



LEAD AND BE LED



EVALUATION REPORT

YEAR 2 2025

INTRODUCTION

Lead and Be Led is a one-of-a-kind programme designed by Anti-Tribalism Movement (ATM) that focuses on the core skills and attributes needed in today's society, emphasising social and emotional competencies, including self-awareness, collaboration, empathy, relationship-building, and the ability to lead through authenticity rather than authority. At its heart, Lead and Be Led is built around the ideals that every young person is a born leader. With the right support, encouragement, tools, and opportunities, a young person can be confident enough to speak up, make changes, and pursue their aspirations despite social and economic barriers. Young people who graduate from this programme sit on influential panels and boards such as the youth advisory board, decision-making panels, and consulting leaders in the UK about issues that primarily affect young people. Alumni have made strides in impacting high level decision making through their advocacy and social action campaigns and they also work with local authorities, law firms, consulting firms, the mayor's office, and management in business and commerce.

The ethos of Lead and Be Led is that with the right skills and support, young participants will be able to access the opportunities to improve their lives, improving their chances in life and creating fairer communities and steering young people away from divisive ideals. The Lead and Be Led programme takes place throughout the year with young people aged 16–24. Participants take part in exclusive face-to-face training to hone their ability to manage projects, contribute to public debates, build ideas and relationships, and gain meaningful employment.

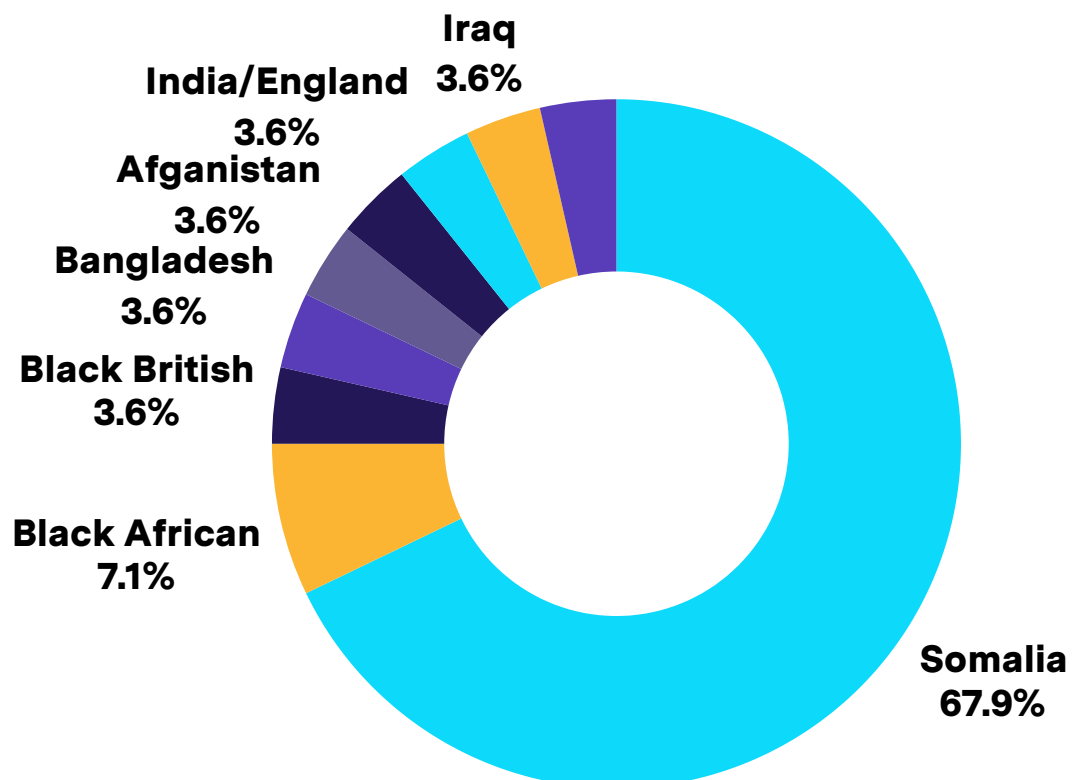


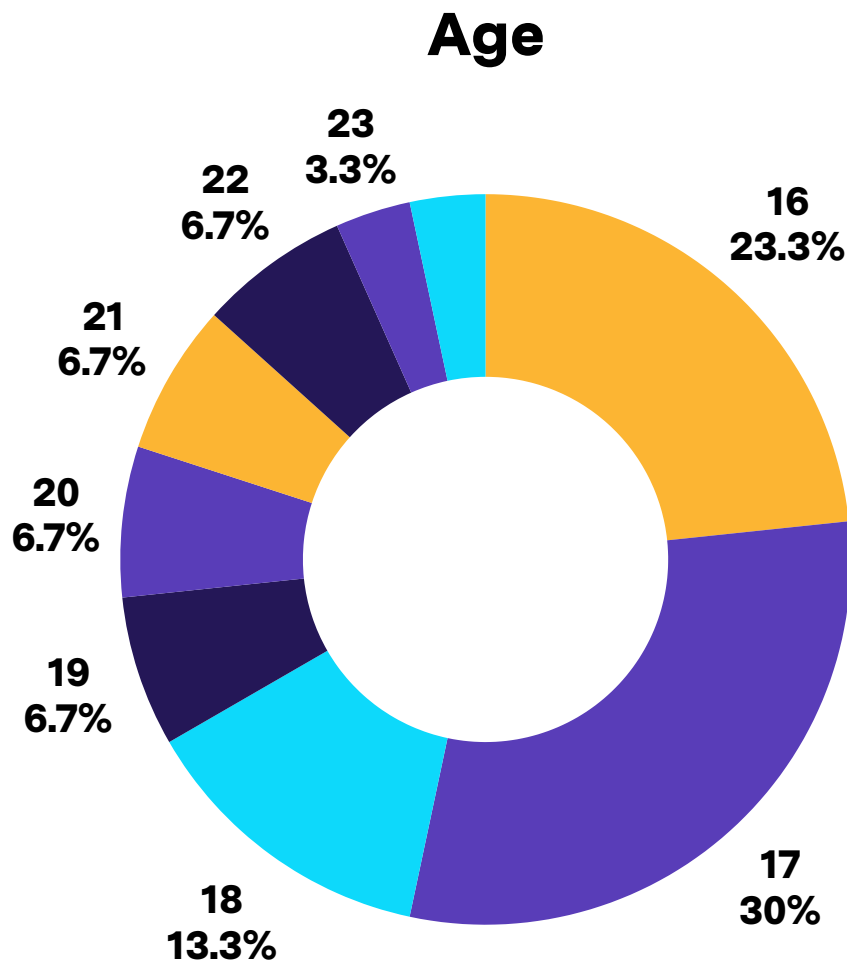
LEAD & BE LED INDUCTION

OVERVIEW OF THIS YEAR

This year, there were 2 cycles, working with a total of 28 young people. The following outlines the breakdown of ethnicity and age. We asked young people to self-identify their ethnicity, reflected in the chart below.

Ethnicity





The first social action campaign was **EMpowerU**, a podcast dedicated to raising awareness on the challenges young people are faced with in the employment market. They recorded two informative episodes on the barriers to employment, and tips to find employment. They hosted a podcast launch event of youth employment week, which included a panel discussion with employment experts such as Umar Akram (Department for Work and Pensions), Andrea Maloney (WeRise), Mayra Palomina (H&F Works) and life coach Andre Shillingford.

The second social action campaign was **Unlocked Futures** which emerged out of the group sharing fear about what their future looks like after they finish education. Their goal was to connect young people with various professionals with different career journeys and to creatively speak on the uncertainty felt by them and their peers. They designed a booklet with poetry submissions and resources for young people to find support in London. They also held a sold out event with poetry performances, a panel discussion and a raffle competition. The group documented the event with the support of YouPress, who also sponsored their campaign after they pitched it to them. Panelists included Alessandro Babalola (Chair of SohoTheatre, Actor), Sagal-Louise Haider (Researcher & Architect), and Tayeeba Ahmed (Youth Worker, Founder of 248 Impact).



EVALUATION DESIGN

UPDATING THE THEORY OF CHANGE

As part of the evaluation for this year, there were also significant changes made to the Lead and Be Led's Theory of Change, a crucial shift that has helped to understand the impact of the programme in different ways. In order to amend the Theory of Change, a consultation period was held with staff and young people to go through the current version to have a discussion about what needed to be changed for the new iteration. The changes were then made in an iterative way, reflecting the viewpoints of those involved.

The initial consultation was held with 2 staff members- ATM Managing Director and Programme Manager- as well as a focus group with young people who were alumni of the programme to go through a guided session around what changes needed to be made. Once the draft of the Theory of Change was made, the next version was amended again by the Facilitator and the Programme Manager.

The final Theory of Change is as follows:



Lead and Be Led Theory of Change

APPROACH: Young people are people with leadership skills and good ideas within them already, they just need support and skills development to bring these ideas and abilities to life. Approach is tailored, participatory, iterative and flexible while being structured.

PROBLEMS

Young people lack confidence in challenging situations with their friends, peers, family and wider society.

There is a stigma against mental health awareness and receiving mental health support.

Mental health support is difficult to access.

ACTIVITIES

Situation exercises

Hardship and decision-making exercises

Identity and confidence exercises

1-2-1 regular check-ins to see how young people are doing

OUTCOMES

Young people will **increase their resilience and ability to deal with challenging situations** with friends, peers, family and wider society.

Young people will have **increased empathy**

IMPACTS

120 young people are equipped with the skills to address challenging situations.

Young people are able to advocate for issues affecting their peers in wider society through a social action campaign.

Young people have increased socio-emotional skills, emotional management and emotional intelligence needed to solve problems.

Young people lack social skills and can find it challenging to develop positive relationships.

Young people lack a sense of belonging.

Young people often have conflicting identities between building social relationships with peers and at home.

Young people don't have many safe spaces outside of home and school.

Social action campaign

Group exercises/peer review

Working collaboratively with other young people

Consultations with local groups to implement their idea

Community building outreach

Feedback sessions

Alumni network- volunteering, follow up sessions

Community building

Young people increase **confidence in building relationships** with their peers and community

Young people have an **increased sense of agency**, more able to make a change in issues they care about.

Young people have **increased communication skills**.

Young people establish positive and supporting bonds with one another

Young people have a cascading influence on their peers.

Young people become each others' networks.

Young people grow their network in the local community.

Young people advocate for themselves and others.

Young people are able to continue to use ATM as a resource.

Young people will have an increased sense of clarity, identity and purpose.

Young people lack decision-making tools and aren't active in their community.

Young people are not listened to or trusted to make change.

Decision-making workshops

Public speaking training

Confidence building session

Designing policy briefs

Involving young people in policy briefs

Mentoring

Young people are **more active citizens** and community champions.

Young people have **increased self-efficacy**.

Young people begin to **believe in themselves** and their ability to make decisions.

Young people have **increased self-awareness**.

Young people have **increased critical thinking**.

Young people have **increased leadership skills**.

Young people will be equipped with decision-making tools.

Young people complete a social action campaign on community issues important to them.

Young people are able to manage their daily lifestyle.

Young people have a strong understanding of critical thinking.

Young people will develop positive mentoring relationships.

AIM: Lead and be Led is a project by ATM to enhance the skills of young people to realise their potential through an asset-based approach, becoming young ambassadors within their communities.

Young people lack confidence and skills to seek employment and further opportunities

Young people believe there are certain opportunities and things in society that are not for them.

Young people lack creative development in schools

CV building workshop

Interview sessions

Employment workshops

Skill-building workshop

1-2-1 goal setting conversations

Learning visits

Financial literacy training

Young people have **increased ambition and aspiration**.

Young people have **stronger knowledge of different career sectors**.

Young people have **increased creative problem solving skills**.

Young people develop practical skills that will increase their ability to seek employment and opportunities.

120 young people have strengthened their CVs, practice interviews and have accessed new employment opportunities

The employment field has benefitted from 120 young people from Global Majority backgrounds.

Young people are more entrepreneurial.

Young people are more digitally literate.

DATA ANALYSIS AND REPORTING

In general, this report highlights young people's skill development, confidence in building their voice, growing their networking and gaining skills useful for future education and employment.

Data was collected through surveys designed based on the outcomes on the Theory of Change, supplemented by focus groups with each cohort to further build upon the findings and impact areas outlined the following sections.

IMPACT

Based on the outcomes listed on the Theory of Change, the following are the key areas of impact for the programme.

The percentage next to each outcome area demonstrates the percentage of young people who either agreed or strongly agreed with statements related to the following outcomes:

- Increased ability to deal with challenging situations- 82%
- Increased empathy- 82%
- Confidence in building relationships- 82%
- Confidence in getting through challenges- 61%
- Sense of agency- 71%
- Communication skills- 75%
- Active citizens- 36%
- Increased self-efficacy- 75%
- Belief in themselves- 71%
- Increased self-awareness- 79%
- Critical thinking- 89%
- Leadership skills- 89%
- Seeing themselves as a leader- 64%
- Ambition and aspiration- 82%
- Knowledge of different career sectors- 89%
- Creative problem-solving skills- 72%

STRENGTHS

The strongest areas of the programme are around young people gaining knowledge of different sectors, critical thinking, leadership, ambition and aspiration, building relationships, empathy and the ability to deal with challenging situations. This was also reflected in the qualitative feedback from participants who felt they built skills in these areas. In particular, critical thinking, leadership skills and knowledge of different sectors were the highest while when asked directly if young people saw themselves as leaders, they scored lower. This shows that while they are gaining leadership skills, they might not know they are building these skills directly which could be why there is a disconnect in the two questions.

Another key area- ambition and aspiration- clearly stood out in both the survey data and the focus groups with young people as something they were able to build from taking part in the programme. It helped them to see themselves outside of just their circumstances or previous life experiences and opened their eyes to what is possible. It expanded their notion of what they can achieve in their lives though there was in some instances a disconnect between what they believed they were able to achieve.

Creativity and critical thinking were two other key areas that clearly young people were able to develop throughout Lead and Be Led. They were open to decide which area they wanted to focus on for their social action campaign which allowed them the opportunity for their creativity to flourish. As the programme is about a collective social action campaign, this also demonstrates the power of social creativity or being creative with others and how when done well can be even more effective than young people working on their own.





10/10/2020

Our Great Values

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CHALLENGES

Outcomes related to self-belief and confidence to get through challenges scored on the lower side and were also discussed with uncertainty in the focus group settings. While they had a strong sense of accomplishment through taking part in the programme, it was clear that this did not necessarily translate into feeling more confident about their futures and ability to be able to navigate these future challenges. This reflects the limitations of the external environment and the rapidly changing job market that is out of the hands of the workshop leaders.

The lowest area on the survey data was whether young people felt active in their communities which showed that though they created a social action campaign, they don't necessarily feel that they are active citizens. This might also reflect that they do not feel as though they are active in their communities outside of the project which could be something to highlight with the young people and build more into the sessions if this is an area of focus.



HIGHLIGHTS

WORKING WITH OTHERS

During focus groups with young people, the most prominent highlight for them was building relationships with their peers and getting better at working with others. There were clear challenges with group dynamics at times, but that was also a source of confidence building since they were able to overcome those challenges and put on a successful campaign.

The community aspect of it worked well as it shows me there are people out there that are taking action to make a change.

I enjoyed how we would come together weekly and try and work together to plan and execute our events. Everyone brought something to the table like organising or editing. We each got to plan a role as well. The workshop also put out my comfort zone as I didn't really have much confidence in my skills. However, now that the workshop ended, I feel more confident.

BREAKING OUT OF THEIR COMFORT ZONE

The ability to break out of their comfort zones was not something that is explicitly on the Theory of Change though many young people in the surveys and focus groups expressed that this was a significant outcome for them in taking part. In a school setting, they often do not have the opportunity or the confidence to do this, but the safe space provided by the programme was the right environment for the young people to take risks.

I think my favourite thing was that it was very inclusive and everyone had space to share anything they wanted to say. That's really important because it helped bring everyone's confidence up and make us better speakers and active listeners.

COMMUNICATION SKILLS

Communication skills were also key skills developed by participants. This involved being able to work with others in an effective way but also the ability to present their ideas in an effective way. They also stated that they don't have the opportunity to do this in a safe space in a school environment. For some who were working on the social media for their campaigns, they were also able to build their communication skills in this area as well. This could be a useful skill for all so something that might be able to be integrated into some aspect of the delivery for the whole group.

PLANS TO CONTINUE THEIR CAMPAIGNS

While for many, time is limited with school and other commitments, many young people said they still wanted to continue their campaigns after the end of the programme. This highlights how much the young people gained from the programme itself and the team dynamics and collective identity built from their participation in it.

I would hope to continue the project and turn it into a wider campaign itself to help more people in the community.

My public speaking, ability to host, ability to research, chances to network and learn new opportunities, ability to lead, and my ability to create agendas and carry them out (and so much more) – they were all so useful for me in the future. I don't think any other programme would have done this for me, so I am very grateful.

The public speaking and doing tasks independently was really crucial for me. It was great conducting and carrying out an event, taking charge when I have to, and stepping out of my comfort zone.

MAKING THE CONNECTIONS TO FUTURE CAREERS

It was clear from the focus groups and surveys that young people clearly saw the connection between the work they were doing on the programme and their future careers. They not only learned about other careers and sectors which was one of the highest scores on the survey, they also clearly saw the connection between what they learned and being able to support their futures.

RECOMMENDATIONS

1. Young people being more active in the community- One key area of growth is around being active in the community so if this is an area that is a priority for the programme, it would be useful to find create ways to help young people to be more active citizens into the programme. This would have to translate not just to their social action campaigns but also to their day-to-day lives, and seeing a strong, ongoing connection between the two.

2. More time for planning social action campaign- One of the points that came up many times in discussion around possible adaptations to the programme is around having more time for planning their social action campaign and associated events. For some, the planning time felt rushed with some young people not taking it seriously until towards the end.

3. More interactivity- Some of the young people highlighted that they would have wanted more interactivity in the sessions. This could be creative activities as well as more activities designed for the team to interact with each other.

4. Trial run- There was also a desire to potentially have a trial run of the project to avoid any last minute challenges. This was stated in relation to the social action campaign that was an event where there were glitches with technology that initially caused stress in the event running smoothly. This might not always be possible with timing or with each project but could be an effective way for them to test their event or project in a lower stakes way before the larger event or project launch.

5. Testing new applications- There are many areas where Lead and Be Led's methodology can be impactful such as schools, businesses and incubator programmes. In order to scale the programme into other areas, testing and gathering evidence around each test will help to build momentum and justification for scaling. In some instances, it might be worth running free taster workshops initially with organisations who might be keen to support the programme,

