the topics in question and gradually assumed more responsibility for what they did. As their confidence grew, they realised that they were capable of more than they had thought and they increasingly took control of their own activities, became more able to express their opinions to others and work on their own. This was helped by the fact that the facilitators became less prescriptive and directive in their style. Two groups prepared activities for other classes in their colleges and the third group even reached as far as Sierra Leone, raising money through the College's International Day activities. Several commented that they are now able to talk to people outside, which they had not felt able to do before. Many staff members commented on improved involvement and performance in other lessons.

3. **The *Hearing All Voices* Facilitator Professional Development materials are used in three classes. At least three staff members have the confidence and ability to facilitate children's participatory activities independently.**

Some *Hearing All Voices* Professional Development materials have been available to facilitators throughout the project. The materials are not yet complete and the Project Manager is working on these, but all the facilitators involved in the third year of the project are now able to facilitate children's/young people's participatory activities independently. In fact, they have all changed their teaching styles and methods to make them more participatory at all times, and found this a more effective way to teach (see App. 4). There is no doubt that they will continue to use these methods as and when appropriate. In addition, an outside facilitator able to support future activities has been trained.

4. **Staff in the FE Colleges (at least one of the mentored facilitators in each college) will continue to run Child to Child activities after June 2016.**

All of the facilitators in the FE Colleges involved would indeed now be capable of running Child to Child activities after June 2016, but the facilitator for CNWL-ESOL has already left the College (having been made redundant), although she may well be involved in the project in future in another role, and the facilitator of CNWL-FS will be leaving at the end of the academic year, to work overseas. Both are well able to continue with these activities wherever they go from here, but it is problems within the Education System that have made them no longer available to work in CNWL. However, another teacher who was not directly involved with the project but followed it very closely (and is now the main teacher of the ESOL group) was so impressed with the results that she is keen to run another project next year with a different group. As mentioned above, all the facilitators have changed their teaching methods and attitudes to young people, and this will remain with them for some time.

5. **Child to Child has a revised strategic business plan for sustaining and/or developing this work in the UK after the PHF grant finishes.**

There has been constant adaptation and adjustment throughout the project in order to strengthen it and enable it to be used with a broader range of students and in a wider range of circumstances. In particular, it has become clear that trying to introduce a participatory approach (and the basic skills required for such an approach) at the same time as the step approach was too much for both students and facilitators. It has also become clear that the continuing support of the young people's participation was unlikely without institutional buy-in. As a result, it has been decided to divide the project content into three separate components and offer each in a blended learning format: -

"We could have concentrated on team-building and other skills before the project, to allow the project itself to run more smoothly." **Teacher involved with project – CNWL-ESOL**

1. Preparing to ACT/Coaching in the Classroom - materials for staff and students to support the development of Agency, Communication and Teamwork. This includes an introduction to coaching skills for use in the classroom.
2. Participatory schools - an exploration of young people's participation; an audit of the school's current level of participation; and development of staff and student action plans for enhancing participation.
3. Child to Child Step Approach – an action learning cycle for implementing student participation: supporting young people to take action to improve their lives, the lives of their families, schools and/or communities.

In conclusion, it is clear from the above that the HAV project has met all its objectives and expected outcomes with ease (except for outcome 4, which is not the fault of the project but rather the state of the education system in which it has been trying to function). However, the new format should help reduce some of the difficulties encountered.

Lessons Learnt

(Compiled with input from Project Manager and facilitators involved in the project)

1. The Child to Child approach works very well in London with young people of 16 to 18 years. The benefits accrued are enormous, particularly in terms of communication skills, social skills, teamwork, sense of agency and sense of responsibility: all skills which prepare students for life, the world of work and increase resilience.
2. It can work with any age, but introducing Child to Child activities at a younger age could well reduce levels of disengagement among young people, before they set in.
3. As it is the teachers themselves who are required to implement this project, it is very important for them to receive sufficient training before and during the project. This proved rather difficult in all cases, given the many calls on teachers' time and their heavy schedules. This is an aspect of the project which needs to be re-organised to ensure that the best possible results are achieved.
4. Teachers need to be convinced of the benefits of participatory approaches and methods and able to work in a participatory way from the start of the project, as for both teachers and students to be learning at the same time makes for a long and laborious process, with much time being wasted. The new format should make this easier.
5. Similarly, the teachers/facilitators would function better if they had the necessary skills before starting the project.
6. It is too difficult to work in a school where the teachers are not available for training and debriefing after the sessions with the students, so this should be made a condition of participating in the project.
7. Many teachers and students felt that the project started very slowly and that the choice of topic was too drawn out. However, students often lack the necessary skills to implement the project and some time (preferably before beginning the step approach) needs to be dedicated to increasing these basic skills (e.g. communication, teamwork).
8. Many of the very disengaged students are extremely vulnerable and/or angry, and for this reason need to be handled differently and given more time.
9. Modelling by the Child to Child Project Manager was much appreciated and it was suggested that she model one cycle so that the teachers would then be able to facilitate future cycles. This is a possible format for the project and could be considered in certain cases, although this would significantly increase costs.
10. Group dynamics can be very harmful to the group and need to be dealt with. Small group work can break up the group dynamics reducing its impact.
11. The project functioned best where the facilitators had more time with the students than a double session per week so that they were able to incorporate the project work into other sessions, enriching both.
12. Some flexibility to allow adaptation to particular groups of students with varying needs is useful, e.g. several groups could not speak out in plenary sessions, and so other methods need to be found until their confidence increases.
13. The joint meeting at IoE with students invited from all three groups was a great success and this way of celebrating achievement was helpful both to those who did well and those who did less well – it made them realise what they could have done. Certificates were also appreciated.

Recommendations

(Compiled with input from Project Manager and facilitators involved in the project)

General

1. Extend this project as far as possible to both primary and secondary schools. The benefits are clear and so many children and young people desperately need this type of activity to provide them with life skills, resilience and a preparation for the world of work and indeed life in general.
2. Publicise this project in journals, websites and other media so that as many schools and colleges as could benefit from it are informed of its existence and potential impact.
3. Develop the new format in three sections as this should make it snappier and more effective.

Initial Agreement with the School/College

1. Ensure that schools have enough buy-in before the project starts, to ensure that the basic requirements are in place, i.e. student and teacher time, etc., particularly for staff training.
2. Ensure that the project is clearly explained so that any potential facilitators have a clear overview of the project and how it should develop, what would be expected from them and the students, and what outcomes can be expected.

Implementation of the Project

1. Some flexibility to allow adaptation to particular groups of students with varying needs is useful, e.g. several groups could not speak out in plenary sessions, and so other methods need to be found until their confidence increases.
2. Celebrate achievement: Include the joint meeting at IoE as a part of the project, or celebrate students' achievements on the project at the school, for example at an assembly. Their certificates could inform existing achievement records.
3. Limit number of facilitators in a group.
4. Identify and strengthen links with the curriculum of the students.

Staff Training

1. Ensure that the facilitators/teachers have received sufficient training in advance of the project to allow them to implement it with their students.
2. Continue training and feedback throughout the project to ensure that facilitators/teachers have the necessary skills and attitudes. Flexibility may be needed here on account of the pressures on teachers' time.
3. Consider other formats for feedback and lesson plans, e.g. online or blended training to deal with time constraints.
4. Some feedback sessions to deal with difficulties and ensure that future sessions are planned with sufficient care should be allocated.

Timetabling

1. Ensure that there is flexibility in the timetabling so that the project can be incorporated into other lessons to enrich both – it worked best where this occurred.
2. Consider taking it off timetable and doing it over a month.

Materials

1. Complete the training materials as soon as possible and make these available.

Conclusions

There is no doubt that this project has been extremely successful for all three groups of students involved in its third year of implementation, as well as all the groups involved in the pilot and first two years. Their increased Sense of Agency, Social and Communication Skills, Ability to Work in a Team and various other life skills are far greater than any of their teachers hoped for, or that the students themselves could imagine. The behaviour changes, with increased solidarity within and outside the group are also considerable.

These consistent results demonstrate beyond doubt the project's enormous potential to increase and improve the life chances of young people, particularly those considered MARS or potentially NEET. I can only recommend its rapid expansion to all those areas where our young people have been or are at risk of being marginalised, if we do not want to lose the enormous potential that they represent.

In each case, the main problems have been around the difficulties of engaging the teachers in the process, not because of any reluctance on their part (indeed everyone I spoke to was more than enthusiastic about the in-service training they had received in preparation for the project), but more because of the conflicting calls upon their time. However, more pre-service training is needed for this to work well and for the teachers/facilitators to fully take on board the skills and attitudes involved in this project. The new series of packages should facilitate this process.

The **challenge** is finding a model which can fit into the constraints of the UK education system, with its overloaded teachers and timetables. The **tragedy** is the desperate need of so many of our young people for initiatives of this kind.

Appendix 1: Evaluations of the Pilot and Previous Years of the Project

Evaluation of the Pilot Project: The **Pilot Project** was carried out in 2012 in Bishopsford Arts College (BAC) in South London and involved a series of weekly Child to Child activities for 22 refugee and asylum-seeking children. The pilot sought to improve language and communication skills among the pupils and facilitate their enhanced engagement in the wider school community. It also aimed to build capacity among school staff to facilitate participatory activities with children and understand the needs of refugee and asylum-seeking pupils; provide evidence of the benefits of such an approach in the UK context; and prepare the groundwork for scaling up the approach to more schools.

After some initial in-service teacher training sessions to introduce the project to staff, 19 sessions lasting 1½ hours each were held with the students. Following the step approach, these pupils identified bullying as a topic of concern to them and worked on this for the duration of the project. They did some interesting research work, including surveys, created a play, which they then filmed for further dissemination, and produced posters based on the information collected. Their activities were then evaluated by the students themselves, with very positive results.

Several factors external to the project, including time-constraints and a failed Ofsted inspection, interfered with the project, but nonetheless there were many good results as detailed in an extensive evaluation carried out to assess the degree to which the expected outcomes had been achieved:

Outcome 1: improved language, communication and life skills among pupils – It was felt that considerable progress had been made in this area, especially in view of the fact that English was the second language for the majority of the students: communication, negotiation, self-confidence, teamwork and empathy skills had all increased remarkably. The evaluators give detailed descriptions of the changes in these areas, which are indeed remarkable.

Outcome 2: enhanced engagement with the wider school and community – The evaluation did not give such precise information on this area, suggesting it was an area for further research. However, they did remark that many of the students were making friends outside their national groups, engaging in school sports teams and becoming better known within the wider school community.

Outcome 3: enhanced staff capacity around participation and understanding of refugee children's needs – there was some improvement in staff awareness of child-centred and participatory methods, but various factors made this less than hoped for. Staff were also much more aware of the experiences and needs of refugees and asylum-seekers, and more sympathetic towards them as a result.

Outcome 4: generate evidence about the effectiveness of the Child-to-Child six-step approach in a UK context – The evaluators felt that this had been more than sufficiently demonstrated by the pilot.

Outcome 5: enable sustainability of activities and scaling up to more schools – It seemed more than likely that the staff would continue with the more participatory methods that they had learnt through the project. In addition, a three-year project incorporating the lessons learnt during the pilot has now been completed.

'I'd like to reiterate the positive impact the project has had on our young people, and their growing confidence, as well as the staff'. Vice-Principal, Bishopsford Arts College.

'The pilot has recorded success towards all of these outcomes. To a large extent this was due to the preparation work, support given to school staff and flexibility of the CtC consultant. The step approach enabled children with initially very limited English skills to engage in, progress through and reach commendable levels of achievement in communication, collaboration and problem-solving. It supported school staff to embrace new ways of working and overcome their reticence around child participation and child-led activities, to the extent that the staff could begin transferring these skills to the regular classroom. The comprehensive initial research and monitoring and evaluation process generated an extensive body of information, and there is a solid basis of methodology and tools for future scaling up.' Conclusion, Evaluation of Pilot Project.

The management of the pilot did encounter several specific challenges including: the necessity of changing the timing of sessions so pupils did not miss some of their lunch break; inconsistent punctuality by facilitators; gaps in internal communication within the school; lack of confidence with participatory techniques among facilitators; changes in the pupil group over the 19 weeks; and a negative Ofsted inspection with subsequent major upheaval for the school. However, the evaluators felt that the project had run smoothly and well despite these and other substantial difficulties and pressures within the College, and produced particularly good results on the students themselves (see above outcome 1), to a large extent, due to the dedication and flexibility of the Child to Child Consultant responsible for the project. Recommendations are cited in the box above. Some of these have been incorporated into the project, but several are still valid and should be taken into account in any future extensions of this project.

First year evaluation: During its first year, the project ran in St Augustine's High School, but it was not possible to complete the project cycle (step approach) due to internal issues within the school (School Sports' Day, school play rehearsals, etc.)⁸. This was frustrating for everyone concerned, there being considerable enthusiasm for the project on all sides, despite the time implications not having been well understood initially. The students really appreciated this opportunity to have some space to reflect and voice their opinions and feelings.

Despite the fact that the project was cut short, staff reported that it had had an impact on the students in terms of:

- Improved communication and life skills
- Improved self-esteem
- Development of student leadership and ownership of the project and their ideas;

And on the staff themselves, in terms of:

- Allowing students to take more control in sessions
- Focusing more on listening and life skills;
- Allowing more time for group work;
- Developing skills to give step-by-step instructions, using more demonstrations and visuals;
- More reflective practice and development of skills which will have a ripple effect on their everyday practice.

⁸ Taken from: Dina Mehmedbegović and Ana Souza: Hearing All Voices, Monitoring and Evaluation Report Years 1 and 2 (August 2015).

Recommendations (Based on the Pilot)

This report offers detailed recommendations⁹ designed to support Child to Child in realising the potential of the project and scaling it up to more schools and youth groups. A summary of key recommendations is provided below.

1) Planning and organisation: There is a need for high-level buy-in for such projects within the school; flexible planning to support staff participation; and possibly the allocation of the project to an existing mainstream department in the school to enhance ownership and management within the school.

2) Facilitator attendance: Staff need to be given permission and sufficient time and support to carry out all tasks needed for their facilitator role, for the duration of the project; and their managers need to be kept fully informed about the sessions and their impact on pupils and staff development.

3) Student attendance: This can be enhanced through using existing groups or clubs as the basis for sessions; with school partners facilitating more informed commitment to the process; ensuring social and leisure time is not affected; consulting and listening to children and young people regarding arrangements for the sessions; seeking greater support from parents and other school staff; and ensuring facilitators give greater attention to gender equality throughout the process. There could also be planned induction and exit support for those children who have to join or leave midway through the process.

4) Facilitator training: Staff who will act as facilitators need to be allocated sufficient time for initial and on-going training, under flexible conditions. This needs to involve effective briefings at the start, to enable informed participation in the process; greater use of reflective practice and sharing between staff (and between schools working in similar initiatives); the development of flexible expectations for staff, depending on their own and their school's current situation; and greater linking of the professional development opportunities from the project with existing staff continuing professional development mechanisms.

5) The learning environment: The selection of a suitable, flexible, comfortable and safe space for the activities is important. Varied locations may be useful throughout the project, and pupils should be consulted about their preferences.

6) Process: the steps: Support should be given to schools to continue, complete or repeat activities after Child to Child's involvement ends; and Child to Child should help identify further curriculum and activity opportunities for pupils to continue with further cycles.

7) Pupil attention and behaviour: Facilitators should be given advice and 'tools' with which to manage pupil behaviour effectively and appropriately. They may also benefit from support from mainstream, pastoral staff in the school; and from the provision of more formal transition and team building opportunities to pupils at the start of the process.

8) Acknowledging pupil outcomes: Pupils' achievements in the project could be celebrated by the school, and certificates used to inform existing achievement records. Pupils and staff could also draw up guidance points/rules for others who do the project in future.

10) Monitoring and evaluation: As with this pilot, sufficient time should be allocated in each session for evaluation activities, with evaluation always commencing at the start of the project. There should also be effective ongoing maintenance of records and a strong focus on engaging the wider school in the project as well as on evaluating pupils' interactions with the wider school community.

⁹ Taken from: Duncan Little, Tim Spafford and Ingrid Lewis: Evaluation of Child-to-Child Trust's 'A participatory action-based approach to empower and integrate marginalised pupils' pilot (2012)

Second Year Evaluation: During its second year (2014/15), the HAV project was carried out with three separate groups of students (total 56 ESOL students started but four left before the end) attending the Ealing, Hammersmith and West London FE College (EHWLC). The three teachers involved received pre-project training before the sessions with the students started. In this case, it was possible to complete the project cycle and the students worked on homelessness (1 group) and bullying (2 groups). Those working on bullying made and displayed posters around the school and developed a Facebook page to raise awareness of bullying and its harmful impact. The group working on homelessness met with some homeless people to learn more about their situations, and collected clothes for them. In all three cases, the students were keen to become involved in the projects and contribute to their communities. Taking action was a key aspect as far as they were concerned and led to some interesting developments in the students, e.g. increased understanding of complex social issues, issues around stereotyping and prejudice, as well as the transformation of their disengagement. What they had learnt had inspired them to further action, e.g. their realisation of how widespread bullying actually is made them feel that they should roll-out their action to the whole school.

As could be expected, the start was slow as the students got used to having to contribute their ideas and feelings rather than just listen to their teachers and repeat what had been heard, but things soon speeded up once they took these new methods on board.

The teachers also needed some time to get used to stepping back and letting the students lead the discussions, and teamwork.

Appendix 2: Questionnaires

ACT: Agency, Communication, Teamwork Questionnaire¹⁰

Think about your life during the last SIX MONTHS. What has happened? Then, for each statement, please mark the box for “Not True”, “Sometimes True” or “Usually True”, as accurately as you can. If you need any further explanation, please ask the facilitator.

You do not need to put your name on the form, but please give your date of birth and gender.

Date of birth

Male/Female

	Not True	Sometimes True	Usually True
1. I try to be nice to other people, I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I find it difficult to explain my feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I listen to others, especially when they are upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I prefer to work on my own and not with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. When working with others, we make decisions together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When I decide to do something, I am generally successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If I don't succeed, I try and try again	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I am nervous in new situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I depend on myself to find a solution in times of trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I often tell myself, “I can do this!”	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your help.

¹⁰ Presented to students at the beginning and end of the project to assess changes in agency, communication and teamwork, but this questionnaire assesses their awareness of these aspects as much as the aspects themselves.

Questionnaire for Teachers involved in Project

1. What is your overall impression of how the project has gone this year?
.....
2. What went well?
.....
3. What went less well?
.....
4. What could be improved?
.....
5. What have the students learnt?
.....
6. What have they learnt about themselves?
.....
7. What can they do now that they could not do before? What skills do you feel they have acquired?
.....
8. What do you feel are the short and long-term benefits of this project?
.....
9. What changes have you seen in yourself as a teacher or facilitator ?
.....
10. What have you learnt? Can you apply these new skills long-term? Can they improve your teaching in general?
.....
11. Given the difficulties that teachers face in terms of time and other constraints, how could projects such as this be run better in FE Colleges in UK?
.....
.....

Questionnaire for Other Teachers in the Participating Colleges

1. What is your overall impression of how the project has gone this year?
.....
2. What have the students learnt?
.....
3. What have they learnt about themselves?
.....
4. What can they do now that they could not do before? What skills do you feel they have acquired?
.....
5. What do you feel are the short and long-term benefits of this project?
.....
6. What changes have you seen in the facilitators in this project?
.....
7. What have they learnt?
.....
8. Do you feel that this project has benefitted the College and students? If so, in what way?
.....

Questionnaire for Students (either in focus groups or individually)

1. How have you found the Child to Child project that you have been working on?
.....
2. What did you enjoy about it? What aspects did you enjoy in particular?
.....
3. What did you not enjoy?
.....
4. Did you learn anything new?
.....
5. What have you learnt about yourself?
.....
6. What can you do now that you could not do before? What skills do you feel you have acquired?
.....
7. Would you like to do another project? Yes/No Why?
.....
8. What other topics would you like to do a project about?
.....
9. What would you change, if you were to do another project?
.....
.....

Questionnaire for Project Coordinator

1. What is your overall impression of how the project has gone this year?
.....
2. What went well?
.....
3. What did not go so well?
.....
4. What are the lessons learnt?
.....
5. How could the project be improved? What would you do differently next time?
.....
6. What changes have you seen in the students?
.....
7. What have the students learnt? And learnt about themselves?
.....
8. What can they do now that they could not do before? What skills do you feel they have acquired?
.....
9. What changes have you seen in the facilitators?
.....
10. Skills and attitudes:
.....
11. Given the difficulties faced by teachers in the UK, how could the training be improved? And the project?

.....

12. What do you feel distinguishes your project in the UK from CtC projects in other countries?

.....

13. What innovations have you introduced in this project?

.....

14. Have you introduced any of the changes suggested by previous evaluations into this project?

.....

Appendix 3: Interim Evaluation at SFX (27/1/2016)

Two of the teachers involved in the project at SFX were able to provide an interim report of the project halfway through, as the students had been sent for work experience that week. Their reports on the results so far were extremely positive.

Although this project was not set up as a control experiment, there is a parallel group with very similar characteristics at SFX. Several students in the other group have fallen by the wayside and been excluded on account of violence and aggressive behaviour in the school, but this has not happened to any of the students in the project group¹¹. T1 felt that the social skills of the project group were much better, as compared with the other group and also compared with those with which they arrived at SFX, and attributes this to the project.

Both T2 and T1 agreed that the greatest benefit to the students was in the area of social skills, particularly communication. They remarked that some were unable to greet them when they first came to the College whereas now they were capable of reasonable conversations. T1 felt that she had control of the group now, whereas she had found them difficult initially.

The group is now comprised of 13 students, most of whom appear regularly at the sessions, despite the fact that they could easily not do so, and probably would not do so unless they valued them.

1. When asked what changes they had noticed in the students, they replied with a long list:

- They do activities much more quickly now than at first;
- Their emotional intelligence has been stimulated/they have developed more emotional understanding;
- Less aggressive;
- Can take responsibility;
- Communication skills, particularly listening;
- Many who were introverted can now converse;
- Tolerance;
- Can move outside their comfort zones and move forward;
- Happy to share information, experiences;
- They are able to accept each other's opinions;
- They will now listen rather than shout each other down;
- Happy to work in groups and with adults;
- The students have become confident in conveying their own opinions, with greater self-belief, consider that their opinion are of value and matter;
- They have gained a voice (Hearing All Voices);
- Their analytical skills have improved;
- Research skills (including by phone) have improved;
- They can evaluate information on a basic level better;
- Numeracy skills have improved;
- They can review and dismiss ideas, even those held dear;
- They were more willing to put pen to paper – happy to discuss and write;
- Girls have started taking an active part, contributing their own ideas, both in all-girls and mixed groups (as opposed to being side-lined as they were initially);
- The whole group involvement is improving;

¹¹ Although this was true at this stage, it was no longer true at the end of the project, but fewer students from the project group were excluded compared with the parallel group.

- Small group work has improved immensely;
 - Some students seem completely changed characters.
2. **When asked what changes they had noted in themselves, in their teaching and in the way they relate to the students, the replies were:**
- We have changed some of our teaching methods, using more small group work and the project format;
 - The students enjoy and rise to the challenge, they are happier and achieve more;
 - We are treating them more like adults;
 - We try different approaches according to the group in hand;
 - Encourage students to deal with real issues – seeing the response to a real issue such as knife crime, as opposed to academic/theoretical topics;
 - I have learnt to avoid certain things with the students and to use the experience from the project to enlighten my usual teaching (and vice-versa);
 - I have become more reflective, making time to hand over to the students and been amazed by the quality of the response;
 - Where appropriate small group work has proved very effective;
 - Seen huge benefits from a better and more frequent use of questioning techniques.
3. **When asked how the project could be improved, or how it could have been done better:**
- Many teachers were very attracted to the introductory sessions run by the Project Manager and indeed appreciated them very much, but several of those teachers have left or been absorbed with family and other concerns, and the huge pulls on teachers' time have been the main problems;
 - The training was highly valued and more training would have been appreciated but again time is the problem;
 - The early training would have lost its charm and possibly its effectiveness if it had been pacier. (In effect, the difficulties lie more with the huge pressure on the teachers than with the project itself.)
4. **When asked what went well:**
- "The students have got themselves to a point where they have concrete ideas about what they can do and why they want to use these ideas for "knife crime".
 - It is good that this project is so different from normal college activities.
 - T3's observation skills have contributed greatly, as have other skills in other members of staff involved in the project;
 - Students have developed many skills (as mentioned above), which is amazing, and T1 is convinced that this is due to the project.
 - There has been a considerable increase in their self-confidence.
5. **When asked what has not gone so well:**
- Various aspects, such as the students work experience, have made the project lose speed, losing time and appearing to go very slowly;
 - Students don't always turn up and even when they do, they are not always very punctual.
 - T1 cannot attend the planning meetings because of other commitments;
 - Initially many of the teachers involved were not sure of their roles and there was some confusion but this has been resolved, with a lead for each activity.

Appendix 4: Summary of Findings from Interviews with Students and Teachers

The following are quotes from the focus group discussions held with the students and teachers involved in the HAV project and the Project Co-ordinator. There is no doubt of the general satisfaction with the project, the learning and the results.

Reaction of Students to the Project

How have you found the Child to Child project that you have been working on?

“Exciting, credit to the CtC team who motivated us and explained everything – lots of support, we feel blessed. It was interesting and we feel proud. We learnt a lot. It was bigger than we thought but easy. It was an experience as this was the first time but next year there should be another one. The group formed and bonded – we don’t want to change now.”

Students, CNWL-ESOL

“We found the project “challenging, unusual, interesting, alright” – We have learnt a lot and now talk to each other more.”

Students, SFX

- *A lot of work but worth it*
- *New – we liked that*
- *It was great!*
- *Everyone should do something at home (as well as in school).*
- *It was nice having my opinion asked for*

Students, CNWL-FS

What did you enjoy about it? What aspects did you enjoy in particular?

“Helping others. Everyone had a job, improved our English, speaking with native speakers, more confidence, how to deal with a situation, we changed someone’s life.

“I have done voluntary work before but this was for charity.”

“It was wonderful, nice – teamwork, doing things correctly – everyone was serious – it was “our project”.”

“I learnt how to do business – raffle tickets.”

“I was uncomfortable to do anything with people – now I am more confident.”

“I am happy because we collected lots of money (for the children in SL) – this was interesting and gave me a buzz.”

“We improved our English in teamwork.”

“I was very interested. We learnt lots of things.”

“I liked to help the children. I learnt not to think about myself but to think of others – the poor.”

“We learnt to plan and organise things.”

“We learnt teamwork and working together for International Day.”

“I really enjoyed it.”

Students, CNWL-ESOL

“We particularly enjoyed the Policeman’s talk (about knife crime), stories of other teenagers, scenarios and problems to overcome, food (at the IoE meeting), that we had a say and felt in

charge – we were surprised that we actually did something rather than just plan, whereas a few would have preferred just to plan and stop there.”

Students, SFX

- *Activities, e.g. crossing lines*
- *Questionnaires – survey*
- *Workshop*
- *Getting the certificate at the IoE*
- *The visit to the IoE – food and people were very kind.*

Students, CNWL-FS

What did you not enjoy?

Nothing.

Students, CNWL-ESOL

- *I would have liked more topics to choose from*
- *Paying for the ticket to IoE*

Students, CNWL-FS

Did you learn anything new?

“Lots – how to be responsible, how to plan/organise/communicate with others and each other, how to be polite, happy to give a smile to the orphans, we work for a smile – not just for money. It is important to help others.”

Students, CNWL-ESOL

“We learnt about sentencing and new laws related to knife crime, as well as communication skills. Also that if we put in an effort, we can do something. We can now plan an event, talk to others and speak their minds in class, work in teams.”

Students, SFX

- *How to present*
- *How to work in a team*
- *How to stand up and speak in a group*
- *How not to bully*

Students, CNWL-FS

“At the beginning of the year I learnt how to get out of difficult situations by planning my way out efficiently step-by-step.”

Student, SFX

What have you learnt about yourself?

“Everything is possible if you try hard – don’t give up. We are more confident.”

Students, CNWL-ESOL

- *I am not the only person who has been bullied*
- *I was a bully*

Students, CNWL-FS

What can you do now that you could not do before? What skills do you feel you have acquired?

“How to communicate better with others, how to sell raffle tickets, a project, team work, asking for donation, support or encouragement.”

Students, CNWL-ESOL

- *Help someone who is bullied*

- *Talk to others*
- *Share our stories/experiences*
- *Present*
- *Joke across the room*
- *Talk to others*

Students, CNWL-FS

Would you like to do another project? Yes/No Why? YES!!!

Yes. We know we can do it now. The first one was amazing, so the next one should be better.

Students, CNWL-ESOL

Most would like to do another project, but one felt that she would like to stop before taking action. They would like the choice of topic to be quicker and the project to be more exciting and different from normal lessons.

Students, SFX

Some said yes and some said no as they felt they would not be able to complete in the time available this term. Those who said yes said that they would so that they could learn more as they considered it a good learning experience.

Students, CNWL-FS

What other topics would you like to do a project about?

Continue with this one – do others in other countries. How to stop racism – cancer.

Students, CNWL-ESOL

How the UK has changed over time, rape.

Students, SFX

- *Drugs*
- *Helping another country*

Students, CNWL-FS

What would you change, if you were to do another project?

Country. We could meet outside of College. We would need more time for the project. Can we have support?

Students, CNWL-ESOL

- *Take it more seriously*
- *Get into it more quickly*
- *Some said that they did not want to spend so much time playing games*

Students, CNWL-FS

Reaction of Teachers to the Project

The teachers' reactions were very positive. They were delighted with the increased social, communication and life skills, plus the changing behaviour of their students, as well as the changes in their own teaching styles.

Overall impression of the project

"This was initially a very hostile group but is now delightful. They would not speak to each other at first, but this term they have really changed – about February, they became delightful, with greatly improved communication skills, much greater collaboration and improving sense of agency (although not quite there yet). They are beginning to put things in

their folders, and even distribute folders to the others – there is a lot of social learning, which is a big achievement.”

Teacher of the CNWL-FS group, not involved in Project

- *“There has been a huge jump compared with where they were at the beginning: more analytical skills, most have moved on a lot,*
- *those who attended have come out of their shells, started to say what they think and move out of their comfort zones*
- *there is greater resilience (in some not all), even if they are not aware themselves of this*
- *I have enjoyed it - it has been a positive experience*
- *It has been an eye-opener, dealing with some students that I would not normally deal with.*
- *it has made me more aware of teaching techniques, such as reflection - very valuable in all sorts of ways.*
- *for the students, if we compare them with CNWL, it has shown them what they could have done. “You can do it, if you put the effort in.”*
- *I think it has done them the world of good.”*

Teacher involved in project, SFX

“... but I have been in touch with them and saw all the hard work and detailed preparation that went into the project. I could feel their enthusiasm and excitement all through and their sense of achievement when we had our final event (International Day) and raised over £700!

When we first started the project I was a bit unsure about how it would work with ESOL Entry 2 learners who are still developing their language skills at pre-intermediate level and who have very limited experience of life in the UK and probably no experience at all of project work, but decided to trust the experts and go for it. I am absolutely delighted that I did, as the students were led on a journey of discovery that enabled them to start developing not only academic skills, but also negotiation skills and life values.

The project was excellently organised and all the facilitators were absolutely fantastic! Overall it was an amazing project that exceeded my expectations!”

Teacher not involved in project, CNWL – ESOL

- *“It started slowly – students took too long to choose their topic, but this was necessary for it to belong to them;*
- *Staff sessions helped us move away from taking control*
- *We needed more time to absorb the step approach (both teachers and students)*
- *We could have concentrated on team-building and other skills before the project, to allow the project itself to run more smoothly*
- *Slow speed contributed to the success of the project*
- *The distance travelled is immense – students have interacted, taken responsibility, matched personalities and skills to the different responses. Their confidence has increased greatly, particularly the girls have moved on.*
- *Surprise that it worked*
- *They have developed life skills that will help them in the future – it makes the course more robust*

- *They have been stretched and challenged, especially with the teamwork – yes, I really like it.*
- *The content is so rich – I should/would spend all my time on this because it is worthwhile*
- *We should inform and involve other teachers more*
- *The materials are new and so teachers had difficulties absorbing and taking on board the ideas in so short a time*
- *The students can see the benefits”*

Teacher involved in project, CNWL – ESOL

- *“Very useful experience for my every-day practice.*
- *Opportunity of observing and being observed by other teachers.*
- *Experimenting with different methods and activities.*
- *Learning how to deal with very poor behaviour and serious underperformance not yet encountered in my A level practice.*
- *Achieving a higher level of confidence when dealing with poor behaviour.”*

Teacher involved in project, SFX

“Overall very good – achieved it aims – got students to complete a project – upskills students through facilitation. It got me to facilitate rather than do traditional teaching. There were some ups and downs – it could be done differently.”

“It was harder work but it was worth it.”

There was so much support – the question is sustainability but “I would want to do this project again.”

Teacher, CNWL-FS

- *“Great concept, what education needs - it replies to what students want to know - prepares them for life!*
- *With this particular group it was brilliant as they rarely get this special attention.*
- *The enthusiasm and commitment from the Child to Child team was phenomenal - what we have learnt and the students?”*

Teacher involved in project, SFX

“I would say they were more 'able' for lack of a better choice of words; in comparison with the group which didn't take part. I'm not sure what the reasons were behind this but they were certainly more on top of their work.”

Teacher not involved in project, SFX

What went well?

“Flexibility - what the students learnt. Faith of Child to Child and their constant input.”

Teacher involved in project, SFX

“Introductory sessions (Pre-project staff training).”

Teacher involved in project, SFX

- *“Comfort zones, later feedback from students.*
- *Analysing situations and slides (students’ capacity to do so)*
- *Suggestions to improve original delivery (Powerpoint) - they were doing some things that a teacher might need to do.”*

Teacher involved in project, SFX

“Getting students to buy into a part of this project, not just as a qualification but for the skills they were developing. Helped by the fact that T4 (ESOL) was also a coach for T5 (FS) and spent some time with his class too. Utilising the different students’ skills to contribute to team work, in many areas, e.g. developing practical English. Buy-in from style and products produced plus workshop.”

Teacher, CNWL-FS

What went less well?

“Many teachers were very attracted to the introductory sessions run by the Project Manager and indeed appreciated them very much, but several of those teachers have left or been absorbed with family and other concerns, and the huge pulls on teachers’ time have been the main problems.

The long duration of the project, extended over two terms, has had an impact on the attendance of both students and teachers. In some lessons, there has been a ratio of one to one between students and teachers, while in other lessons one teacher to the whole group. The students’ attendance has been erratic at times and some lessons had to be cancelled due to other priorities, i.e. work experience and revision sessions.”

Teacher involved in project, SFX

- *Definition of role of staff - too many staff - students were overwhelmed.*
- *Students did not have a clear definition of where this was going. This is why some students dropped out - What am I doing?*
- *The momentum was lost at several stages.*
- *It lacked clarity of the big picture and expectations.*

Teacher involved in project, SFX

“Not such buy-in on topic – could have been a better choice of topic. Too much covered at same time, skills development plus project at the same time. Need to adapt to group – with this group, avoid plenaries as they cannot cope.”

Teacher, CNWL-FS

- *“Group dynamics*
- *staff interference (misguided interventions) - one member of staff not on board*
- *1 student who unbalanced things.”*

Teacher involved in project, SFX

What could be improved?

“Little time has been available for analysis and planning for the following lesson, teacher communication being made exclusively by e-mail. Students could have been given some time off for individual or group research and teachers could have used this time for lesson evaluation. I strongly believe that students should be encouraged to reflect more on their learning and progress by completing regular learner feedback for different subjects and activities. Video evidence could also be used for analysing their own behaviour in class.”

Teacher involved in project, SFX

- *We have not changed their aspirations.*

- *I would like the students to realise what they have learnt (because they have learnt a lot).*
- *There should be a bigger launch (fanfare) for what we did.*
- *We could not see the link between the training and what we did.*
- *Limit the number of staff*
- *Provide a framework or road map.*
- *link each session to the training (parallel)*
- *find links to the curricula and work on these links, e.g. communication in the workplace*
- *fit better into weekly tutorial*
- *Suffers from multiple aims (Compare with the Red Cross Programme)*
- *too open, too much choice*
- *perhaps needs more structure*
- *ensure that students can see in advance what they can get out of it, what to expect, e.g. show a video to give some idea*
- *too strung out*
- *take it off timetable and dedicate a week entirely to it*

Teacher involved in project, SFX

- *“Sharper delivery - it was too slow, work sheets need to be given out quickly and students asked to act straight away - too laid back, as this group needs parameters.*
- *Expectations not clear enough*
- *too many staff involved*
- *some time-wasting.”*

Teacher involved in project, SFX

“Planning stage took a long time – we could have started in a more participatory way (coaching skills) and give them the space.”

Teacher involved in project, SFX

“Adapt more to group. Techniques for choosing topic to ensure better buy-in. There is the risk that it could overwhelm them.”

Teacher, CNWL-FS

What have the students learnt?

“Mostly communication skills, negotiation skills, team work, speaking and listening skills, life values (the importance of helping others, respect for others’ values, ideas and personalities)…”

Teacher not involved in project, CNWL – ESOL

- *“To work better with each-other (not just their mates),*
- *more tolerance,*
- *built up relationships, due to the project*
- *cooking, pricing, publicity, posters, talking to others*
- *sharing, taking on responsibility, fund-raising, having a raffle (cultural/citizenship)*
- *they have learnt that they can do things/if they try, the results are quickly visible.”*

Teacher involved in project, CNWL – ESOL

“Probably the greatest benefit to the students was in the area of social skills, particularly communication. Some found it hard to justify their own opinions or accept a different view when they first came to the College, whereas now they are capable of reasonable conversations. Students found it hard to follow instructions and teachers had little control over the group.”

Teacher involved in project, SFX

- *“Communication skills*
- *Sharing ideas*
- *Helping each other*
- *Looking out for each other.”*

Teacher of the CNWL-FS group, not involved in Project

“Lots – can now feedback, presentation skills, made and use questionnaire, use results. The importance of team work and that different people have different skills. They can do things. Pride in what they have done.”

Teacher, CNWL-FS

- *“Communication skills,*
- *Flexibility to work outside the education system.*
- *Not all adults teach like a teacher.”*

Teacher involved in project, SFX

“That they are able (and enjoy) helping people worse off than themselves. (CNWL). Value of working in a team and to value other peoples’ skills that complement their own, to take more responsibility (ESOL). They can do more than they ever imagined (even though they are embarrassed about their level of English FS)

What have they learnt about themselves?

“Through hard work, initiative and teamwork they can achieve things they never thought they could. They just have to try!”

Teacher not involved in project, CNWL – ESOL

- *“Perseverance, patience, increased self-awareness*
- *All less shy than they were.”*

Teacher involved in project, CNWL – ESOL

“Expanded their horizons.”

Teacher involved in project, SFX

“They are starting to believe in themselves and that what they have to say is important enough to express openly. Their self-esteem has increased greatly – they are feeling good about themselves”.

Teacher of the CNWL-FS group, not involved in Project

“Their team skills – individual strengths and weaknesses. They are not rejects but like other learners. They have something to give. Even if not native-speakers, they have other skills.”

Teacher, CNWL-FS

- *“Some can slip under the radar!*
- *some can be confident enough to offer suggestions*
- *some can talk up without always being rude*
- *some realise that their opinion is as valuable as another's*
- *they are actually quite skilled*
- *it's safe not to be defensive*
- *One/several realised that he was capable of a lot more than he gave himself credit for - could have done much better.”*

Teacher involved in project, SFX

What can they do now that they could not do before? What skills do you feel they have acquired?

“Presentation, facilitation, organisation, time-management, ICT, project management, team-working skills, express themselves constructively, confidence and confidence in new situations, communicate effectively with each other.”

Teacher, CNWL-FS

“They can:

- *Speak more fluently and confidently*
- *Share their opinions more confidently*
- *Negotiate a deal (e.g. printing price for the T-shirts)*
- *Appreciate the importance of thinking about the logical steps to approach a problem (e.g. T-shirts were a bit more expensive in the Willesden shop than in Hammersmith, but when they considered time constraints and bus fare, they worked out that they would still be better off going to Willesden.)*
- *Appreciate the importance of teamwork.*
- *Respect other people's ideas and initiatives*
- *Design a logo taking into account type of project, relationship between words, colours and message, audience, etc. (before they just pasted pictures next to text without considering how the images supported the message.)”*

Teacher not involved in project, CNWL – ESOL

“They are more confident in situations when faced with adults on an equal basis.”

Teacher involved in project, CNWL – ESOL

- *“They can review and dismiss ideas, even those held dear*
- *They were more willing to put pen to paper – happy to discuss and write*
- *Girls have started taking an active part, contributing their own ideas, both in all-girls and mixed groups (as opposed to being side-lined as they were initially)*

- *Small group work has improved immensely.*

Teacher involved in project, SFX

- *“Speaking and listening*
- *Design*
- *Negotiation skills*
- *Numeracy (International Day event, working out change, money collected, etc.)”*

Teacher not involved in project, CNWL – ESOL

“Group work, teamwork – this is very useful for the world of work and character building.”

Teacher of the CNWL-FS group, not involved in Project

“Listening skills are greatly improved (hearing, speaking, relevant vocabulary).”

“They are taking responsibilities.”

Teacher involved in project, CNWL – ESOL

- *“Work with people they did not want to*
- *Move small steps out of their comfort zones.”*

Teacher involved in project, SFX

- *“Active listening - speaking*
- *more confident, reading, analytical skills, practical skills, negotiating, still need support but can talk.”*

Teacher involved in project, SFX

“Sharing information, social learning, they are more open, advise each other and care about each other.”

Teacher of the CNWL-FS group, not involved in Project

What do you feel are the short and long-term benefits of this project?

- *“Short term: Speaking and listening skills for their exam this academic year.*
- *Long term: Negotiation skills, overall confidence dealing with people, respect for others, team work, awareness of charity work and contribution to society and an unforgettable experience!”*

Teacher not involved in project, CNWL – ESOL

“Massive – FS – Ability to communicate – progress on main course. It gave them skills and learning techniques that they can transfer to other activities. Some learners engaged with this but nothing else (one pupil and the sisters who have dropped out of other studies).”

Teacher, CNWL-FS

- *“They have developed key life skills, seen the value of really doing something, as opposed to a practice.*
- *They are proud of being able to help a community in a different country – they can relate to them and this has made them feel powerful, i.e. increased their sense of agency.”*

Teacher involved in project, CNWL – ESOL

- *“Students learn how to take responsibility, to be tolerant*
- *Can move outside their comfort zones and move forward*

- *Happy to share information, experiences*
- *They are able to accept each other's opinions*
- *Happy to work in groups and with adults."*

Teacher involved in project, SFX

*"Long-term the life skills mentioned above will be useful lifelong
Short-term, they function better in the classroom."*

Teacher of the CNWL-FS group, not involved in Project

- *Good preparation for work experience - unusual tasks*
- *preparation for real life*

Teacher involved in project, SFX

- *"ST - Use of language and phraseology; in terms of harming students, more aware of this - I could take these skills into the classroom.*
- *LT - a huge number of staff have learnt the art of questioning, use of working in smaller groups, working on a project with a trainer,*
- *This project builds resilience, by giving students choices."*

Teacher involved in project, SFX

What changes have you seen in the facilitators/yourself in this project?

"Awareness of the importance of listening to students and delegate some responsibility onto them. As teachers we tend to lead and sometimes are too directive. Facilitators in this project progressively moved to the role of 'facilitator' and 'guide', giving learners the space they needed to explore ideas, tweak them, think them through and produce their own outcomes."

Teacher not involved in project, CNWL – ESOL

- *"I have moved out of my comfort zone – not being in control, leaving things to the students*
- *Invested in the project (time) to keep the students motivated*
- *Asking instead of telling (coaching skills) – I have been developing my own coaching skills*
- *Trying out different types of lesson*
- *The lessons have become organic – and the time-frame is sometimes frustrating."*

Teacher involved in project, CNWL – ESOL

"T5 has changed completely – this project has affected the rest of his teaching – his approach to the students and teaching has changed. He is more confident, more willing to challenge them – more comfortable with them and a much better teacher. They communicate with them better. Their expectations of what they can do have been raised. Their teaching practice has changed and I am very pleased with this. Teaching style has changed from teacher giving out information to sharing working in partnership, exploring things in common.

- *"I make my lessons more realistic*
- *I learnt more from the training than the lessons*
- *Asking not telling*
- *Changed format of the questions."*

Teacher involved in project, SFX

“We let the children do it, in the shop.”

Teacher not involved in project, CNWL – ESOL

“Forced me to do less chalk and talk. My teaching style has become less rigid and I am trying to balance it out.”

Teacher involved in project, SFX

- *“I have become less controlling, allowing the students to participate more*
- *Changing habits of relating adult-to-adult*
- *Looser with students in terms of other classes, which I have been incorporating into the project.”*

Teacher involved in project, CNWL – ESOL

“I am freer, more relaxed about student behaviour – I can maintain discipline without being so controlling. Willingness to have a less structures course – more flexible to students’ needs/adapt to students’ needs – less tokenism. More of a facilitator, having choice.”

Teacher, CNWL-FS

“Completing this project, I have become more reflective, looking at the learning efficiency during various activities, and learnt to identify the moment when students need to change an activity in order to stay focused. Where appropriate, small group work has proved very effective and I have seen benefits from a better and more frequent use of questioning techniques. I had the opportunity to observe and be observed when delivering an activity and apply different methods with a different group. Considerable increase in my confidence when dealing with poor behaviour and under-performance.”

Teacher involved in project, SFX

What have they/you learnt (teachers)?

“As teachers we don’t need to be so directive. Sometimes we are so worried about curriculum and exam pressure that we forget to allow students to explore new knowledge that is relevant to them and develop skills at their own pace.”

Teacher not involved in project, CNWL – ESOL

“I would do it again but do the training in advance”

Teacher involved in project, CNWL – ESOL

- *“Yes - I need to sit back and not be so prescriptive or dictatorial*
- *Give students choices*
- *I would like to take part in future projects.”*

Teacher involved in project, SFX

“Questioning skills”

Teacher involved in project, SFX

“Developed skills in facilitation. Confident that this will not lead to chaos. Re-assess tools for class behaviour management, less directive – increased awareness and confidence to let go.”

Teacher, CNWL-FS

Do you feel that this project has benefitted the College and students? If so, in what way?

“The project has certainly benefitted all parties by offering learners an experience they wouldn’t have otherwise come into contact with and by equipping them with useful personal and social values.”

Teacher not involved in project, CNWL – ESOL

“Yes, it has reached a very difficult group and changed their behaviour.”

Teacher of the CNWL-FS group, not involved in Project

Given the difficulties that teachers face in terms of time and other constraints, how could projects such as this be run better in FE Colleges in UK?

“Certainly this is not an easy task, as this project has been done in addition to our daily teaching tasks. In comparison to our training courses, which generally last one day, this project has stretched over two terms, one double period per week, which has required a higher efficiency of planning and determination to complete the course.

Considering the current budget constraints, it is unlikely that this type of project could be funded by FE Colleges on a larger scale and I am afraid it will depend on the individual teacher to experiment and research in their own time.”

Teacher involved in project, SFX

- *“Negotiate training hours - reduce pre-project training.*
- *Much was done on-line and appreciated - use blended techniques.”*

Teacher involved in project, SFX

“Buy-in: It needs to be sold to Department Heads so that facilitators have a reduced teaching load to dedicate more time to the project. Also so that the Department Heads can see what comes out of it. Tie in assessment – Functional Skills – can contribute to final qualifications. Link with students’ curriculum to give extra lesson time and administration time.

Use more technology for communication, e.g. WhatsApp and Google Drive have proved effective means of communication. Better communication could cut out some of the admin. Videos to guide through different steps. T4’s hands in both groups has led to a useful cross-pollination, which was very nice.

A new group could see the presentation as a final product (to help orient them initially). I would definitely recommend it to other teachers – it added so much value. Hard to imagine the final product – what they will actually do.”

Teacher, CNWL-FS

Appendix 5: Students' Evaluation of their Action

St Francis Xavier – Students' Action Evaluation

(done by the students themselves)

What went well?

- Got the event done in the end
- Got the police to talk to us
- All agreed on topic
- Got an audience
- Got information for slides/finding information
- Planning
- PPT presentation (info for it)
- Listening to the group [communication]
- Team work
- Group discussion
- Knowledge of knife crime

What didn't go well?

- Changing ideas
- Taking decisions
- Coming up with ideas
- Deadline
- Agreeing
- Changed original plans
- Didn't work well as a team
- Didn't communicate/lack of communication
- Group discussions – people did not listen properly
- Preparation
- We thought it was pretend – not real
- If we thought it was real we would have done more

What would you do differently?

- Turn up more
- Participate more
- Discuss more
- Speak up
- Agree on one thing
- Be more organised

What can you do now that you could not do before?

- I can contribute more in a team and help others
- We all have different ideas
- Things I couldn't do before were doing the things I had to do, e.g. emails and asking adults for help
- Made it a whole college event
- Working in a group can be hard sometimes
- I don't know
- I am able to plan
- I am able to choose more wisely

What have you learnt?

- I have learnt how to work as a team, all together (5)
- I have learnt to be more confident
- I have learnt to plan effectively
- I have gained more knowledge
- I have learnt that if I make an effort, I can do things.
- I have learnt to share my feelings
- I have learnt that I can use a camera
- I have learnt communication skills
- At the beginning of the year I learnt how to get out of difficult situations by planning my way out efficiently step-by-step

Functional Skills Group, CNWL – Students' Action Evaluation (done by the students themselves)

What did you do?

- Presented for other groups
- Research online
- Made posters
- Workshop activities
- Planning
- teamwork
- questionnaire
- leaflets
- Facebook page
- QR code
- Logo and slogan
- Chose topic

What went well?

- Powerpoint because of T5
- Group presentation
- Teamwork
- Hands activity (2)
- Poster is good
- All activities in workshop
- Surveys – got a lot of different opinions
- Presentation x 2 – everyone knew when to speak
- Everyone was involved
- QR code
- Games went well (cross the line) + other activities in workshop
- We learnt from other groups at the IoE

What didn't go well?

- Reading from paper too much in presentation
- Some people read a bit fast
- Leaflet needs more design
- We need more practice/rehearsal in workshop delivery
- Wasted some lessons – we could have done more
- Cross the line students didn't take it seriously – more space needed and clearer instruction to do it in silence
- Video about the project/video about bullying
- Pay train fare for students to go to IoE

What would you do differently?

- More time to prepare the presentation
- Make more anti-bullying videos
- Video our work from the start
- Different people should present and take responsibility
- Make T-shirts more professional + make us look like a team
- Plan workshop more
- Include more about bullying in the presentation
- Use session time more productively

What can you do now that you could not do before?

- I was shy before but not now
- I am not shy anymore
- I will print t-shirts
- We are going into a school
- I can make a questionnaire
- Brainstorming
- Logo
- Slogan
- teamwork

What have you learnt?

- Teamwork (4)
- How to do a presentation in front of everyone (2)
- How to work with others
- How to make decisions
- The effects of bullying
- Design leaflet, slogan, logo
- If it's not happening to you, it doesn't mean it is not happening to others
- How to care for others

To do next: T-shirts, video, workshop, improve leaflet.

ESOL Group CNWL – Students' Action Evaluation

(done by the students themselves)

What went well?

- Teamwork
- Photos
- Food
- Presentation – people found it interesting
- Responsive – put price of samosas up as demand was high
- Support from our lovely teacher
- Raffle
- Leaflets were professional
- Smoothies
- Our stall looked good
- Everyone was smiling which attracted people
- T-shirts got people interested
- Spirit
- Well-organised
- Everybody was busy
- Nails
- We did very well with our classmates
- International Day

What didn't go well?

- Needed a team photo
- Not enough chairs
- Bigger space needed
- Drama had to be done in a different room
- No microphones

What would you do differently?

- More chairs/space/tables/dishes
- Do something outside College
- Bigger signs

What can you do now that you could not do before?

- Do the presentation and explain to people (2)
- Make smoothies
- I could not do this before but I can now
- Organise in order of importance
- I am more confident now and feel comfortable about the project
- I can communicate with people
- We can give a leaflet outside of College
- I want to communicate with people – friendly with polite action and speech
- Get support and help when I need them
- Organise everything

What have you learnt?

- How to work in a team/to do teamwork (4)
- How to communicate with people (3)
- How to sell food (3)
- How I can make money/do business (2)
- That nothing is impossible and that I can do something if I'm determined
- To plan for everything
- How to be organised in my life
- We can do something together
- I feel happy when I help people
- Improved my English
- How to help the Child to Child
- How to co-operate with friends
- How to deal with people
- How to help the needy
- How to work with people
- How to give a presentation to people
- I have to be decisive and not do anything wrong – I will work by mind (think)

Appendix 6: Results of the Pre- and Post-Project ACT Questionnaire

The students in both Colleges were asked to complete a questionnaire (See questionnaire 1 in Appendix 2) to assess their sense of agency, communication (particularly listening) skills, empathy and self-confidence, social support and teamwork. The questionnaire is self-administered so depends upon the respondents' self-awareness to a large extent.

The questionnaire was completed again at the end of the project. However, as the groups who completed the pre-project questionnaire were different (though overlapping) to those who completed the post-questionnaire, it would not be appropriate to carry out a straight comparison. Nevertheless, the questionnaires do provide some information about the various groups.

Pre-project responses are shown in blue, and post-project responses in red.

SFX

10 students (7 male and 3 female) completed the questionnaire at the beginning of the project.
9 students (5 male; 4 female) completed the questionnaire at the end of the project.

Agency

40% (57.2% male; 0 females) reported that they were **usually** successful when they decided to do something, 60% (42.9% male; 100% females) reported that they were **sometimes** successful when they decided to do something, whereas nobody reported that they were **not** successful when they decided to do something.

33.3% (40% male; 25% females) reported that they were **usually** successful when they decided to do something, 55.6% (40% male; 75% females) reported that they were **sometimes** successful when they decided to do something, whereas 11.1% (20% male; 0% female) reported that they were **not** successful when they decided to do something.

60% (71.5% male; 33.3% female) reported that they **usually** persevered if they were not successful, 30% (28.6% male; 33.3% female) reported that they **sometimes** persevered if they were not successful, whereas 10% (0% male; 33.3% female) reported that they **did not** persevere if they were not successful.

33.3% (60% male; 0% female) reported that they **usually** persevered if they were not successful, 44.4% (20% male; 75% female) reported that they **sometimes** persevered if they were not successful, whereas 22.2% (20% male; 25% female) reported that they **did not** persevere if they were not successful.

60% (71.5% male; 33.3% female) reported that they **usually** tell themselves "I can do this!", 30% (14.3% male; 66.7% female) reported that they **sometimes** tell themselves "I can do this!", whereas 10% (14.3% male; 0% female) reported that they **do not** tell themselves "I can do this!".

33.3% (40% male; 25% female) reported that they **usually** tell themselves "I can do this!", 44.4% (40% male; 50% female) reported that they **sometimes** tell themselves "I can do this!", whereas 22.2% (20% male; 25% female) reported that they **do not** tell themselves "I can do this!".

60% (71.5% male; 33.3% female) reported that they **usually** depend on themselves in time of trouble, 30% (28.6% male; 33.3% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 10% (0% male; 33.3% female) reported that they **do not** depend on themselves in time of trouble.

33.3% (60% male; 0% female) reported that they **usually** depend on themselves in time of trouble, 55.6% (40% male; 75% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 11.1% (0% male; 25% female) reported that they **do not** depend on themselves in time of trouble.

Comment: there is a marked difference by gender here, with the males having a much stronger sense of agency. However, there does seem to be a greater increase in agency for the females over the course of the project (bearing in mind the differences in the respondent groups).

Communication Skills

10% (all male) reported that they **usually** found it difficult to explain their feelings, 70% (57.2% male; 66.7% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 30% (28.6% male; 33.3% female) reported that they **did not** find it difficult to explain their feelings.

11.1% (all male) reported that they **usually** found it difficult to explain their feelings, 88.9% (80% male; 100% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 0% reported that they **did not** find it difficult to explain their feelings.

Listening Skills plus Empathy

40% (28.6% male; 71.5% female) reported that they **usually** listened to others especially when they are upset, 50% (all male) reported that they **sometimes** listened to others especially when they are upset, whereas 10% (all female) reported that they **did not** listen to others especially when they are upset.

77.8% (60% male; 100% female) reported that they **usually** listened to others especially when they are upset, 22.2% (40% male; 0 females) reported that they **sometimes** listened to others especially when they are upset, whereas nobody reported that they **did not** listen to others especially when they are upset.

General comment: There is a big increase in empathy in the group overall, both male and female.

Teamwork

30% (42.9% male; 0% female) reported that when working with others, they **usually** make decisions together, 70% (57.2% male; 100% female) reported that when working with others, they **sometimes** make decisions together, whereas 0% (0% male; 0% female) reported that when working with others, they did not make decisions together,

44.4% (40% male; 50% female) reported that when working with others, they **usually** make decisions together, 44.4% (60% male; 25% female) reported that when working with others, they **sometimes** make decisions together, whereas 11.1% (0% male; 25% female) reported that when working with others, they did not make decisions together,

10% (14.3% male, 0% female) reported that they **usually** prefer to work on their own and not with others, 50% (42.9% male, 66.7% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 40% (42.9% male, 33.3% female) reported that they **do not** prefer to work on their own rather than with others.

22.2% (20% male, 25% female) reported that they **usually** prefer to work on their own and not with others, 55.6% (40% male, 75% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 22.2% (40% male, 0% female) reported that they **do not** prefer to work on their own rather than with others.

General comment: Overall improvement in teamwork, both in sharing decision and in preferring to work with others.

Self-Confidence

40% (14.3% male, 100% female) reported that they **usually** feel nervous in new situations, 40% (57.2% male, 0% female) reported that they **sometimes** feel nervous in new situations, whereas 20% (28.6% male, 0% female) reported that they **do not** feel nervous in new situations.

11.1% (20% male, 0% female) reported that they **usually** feel nervous in new situations, 77.8% (80% male, 75% female) reported that they **sometimes** feel nervous in new situations, whereas 11.1% (0% male, 25% female) reported that they **do not** feel nervous in new situations.

Comment: Again there is a marked gender difference in the answer to this question, denoting very different levels of confidence, and increased confidence over the course of the project, particularly for the females. This was clearly observed during the project.

Empathy

40% (28.6% male; 66.7% female) reported that they **usually** try to be nice to people and care about their feelings, 40% (all male) reported that they **sometimes** try to be nice to people and care about their feelings, whereas 20% (14.3% male; 33.3% female) reported that they **did not** try to be nice to people and care about their feelings.

55.6% (60% male; 50% female) reported that they **usually** try to be nice to people and care about their feelings, 44.4% (40% male; 50% female) reported that they **sometimes** try to be nice to people and care about their feelings, whereas nobody reported that they **did not** try to be nice to people and care about their feelings.

Comment: There is increased empathy for both males and females here.

Social Support

90% (100% male; 66.7% female) reported that they usually had one good friend or more, whereas one female 10% (33.3% of the females) reported that they sometimes had one good friend or more and none said that they had no good friends or more.

77.8% (60% male; 100% female) reported that they usually had one good friend or more, whereas 11.1% (20% males; 0% females) reported that they sometimes had one good friend or more, and 11.1% (20% males; 0% females) reported that they did not have one good friend or more.

St Francis Xavier 6th Form College

			Total (%)		Male (%)		Female (%)	
			Pre-Project	Post-Project	Pre-Project	Post-Project	Pre-Project	Post-Project
Agency	When I decide to do something, I am generally successful	Usually Sometimes No	40% 60% 0%	33.3% 55.6% 11.1%	57.2% 42.9% 0%	40% 40% 20%	0% 100% 0%	25% 75% 0%
	If I don't succeed, I try and try again	Usually Sometimes No	60% 30% 10%	33.3% 44.4% 22.2%	71.5% 28.6% 0%	60% 20% 20%	33.3% 33.3% 33.3%	0% 75% 25%
	I often tell myself, "I can do this!"	Usually Sometimes No	60% 30% 10%	33.3% 44.4% 22.2%	71.5% 14.3% 14.3%	40% 40% 20%	33.3% 66.7% 0%	25% 50% 25%
	I depend on myself to find a solution in times of trouble	Usually Sometimes No	60% 30% 10%	33.3% 55.6% 11.1%	71.5% 28.6% 0%	60% 40% 0%	33.3% 33.3% 33.3%	0% 75% 25%
Communication Skills	I find it difficult to explain my feelings	Usually Sometimes No	10% 70% 30%	11.1% 88.9% 0%	14.3% 57.2% 28.6%	20% 80% 0%	0% 66.7% 33.3%	0% 100% 0%
	I listen to others, especially when they are upset	Usually Sometimes No	40% 50% 10%	77.8% 22.2% 0%	28.6% 71.5% 0%	60% 40% 0%	66.7% 0% 33.3%	100% 0% 0%
Team Work	When working with others, we make decisions together	Usually Sometimes No	30% 70% 0%	44.4% 44.4% 11.1%	42.9% 57.2% 0%	40% 60% 0%	0% 100% 0%	50% 25% 25%
	I prefer to work on my own and not with others	Usually Sometimes No	10% 50% 40%	22.2% 55.6% 22.2%	14.3% 42.9% 42.9%	20% 40% 40%	0% 66.7% 33.3%	25% 75% 0%
Self-Confidence	I am nervous in new situations.	Usually Sometimes No	40% 40% 20%	11.1% 77.8% 11.1%	14.3% 57.2% 28.6%	20% 80% 0%	100% 0% 0%	0% 75% 25%
Empathy	I try to be nice to other people, I care about their feelings	Usually Sometimes No	40% 40% 20%	55.6% 44.4% 0%	28.6% 57.2% 14.3%	60% 40% 0%	66.7% 0% 33.3%	50% 50% 0%
Social Support	I have one good friend or more	Usually Sometimes No	90% 10% 0%	77.8% 11.1% 11.1%	100% 0% 0%	60% 20% 20%	66.7% 33.3% 0%	100% 0% 0%

General comment: The social support system in terms of friends seems to have improved for the females and worsened for the males.

CNWL – ESOL (For ease of comparison, the Pre-Project responses have been highlighted in blue and Post-Project responses in red.)

17 students (10 male and 7 female) completed the questionnaire at the beginning of the project. These students were all from the ESOL group, but not all students were present when this questionnaire was administered. 12 students (8 male and 4 female) completed the questionnaire at the end of the project.

Comparison between the pre- and post-project responses is more valid in this group, because although not all the students who completed the questionnaire pre-project also completed it post-project, those who did complete it post-project had also done so pre-project, i.e. the post-project group forms part of (although not all of) the pre-project group.

Agency

17.65% (30% male; 0% females) reported that they were **usually** successful when they decided to do something, 64.71% (60% male; 71.5% females) reported that they were **sometimes** successful when they decided to do something, whereas 17.65% (10% male, 28.6% female) reported that they were **not** successful when they decided to do something.

67% (37.5% male; 100% females) reported that they were **usually** successful when they decided to do something, 24% (37.5% male; 0 females) reported that they were **sometimes** successful when they decided to do something, whereas 16% (25% male; 0 females) reported that they were **not** successful when they decided to do something.

41.18% (60% male; 14.3% female) reported that they **usually** persevered if they were not successful, 52.94% (40% male; 71.5% female) reported that they **sometimes** persevered if they were not successful, whereas 5.88% (0% male; 14.3% female) reported that they **did not** persevere if they were not successful.

92% (87.5% male; 100% female) reported that they **usually** persevered if they were not successful, 8% (12.5% male; 0% female) reported that they **sometimes** persevered if they were not successful, whereas none reported that they **did not** persevere if they were not successful.

35.29% (60% male; 0% female) reported that they **usually** tell themselves “I can do this!”, 41.18% (20% male; 71.5% female) reported that they **sometimes** tell themselves “I can do this!”, whereas 23.53% (20% male; 28.6% female) reported that they **do not** tell themselves “I can do this!”.

67% (62.5% male; 75% female) reported that they **usually** tell themselves “I can do this!”, 24% (25% male; 25% female) reported that they **sometimes** tell themselves “I can do this!”, whereas 8% (12.5% male; 0% female) reported that they **do not** tell themselves “I can do this!”.

23.53% (20% male; 28.6% female) reported that they **usually** depend on themselves in time of trouble, 76.47% (80% male; 71.5% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 0% (0% male; 0% female) reported that they **do not** depend on themselves in time of trouble.

42% (37.5% male; 50% female) reported that they **usually** depend on themselves in time of trouble, 50% (50% male; 50% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 8% (12.5% male; 0% female) reported that they **do not** depend on themselves in time of trouble.

Comment: there is a marked difference by gender here, with the males having a much stronger sense of agency (pre-project) but the females showing an enormous increase in their sense of agency after the project. Thus after the project, we can note a very big increase in the sense of agency overall, but particularly among the female students.

Communication Skills

23.53% (10% male; 42.9% female) reported that they **usually** found it difficult to explain their feelings, 70.59% (80% male; 57.2% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 5.88% (10% male; 0% female) reported that they **did not** find it difficult to explain their feelings.

Communication Skills

Nobody reported that they **usually** found it difficult to explain their feelings, 83.3% (87.5% male; 75% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 16% (12.5% male; 25% female) reported that they **did not** find it difficult to explain their feelings.

Comment: All students reported finding it easier to communicate their feelings after the project, i.e. there was a noticeable improvement in communication skills.

Listening Skills plus Empathy

64.71% (50% male; 85.8% female) reported that they **usually** listened to others especially when they are upset, 29.41% (40% male; 14.3% female) reported that they **sometimes** listened to others especially when they are upset, whereas 5.88% (10% male) reported that they **did not** listen to others especially when they are upset.

Listening Skills plus Empathy

50% (37.5% male; 75% female) reported that they **usually** listened to others especially when they are upset, 50% (62.5% male; 25% female) reported that they **sometimes** listened to others especially when they are upset, whereas nobody reported that they **did not** listen to others especially when they are upset.

Comment: Listening Skills plus Empathy seems to have decreased for all groups (male, female and total). This is rather a strange result in the light of subsequent discussions which I held with various members of the group after their money-raising activities, where many said that they were particularly pleased with working for others – in this case, orphan children in Sierra Leone. A lot of sympathy for others less fortunate than themselves was evident during these discussions. In addition as an ESOL group, their command of English had improved enormously.

Teamwork

41.18% (30% male; 57.2% female) reported that when working with others, they **usually** make decisions together, 47.06% (60% male; 28.6% female) reported that when working

with others, they **sometimes** make decisions together, whereas 11.76% (10% male; 14.3% female) reported that when working with others, they did not make decisions together,

75% (75% male; 75% female) reported that when working with others, they **usually** make decisions together, 25% (25% male; 25% female) reported that when working with others, they **sometimes** make decisions together, whereas 0% (0% male; 0% female) reported that when working with others, they did not make decisions together,

29.4% (30% male, 28.6% female) reported that they **usually** prefer to work on their own and not with others, 52.94% (50% male, 57.2% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 17.65% (20% male, 14.3% female) reported that they **do not** prefer to work on their own rather than with others.

8% (0% male, 25% female) reported that they **usually** prefer to work on their own and not with others, 33% (37.5% male, 25% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 58% (62.5% male, 50% female) reported that they **do not** prefer to work on their own rather than with others.

Comment: There is a marked improvement here for all participants, both in terms of making decisions together and in terms of preferring to work with others. In effect, the levels of teamwork seen in this group during their planned action were a pleasure to see.

Self-Confidence

41.18% (20% male, 71.5% female) reported that they **usually** feel nervous in new situations, 47.06% (60% male, 28.6% female) reported that they **sometimes** feel nervous in new situations, whereas 11.76% (20% male, 0% female) reported that they **do not** feel nervous in new situations.

Self-Confidence

24% (12.5% male, 50% female) reported that they **usually** feel nervous in new situations, 67% (75% male, 50% female) reported that they **sometimes** feel nervous in new situations, whereas 8% (12.56% male, 0% female) reported that they **do not** feel nervous in new situations.

Comment: Again there is a marked gender difference in the answer to this question, denoting very different levels of confidence. However, there is also a marked difference post-project with growing confidence in new situations, particularly among the females.

Empathy

82.35% (70% male; 100% female) reported that they **usually** try to be nice to people and care about their feelings, 17.65% (30% male, 0% female) reported that they **sometimes** try to be nice to people and care about their feelings, whereas 0% (0% male; 0% female) reported that they **did not** try to be nice to people and care about their feelings.

Empathy

83.3% (75% male; 100% female) reported that they **usually** try to be nice to people and care about their feelings, 16% (all male) reported that they **sometimes** try to be nice to people and care about their feelings, whereas nobody reported that they **did not** try to be nice to people and care about their feelings.

CNWL - ESOL

			Total (%) ¹²		Male (%)		Female (%)	
			Pre-Project	Post-Project	Pre-Project	Post-Project	Pre-Project	Post-Project
Agency	When I decide to do something, I am generally successful	Usually	17.65	67%	30	37.5%	0	100%
		Sometimes	64.71	24%	60	37.5%	71.5	0%
		No	17.65	16%	10	25%	28.6	0%
	If I don't succeed, I try and try again	Usually	41.18	92%	60	87.5%	14.3	100%
		Sometimes	52.94	8%	40	12.5%	71.5	0%
		No	5.88	0%	0	0%	14.3	0%
	I often tell myself, "I can do this!"	Usually	35.29	67%	60	62.5%	0	75%
		Sometimes	41.18	24%	20	25%	71.5	25%
		No	23.53	8%	20	12.5%	28.6	0%
Communication Skills	I find it difficult to explain my feelings	Usually	23.53	0%	10	0%	42.9	0%
		Sometimes	70.59	83.3%	80	87.5%	57.2	75%
		No	5.88	16%	10	12.5%	0	25%
	I listen to others, especially when they are upset	Usually	64.71	50%	50	37.5%	85.8	75%
		Sometimes	29.41	50%	40	62.5%	14.3	25%
		No	5.88	0%	10	0%	0	0%
	When working with others, we make decisions together	Usually	41.18	75%	30	75%	57.2	75%
		Sometimes	47.06	25%	60	25%	28.6	25%
		No	11.76	0%	10	0%	14.3	0%
Team Work	I prefer to work on my own and not with others	Usually	29.4	8%	30	0%	28.6	25%
		Sometimes	52.96	33%	50	37.5%	57.2	25%
		No	17.65	58%	20	62.5%	14.3	50%
	I am nervous in new situations.	Usually	41.18	24%	20	12.5%	71.5	50%
		Sometimes	47.06	67%	60	75%	28.6	50%
		No	11.76	8%	20	12.5%	0	0%
	I try to be nice to other people, I care about their feelings	Usually	82.35	83.3%	70	75%	100	100%
		Sometimes	17.65	16%	30	25%	0	0%
		No	0	0%	0	0%	0	0%
Empathy	I have one good friend or more	Usually	52.94	92%	60	87.5%	42.9	100%
		Sometimes	47.06	8%	40	12.5%	57.2	0%
		No	0	0%	0	0%	0	0%

¹² Percentages are corrected to the nearest first decimal place, and therefore do not always add up to 100%.

Comment: Empathy already was 100% among the females but seems to have become less among the males. See note above showing that this was not confirmed by discussions with the members of the group.

Social Support

52.94% (60% male; 42.9% female) reported that they had one good friend or more, whereas 47.06% (40% male; 57.2% female) reported that they sometimes had one good friend or more. None reported that they did not have one good friend or more.

Social Support

92% (87.5% male; 100% female) reported that they had one good friend or more, whereas 16% (12.5% males; no females) reported that they sometimes had one good friend or more.

Comment: Social support seems to have increased considerably in the group.

CNWL – FS (For ease of comparison, the Pre-Project responses have been highlighted in blue and Post-Project responses in red.)

14 students (10 male and 4 female) completed the questionnaire at the beginning of the project. These students were all from the Functional Skills group, but not all students were present when this questionnaire was administered. 13 students (7 male and 6 female) completed the questionnaire at the end of the project¹³. There is considerable discrepancy between the students who did the pre-project test and those that did the post-project test, so that we can only report rather imprecisely on the group tendency here.

Agency

42.86% (40% male; 50% females) reported that they were **usually** successful when they decided to do something, 50% (50% male; 50% females) reported that they were **sometimes** successful when they decided to do something, whereas 7.14% (10% male, 0% female) reported that they were **not** successful when they decided to do something.

38.5% (28.6% male; 50% females) reported that they were **usually** successful when they decided to do something, 53.8% (57.2% male; 50% females) reported that they were **sometimes** successful when they decided to do something, whereas 7.7% (14.3% male; 0% females) reported that they were **not** successful when they decided to do something.

64.29% (60% male; 75% female) reported that they **usually** persevered if they were not successful, 35.71% (40% male; 25% female) reported that they **sometimes** persevered if they were not successful, whereas 0% (0% male; 0% female) reported that they **did not** persevere if they were not successful.

53.8% (57.2% male; 50% female) reported that they **usually** persevered if they were not successful, 46.2% (42.9% male; 50% female) reported that they **sometimes** persevered if they were not successful, whereas none reported that they **did not** persevere if they were not successful.

¹³ We cannot be sure that all the same students replied to both pre- and post-project questionnaires, but the majority would have done both. This exercise gives a general tendency for the groups.

50% (30% male; 100% female) reported that they **usually** tell themselves “I can do this!”, 50% (70% male; 0% female) reported that they **sometimes** tell themselves “I can do this!”, whereas 0% (0% male; 0% female) reported that they **do not** tell themselves “I can do this!”.

61.5% (71.4% male; 50% female) reported that they **usually** tell themselves “I can do this!”, 38.5% (28.6% male; 50% female) reported that they **sometimes** tell themselves “I can do this!”, whereas 0% (0% male; 0% female) reported that they **do not** tell themselves “I can do this!”.

28.57% (40% male; 0% female) reported that they **usually** depend on themselves in time of trouble, 42.86% (20% male; 100% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 28.57% (40% male; 0% female) reported that they **do not** depend on themselves in time of trouble.

15.4% (14.3% male; 16.6% female) reported that they **usually** depend on themselves in time of trouble, 77% (71.4% male; 83.3% female) reported that they **sometimes** depend on themselves in time of trouble, whereas 7.7% (14.3% male; 0% female) reported that they **do not** depend on themselves in time of trouble.

Comment: This group has a good level of agency pre-project with slight differences between the males and females. If anything, agency seems to have diminished slightly, except for a sense of “I can do this”, which is somewhat contradictory, and contradicts observation by teachers, students and myself.

Communication Skills

0% (0% male; 0% female) reported that they **usually** found it difficult to explain their feelings, 64.29% (60% male; 75% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 35.71% (40% male; 25% female) reported that they **did not** find it difficult to explain their feelings.

Communication Skills

7.7% (0% male, 16.6% female) reported that they **usually** found it difficult to explain their feelings, 84.6% (85.7% male; 83.3% female) reported that they **sometimes** found it difficult to explain their feelings, whereas 7.7% (14.3% male; 0% female) reported that they **did not** find it difficult to explain their feelings.

Comment: This group seems to have reasonable communication skills, with some differences between the males and females. There seems a reduction in communication skills as reported in the questionnaires but this is in marked contradiction with what was seen in the classroom and reported by the class teacher.

Listening Skills plus Empathy

58.82% (70% male; 75% female) reported that they **usually** listened to others especially when they are upset, 21% (20% male; 25% female) reported that they **sometimes** listened to others especially when they are upset, whereas 0% reported that they **did not** listen to others especially when they are upset.

Listening Skills plus Empathy

61.5% (42.9% male; 83.3% female) reported that they **usually** listened to others especially when they are upset, 38.5% (57.2% male; 16.6% female) reported that they **sometimes**

listened to others especially when they are upset, whereas nobody reported that they **did not** listen to others especially when they are upset.

Comment: This group has good listening skills and is empathetic to others who are upset. The females seem more empathetic overall. These seem slightly improved over the course of the project but a much greater improvement than this shown here was observed in the group.

Teamwork

71.43% (60% male; 100% female) reported that when working with others, they **usually** make decisions together, 28.57% (40% male; 0% female) reported that when working with others, they **sometimes** make decisions together, whereas 0% (0% male; 0% female) reported that when working with others, they did not make decisions together,

69.2% (71.4% male; 66.6% female) reported that when working with others, they **usually** make decisions together, 30.8% (28.6% male; 33.3% female) reported that when working with others, they **sometimes** make decisions together, whereas 0% (0% male; 0% female) reported that when working with others, they did not make decisions together,

14.29% (10% male, 25% female) reported that they **usually** prefer to work on their own and not with others, 57.14% (60% male, 50% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 28.57% (30% male, 25% female) reported that they **do not** prefer to work on their own rather than with others.

7.7% (14.3% male, 0% female) reported that they **usually** prefer to work on their own and not with others, 38.5% (28.6% male, 50% female) reported that they **sometimes** prefer to work on their own and not with others, whereas 53.8% (57.2% male, 50% female) reported that they **do not** prefer to work on their own rather than with others.

Comment: Decision-making is shared more among females than males but for the other aspects of teamwork there is little difference pre-project. There was, however, a great improvement in teamwork over the course of the project, as confirmed by observation.

Self-Confidence

28.57% (20% male, 50% female) reported that they **usually** feel nervous in new situations; 64.29% (70% male, 50% female) reported that they **sometimes** feel nervous in new situations; whereas 7.14% (10% male, 0% female) reported that they **do not** feel nervous in new situations.

Self-Confidence

23.1% (14.3% male, 33.3% female) reported that they **usually** feel nervous in new situations, 69.2% (71.4% male, 66.6% female) reported that they **sometimes** feel nervous in new situations, whereas 7.7% (14.3% male, 0% female) reported that they **do not** feel nervous in new situations.

Comment: The females were less confident than the males both pre- and post-project but this difference diminished over the course of the project, and this was confirmed during the project, as the females gained confidence and became more active.

Empathy

71.43% (80% male; 50% female) reported that they **usually** try to be nice to people and care about their feelings, 28.57% (20% male, 50% female) reported that they **sometimes** try to be nice to people and care about their feelings, whereas 0% (0% male; 0% female) reported that they **did not** try to be nice to people and care about their feelings.

Empathy

69.2% (71.4% male; 66.6% female) reported that they **usually** try to be nice to people and care about their feelings, 30.8% (28.6% male; 33.3% female) reported that they **sometimes** try to be nice to people and care about their feelings, whereas nobody reported that they **did not** try to be nice to people and care about their feelings.

Comment: There is a good level of empathy in the group, particularly among the males, although this seemed to be less post-project – a result not confirmed by observation.

Social Support

85.71% (90% male; 75% female) reported that they had one good friend or more, whereas 14.29% (10% male; 25% female) reported that they sometimes had one good friend or more. None reported that they did not have one good friend or more.

Social Support

61.5% (71.4% male; 50% female) reported that they had one good friend or more, whereas 38.5% (28.6% males; 50% female) reported that they sometimes had one good friend or more. None reported that they did not have one good friend or more.

Comment: The group has good social support, slightly more so among the males than the females. However, again this seemed to be reduced post-project.

General Comment: The responses to this type of questionnaire are subjective and depend upon the respondents' self-awareness and reflection. However, the results are certainly in agreement (apart from the diminishing listening and empathy skills) with the reports given by both teachers and students in focus group discussions and individual interviews. If anything the improvements in the skills mentioned and particularly sense of agency, communication and teamwork skills are underestimated in these responses, as compared with the delight and amazement of the teachers at the increased sense of agency, sense of responsibility, teamwork and communication skills of their pupils. They also stressed the increasing social skills, beyond anything that they had hoped for (see mid-project evaluation with teachers from SFX, Appendix 3).

CNWL - FS

			Total (%)¹⁴		Male (%)		Female (%)	
			Pre-Project	Post-Project	Pre-Project	Post-Project	Pre-Project	Post-Project
Agency	When I decide to do something, I am generally successful	Usually	42.86	38.5	40.00	28.6	50.00	50
		Sometimes	50.00	53.8	50.00	57.2	50.00	50
		No	7.14	7.7	10.00	14.3	0	0
	If I don't succeed, I try and try again	Usually	64.29	53.8	60.00	57.2	75.00	50
		Sometimes	35.71	46.2	40.00	42.9	25.00	50
		No	0	0	0	0	0	0
	I often tell myself, "I can do this!"	Usually	50.00	61.5	30.0	71.4	100.00	50
		Sometimes	50.00	38.5	70.00	28.6	0	50
		No	0	0	0	0	0	0
Communication Skills	I find it difficult to explain my feelings	Usually	28.57	15.4	40.00	14.3	0	16.6
		Sometimes	42.86	77	20.00	71.4	100.00	83.3
		No	28.57	7.7	40.00	14.3	0	0
	I listen to others, especially when they are upset	Usually	0	7.7	0	0	0	16.6
		Sometimes	64.29	84.6	60.00	85.7	75.00	83.3
		No	35.71	7.7	40.00	14.3	25.00	0
		Usually	58.82 ¹⁵	61.5	70.00 ¹²	42.9	75.00	83.3
		Sometimes	21.43	38.5	20.00	57.2	25.00	16.6
		No	0	0	0	0	0	0
Team Work	When working with others, we make decisions together	Usually	71.43	69.2	60.00	71.4	100.00	66.6
		Sometimes	28.57	30.8	40.00	28.6	0	33.3
		No	0	0	0	0	0	0
	I prefer to work on my own and not with others	Usually	14.29	7.7	10.00	14.3	25.00	0
		Sometimes	57.14	38.5	60.00	28.6	50.00	50
		No	28.57	53.8	30.00	57.2	25.00	50
Self-Confidence	I am nervous in new situations.	Usually	28.57	23.1	20.00	14.3	50.00	33.3
		Sometimes	64.29	69.2	70.00	71.4	50.00	66.6
		No	7.14	7.7	10.00	14.3	0	0
Empathy	I try to be nice to other people, I care about their feelings	Usually	71.43	69.2	80.00	71.4	50.00	66.6
		Sometimes	28.57	30.8	20.00	28.6	50.00	33.3
		No	0	0	0	0	0	0
Social Support	I have one good friend or more	Usually	85.71	61.5	90.00	71.4	75.00	50
		Sometimes	14.29	38.5	10.00	28.6	25.00	50
		No	0	0	0	0	0	0

¹⁴ Percentages are corrected to the nearest first decimal place, and therefore do not always add up to 100%.

¹⁵ 1 non-respondent for this question.

