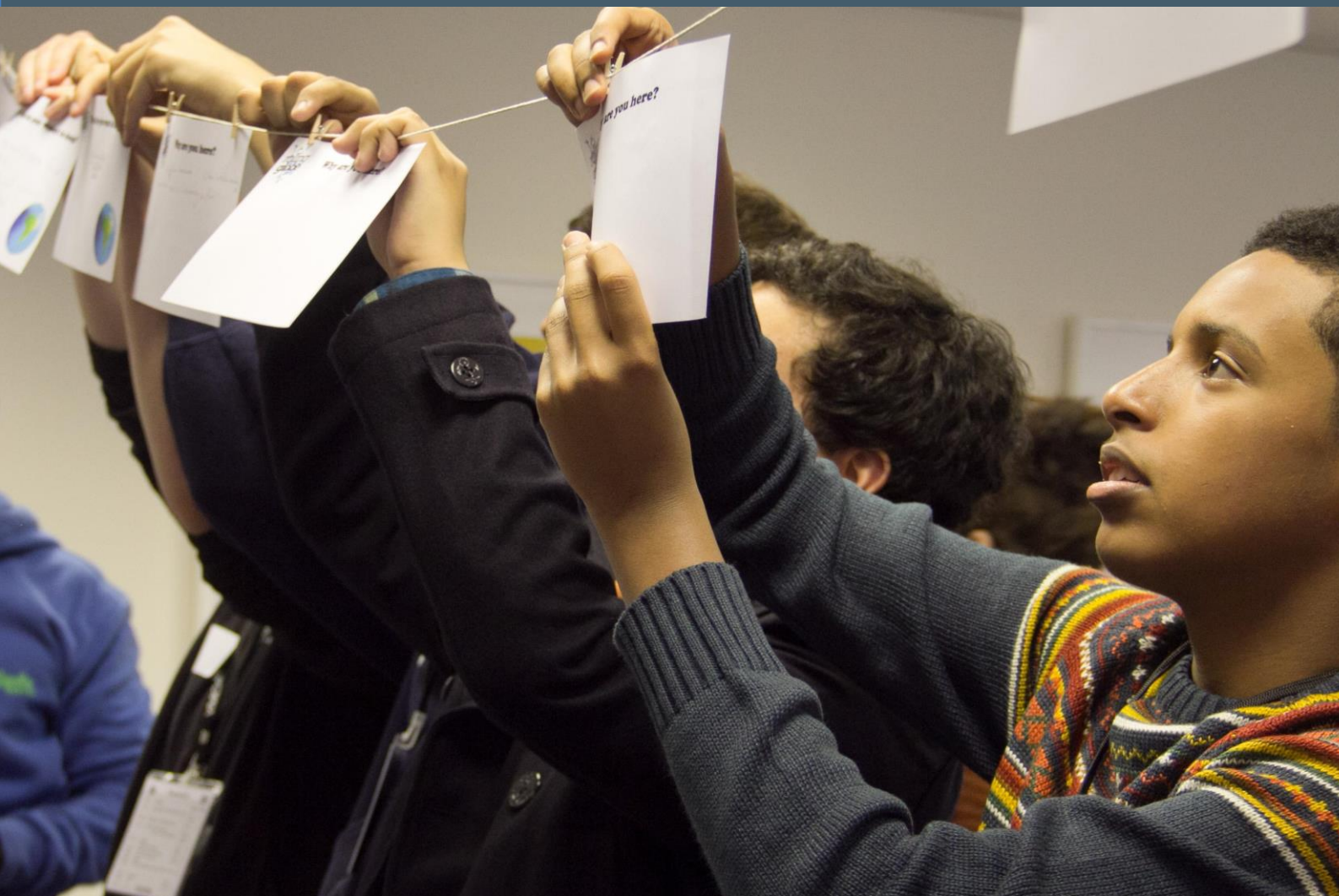


APRIL 2013



# EVALUATION OF THE GLOBAL YOUTH WORK IN ACTION PROJECT (2010-13)

Dr Momodou Sallah

## **Y Care International**

Y Care International (YCI) is the international relief and development partner of the YMCA movement in the UK and Ireland. Since 1984, it has worked in partnership with young people across the world to respond to the needs of the most marginalised in society. As part of its Global Youth Work programme, YCI works with marginalised young people in the UK and Ireland to help them explore global issues that are relevant to their lives.

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## Executive Summary

This report is an independent evaluation of YCI's three year DFID funded project, Global Youth Work in Action by the Youth, Community and Education Department of De Montfort University. The Global Youth Work in Action (GYWiA) project sought to engage over a 1000 young people from the UK between the ages of 16-25, most of whom can be considered as marginalised young people for a range of reasons, through a Global Youth Work methodological approach. The Global Youth Work in Action project was designed to provide spaces outside of the formal education system for marginalised young people to increase their understanding, empathy and interconnection with global issues, international development and poverty.

The GYWiA project directly engaged a total of 1197 young people mostly between the ages of 16-25; however there were some project participants as young as eight and others as old as 28 years with just over 75% of respondents between 15-25 years-old. During the lifespan of the project, there were thirty-three delivery partners from a range of settings and dealing with a multitude of marginalised issues including those with less than five GCSEs, socio-economically deprived young people, young people marginalised because of their sexuality, disability, nationality and or other social stratifications. Global Youth Work as a methodological approach was used to engage given groups of young people, over different time spans, to explore local-global issues through an informal, creative and participative approach to learning.

A number of evaluation tools were used to capture the data including:

- Online monitoring and evaluation forms which captured individual and aggregate with a response rate of 55% which falls to 39 % for individual-level data.
- Evaluation forms submitted by 44 youth workers from 30 different projects.
- Semi-structured interviews with six project workers and managers

Furthermore, specific evaluations of the annual youth event 'Rolling Globe' and the global youth work training 'Roadshows' were undertaken. This allowed the evaluation team to capture data, through triangulation, from all the three years of the project consistently.

### **Global development knowledge and understanding**

Across all three years, most of the young people (72%) had either 'not at all' learnt about development at school or learnt a 'little'. However, from their engagement in the project, 57.3% of participants felt there were 'some' or 'a lot' of links between their lives and the Global South and just 8.9% thought there were no links at all. Indeed, overall, 91% of project participants where individual and the aggregate evaluation data is available, stated that there were links between their lives and those of young people in the Global South. Ninety-eight percent of young people believed that their knowledge of global development issues increased over the lifetime of the project. The majority of young people (62%) felt that this increase was by 'some' or 'a lot'.

Young people were asked about the most important thing they have learnt from the project and as reflected, learning about different countries and other young people, understanding of global inequality, seeing things differently as a result of reflection; and understanding global interdependence have been reported by young people as key learning during the project.

### **Effects on behaviour**

Across the three years, 91% stated that their global behaviour had changed after engaging with the project, the majority (63%) of these by either 'A lot' or 'Some'. The types of global behaviour change amongst young people varied and were anecdotal but many reported buying Fair Trade products or signing up to charity campaigns as examples of how their behaviour changed. Global Youth Work, as a pedagogical tool, appears to have affected young people's behaviour. Young people from the project reportedly found the methodological approach of Global Youth Work very effective in engaging them. Its effectiveness as a pedagogical tool lies in its ability to engender informal learning "by doing"; providing spaces and opportunities for young people to learn new things, leading to the generation of curiosity. Young people reportedly engaged with the learning spaces as co-producers of knowledge and action; bridging the gap between gaining consciousness and taking action. A key ingredient to the success of the methodological approach is the space created in the project to interact with a variety of people from a diversity of backgrounds. These various parts, as reported by project participants, configure into a whole to make the practice of Global Youth Work an effective mechanism.

### **Skills development**

Almost all the respondents across the three years claimed to have learnt at least a skill during the project intervention and the overwhelming majority learnt at least one. Teamwork, communication and listening were the most common responses of skills learnt throughout the project lifetime. Over the three years, 84.2% of participants agreed that they felt 'some' or 'a lot' of confidence in now using these skills.

### **Positive effect on youth workers**

Seventy percent of respondents to the youth worker evaluation of 44 from 30 different projects reported that youth workers' competences have been enhanced, with an increased ability to plan, deliver and evaluate Global Youth Work projects as well as support youth participation across the three years.

### **YCI project management**

Youth workers also reported an overwhelmingly positive perception of their interaction with YCI. Over the three years, 93% of youth workers agreed or strongly agreed they received adequate support from YCI.

The funding and delivery of this project is highly significant for the practice and policy of youth work; especially in effectively engaging marginalised young people. This project, in its delivery and its lessons, advances significant recommendations to those in practice, policy and academia. Its most significant contribution appears to be its ability to engage young people on the margins in a fun but critical manner.

## Introduction

The Youth, Community and Education Department of De Montfort University was contracted by Y Care International (YCI) to evaluate its Global Youth Work in Action project. This report is an independent evaluation of the project conducted by Dr Momodou Sallah, Senior Lecturer at the Youth, Community and Education Department of De Montfort University with the support of Dr Muhideen Adesokan, as statistical analyst. This independent evaluation of the GYWiA project seeks to ascertain whether the project objectives have been met, the achievements of the project, methodological complexities and recommendations for policy, practice and future research.

The project sought to utilise Global Youth Work as a methodology to engage young people around local-global issues, especially those on the margins. The report starts with a review of relevant literature around Global Youth Work and previous studies in the field against the backdrop of methodological justifications and choices in relation to evaluation of the GYWiA project. The report presents findings of the efficacy and effectiveness of the project as well as analyses to draw conclusions, lessons to be learned and recommendations to various stakeholders.

In chapter one, the report starts with a presentation of conceptual and operational definitions of Global Youth Work (GYW) as a distinct way of working with young people that is premised on informal education, critical literacy, exploration of local-global interconnectedness and starting from young people's everyday experiences. GYW as an approach to working with young people, especially with marginalised young people, is positioned against the backdrop of an increasingly globalised world where time, space and distance have been conquered and the boundary between "here" and "there" has literally evaporated. We will also briefly explore previous studies in this field to review existing practices and knowledge already generated to inform the project's intervention.

In chapter two, methodological approaches and justification in using a mixed method approach are explored and the range of instruments used in gathering and analysing data, including young people's questionnaire, workers' project reports, semi-structured individual interviews, road shows and annual project progress reports are presented. The demography of the project participants based on a 39% response rate for individual data and 55% for aggregate data is presented and methodological complexities discussed. Fundamentally, this chapter sets out the robustness of the evaluation and enumerates operational complexities the evaluator had to grapple with.

In chapter three, findings and analyses of the project are presented in five thematic areas in line with the project objectives: Young people's understanding of development issues and lives of young people in the Global South; Impact of GYW on young people and wider society; Added value of Global Youth Work to developing active global citizenship (skills, confidence and knowledge); Young people taking action within their communities and wider society; and Youth workers and youth work organisations developing capacity, motivation and skills. The approach to analyses and the findings are systematically presented in this chapter.

In chapter four, we cogitate on lessons learned and the implications of the findings on the practice of working with young people through the distinct methodological approach of Global Youth Work, especially for those working on the margins, the implications for policy makers and also for voluntary and statutory groups working with young people. Consequently, far reaching recommendations are presented as well as prospects for future research.

## Global Youth Work and Previous Studies

### Terminology and conceptualisation

Whilst in the field of youth work, this concept is largely known as Global Youth Work (Sallah 2009; Cotton 2009); similar concepts have gone by many other names, including Global Education, Global Learning, Education for Sustainable Development and Global Citizenship (ESDGC). This aspect of working with young people to address the global dimension is called Global Youth Work in Northern Ireland, England and Scotland; Development Education in Youth Work and Global Justice in Youth Work in Ireland and Education for Sustainable Development and Global Citizenship in Wales (*Dare to Stretch* 2009). According to the North-South Centre, “Global education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship.” (North-South Centre 2010:10).

From the above, we can deduce that there is no single universal term that completely captures the concept of Global Youth Work; however the different terminologies conflate to configure a practice that:

- is concerned with how the concept and process of globalisation impacts on young people’s realities
- is based on the principles of informal education
- promotes consciousness and action
- challenges oppression and promotes social justice
- is located in young people’s realities

(Bourn and McCollum, 1995; DEA, 2004; Sallah, 2008).

### Global Youth Work definition

It can be argued that the concept of Global Youth Work has existed in many guises previously, including International Youth Work and Development Education, however the term GYW was coined in 1995 (Bourn and McCollum, 1995) and its prominence has grown in recent times as a distinct way of working with young people, incorporating both the principles of Development Education and youth work. It is worth noting that there appears to be efforts to decapitate youth work in the mainstream through government policy, and Global Youth Work, whilst still widely practiced, must be understood in this context. Perhaps the best known definition is the DEA’s (now Think Global) definition that Global Youth Work is:

“Informal education with young people that encourages a critical understanding of the links between the personal, local and the global and seeks their active participation in actions that bring about change towards greater equality and justice”. (DEA, 2004:21)

It is an educational approach that “opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all” (North-South Centre 2010:10).



It is a methodological approach that explores the personal, local, national and global interconnections between the young people and the five faces of globalisation (economic, political, cultural, environmental and technological, interactively to generate a critical understanding (Freire 1993) which hopefully leads to the second prerogative of promoting action as a result of that consciousness which attempts to change the world (Sallah 2008a:7).

### Global Youth Work Conceptual Frameworks

Diagram One

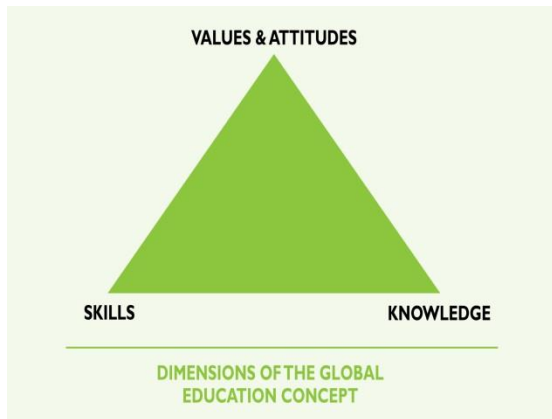


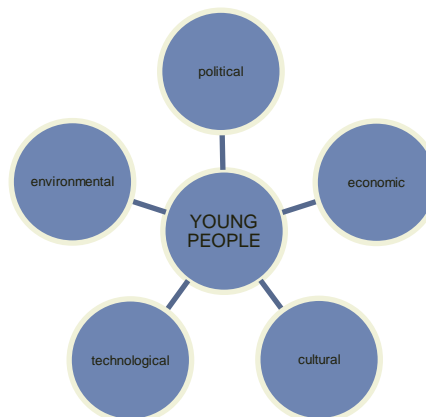
Diagram Two



Diagram Three



Diagram Four



In the above four mostly disseminated Global Youth Work conceptual frameworks; we can observe some synergies and divergences in the conceptions of GYW. In diagram 1, the North-South Centre postulate that Global Education enables the development of skills, knowledge and attitudes needed for everyone to fulfil their potential and live in a just and sustainable world (P.16). This concept proposes the reimagining of the content, form and context of education, with a focus on developing the necessary skills, knowledge and, values and attitudes.

In the second diagram, Woolley (2011) presents the three dimensions of global issues, global experiences and global perspectives that must be configured as a whole for the distinct practice of Global Youth Work to emerge; he argues that a single dimension being addressed, in the absence of the others, leaves it short of Global Youth Work. The global issue in the intersecting circles focuses on the interconnectedness of the personal and local issues, linked to the global.

In his diagrammatic representation, Woolley (2011) argues that young people need to be exposed to a global experience to understand the interconnectedness, however this global experience does not necessarily mean leaving national boundaries and leaving national boundaries does not also necessarily guarantee a global experience; he argues that Global Youth Work must create that global experience, regardless of spatial location. The third dimension of global perspective, he argues, is the often missing majority or Southern perspective in Global Youth Work; this perspective of seeing the world, from Southern and counter orthodoxy perspective is a cardinal and essential part of the configured whole of Global Youth Work, according to Woolley (2011).

In the third diagram, the DEA (2010) advances that the first function of Global Youth Work is to support young people connect with local-global issues, and encourage them to challenge their own construction of reality, normalisation of inequality and injustice, starting from their own realities and experiences; and then to bring about change.

In the fourth diagram, Sallah (2008; 2013) argues that Global Youth Work must first attempt to engage with young people's constructed reality and then support young people to make the links between the personal, local, national and global, and the five dimensions of globalisation (economic, political, cultural, technological and environmental) to provoke critical consciousness and then support them to take action, whatever the concerned young people deem appropriate in creating a more just world for themselves and the rest of humanity.

From this discourse, whilst some conceptual frameworks focus on the development of skills and attitudes (for example North-South Centre) and others focus on connecting with the young people as key (for example DEA 2010; Sallah 2008a, all of the four concepts focus on process, based not on a fixed curriculum, but on the constructed realities of the young people engaged and the need to develop critical literacy and support action that young people choose, to change the world.

### **Previous evaluations/studies of GYW interventions**

The field of Teacher Training has seen a host of sustained studies exploring Global Citizenship (see for example Shiel and Jones 2004; Scott-Baumann et al. 2003; Martin 2004; Robins et al 2003; Davies et al 2004). However the field of youth work has only recently witnessed an escalation in this arena; mainly linked to Higher Education Institutions. Lashley (1998) and Joseph (2005) explored how GYW is covered in English HEIs. *Dare to Stretch* (2009) has also recently looked at how Development Education is promoted in youth and community work courses in the University of Ulster, Northern Ireland, highlighting the need to incorporate a global dimension to youth worker training as well as addressing the issues of resources and placement. *The State of Global Youth Work in British HEIs* (Sallah 2008b) investigated how, and to what extent Global Youth Work is conceptualised and operationalised within 43 of the

50 Higher Education Institutions delivering youth and community work qualifications at the time. This research provided insightful evidence on the state of Global Youth Work in British HEIs.

Cotton (2009) mapped out Global Youth Work in the non-formal sector for the DEA and concluded that “Youth Work is an excellent vehicle for the delivery of Global Education and that through Global Youth Work, youth workers can meet a range of mainstream and societal outcomes” (Cotton, 2009: 2). Adams (2010) also explored the conceptualisation and terminology used to label Global Youth Work. An Ipsos MORI Research Study on behalf of Development Education Association (DEA: 2008) explored young people’s experiences of global learning and concluded that over 50% of the sample interviewed have experienced global learning over the previous year whilst 78% felt that schools can help students to understand how they can “make the world a better place”. In exploring young people and their engagement with and learning about international development, Bourne and Brown (2011) conclude that “Organisations and education systems seeking to facilitate this perhaps need to give greater consideration to young people’s experiences and motivations and to look beyond assumptions about the processes and outcomes of learning and engagement” (Pg. 5).

The scope of his report does not allow us to do an in-depth review of all relevant literature, however we can begin to draw the inference that whilst there is growing literature in the GYW field, the actual impact of GYW on supporting young people’s learning and taking action is limited; additionally work with marginalised young people through GYW is a greatly under explored field. Thus the significance of this report cannot be overemphasised as it provides empiric evidence and is groundbreaking in many ways

## Project Overview and Evaluation Methods

### Introduction

In this section, we will set out the rationale for the Global Youth Work in Action project (GYWiA), the methodological approaches and complexities to the evaluation of the three year project and the presentation and analyses of findings. This section will also cover the demographics of participants.

### Project Overview

Y Care International (YCI) is the international relief and development partner of the YMCA movement in the UK and Ireland. Since 1984, it has worked in partnership with young people across the world to respond to the needs of the most marginalised in society. As part of its Global Youth Work programme, YCI works with marginalised young people in the UK and Ireland to help them explore global issues that are relevant to their lives.

Following a successful project award from DFID to YCI, the Global Youth Work in Action project started on the 1<sup>st</sup> April 2010 and ended on the 31<sup>st</sup> March 2013. The Global Youth Work in Action project was designed to provide spaces outside of the formal education system for marginalised young people to increase their understanding, empathy and interconnection with global issues, international development and poverty. The project planned to work with 350 young people aged 16-25 each year, over three years. The project plan was for 66% of the young people engaged to be from YMCA-based youth work programmes, 33% from other youth work organisations and 20% of the young people to be from Black and Minority Ethnic (BME) groups. The project also planned to increase the capacity and confidence of youth workers to plan, deliver and evaluate GYW with young people.

The project was a response to several needs, including the need of marginalised young people to access global learning, the need to support GYW outside the formal education sector, and the need to link up the youth work sector which has traditionally been disjointed in its approach to GYW.

### Project Objectives

The project objectives were as follows:

1. 1,050 marginalised young people will have increased awareness, knowledge and understanding of development issues and how they relate to their lives and the lives of young people in the global south.
2. 1,050 marginalised young people will have increased skills and confidence to be active global citizens and share their understanding of global issues amongst their peers, communities and wider society.
3. 122 youth workers will have gained capacity and skills to develop, deliver and evaluate youth-led projects that explore development issues.
4. 42 youth work organisations will have increased motivation, skills and capacity to run projects that build support for development.

5. A further 2,100 members of the wider communities in which the projects take place will have an increased awareness of development issues and the role individuals can play to reduce poverty overseas.
6. The wider youth work sector has access to independent academic research, including evidence from the project, on the impact of GYW on young people and wider society.

## **Project Activities**

### **Grants programme**

The core of the project was an annual competitive grants scheme. YMCAs and other youth organisations were invited to bid for money to deliver innovative and engaging Global Youth Work projects with marginalised groups of young people which would meet the wider Development Awareness Fund outcomes. Global Youth Work in Action grants were bid for by youth workers and managers via a standardised application form. It was originally envisioned that 4 x £5000 and 2 x £8000 grants would be offered per year. For the larger £8000 grants, applicant organisations had to pledge £2000 co-financing for the project. These projects were decided by YCI staff, trustees and young people following a competitive process. Global Take Action Grants of £1000 were bid for by young people directly. They could bid in any format – bids included posters, videos and magazine proposals. Each needed to satisfy key criteria on purpose, budget and methods and have the support of a youth worker. Eight £1000 grants were offered per year.

From April 2010 to September 2012, grant-aided projects were delivered in 33 locations: ten in the first year, twelve in the second year and eleven in the third year. A summary of each project is shown in Annex 1.

### **Rolling Globe Youth Events**

YCI organised an annual youth event (known as 'Rolling Globe') to bring together participants from the grant-funded projects to share their learning with their peers and celebrate their projects' successes over the three years. Young people would lead workshops which explained the project; shared the best practices they had identified through delivery and train up young people to replicate activities in the future if they so wished. Alongside these youth-led workshops, were skill-building workshops to enable young people to gain additional knowledge and skills for future Global Youth Work activity. In Year 1 and 2 of the project, YCI collaborated with Think Global and Oxfam respectively to bring young people engaged in other global learning activities to participate in the Rolling Globes.

### **Global Youth Work Roadshows**

YCI planned and delivered at least 4 GYW Roadshow events per year across the UK. The Roadshows were generally one day events led by YCI staff and brought together both youth workers and young people. They aimed to give participants a taste of potential topics and methods to use within their Global Youth Work. The days were highly participatory with learning delivered through interactive and stimulating games, group work and other creative methods. Topics explored included HIV/AIDs, disability rights, the global drugs trade, conflict and homelessness.

## Evaluation Methodology

A range of evaluation methodologies were used to capture the effectiveness or otherwise of the project in relation to the project objectives. The evaluator and the YCI project managers were keen to make sure that evaluation was an inbuilt mechanism from the start of the project and not something added as an afterthought, at the end of the project. From the initial conception of the project, right through to funding application and project implementation, the evaluator has worked with the YCI project management team to design, refine and amend the evaluation methodology as appropriate. The evaluation methodologies went through a piloting stage and feedback from respondents was used to improve the initial methodologies.

YCI devised an innovative triangulated approach for data capture over the project. This consisted of project workers' reports and reflections; an online monitoring and evaluation system and data from Roadshows and the annual youth events (Rolling Globe). The online monitoring and evaluation system captured some data that was missed or could not have been accessible to project workers such as participation at Roadshows.

### Individual and Aggregate Data from young people via Online Monitoring and Evaluation System

A key challenge for YCI was how to gather appropriate monitoring and evaluation data from individuals dispersed across so many different grant funded projects. They worked with Tim Davies at Practical Participation to create a specific online monitoring and evaluation system that allowed young people and youth workers to input their evaluation data.

The system, hosted on YCI's Youth Workers' Network website, generated a series of unique evaluation forms for each individual Global Youth Work project supported by YCI. Youth workers could then share the URL for that specific evaluation form ('Individual Evaluation Form', see Annex 3 for the hard copy version) with young people engaged in the project via email, or more usually, social media. Depending on the facilities of the partner organisation, some set up laptops and computers with the link open for the young people to complete. Results for the individual forms were then stored on the online M&E system.

A few projects completed paper based forms on an individual basis which were then entered into the online M&E system by the youth worker or by YCI directly.

For many groups, completing an individual form online would have been a significant challenge, mainly due to lower levels of literacy or poor access to computers. To ensure that these voices were included, YCI encouraged youth workers to complete the evaluations in participatory workshops where the young people could complete flipcharts with ticks, stickers and post it notes with key ideas or through moving around the room. The youth workers could then count up the answers and submit the forms online in an aggregate format ('Aggregate Evaluation Data'). Sadly, this information is only at a group level and does not tie individual responses to demographic data. Results for each aggregate form were stored on the online M&E system. Some youth groups undertook a mix of individual level and aggregate reporting depending on the needs of the group.

For both individual and the aggregate evaluation data, respondents were asked to rank how they felt they had benefitted from the projects in questions structured around the project's objectives. They were given an ordinal category ranging from 1 to 4, where 1 signified most negative and 4 signified most positive. In evaluating their feedback, we have attached the following interpretation to the categories: 1 = Not at All; 2 = A Little; 3 = Some and 4 = A Lot.

The online M&E system merged the individual and aggregate data into one data set which gave YCI real time and detailed information on the status of projects, including the number of evaluations completed. It created key charts and graphs which could be shared back with each project to show what they had achieved.

Data from the individual evaluation forms were then entered into NVivo by Y Care International staff with individual open responses from young people thematically coded. Coding was undertaken by at least two members of YCI staff with a third of a sample of responses undertaken by the report author from DMU. Statistical analysis and interpretation of the data was also undertaken by the report author from DMU.

### **Youth Worker Reflection Forms**

A key aim of the project was to improve the capacity of youth workers to design, deliver and evaluate Global Youth Work projects. To track the impact on youth workers who had led the Global Youth Work in Action projects and supported the youth-led Global Take Action Grants, the key youth workers were required to complete an individual evaluation form which explored the shifts in their own knowledge and skills and support they received from YCI. In total, 44 project workers from 30 different projects across the three years completed this form ('Youth Worker Reflection Forms') at the end of their projects via the online monitoring and evaluation system (Annex 4).

Data from the **Youth Worker Reflection Forms** were also entered into NVivo by Y Care International staff. Coding was undertaken by at least two members of YCI staff with a third of a sample of responses undertaken by the report author from DMU.

### **End of Project Reports**

All the 33 project managers/workers submitted project reports at the end of their projects, sometimes preceded by interim reports. This was a set template distributed by YCI with spaces for project managers to report on the project overview, profile of participants, financial expenditure, workshop activities and outcomes, and workers' reflections on GYW activities and outcomes (Annex 5). In total, 33 final project reports were received and additional appendices and resources that were used or developed were also made available to YCI and the evaluator.

### **Global Youth Work Road show Evaluation Forms (young people and youth workers)**

At the start of each Roadshow, youth workers and young people completed a baseline which collected information against the project objectives (Annex 6 and 7). For young people this included questions about perceived knowledge of global development issues and links with young people in the global South. For youth workers, this also included information on perceived knowledge and skills relevant to deliver Global Youth Work and to support youth participation in a youth work context.

They would keep hold of the form throughout the day, and complete the second part at the end of the day. This was then returned to YCI staff before being entered into a spreadsheet.

### **Rolling Globe Workshop-leaders Forms**

Young people who led a workshop at Rolling Globe annual youth event completed an evaluation form which collected demographic information on the participants and whether they believed the design and delivery of the workshop had affected their knowledge of global learning, links with young people in the global South and their confidence. Information about the skills gained and other feedback on the workshop was also collated. This was then returned to YCI staff before being entered into a spreadsheet. Feedback from years 1 and 2 helped to influence planning at future years events (Annex 9).

### **Rolling Globe Young People's Evaluation Forms**

At the end of each of the three Rolling Globes, YCI collected information from youth workers accompanying the young people on the quality of pre-event information; the various activities on the day and on practical matters such as food, venue and other comments (Annex 10).

### **Semi structured individual interviews**

A total of six semi-structured interviews were conducted by the evaluator, two projects from each of the years as follows:

Belfast YMCA and YMCA Derbyshire (Year One); West Bromwich & District YMCA and Inspirational Volunteer Journeys (Year Two); Somerset Racial Equality Council and Sutton Coldfield YMCA (Year Three).

Two out of the six interviews were face-to-face and the remaining four were by telephone interviews; these interviews typically lasted between 30 minutes and one hour. The questions range from reflecting on project objectives to developing case studies and difficulties encountered. The six projects were chosen on the basis of being representative of the 33 projects of the three year project. These interviews were most illuminative in contextualising and complimenting the other evaluation instruments.

### **Response rates**

As highlighted earlier, YCI established through its reports from youth workers that 1197 were directly engaged through the grants programme for the duration of the project. However in terms of collecting individual and aggregate data from the project participants, there was a response rate of 55% which falls to 39 % for individual-level data. Furthermore, not all young people completed each and every question in the evaluation form at either individual or aggregate level. This is likely to be due to a myriad of reasons; including the difficulty in tracking down the young people once the projects are nearing the end; the transient nature of many of the young people; their own choice not to participate in the evaluation; the skills of the youth workers in explaining the evaluation to the young people and/or facilitating the participatory data collection sessions and the culture of collecting evaluation data from young people within the project partners. Caution therefore must be exercised in relation to the degree to which this information can be generalised to all participants. However, it is



imperative to note that invaluable data has been collected from young people, capturing their demography, project learning and reflections as well as skills and knowledge gained.

## Project reach and demographics of participants

The table below shows us how YCI collated and interpreted the myriad of evaluation data gathered from grant-funded projects. Data has been grouped into three tiers.

**Table 1: Overview of participants from grant aided projects**

Demographic	Tier 1			Tier 2			Tier 3		
	Completed by youth workers on who they engaged in grant projects			Completed by young people via the online Monitoring and Evaluation System or in participatory workshops.			Completed by young people via the online Monitoring and Evaluation System		
	Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3
<b>Beneficiaries</b>	434	363	400	130	301	229	99	119	166
<b>Male</b>	N/A	99	248	64	116	116	53	46	86
<b>Female</b>	N/A	264	152	66	185	113	48	72	80
<b>BME/Diaspora groups</b>	107	276	142	39	185	58	26	49	34
<b>Disability</b>	N/A	17	10	1	14	26	3	11	18
<b>5 or more GCSEs</b>	N/A			26	127	70	20	64	47

- Tier one - project worker reports which were sent to YCI at project completion (Annex 5)
- Tier two - combination of aggregate data and Individual data; that is, a combination of evaluation data that was completed as either a group activity or an individual questionnaire (see Annex 3).
- Tier Three - the final tier is exclusively the individual data which came from young people answering on their own and submitting to YCI (see Annex 3).

It is important to note that these different tiers simply explain the different levels of depth of information gathered rather than evaluation data from different young people.

### Direct beneficiaries

Data from direct beneficiaries was collected from end of project forms completed by youth workers ("Tier one") and then from the individual and aggregate data from young people ("Tier Two") and finally an individual form completed by a young person on their own. The figures below in brackets relate to Tier 1 data.

In Year 1 of the project, YCI through its partners, worked with 434 (406) young people, 363 (275) in the second year and 400 in the third year; thus making a total of 1,197 (1081) young people directly engaged in the project. Of these, we were provided individual feedback data collected from 384 or 32% (39%) of direct project beneficiaries: 99 young people in the first year, 119 in the second year and 166 in the third year, making a total of 384 young people.

Available data suggests that 1,197 (1081) young people were directly engaged in the project. However as at the time of this report, data was still being expected from Sunderland YMCA and Stories 4 Change for the first year.

### **Indirect beneficiaries**

Regarding the wider impact of the project by indirectly engaging individuals and communities, it was claimed in the project reports (33 in total) that the project indirectly reached and impacted on 2907 in the second year and 153,978 in the third year. Although no such data is available in the first year projects, it should also be noted that one of the projects reported engaging a 150,000 radio audience, which has a significant impact on the numbers claim. However, even if this was to be discounted, the projected would have indirectly engaged around 4000 members of the wider community which satisfies the project objective of engaging 2100 members of the wider community to increase awareness of development issues and the role individuals can play to reduce poverty overseas. Qualitative data collected from youth workers during the evaluation corroborates that critical awareness was raised in this process.

## Ethnicity

Over the three years, based on the individual and aggregate data of the project, the young people were mainly of white heritage that made up 54% of respondents. It is important to note that many of the projects specifically sought to engage Black, Asian and other ethnic minority groups (e.g. IVJ, Cfanfyd, MADE in Europe, etc).

**Table 2: Ethnicity of Grant Project Participants (n=620)**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>White-British</b>	80	67.23%	101	35.31%	157	73.02%	338	54.52%
<b>Black-African</b>	16	13.45%	57	19.93%	20	9.30%	93	15.00%
<b>Asian</b>	3	2.52%	60	20.98%	3	1.40%	66	10.65%
<b>Black-Caribbean</b>	17	14.29%	26	9.09%	6	2.79%	49	7.90%
<b>Mixed-White-and-Black-Caribbean</b>	2	1.68%	13	4.55%	22	10.23%	37	5.97%
<b>Other</b>	0	0.00%	22	7.69%	0	0.00%	22	3.55%
<b>Mixed-White-and-Asian</b>	0	0.00%	5	1.75%	2	0.93%	7	1.13%
<b>Mixed-White-and-Black-African</b>	1	0.84%	2	0.70%	4	1.86%	7	1.13%
<b>Chinese</b>	0	0.00%	0	0.00%	1	0.47%	1	0.16%
<b>TOTAL</b>	119	100.00%	286	100.00%	215	100.00%	620	100.00%

Source: Tier Two (individual and aggregate data)

## Gender

**Table 3: Gender of Grant Project Participants (n=660)**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Male</b>	64	49.23%	116	38.54%	116	50.66%	296	44.85%
<b>Female</b>	66	50.77%	185	61.46%	113	49.34%	364	55.15%
<b>Total</b>	130	100.00%	301	100.00%	229	100.00%	660	100.00%

Source: Tier Two (individual and aggregate data)

Of the 660 respondents from individual and aggregate data, women made up 364 or 55% of respondents. This slight over-representation of young women is to be expected due to some grant funded specifically engaging with young women (e.g. Cyfanfyd). We saw a slight rise in men completing the online M&E form – growing to 47.92% of respondents.

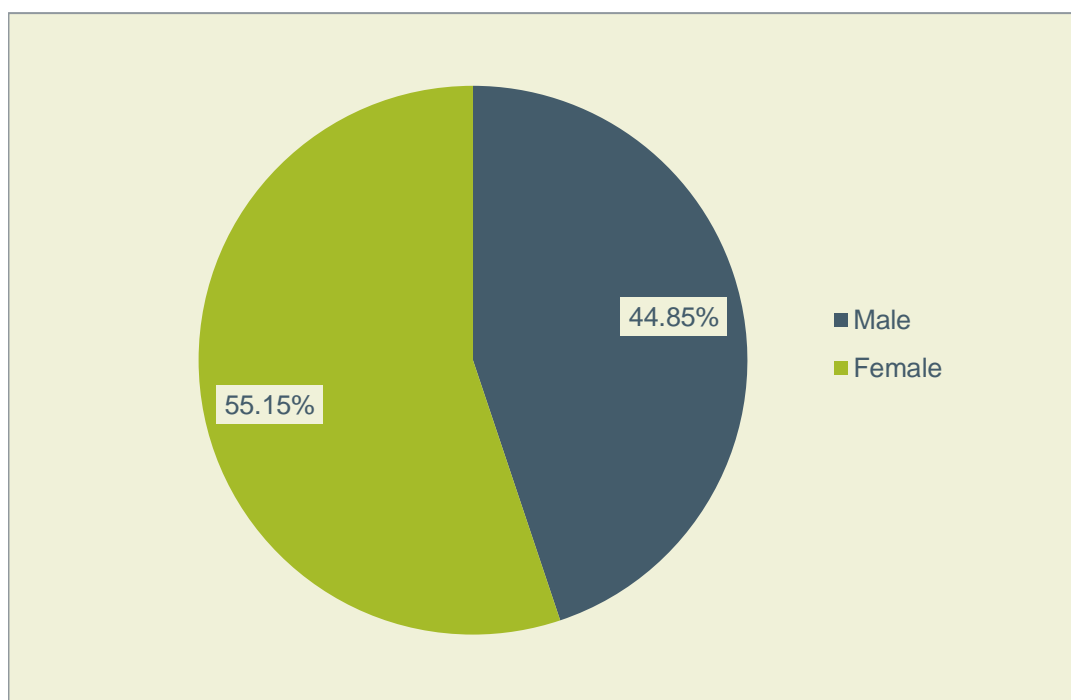


Figure 1: Gender of Participants

Source: Tier Two (individual and aggregate data)

## Age

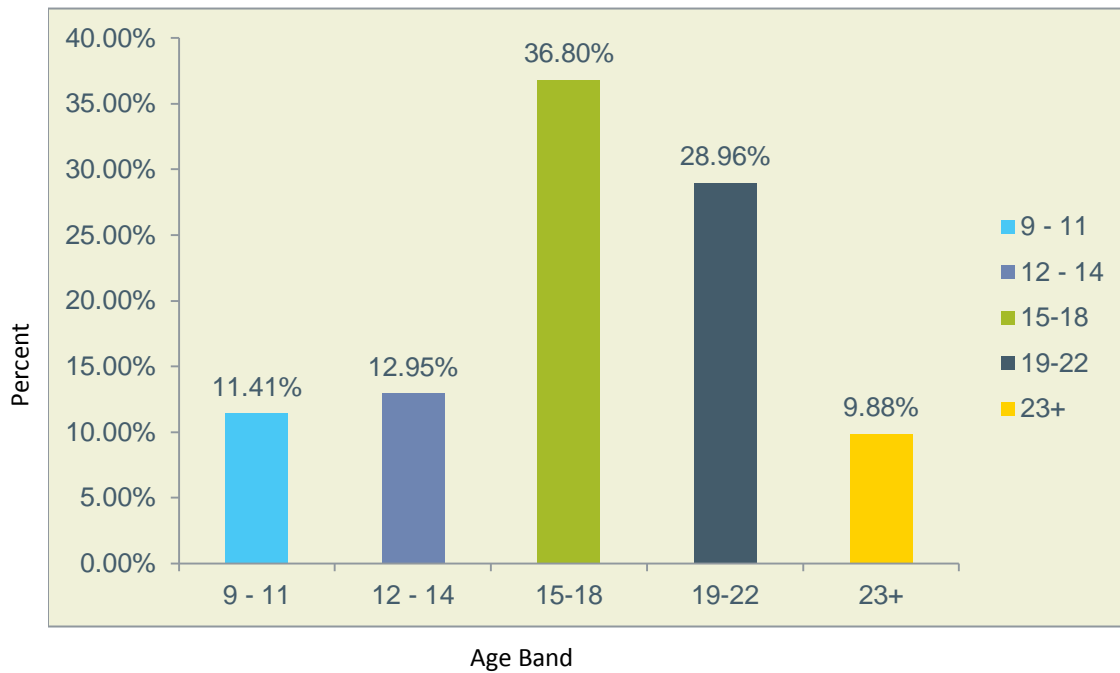
Table 4: Grouped age of Grant Project Participants (n=587)

AGE	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
9-11	41	36.61%	5	1.69%	21	11.73%	67	11.41%
12-14	29	25.89%	13	4.39%	34	18.99%	76	12.95%
15-18	20	17.86%	140	47.30%	56	31.28%	216	36.80%
19-22	17	15.18%	107	36.15%	46	25.70%	170	28.96%
23+	5	4.46%	31	10.47%	22	12.29%	58	9.88%
TOTAL	112	100.00%	296	100.00%	179	100.00%	587	100.00%

Source: Tier Two (individual and aggregate data)

More than two thirds of participants where individual and aggregate data is available were aged 15 – 25. Within this, the largest age range (36.8%) being 15 – 18 years-olds

at the time of the project followed by 28.9% being aged 19 – 22 at the time of the project. These trends were followed within the individual level data collected.



**Figure 2: Age of Participants**

Source: Tier Two (individual and aggregate data)

**Disability**

Across the three years 41 young people self-identified in individual or aggregate data as being disabled. This represents 6.21% of participants where individual and aggregate data is available. However, caution should be exercised in interpreting this figure as being representative of all participants as a possible interpretation is that disabled young people may have been less likely to complete the individual evaluation forms. Indeed, YCI believed that this is likely to be an underestimate given that a number of projects were specifically engaging with disabled young people (see Annex 1).

## Measures of social exclusion

The project specifically aimed to engage young people who were traditionally seen as 'marginalised' or hard to reach. YCI focussed on attempting to engage young people from areas of high levels of deprivation, who had experienced some form of discrimination (e.g. disabled young people; those from ethnic minorities or from LGBT groups) or who were confronted by some other forms of challenge which could lead to social exclusion (e.g. being an asylum seeker or refugee; having insecure housing and/or living in social housing; young people with substance misuse experience). YCI recognise that this would be best described by the projects which worked with the young people directly. Over the project lifespan, the majority of young people engaged were from marginalised backgrounds and a number of phrases and labels were used to define them; some of these are captured in the textbox below.

### Description of marginalised young people by project workers

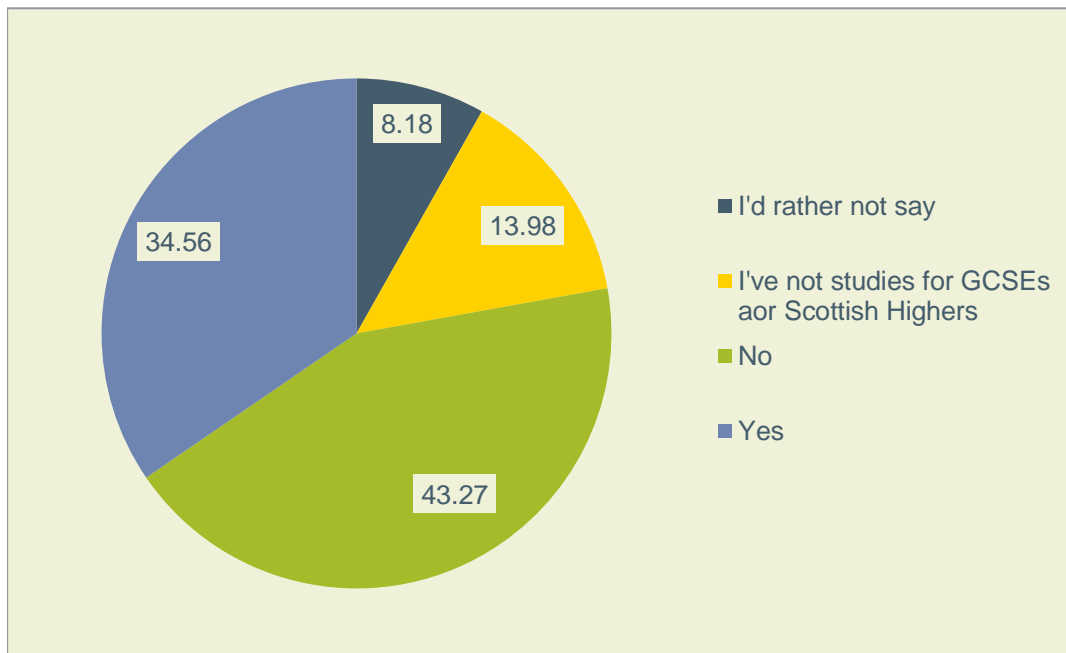
- 12 of our group are BME which in this particular context, being in very white Somerset
- Young refugee children
- Young unaccompanied asylum seekers – for all of them, English is a second language and recently learned and two of them don't have very good literacy skills
- Adults with disabilities aged between 19 and 25
- Roughly half of the young people who come here have got Downs' syndrome and quite complex sort of other needs
- Tensions within a community in which we're based at the time between African and Caribbean young people
- NEET young people
- Unemployment young people
- YMCA youth hostel residents
- LGBT and of ethnic minority background
- Difficulties in colleges and issues with the police- these involve gang culture, shop lifting, anti-social behaviours, broken homes, etc.
- Young offenders who had varying lengths of sentences and life expectancies

*Source: Youth Workers Project Forms*

### GCSE Under-attainment as measure of marginalisation

In addition to this qualitative measure, we collected data in relation to whether the participants held five or more A\*-C GCSEs or Scottish Standards.

Information from the aggregate and individual data shows that marginalisation by this measure appeared to have been highest in year 1, where 75% of respondents reported that they either had less than 5 GCSEs or did not study for the qualification at all. The figure falls to 32% in year 2 before rising again to 62% in year 3.



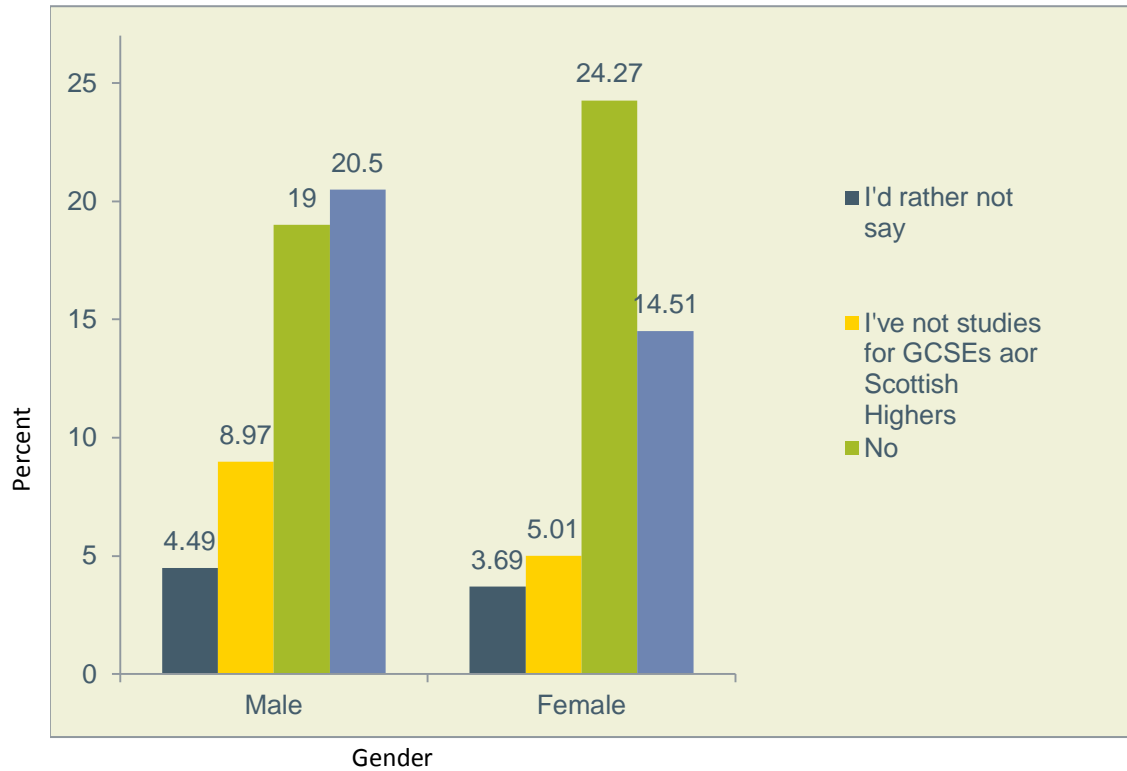
**Figure 3: GCSE Attainment of Participants**

Source: Tier Three (individual data)

The chart above shows that 57% of respondents either had not achieved 5 GCSE's or not studied for Scottish Higher. However as explained further above, about 28% of the respondents had not reached the required 'age band'. The true extent of marginalisation within the group, as indicated by 5 GCSEs, would therefore be about 29%, who often fall into the NEET category.

Having less than 5 GCSEs can be a signifier of marginalisation, however it must be noted that for some of the young people self-reporting, they are not at an age (15-16) to have taken their GCSEs as some of the participants are as young as ten years. However, a significant number of respondents (30%) are below 15 years at which age they take GCSEs; we can therefore conclude that for those not restricted by age, having less than five GCSEs signals a category of marginalisation, often falling into the NEET category.

As observed earlier, it will be noted in the chart above that the 'Yes' response to the question on 5 or more GCSEs came exclusively from age bands above 15. The strongest band would appear to be '19 – 22' where respondents who answered 'Yes' formed 16.11% of the total population. Nonetheless this is not surprising as this band constitutes the preponderant band within the population. Likewise, it is not surprising that a very high percentage from the '12 – 14' band, 16% answered 'No' they would not have sat GCSEs at school anyway.



**Figure 4: GCSE Attainment of Participants by Gender**

Source: Tier Three (individual data)

There is a gendered dimension to this figure. From the individual level data available, comparing GCSE performance within gender groups, on the female side, young people who had 5 or more GCSEs formed the largest individual category compared to other individual categories.



## Findings and Analyses

### Thematic Analysis

We have used a number of tools to analyse both the qualitative and quantitative data emerging from the evaluation, including NVivo, SPSS and also manual coding in some instances. To this end we have identified five main themes under which the findings will be presented. This choice has been dictated by the project objectives and the emerging themes from the coding.

1. Young people's understanding of development issues and lives of young people in the global South.
2. Impact of GYW on young people and wider society.
3. Added value of Global Youth Work to developing active global citizenship (skills, confidence and knowledge).
4. Young people taking action within their communities and wider society.
5. Youth workers and youth work organisations develop capacity, motivation and skills.

### Young people's understanding of development issues and lives of young people in the global South

The first objective of this project has been to support 1050 marginalised young people increase their awareness, knowledge and understanding of development issues and the interconnectedness of their lives to those in the global South. Evidence gathered from the evaluation report suggests that a minimum number of 1197 young people were engaged over the lifespan of the project in the grants programme. The evidence gathered also further suggests that the awareness, knowledge and understanding of the young people in the project, as evidenced in the individual young people's evaluation forms, the project workers' report and the semi-structured interviews, has been profound in a number of ways.

**Table 4: How much do you feel there are links between your life and the lives of young people in the global South? (n = 558)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	8	8.4%	16	6.5%	26	11.8%	50	8.9%
<b>Little</b>	41	43.1%	68	27.8%	79	36.0%	188	33.6%
<b>Some</b>	32	33.6%	81	33.2%	92	42.0%	205	36.7%
<b>A Lot</b>	14	14.7%	79	32.3%	22	10.0%	115	20.6%
<b>TOTAL</b>	95	100.00%	244	100.00%	219	100.00%	558	100.00%

Source: Tier Two (individual and aggregate data)

**Table 5: How much do you feel your knowledge of global development issues has increased since the start of the project? (n=516)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	4	4.12%	3	1.28%	1	0.45%	8	1.55%
<b>Little</b>	10	10.31%	23	9.83%	22	10.00%	188	36.43%
<b>Some</b>	49	50.52%	98	41.88%	98	44.55%	205	39.73%
<b>A Lot</b>	34	35.05%	110	47.01%	99	45.00%	115	22.29%
<b>TOTAL</b>	97	100.00%	234	100.00%	220	100.00%	516	100.00%

Source: Tier Two (individual and aggregate data)

Furthermore, the data from individual and aggregate reporting strongly shows that 98% of young people believed that their knowledge of global development issues increased over the lifetime of the project. The majority of young people (62%) felt that this increase was by 'some' or 'a lot'.

This suggests the project met its key goal, at least among the young people who completed the evaluation forms. In the qualitative dimension of the young people's individual evaluation forms, there is ample evidence to illustrate the links the young people made as a result of undertaking the project. The following quotes from young people over the three years demonstrate the profound impact of the project on them:

#### **The most important thing learnt during the project**

"It was all important and relevant information. I was not aware about child soldiers before the project and it made me think about these young people in different parts of the world." (Participant, Yr 1, Cardiff YMCA)

"It put things into perspective of things that happen in this country and the importance of helping others that don't get any support." (Participant, Yr 1, City of Belfast YMCA)

"The most important thing I learned during the project was the shocking statistics and information on AIDs and HIV. Also the techniques to educate peers on the awareness of this global issue." (Participant, Yr 1, Derby Interfaith Forum)

"That the pesticides that are used to damage illegal crops can kill animals and children." (Participant, Bolton YMCA, 2<sup>nd</sup> Yr)

"The most interesting thing that I learnt about global development during my project was the different causes and effects of war and what we could do to help." (Participant, 2<sup>nd</sup> Yr. Cyfanfyd)

“That by buying fair-trade, even if you choose to only replace one product you normally buy with a fair-trade one, you are consciously supporting farmers and other hard working individuals. It highlights how our choices when buying food and other commodities can help others too.” (Participant, Yr 2, Made in Europe)

“I found the millennium development goals the most interesting. It was good to hear about other people in the world do stuff to fight the problems that face us all.”(Participant, Restless Development, Yr 2)

“About understanding the truth behind sweatshops, and how people are being paid for jobs unfairly e.g., making footballs” (Participant, Yr 3, SREC)

“I learnt that I am not alone when I feel down because of my disability” (Participant, Bournemouth YMCA, Yr 3)

“Rules of other countries on homosexuality” (Participant, Bournemouth YMCA, Yr 3)

“It was surprising to hear about the gang culture in the UK, I was surprised as I thought gangs were mainly in America, it made me think about what a Gang is!” (Participant Midlands YMCA, Yr 3)

*Source: Individual Young People's Evaluation Forms*

As also illustrated in the quotations below from the semi-structured interviews this author conducted with project workers/managers, significant numbers of young people were able to make the links between their lives and those in the global South as reported by project workers.

### **Increase in awareness, knowledge and understanding**

“So it was really interesting to look at how the country you're in, the context you're in, how wealthy you are or how poor you are, politics, the context you find yourself in very much affects what opportunities you have with different sports. So that was one of the key sort of themes going through in terms of looking at global themes, and we also looked at, we did a whole workshop around how sport was used as a tool for development and social justice in Kenya so we had a specific focus for that workshop on Kenya.” (Project worker, Somerset Racial Equality Council)

“Throughout the whole project we were talking about how the things we do here affect everybody. We looked at case studies about different areas around the globe and how the young people in those areas are affected by the things that people do all over the world, and how climate change affects everybody everywhere, so they were aware that it's not just here in Britain.” (Project Worker, Sutton Coldfield YMCA)

“.....when we saw the end video together and the striking conclusion was that there wasn't a great deal of difference (laughs) because the two young women who were depicted in the video, whilst they might have had different lives materially, the struggles and the challenges were much the same. So, lack of access to education for the Zimbabwean girl- for whatever structural reason – the girl who was depicted in the UK had to re-sit A levels to get into university so she too was struggling, although she had access to public benefits, it wasn't easy for her” (Project worker, Inspirational Journeys)

“.....to a certain extent, there’s a misconception that AIDS is exclusive to Africa, so by illustrating other areas of the country that are heavily affected by AIDS, I think that brought that in...” (Project Worker, Derbyshire YMCA)

“We wanted to take what was going on within Northern Ireland in our normal community relations – basically the catholic/ protestant sectarian divide in NI – but to take it that much further. So we looked at conflict on the local level, then the national level and then the international level with them, so always getting that global undercurrent with them. So we would’ve started off looking at communication, then looking into conflict round the world. So what we did was each school that we worked with, we had a different case study, so some would’ve looked at South Africa, some would’ve looked at Rwanda - I think we chose South Africa, Rwanda, Kosovo, and perhaps the race conflict in America. But we then also looked at conflict at a much wider level because we were obviously delivering the project at the times of conflict in Libya, Egypt as well. So we were looking at awareness, because these were 10 and 11 year-olds – they were very young. So we were looking at the awareness they had of the conflict around the world, their global awareness, and we moved on then from conflict and we looked at different global issues.” (Project worker, Belfast YMCA)

*Source: Project Workers Evaluation Forms and Semi-Structured Interviews*

## Impact of GYW on young people and wider society

As explored in the section covering Global Youth Work as a distinct youth work practice that has the ability to engage young people to make the personal, local, national and global interconnections, and support them to take transformative action, this section will reflect on its effectiveness as a methodological approach to engage young people in general and marginalised young people in particular.

### Young People’s reported change in behaviour potentially impacting on the Global South

**Table 6: How much has global behaviour changed as a result of this project? (n=523)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	8	8.42%	20	9.35%	21	9.81%	49	9.37%
<b>Little</b>	24	25.26%	55	25.70%	64	29.91%	143	27.34%
<b>Some</b>	34	35.79%	84	39.25%	90	42.06%	208	39.77%
<b>A Lot</b>	29	30.53%	55	25.70%	39	18.22%	123	23.52%
<b>TOTAL</b>	95	100.00%	214	100.00%	214	100.00%	523	100.00%

*Source: Tier Two (individual and aggregate data)*

The project also appeared to have met its goals regarding engendering a change in the global behaviour of young people. From the aggregate and individual reporting data we can see that 65 % reported that they had made ‘A lot’ or ‘Some’ change in their global behaviour in years 1 and 2. The figure falls to 60% in year 3. However, across the three years, 91% stated that their global behaviour had changed, the majority (63%) of these by either ‘A lot’ or ‘Some’. The types of global behaviour change amongst young people varied and was anecdotal but many reported buying Fair Trade products or signing up to charity campaigns as examples of how their behaviour changed. Global Youth Work, as a pedagogical tool, appears to have affected young people’s behaviour. It is imperative to reflect on how GYW has impacted on young people from project workers’ perspectives:

### **Impact of Global Youth Work on young people**

“It was an idea...to draw on their own experiences of sport because many of them were actually born in other countries. So the project was also very much about looking at ethnic diversity and sport and drawing on the participants’ experiences of what sports they’d actually played in their countries of origin, any cultural or identity-based issues to do with particular sports and also looking at sport in the UK, particularly football and we were looking at football and racism as well and looking at sport again, particularly football, although it’s experienced lots of racism over the years it’s also a very powerful tool to bring people together, and for community cohesion.” (Project worker, Somerset Racial Equality Council)

“...relating to how we linked in with the lives of young people in the global south, one of the boys from Afghanistan showed some other young people how to make an Afghan kite.

And, again, it was very much using the resources that scrap resources – plastic bags, old bits of stick and string - to make a kite that really, really worked, really well in the sky. And, again, it was a direct learning experience from having someone from Afghanistan in the group, to be able to share that, and, again, that’s an inroad into thinking about life in Afghanistan. And kiting in Afghanistan is a really big sport, which a lot of people were really surprised at” (Project worker, Somerset Racial Equality Council)

“ We went to the CAT centre in Wales; it’s a centre for alternative technology. We stayed there for 2 nights in a little cabin which we had to produce our own electricity to heat it and light it and provide our hot water and everything. It was sort of this little cabin, it was built into the mountain. It was ever so nice. And on that project while we were at the CAT centre, it’s got a lot of information about alternative technology and how we can slow down climate change. So we went round all the stuff that you can do there and we also had a session with one of their lecturers on wind turbines and we made our own little wind turbine and learned how to make the most effective ones. “ (Project Worker, Sutton Coldfield)

“I think the way we did the workshop, we encouraged questions throughout and informal discussion and also, when we finished each workshop, we didn’t just switch off the laptop and pack up; we went and had informal discussions with everyone in the group at each workshop.” (Project worker, Derbyshire)

“So we started off looking at identity and their own identity, then at identity on the global aspect. Some of the things we would have done with them were through symbols. So we would have brought in a number of symbols and flags from NI, the UK and around the world and they would all have been on the floor. And it was an information-giving activity, so they would’ve picked up a symbol they would’ve seen before and talked about where they’d seen it. Then we asked them to pick up symbols they had never seen before or were unaccustomed to. We would have looked at our perceptions through the use of photographs or other resources we got from the Red Cross; things about what we see in a photo and what are our assumptions about certain countries. We also looked at the aspect of, although we are quite localised – these young people had never been outside their own communities – what are their links to global. So one of the activities we did was looking at where our clothes come from and we did that by placing our globe in the middle of the room and they were then able to check on the labels of their shoes and the labels on their trousers and the clothes they were wearing. And they then stood quite far away from the globe to show how far their clothes had travelled. And we did this as well with what they’d had for lunch, for where their food sources come from as well. We tried to make it as inclusive and as interactive as possible, so very little of it was didactic lecture-based work, it was very much hands-on and trying to make the sessions... For the sessions, we used quite a varied range of methodologies, so we would be debating and starting writing with the flip-chart, then we would go onto visual pictures or the interactive whiteboard and then we would start debating with a walking debate and things like that, trying to keep their attention.” (Project worker, Belfast)

*Source: Project Workers Evaluation Forms and Semi-Structured Interviews*

It is cardinal at this juncture to reflect on the use of Global Youth Work as a methodology and why it has been highly effective in engaging young people, especially some of the most marginalised on this project.

The project participants over the three years often spoke of informal learning through games and play – learning by doing like making a DVD, organising a fundraising for Syria, making T-Shirts, being on a residential, making a CD, going to the Houses of Parliament, going to a Masjid, going on the radio, to making clothes. These varied spaces of learning as reported by the participants provoked their appetite to learn beyond the traditional context of schooling. This situation of learning in informal and non-traditional spaces makes learning “fun” and engaging.

Another project participant captures this: “I enjoyed going to the different youth clubs across Cardiff to do our workshops. I also enjoyed the boat party on the London trip – (Rolling Globe) where we met other young people.” (Yr 1, Bournemouth YMCA)

New learning or “learning new things” is possibly the most mentioned constant in answer to the question posed to all the participants who responded to the young people’s individual evaluation: “what was the best thing about the project?” The responses suggest that there was a generation of curiosity and Global Youth Work as a pedagogical tool has been largely successful in engaging the disengaged, which has been able to engender critical learning/literacy and generate “new experiences” of being able to “view the world in someone else’s eyes” (Participant, Yr 3, SREC). The

learning, as reported by respondents, was also one that often stretched their knowledge; “learning about the different types of gangs from the Mungiki in Kenya to the numbers gangs in America” (Participant, Midlands YMCA) made the participants eager to engage.

Another important dimension of Global Youth Work is the positioning of young people as co-producers of knowledge - “teaching and making others aware of what’s going on” (Participant, Yr 1, Bournemouth YMCA). A critical analysis of the qualitative dimension of young people’s responses suggests that this pedagogical approach to engagement did not consider education as something to be done to young people but something to be done with them; moreover, young people often felt able to take action after the intervention. A young person below captures this view: “... doing something. I've always felt frustrated and sometimes powerless in not being able to do something about the issues in the world. It feels good, even though it's on a small scale, to be able to be part of the process in solving some of those issues.” (Participant, Made in Europe, 2<sup>nd</sup> Year) This can be constructed as a symbiosis between consciousness and action, “being able to speak out”.

A significant number of the young people also reported that meeting people from different places and backgrounds was a key ingredient for learning; especially in the space and opportunity provided by the Rolling Globe events.

## Added value of Global Youth Work to developing active global citizenship (skills, confidence and knowledge)

### Young People’s exposure to Development Studies at School

Table 7: How much do you think you learnt about global development issues at secondary school? (n=556)

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	25	26.32%	67	27.69%	90	41.10%	182	32.73%
<b>Little</b>	17	17.89%	114	47.11%	85	38.81%	216	38.85%
<b>Some</b>	37	38.95%	41	16.94%	41	18.72%	119	21.40%
<b>A Lot</b>	16	16.84%	20	8.26%	3	1.37%	39	7.01%
<b>TOTAL</b>	95	100.00%	242	100.00%	219	100.00%	556	100.00%

Source: Tier Two (individual and aggregate data)

In the table above, we explore the young people’s learning about development issues in schools prior to the project intervention. Across all three years, most of the young people (72%) had either ‘not at all’ learnt about development at school or learnt a ‘little’. Seventy-five percent and 80% of respondents fell into this category in year 2 and year

3 respectively. A notable exception to the trend was year 1 where 56% reported that they had learnt ‘A lot’ or ‘some’ about development issues at school. The significant majority of young people who responded to this question stated they learnt either nothing or ‘a little’ about development issues in school, furthermore only 7% reported learning ‘a lot’.

Through the use of NVivo, we are able to take hundreds of young people’s responses to questions and group them into codes. The following coded responses are from across the lifespan of the project and are a response to the statement:

“Tell us the most important thing that you learnt during the project”

**Table 8: Important things learnt through the project**

	Yr 1	Yr 2	Yr 3	Total
Learning about different countries and other young people	12	14	36	62
Commonalities	8	4	23	35
Inequality in the Global South		16	18	34
Reflection - seeing things differently	7	16	11	34
Understanding of global interdependence	15	13	4	32
Skills and confidence	8	8	0	16
Emotional responses	10	2		12
Understanding of major challenges and prospects for development		5	0	5
How we can contribute to change			4	4
NA		2	2	4
	3			3
Understand how their actions impact on the world around them				

Source: Tier Three (individual data)

Young people were asked about the most important thing they have learnt from the project and as reflected, learning about different countries and other young people, understanding of global inequality, seeing things differently as a result of reflection; and understanding global interdependence have been reported by young people as key learning during the project. The following quotes illustrate young people’s learning and the impact of the project on them.



**Learning about different countries and other young people**

“Learning about Rwanda and the Hutus and the Tutsis.”

“Most important thing I have learned is probably about other countries and what the difference between them and my country is”

“I learned a lot more about the different global issues that are in the world from different people's thoughts on different issues”

“The different cultures that exist in the world”

“I have learned more about the issues that affect Togo, as I was not aware of it before. It was really interesting to how diverse it is”

“Hearing about what happens in countries we can't visit”

**Inequality in the Global South**

“That the pesticides that are used to damage illegal crops can kill animals and children.”

“That people make our clothes for like 60p.”

“Bad work conditions and terrible pay in other countries”

“I learned how it is difficult for people in poor countries to protect themselves but that it is even more important for them because HIV is more common in the developing countries.”

“Companies make large profits cos they use child labour”

**Reflection - seeing things differently**

“There's not only poverty in a country. Even a country that has the reputation of a poor country has rich parts”

“The amount of people who go hungry everyday compared to how much food people waste really blew me away”

“I didn't realise that I could play a part in the world, I now know that little things that I do can achieve something”

“That it's not only girls get trafficked, its old people and men too”

“The most interesting thing that I learnt about global development during my project was the different causes and affects of war and what we could do to help.”

“I also learnt that there is other positive things that people can do to help other countries, instead of just sending food parcels!”

**Understanding of global interdependence**

“We also learnt about how different foods and drinks are produced around the world and who makes the money from them”

“It was all important and relevant information. I was not aware about child soldiers before the project and it made me think about these young people in different parts of the world.”

“I learned how much each country is actually connected and actually affect each other”

“How many people drug trafficking actually effects”

**Skills and Confidence**

“learnt how to protect myself against HIV and other STIs”

“The most valuable skills learned were teamwork/leadership skills and management skills, that have given me the confidence to continue and think about other similar projects”

**Emotional Responses**

“that we are not doing enough to support those who are less fortunate, small changes in our lifestyles can make dramatic positive changes to theirs”.

“the conditions the children work in, was sad to see”

Source: Tier Two (individual and aggregate data)

**Active Global Citizenship (Developing Skills, Confidence and knowledge.**

“I think one of the main things for me was to see how far they’d come and how much they’d learned unconsciously as well. They’d just learned so much over the course of the project; it really prepared them to carry on and do things, like applying for jobs. Because before they didn’t have those skills; now they have.” (Project Worker, West Bromwich YMCA)

“Well I think that was the conversations they were having in school and in their classrooms and then going home. And even the fact that they were aware that there was something called Fair-trade, for me, is a small step, when they were coming in from communities that would have no link, or no apparent links to anything in the global south and wouldn’t have any real understanding or comprehension of the context in global youth work terms, to actually know something about it and to go home and have the confidence to say, ‘Mum I was doing this today in school and I’m just wondering, do you know where that banana comes from? Do you know where that coffee that we’re buying comes from? And do you know where my clothes are coming from? So the fact that they were even aware and did have the confidence to say that to their parents. And then for them to come in to us and say, ‘I heard this news report on the news. Was that what we were talking about last week?’ So the fact that their awareness was being raised in that sense. And when we asked, a few of the kids – but not all of them, because some had enough to deal with their home life – coming in and telling us that these conversations were being had.

It was a very small step in terms of their journey in confidence and skills in relation to global issues, but it was momentous for us coming in, when they had no knowledge and no awareness whatsoever.” (Project worker, Belfast)

“It empowers young people because they become more aware of global issues but, because it’s a global issue, even though it is taking place within their own country, because it’s taking place ‘over there’ they feel that there’s very little that, as an individual, they can do about it, because, generally, the young marginalised people we work with tend to feel disempowered anyway which is obviously why we do what we do in terms of trying to develop confidence and things like that. And certainly some of the conversations I’ve had with young people, it promotes a political conversation. So a conversation I had with a young person was around, ‘What are governments doing about it? How do we lobby government? How do we do this and do that? And it makes them realise that there are elements to this society that are quite profoundly sick. And there are things that should be being done by the powers that be that aren’t. And so it motivates them and empowers them so they are armed with knowledge, but it also disempowers them because the hierarchy already know about it but not enough is being done about it, so they can become quite ticked off about it.” (Project worker, Derbyshire YMCA)

Source: Semi-structured interviews

The quotes above illustrate only a small percentage of the increased awareness and learning from the perspective of project workers and it is important to juxtapose this with the increase in knowledge reported by young people. There is overwhelming evidence to suggest that young people’s awareness, knowledge and understanding has dramatically increased as a result of the project intervention.

### Types of skills learnt

**Table 9: What skills do you think you have learnt during your global youth work project? (Tick all that apply)**

SKILLS:	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Teamwork</b>	82	24.48%	170	17.62%	177	21.96%	429	20.37%
<b>Communication</b>	68	20.30%	169	17.51%	142	17.62%	379	18.00%
<b>Listening</b>	66	19.70%	147	15.23%	150	18.61%	363	17.24%
<b>Public speaking</b>	30	8.96%	126	13.06%	143	17.74%	299	14.20%
<b>Problem solving</b>	27	8.06%	109	11.30%	76	9.43%	212	10.07%
<b>Writing</b>	33	9.85%	59	6.11%	67	8.31%	159	7.55%
<b>Photography</b>	19	5.67%	76	7.88%	31	3.85%	126	5.98%
<b>Other</b>	0	0.00%	76	7.88%	0	0.00%	76	3.61%
<b>Maths &amp; Budgeting</b>	10	2.99%	33	3.42%	20	2.48%	63	2.99%
<b>Total number of replies</b>	335		965		806		2106	

Source: Tier Two (individual and aggregate data)

The above table shows us the types of skills that young people selected from a list on individual and aggregate evaluation forms that they had learnt during their project. It is worth noting that young people had the option of selecting multiple skills.

Teamwork, communication and listening were the most common responses of skills learnt throughout the project lifetime. The fact that these are a much higher percentage than skills such as writing and maths could suggest that learning occurred 'by doing' (discussions and working together) rather than through more formal, didactic learning methods.

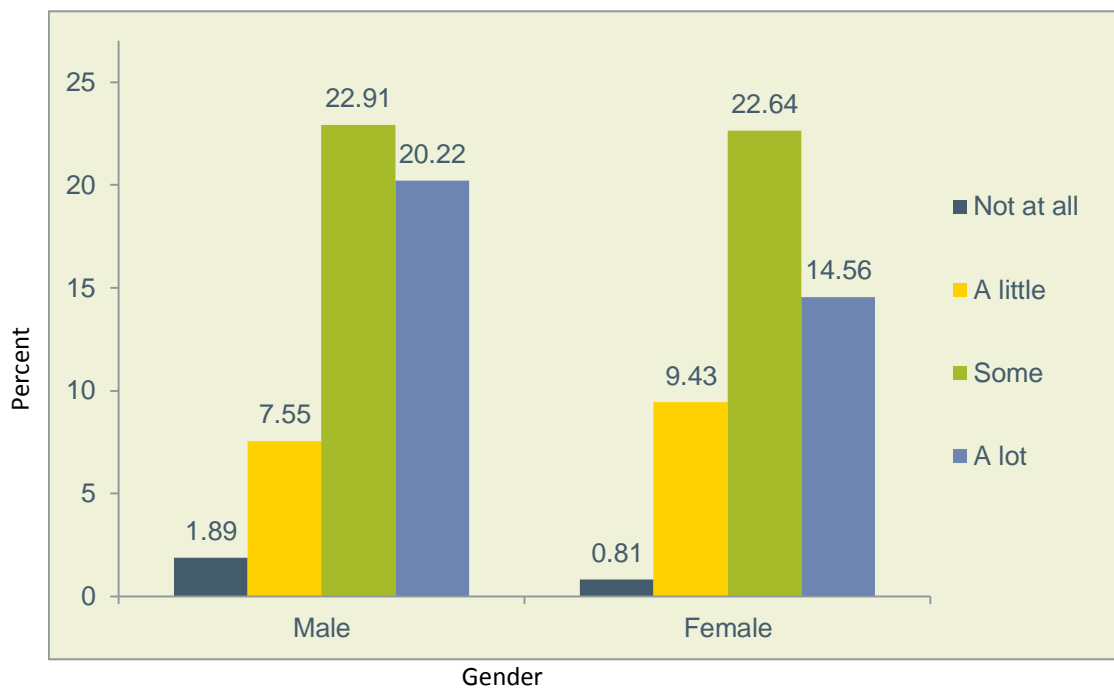
### Young people’s perceived confidence in the use of skills they gained on the project

**Table 10: How confident do you feel that you can use the skills developed through your Global Youth Work project? (n=509)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
Not at All	3	3.19%	2	1.01%	5	2.30%	10	1.96%
Little	13	13.83%	19	9.60%	38	17.51%	70	13.75%
Some	40	42.55%	74	37.37%	99	45.62%	213	41.85%
A Lot	38	40.43%	103	52.02%	75	34.56%	216	42.44%
<b>TOTAL</b>	<b>94</b>	<b>100.00%</b>	<b>198</b>	<b>100.00%</b>	<b>217</b>	<b>100.00%</b>	<b>509</b>	<b>100.00%</b>

Source: Tier Two (individual and aggregate data)

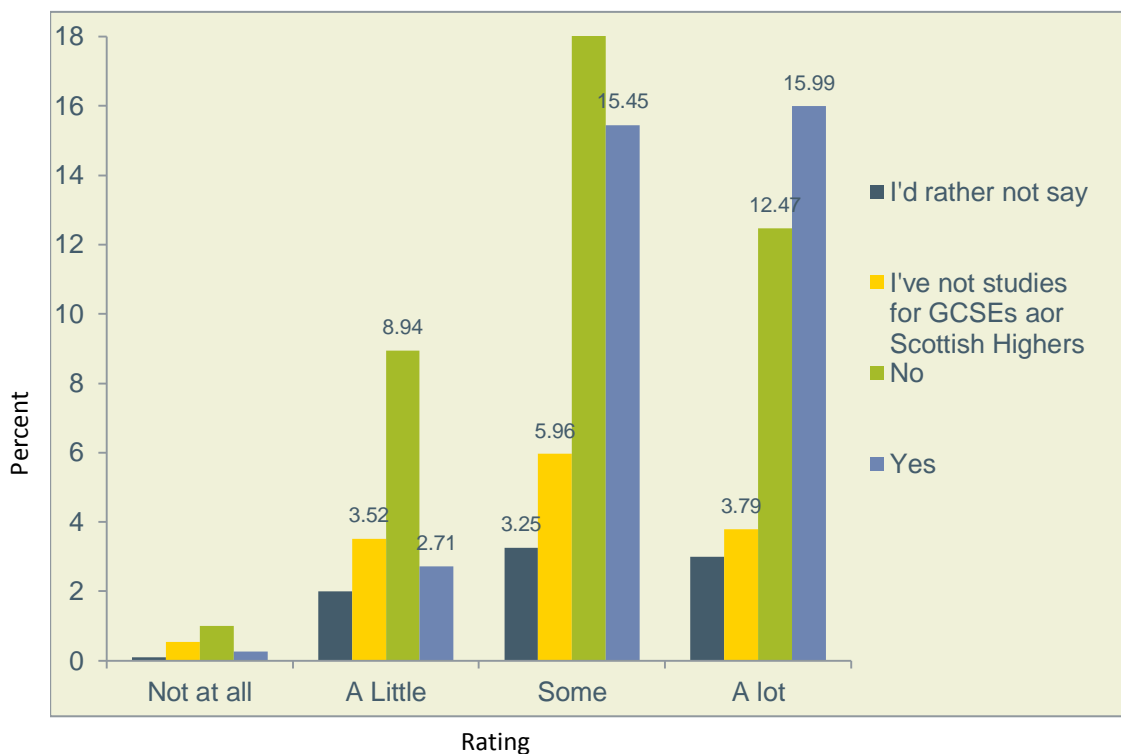
Project participants significantly rated their confidence highly in the use of skills gained over the project. Eighty three percent, 89% and 80% respectively in year 1, year 2 and year 3 reported ‘A lot’ or ‘Some’ confidence to use of skills gained over the project. Over the three years, 84.2% of participants agreed that they felt ‘some’ or ‘a lot’ of confidence to use these skills.



**Figure 5: Confidence of skills gained by Gender**

Source: Tier Three (individual data)

Further analysis of the individual level data gives more details on these trends. Females appear to be more confident in the use of skills gained through their participation in the project. As will be noted from the chart below, 43% of the population were females who had either 'A Lot' or 'Some' confidence in the use of skills gained. This significantly exceeds the male side where only 37% of the total population affirmed they had either 'A Lot' or 'Some' confidence using skills gained on the project.



**Figure 5: Confidence of skills gained by GCSE**

Source: Tier Three (individual data)

In chapter 2, we saw how confident project participants felt about using the skills they learnt on the project in terms of gender and age band. In this section, we explore how 'Confidence in use of skills' is associated with having '5 or more GCSEs'. There is only a little difference between those who chose 'Yes' and those who chose 'No' about having 5 GCSEs. People with 5 GCSEs and 'Some' or 'A Lot' of confidence constituted 31% of respondents. On the other hand, people who answered 'No' regarding 5 GCSEs formed 33% of respondents. This contrasts with the previous section on gender where females and males were 43% and 37%, respectively, of the total population.

### Young people taking part in Campaigns or Awareness Activities as a result of the project

Table 11: During your global youth work project, did you take part in campaigning or awareness raising activities about a global issue? This could include things like signing a petition, writing to your MP or attending a demonstration. (n=660)

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
Yes	41	32%	192	64%	126	55%	359	54%

Source: Tier Two (individual and aggregate data)

There was about average activity in the participation of young people in Global Youth Work activities, according to the individual and aggregate data, like awareness raising and campaigns. 32% percent had taken part in an activity in year 1 rising to 64% and then falling to 55% respectively in years 2 and 3. This would appear underwhelming considering that respondents appeared to have been highly confident of their abilities to use their new skills as reported earlier. However this can be explained by the fact that, some action might have been taken later on without the project being able to report on it.

“I have learnt the potential we all have to make a difference even if it is just a drop in the ocean. I have also become aware of global issues did not know existed and have seen first-hand those working hard to make the changes,” (Participant, Derbyshire YMCA)

“I never knew that I could do anything to stop poverty. But even little stuff like signing an action card can help” (Participant, Restless Development)

Source: Tier Two (individual and aggregate data)

### Young People speaking to others about concepts they learnt on the project

One hundred percent of all respondents across the three years reportedly spoke to at least one person about what they learnt during the project. The column named ‘total engaged’ gives us a median number of people who were informed of the concepts by participants. We can see that the total number engaged across all three years by participants in grant-aided projects is 5,822. The highest proportion of participants (32.54%) stated they had spoken with 20+ people.

**Table 12: How many people did you talk to about what you learned during the project? (n=464)**

	Year One		Year Two		Year Three		TOTAL	Total engaged:	
<b>I spoke to:</b>									
<b>0 people</b>	0	0.00%	0	0.00%	0	0.00%	<b>0</b>	<b>0.00%</b>	
<b>1 to 5</b>	35	40.70%	29	15.93%	56	28.57%	<b>120</b>	<b>25.86%</b>	<b>360</b>
<b>6 to 10</b>	20	23.26%	40	21.98%	50	25.51%	<b>110</b>	<b>23.71%</b>	<b>935</b>
<b>11 to 15</b>	11	12.79%	22	12.09%	27	13.78%	<b>60</b>	<b>12.93%</b>	<b>780</b>
<b>16 to 20</b>	0	0.00%	20	10.99%	3	1.53%	<b>23</b>	<b>4.96%</b>	<b>425.5</b>
<b>20 +</b>	20	23.26%	71	39.01%	60	30.61%	<b>151</b>	<b>32.54%</b>	<b>3322</b>
<b>Total number of replies (not people)</b>	86		182		196		<b>464</b>		<b>5822.5</b>

Source: Tier Two (individual and aggregate data)

**Taking action**

“...we did that workshop, filmed the workshop and made it into a resource pack and the resource pack will be available and designed for youth workers across the UK, and will be free to every YMCA in the united kingdom...” (Project worker, Derby YMCA)

“A lot of our young people live independently or strive to live independently and I think that’s something – even where they live with their parents they now do recycling – because I’ve noticed they will bring their recycling in from home to use our bins.” (Project worker, Sutton Coldfield)

“We had feedback from the teachers who would say, one of the schools had given them each a country to go and research in the global south ..one of the teachers came back and said, even the language had changed, it wasn’t ‘poor black babies’ which is always the language we have been accustomed to here. I mean, I remember collecting money for ‘the black babies’. That’s what it was called, ‘The black baby collection’! So even their language changed, and she said there just seemed to be a greater understanding of some of the issues that we had brought up.” (Project worker, Belfast)

“We also had a video at the end which presented out findings of the views of the locals and why immigrants move over here, so we’d asked some questions to everybody that they came into contact with. The majority of people had been fine, we were lucky to find a set of people who didn’t mind being filmed and we filled out a consent form for that. And then at the end when we got the video editor to come in, we had all these clips. He sat down with them and showed them how to edit the video and they looked at the clips of people to see which ones they thought had more impact than others or had more relevance than others and then they put the video together as well. “ (Project worker, West Bromwich YMCA)



In relation to taking local-global action after the project, there is no data entered for the first year, however in the second and third years, significant changes were reported by respondents especially in the area of fair-trade/ethical consumerism: “We wrote a letter to Tesco’s to tell them only to buy fair trade chocolate and now that’s all I buy, and I give my clothes to charity instead of throwing them out” (Participant, Portadown YMCA, 3<sup>rd</sup> Yr).

Source: Semi-structured interviews

There was also significant action reported in signing petitions, donating or volunteering for fundraising/charities, turning off lights and plugs at home, recycling and creating awareness through conversation in the young people’s evaluation.

### **Youth workers and youth work organisations develop capacity, motivation and skills**

A fundamental aspect of this project centred on youth workers and youth work organisations developing skills as a result of undertaking the project. This data is based on evaluations filled in by 44 youth workers from 30 of the projects across the three years; it denotes a 91% response rate for the projects. Based on the data below, YCI has been highly successful in increasing the motivation, capacity and skills of youth workers and youth work organisations to deliver Global Youth Work projects.

Of the 44 youth workers who completed the feedback form, 29 were female (65.9%) and 4 (9%) self-identified as disabled. The vast majority were White British (n=33/75%) with the remainder being Black-Caribbean, Asian or “other”.

The form was mainly completed by the practitioners who had led the project with the young people. Nineteen (43%) self-identified as Youth Workers; 12 as Project Co-ordinators (27%) and seven identified as a manager or director (15.9%). Other roles included Residential Support Worker, Volunteer Co-ordinator or Development Trainer.

YCI asked workers for their highest level of training in working with young people. This received a much lower response rate of just 31 people. Of these, many had a certificate, NVQ or diploma in youth work (n=12, 38%), a Youth Work degree (JNC recognised) (n=7, 22%) or a relevant other qualification (n=6, 19%) such as a PGCE, BA Hons in Community Theatre or a PGDip Outdoor Education. Four (12%) held a postgraduate qualification (e.g. MA in Education and Youth Participation, MSc in Childhood Studies, etc)

#### **Value Added to Youth Workers**

Youth workers were asked to evaluate the extent to which the projects enhanced their competencies in relevant aspects of Global Youth Work. They were provided with an ordinal scale ranging from 1 to 4 to capture the extent of positive or negative evaluation of the projects’ benefit in this respect. 1 = ‘Not at All’; 2 = ‘A Little’; 3 = ‘Some’ and 4 = ‘A Lot’.

The data reflects a significantly positive feeling by youth workers about how the projects have enhanced their competence in aspects of Global Youth Work as shown

further below in the tables. In all cases, at least 70% of the workers felt they had ‘A Lot’ or ‘Some’ increase in competence. In some cases the figure reaches an outstanding 100%!

**Youth Workers’ perceived growth in capacity to evaluate Global Youth Work projects**

**Table 13: How much do you feel this project has increased your ability to evaluate a global youth work project?**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Little</b>	2	13.33%	3	23.08%	3	18.75%	8	18.18%
<b>Some</b>	8	53.33%	8	61.54%	8	50.00%	24	54.55%
<b>A Lot</b>	5	33.33%	2	15.38%	5	31.25%	12	27.27%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

From the evidence in table 3.6b above, we can infer that most youth workers feel there was an increase in their capacity to evaluate Global Youth Work projects. At least 75% of youth workers reported ‘A Lot’ or ‘Some’ growth in this skill domain. There is some anecdotal evidence of this learning feeding into future years. For example certain data headings that were not collected in the first year were collected in subsequent years, thereby enhancing the dimensions from which the results and outcomes of the projects could be examined.

**Youth Workers’ perceived growth in capacity to support youth participating in projects**

Youth workers also reported enhanced ability to support youth participation as well as deliver Global Youth Work projects. It will be noted from 3.6c above and 3.6d below, that this figure most often was as high as 80% and on one occasion 100%. In general this also appears to feed into numbers of young people engaged directly or indirectly by the projects which increased over the years of the project.

**Table 14: How much do you feel this project has increased your ability to support youth participation?**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	1	6.67%	0	0.00%	0	0.00%	1	2.27%
<b>Little</b>	2	13.33%	3	23.08%	3	18.75%	8	18.18%
<b>Some</b>	4	26.67%	6	46.15%	7	43.75%	17	38.64%
<b>A Lot</b>	8	53.33%	4	30.77%	6	37.50%	18	40.91%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

**Table 15: How much do you feel this project has increased your ability to deliver a Global Youth Work project?**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Little</b>	0	0.00%	2	15.38%	2	12.50%	4	9.09%
<b>Some</b>	6	40.00%	2	15.38%	7	43.75%	15	34.09%
<b>A Lot</b>	9	60.00%	9	69.23%	7	43.75%	25	56.82%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

**Table 16: How much do you feel this project has increased your ability to plan for a Global Youth Work project?**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Little</b>	0	0.00%	1	7.69%	2	12.50%	3	6.98%
<b>Some</b>	6	42.86%	4	30.77%	8	50.00%	18	41.86%
<b>A Lot</b>	8	57.14%	8	61.54%	6	37.50%	22	51.16%
<b>TOTAL</b>	14	100.00%	13	100.00%	16	100.00%	43	100.00%

Source: Youth Worker Reflection Forms

Regarding planning skills, youth workers are also very positive about the learning they have made. At least 87% and up to a 100% reported ‘A lot’ or ‘some’ increased ability.

In general the strong positive feedback is not only significant in meeting project objectives but also in building the skills and capacity of youth workers and organisations to deliver a Global Youth Work pedagogical approach.

From the above evidence, we can conclude that youth workers’ competences have reportedly been enhanced, with an increased ability to plan, deliver and evaluate Global Youth Work projects as well as support youth participation and this has been reported as significant by at least 70% of respondents across the three years. This is hugely significant in meeting project objectives but also in enhancing the skills and capacity of youth workers and organisations to deliver a Global Youth Work pedagogical approach.

### Youth workers’ perception of YCI support

Another domain we explored over our evaluation perception (positive or negative) of Youth Workers of YCI as a sponsor and provider of support. Youth workers reported an overwhelmingly positive perception of their interaction with YCI. In all cases 70% or more of respondents reported they either ‘Agree’ or ‘Strongly Agree’ to enquiries about how positive their interaction with YCI had been.

It should be noted that in Year Two one project started that they “Strongly Disagreed” that the contact with YCI had been clear, relevant and adequate. However, it is possible that this is an error in completing the multiple-option form as the written feedback in comments from the Youth Worker stated:

*The officer we dealt with was extremely supportive and we were able to contact him at any point for further advice.*

### Youth Workers’ perception on Clarity of Information provided by YCI

Table 17: Information received from Y Care International has been clear

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Strongly Disagree</b>	0	0.00%	1	7.69%	0	0.00%	1	2.33%
<b>Disagree</b>	0	0.00%	0	0.00%	1	6.25%	1	2.33%
<b>Agree</b>	5	35.71%	5	38.46%	4	25.00%	14	32.56%
<b>Strongly Agree</b>	9	64.29%	5	38.46%	10	62.50%	24	55.81%
<b>Don't know</b>	0	0.00%	2	15.38%	1	6.25%	3	6.98%
<b>TOTAL</b>	14	100.00%	13	100.00%	16	100.00%	43	100.00%

Source: Youth Worker Reflection Forms

Youth workers ranked the information provided by YCI very high on clarity. At least 76% and up to 93% ‘Strongly Agree’ or ‘Agree’ that YCI provided clear information.

## Youth Workers, Perception on Relevance of Information provided by YCI

Table 18: Information received from Y Care International has been relevant

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Strongly Disagree</b>	0	0.00%	1	7.69%	0	0.00%	1	2.27%
<b>Disagree</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Agree</b>	7	46.67%	4	30.77%	8	50.00%	19	43.18%
<b>Strongly Agree</b>	8	53.33%	6	46.15%	7	43.75%	21	47.73%
<b>Don't know</b>	0	0.00%	2	15.38%	1	6.25%	3	6.82%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

The relevance of YCI's information also scored very highly. Youth workers consistently ranked this criterion at above 90%. In relation to capacity development, this may have fed into the consistent growth reported by youth workers. If they had clear and relevant information, then it would not be surprising that they felt strongly positive about the adequacy of the support they received from YCI (see table 19 below).

## Youth Workers' perception on Adequacy of Support provided by YCI

Table 19: I received adequate support from Y Care International staff

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Strongly Disagree</b>	0	0.00%	1	7.69%	0	0.00%	1	2.27%
<b>Disagree</b>	0	0.00%	0	0.00%	0	0.00%	0	0.00%
<b>Agree</b>	5	33.33%	4	30.77%	5	31.25%	14	31.82%
<b>Strongly Agree</b>	10	66.67%	7	53.85%	10	62.50%	27	61.36%
<b>Don't know</b>	0	0.00%	1	7.69%	1	6.25%	2	4.55%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

Over the three years, 93% of youth workers agreed or strongly agreed they received adequate support from YCI.

**Youth Workers' perception on flexibility of YCI as a funder**

**Table 20: Y Care International have been a flexible funder**

	Year One		Year Two		Year Three		TOTAL	
	#	%	#	%	#	%	#	%
<b>Strongly Disagree</b>	0	0.00%	1	7.69%	0	0.00%	1	2.27%
<b>Disagree</b>	0	0.00%	0	0.00%	1	6.25%	1	2.27%
<b>Agree</b>	3	20.00%	3	23.08%	5	31.25%	11	25.00%
<b>Strongly Agree</b>	11	73.33%	7	53.85%	9	56.25%	27	61.36%
<b>Don't know</b>	1	6.67%	2	15.38%	1	6.25%	4	9.09%
<b>TOTAL</b>	15	100.00%	13	100.00%	16	100.00%	44	100.00%

Source: Youth Worker Reflection Forms

Projects sometimes come under environmental encumbrances that necessitate project workers' deviation from plan. For example delivery dates may have to be shifted or locations changed. The flexibility and empathy of project sponsors in accommodating such changes is then critical if such projects are to proceed. In this regard, YCI has been rated very highly by Youth Workers as being a flexible partner. YCI received a strongly positive evaluation of up to 90% and a minimum of 75% of youth workers commending their flexibility.

YCI support to project beneficiaries has been overwhelmingly positive in relation to giving clear, relevant support and information to youth workers as well as being a flexible funder. It is also worth noting that respondents in the first year appear to have a more positive experience than in the second and third years, however the dominant message as reported by the youth workers has been of YCI being highly efficient and effective in the disbursement of this project.

"I m convinced that Y Care have offered us the best possible support, by allowing flexibility in our delivery, being available for support without interfering in the process, and making a personal visit to the project, (albeit only a tiny project in income terms), but reassuring all involved of their commitment and concern for the global/local agenda.

(Project Worker, Year One)

"The follow up to other activity through Y Care for our young people has been a very positive and unforeseen outcome of this work."

(Project Worker, Year One)

“We appreciated the personal nature of the support; the fact that Mike came over to visit the programme personally, even though it was a very short course, was a great way for us to showcase in a session much more than we ever could on paper.”

(Project Worker, Year One)

“Mike D was fantastic throughout the entire project. As well as meeting with me at the beginning to go through the project, he maintained contact throughout the 6 month period. He was always available to answer any questions and was very kind throughout.”( Project Worker, Year Two)

“IVJ is a very small organisation and we found the support from Y Care invaluable. They may not think that they did much more than keep us on track with the reporting schedule; however taking the time out to respond to the reports and the questions”.

(Project Worker, Year Two)

“Y Care have been very proactive in establishing contact and maintaining support even with a change in staff at their end. Their willingness to talk and answer questions and even to travel to visit and attend meetings has been invaluable.”

(Project Worker, Year Three)

“YCare have been very supportive and even identified useful resources that have been beneficial to the project.”

(Project Worker, Year Three)

"Robbie has been excellent, as one of the smaller projects he has made us feel very much involved and vital to their work.”

(Project Worker, Year Three)

“Robbie always involves us and pushes us gently when required, we are grateful for his leadership. Y-care can feel very proud”

(Project Worker, Year Three)

Source: Youth worker reflection forms

## Rolling Globe Events

We were impressed by the fact that YCI also held three central events in addition to activities carried out within the community level projects across the UK. These events, known as “Rolling Globe”, enabled young people from across the UK to come to London for peer-workshops (young people delivering workshops themselves; cascading their global learning onto one another) and training sessions led by staff on key skills in Global Youth Work and awareness raising of development issues.

- In year one, the event was delivered in partnership with Think Global (formerly the Development Education Association). This brought together young people from the YCI grant-funded projects and young people who had led similar projects with Development Education Centres through the Global Youth Work Action project<sup>1</sup>. Fifty young people and 17 youth workers attended the event. This event was a two day residential with speakers
- In year two, the event was delivered in partnership with Oxfam GB. As in year one, this brought together young people from the YCI grant-funded projects and young people engaged through Oxfam Youth Action Groups.<sup>2</sup> Ninety-two young people and 24 youth workers attended the event. This event was held for a full week day in Westminster. In addition to peer-led workshops and training sessions, the event aimed to connect young people with MPs and decision-makers so that they could share their project. As well as attending the events and workshops, many young people visited their MP and shared details of their Global Youth Work project. Where MPs were unavailable, young people visited the Houses of Parliament. The event included a Dragon’s Den style activity where prominent political figures had to pitch their ideas to young people on how to engage young people in the decision making process. Speakers included Baroness Jan Royall (leader of the opposition in the House of Lords, Nigel Evans MP, Ribble Valley and Deputy Speaker of the House of Commons, and Linda Jack: a member of the Liberal Democrat’s Federal Policy Committee.
- In year three, YCI was unable to find a partner organisation that had the resources to contribute to the event. Therefore, the event catered just for participants from YCI supported projects. Forty young people and 9 youth workers attended the event.

## Young people’s understanding of development issues and lives of young people in the Global South

A key rationale for the events was for young people from community based Global Youth Work projects to reflect upon their global learning and lead a workshop to inform other young peer educators of their learning and how it could be replicated. YCI believed that this would help participants embed knowledge learnt from the projects and also ensure that this is shared with others.

<sup>1</sup> Global Youth Action was a three year project finishing in March 2011 which supported Development Education centres to design, deliver and evaluate community based, youth-led Global Youth Work projects.

<sup>2</sup> Oxfam Youth Action Groups are school based extra-curricular groups where young people get engaged in global learning and campaigns. They are supported by teachers and regional Oxfam staff.



The majority of participants at Rolling Globe therefore delivered a peer-education workshop. They were requested to complete an evaluation form which captured their experience of designing and delivering the workshop. Tables 21 and 22 show that over the three years the majority of young people who delivered the workshop had helped further increase knowledge of development issues - 87% agreed it had improved 'some' or 'a lot'. Furthermore, 75% agreed that there were links between their lives and the lives of young people in the global South.

**Table 21: How much do you feel your knowledge of global development issues has increased by delivering this workshop (n=106)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	0	0%	0	0%	0	0%	0	0%
<b>Little</b>	2	5%	7	23%	5	16%	14	13%
<b>Some</b>	17	40%	13	42%	14	44%	44	42%
<b>A Lot</b>	24	56%	11	35%	13	41%	48	45%
<b>TOTAL</b>	43	100%	31	100%	32	100%	106	100%

Source: Young People's Workshop Review Form

**Table 22: How much do you feel there are links between your life and the lives of young people in the global South? (n=97)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	2	5%	2	7%	0	0%	4	4%
<b>Little</b>	6	16%	8	28%	6	19%	20	21%
<b>Some</b>	17	46%	10	34%	20	65%	47	48%
<b>A Lot</b>	12	32%	9	31%	5	16%	26	27%
<b>TOTAL</b>	37	100%	29	100%	31	100%	97	100%

Source: Young People's Workshop Review Form

### **Added value of Global Youth Work to developing active global citizenship (skills, confidence and knowledge)**

Nine out of ten young people (91%) believed that delivery of the workshop contributed to an increase in their confidence. For many of the young people, this was the first time that they themselves had delivered to their peers and this increase is indicative of the benefits of the peer to peer learning space that Rolling Globe provided.

**Table 23: How much do you feel your confidence has increased as a result of delivering your workshop? (n=105)**

	Year 1		Year 2		Year 3		TOTAL	
	#	%	#	%	#	%	#	%
<b>Not at All</b>	0	0%	2	6%	0	0%	2	2%
<b>Little</b>	2	5%	3	10%	3	9%	8	8%
<b>Some</b>	18	43%	17	55%	14	44%	49	47%
<b>A Lot</b>	22	52%	9	29%	15	47%	46	44%
<b>TOTAL</b>	42	100%	31	100%	32	100%	105	100%

Source: Young People's Workshop Review Form

Alongside quantitative information, those that delivered the peer-led workshops were asked to describe what skills they thought they had gained from planning and delivering their workshops and for any other comments. Thematic analysis of these comments show dominant themes of young people believing it has increased their confidence and their public speaking skills.

"I have deloped (sic) confidence with speaking in front of other people" (Young workshop leader)

"Confidence + speaking skills + able to answer on the spot" (Young workshop leader)

"Confidence and experience, presentation, communication skills, leadership" (Young participant)

"I have gained confidence and presentation skills" (Young workshop leader)

"Presenting, learning how to do ice breakers." (Young workshop leader)

"Speaking clearly and slowly. Understanding how to engage and participate" (Young participant)

"How to do a talk in front of other young people" (Young workshop leader)

Source: Rolling Globe Workshop evaluation form

Unsurprisingly facilitation and peer education skills were also a key component of learning. Many young people stated that delivery of the workshop had helped them become more organised, given them skills around leadership and working as a team; and specific skills (such as IT).

“Delivering a workshop other than in my mother language” .(Young workshop leader)

“Structured spontaneity and space for participation + getting people to tell you what they know” (Young participant)

“I now know that a lot of planning does need to be done. I'm planning on studying youthwork at university so i certainly learned a lot” (Young workshop leader)

“To be able to communicate what I learned throughout the Eat of the Good Things programme to peers my own age. It reinforced the idea that young people really get involved and it taught me to be more confident as the response to our workshop was really good. They seemed genuinely interested which made me feel as if I'd made some progress - from learning about the issues such as global food crisis etc and then being able to tell others.” (Young workshop leader from MADE in Europe)

“Skills in facilitation and working with young people.” (Young workshop leader)

“I gained skills in getting everyone involved and understanding the issues discussed.” (Young workshop leader)

“Thinking on a macro/meso (sic) scale + making ethics palatable for young people” (Young workshop leader)

Source: Rolling Globe Workshop evaluation form

Comments indicate that the vast majority of participants felt that their workshop went very well and young people appeared very happy about their success.

“I think our workshop went well and we successfully put across the knowledge we know.” (Young workshop leader)

“I really enjoyed presenting my workshop because everyone seemed to have enjoyed it and everyone was getting involved. It went very smoothly and I look forward to doing it more

I really enjoyed leading this workshop. Everyone worked well.” (Young workshop leader)

“It was great!” (Young workshop leader)

“We're a hit!” (Young workshop leader)

“Really good, worked well as a team. Should do more.” (Young workshop leader)

“Good - I think” (Young participant)

“Good” (Young participant)

“Sick” (Young participant)

Source: Rolling Globe Workshop evaluation form

Many of the young people were highly reflective on the workshop and how it could have been improved. This indicates that Rolling Globe enhanced young people's capacity to reflect learn from their experiences in order to develop skills.

“Could have done more planning, but we got our point across” (Young workshop leader)

“Learnt a lot from it, it probably needed more activities, but it was a good experience” (Young workshop leader)

“Well, perhaps an icebreaker at the beginning would have helped integrate things.” (Young workshop leader)

“Workshop went well, however it raised topics of discussion that could have lead to further discussion, but didn't have the time + valuable feedback received for further workshops/ways to improve.” (Young workshop leader)

Source: Rolling Globe Workshop evaluation form

A frustration for some of the young people was that they had less people attending their workshop than anticipated (“Not many people in ours, but still good” “Went well although not as many came and participated”). This was mainly a concern at the year two event where many of the visits by young people to their MPs overran and they missed or were late for the peer-led workshops they had signed up to attend.

**Participants’ feedback to Rolling Globe**

At the year one event, given the residential format which allowed more time to be spent with the young people, YCI collected feedback from participants through an interactive participatory workshop. Given the more structured one day events in years two and three, participatory activities were run but a questionnaire collecting basic evaluation information about the day was collected from everyone who attended whether they led a workshop or not.

**Table 24: How much do you feel you've learned at Rolling Globe? (n=84)**

	Year 1		Year 2		TOTAL	
	#	%	#	%	#	%
<b>Not at All</b>	0	0%	0	0%	0	0%
<b>Little</b>	9	16%	1	4%	10	12%
<b>Some</b>	30	54%	10	36%	40	48%
<b>A Lot</b>	17	30%	17	61%	34	40%
<b>TOTAL</b>	56	100%	28	100%	84	100%

Source: Attendees Evaluation Form

**Table 25: How much have you enjoyed Rolling Globe? (n=84)**

	Year 1		Year 2		TOTAL	
	#	%	#	%	#	%
<b>Not at All</b>	0	0%	0	0%	0	0%
<b>Little</b>	5	9%	0	0%	5	6%
<b>Some</b>	22	39%	6	21%	28	33%
<b>A Lot</b>	29	52%	22	79%	51	61%
<b>TOTAL</b>	56	100%	28	100%	84	100%

Source: Attendees Evaluation Form ()

Across the second and third year, 88% believed they had learnt “some” or “a lot” of skills and 94% reported enjoying the event “some” or “a lot”. Some comments left by the participants about the best aspects of the events to them are:

- “...Peer Led Workshops...”
- “...Seeing youth board members and Alan Sugar!...”
- “...Learning about HIV/AIDS...”
- “...Westminster visit and info about expanding group ideas and activities...”
- “...Meeting and learning about the different issues and organisations...”
- “...Going to Westminster - speakers at Dragons Den...”
- “...Showing young people that they can make a change...”
- “...Conducting a workshop and also attending War Child's workshop...”

Source: Rolling Globe Workshop evaluation form

The Westminster visit struck a chord with one young participant who noted what s/he would like improved upon was having “...more MPs to hassle...”. It was apparently an experience s/he found “...incredible...”.

Other areas that participants felt could be improved upon were depth of workshops, variety of food and making them residential to allow for more time in the workshops.

**Youth workers feedback to Rolling Globe**

In years two and three, youth workers who accompanied young people were asked to feedback in relation to the logistics and their perspectives of the event. They were asked to rate on a ten point scale with ten being positive. In total 17 evaluation forms were received.

**Table 26: Youth workers feedback on Rolling Globe (ten point scale; 10+)**

	<b>Year Two Average</b>	<b>Year Three Average</b>	<b>TOTAL</b>
<b>Pre-event information</b>	6.55	9.42	7.99
<b>Information on the day</b>	7.66	9	8.33
<b>Opening Rally</b>	7.55	7.85	7.70
<b>Youth-led workshops</b>	7.66	9.12	8.39
<b>Skills Workshops</b>	7	8.25	7.625
<b>Food and drink</b>	7	7.375	7.18
<b>Venue</b>	8.5	8.62	8.56

Source: Workers evaluation form

Qualitative feedback from youth workers was broadly very positive, especially about the workshops and the experience of the young people. Critical comments focussed on lack of information preceding the event (in year two); requests for young people to sign up to workshops in advance and also concerns that in year two the guest speakers were too long.

“I think the workshop went really well. The young people were enthusiastic and receptive to all elements of the session - even the dancing! The day as a whole had great atmosphere, and everyone I spoke to had a really great time” (Youth worker, Year 2)

“Great awareness of global issues” (Youth worker Year 2)

“Very detailed info provided. Especially risk assessment” (Youth worker Year 1)

“All groups did so well. Really proud of YMCA young people.” (Youth worker Year 3)

“The young people taking part in and leading a session with confidence.” (Youth worker year 2)

“Seeing young people belong contribute and thrive - seeign them take ownership of the event.” (Youth worker year 3)

“Seeing young people 's enthusiasm & learning about global issues.” (Youth worker Year 1)

“As my group delivered two workshops I didn't get to see other's. I was pleased with what my group achieved, especially the trading trainers group and I will be offering them constructive feedback as I know they are now inspired to deliver that workshop to other groups in Swansea.” (Youth worker year 3)

“...it was a well planned and delivered event. The only thing I would consider doing is trying to get some of the leaders forms out earlier such as photo consent and emergency detail confirmation etc so that leaders can arrive with these ready

completed rather than doing that on arrival whilst young people are asking us a hundred questions at the same time...” (Youth worker Year 3)

“I think my group would benefit from seeing a bit of London so an overnight residential would be great and allow more time for groups to mingle.” (Youth worker Year 3)

Source: Workers evaluation form

The evidence suggests that participants found these events to be valuable learning opportunities as well as fun, which are critical elements in any project aimed at this age demographic.

## Roadshows

YCI planned and delivered at least 4 GYW Roadshow events per year across the UK. The Roadshows were generally one day events led by YCI staff and brought together both youth workers and young people. They aimed to give participants a taste of potential topics and methods to use within their Global Youth Work practice. The days were highly participatory with learning delivered through interactive and stimulating games, group work and other creative methods. Topics explored included HIV/AIDs, disability rights, the global drugs trade, conflict and homelessness.

At the beginning of each Roadshow youth workers and young people were asked to fill out a baseline questionnaire and rate themselves on a scale of 1 – 10 on four statements. At the end of the Roadshow participants were asked to fill out the same questionnaire and to indicate if there had been an increase on the scale and therefore an increase in their knowledge.

### Youth workers' increased capacity in development issues and global youth work

**Table 27 My awareness / knowledge of development issues (n=165)**

	Average baseline score	Change from baseline	% Change from baseline	Number demonstrating increase	Percentage demonstrating increase
<b>Year 1</b> (n=50)	5.78	2.39	41%	31	84%
<b>Year 2</b> (n=50)	6.62	1.33	20%	33	66%
<b>Year 3</b> (n=115)	5.17	2.60	50%	101	88%
<b>Total average</b>	5.86	2.11	36%	165	79%

Source: Youth workers evaluation form

In years one and three, 86% of youth workers who completed evaluation forms stated an increase in their knowledge in development issues however this figure is 66% for year two. This indicates that on average, youth workers knew less about development issues than before the Roadshows. Year three indicates the largest increase in knowledge in development issues (50%).



**Table 28: My understanding of how development issues affect young people**

	Average baseline score	Change from baseline	% Change from baseline	Number demonstrating increase	Percentage demonstrating increase
<b>Year 1 (50)</b>	6.23	1.95	31%	30	81%
<b>Year 2 (50)</b>	6.36	1.52	24%	32	64%
<b>Year 3 (115)</b>	5.23	2.77	53%	104	90%
<b>Total average</b>	5.94	2.08	36%	166	79%

Source: Youth workers evaluation form

The second statement asked youth workers to rate their understanding of how development issues affect young people. The table shows us once more that a lower proportion of youth workers in year two (64%) indicated an increase compared to years one and three, 81% and 90% respectively. The average increase across all three years was 36%.

**Table 29: My capacity to develop, deliver and evaluate GYW**

	Average baseline score	Change from baseline	% Change from baseline	Number demonstrating increase	Percentage demonstrating increase
<b>Year 1 (50)</b>	5.31	2.38	45%	31	84%
<b>Year 2 (50)</b>	5.71	1.77	31%	40	80%
<b>Year 3 (115)</b>	4.36	3.29	75%	106	92%
<b>Total average</b>	5.13	2.48	50%	177	85%

Source: Youth workers evaluation form

It would appear that the Roadshows fulfilled their key outcome of supporting youth workers to increase their capacity to develop, deliver and evaluate Global Youth Work. Averagely across the three years, 85% of youth workers said that they had increased their capacity to do Global Youth Work. This high figure tells us that, along with young

people, the youth workers YCI has worked with also appear to learn about Global Youth Work most effectively by ‘doing’. The average increase over the three years was 50% and in year three this figure was 75%.

The participative style of the training days gave youth workers a chance to see the methodology in practice and this created a space to allay potential reservations about practising Global Youth Work.

**Table 30: My understanding of good practice in youth participation in GYW projects**

	<b>Average baseline score</b>	<b>Change from baseline</b>	<b>% Change from baseline</b>	<b>Number demonstrating increase</b>	<b>Percentage demonstrating increase</b>
<b>Year 1 (50)</b>	5.68	2.38	42%	29	78%
<b>Year 2 (50)</b>	6.01	1.69	28%	38	76%
<b>Year 3 (115)</b>	4.68	3.11	67%	100	87%
<b>Total average</b>	5.45	2.40	46%	167	80%

Source: Youth workers evaluation forms

Another important element of the Roadshows was to ensure that youth workers were able to better understand good practice and youth participation in Global Youth Work projects. As we can see from the table, 78% of youth workers in year one identified an increase in their understanding of good Global Youth Work practice, this figure remains more or less constant in year two before increasing to 87% in year three, creating an average of 80% claiming to have increased knowledge. The average change from the baseline in year one was 42%, this figure dipped in year two to 28% before increasing to 67% in year three

**Youth workers were asked to comment on what they had learnt as a result of attending the Roadshow:**

- “Overlap in global and local issues to young people”
- “My practice can always be improved”
- “where to find out more info about development education”
- “Ideas for games with YP and GYW”
- “How to use workshops in the future”
- “To gain a wider understanding of youth projects globally and how to improve the awareness of young people I work with.”
- “Understanding difficulties/opportunities in working with communities and how this relates to dealing with conflict in affected countries “
- “Making the connection between yp’s drug use in this country and the affect globally.”

“Creative ways to promote global youth work with young people”  
 “Learned how to teach global issues in a fun and interactive way”.

Source: Youth workers evaluation forms

### Young people’s increased capacity and awareness of development issues

Young people who attended the Roadshows were asked to fill out a similar baseline evaluation form as youth workers but instead of their understanding of global youth work being assessed they were asked to what extent they believed they could change the world.

**Table 31: My awareness / knowledge of development issues**

	<b>Average baseline score</b>	<b>Change from baseline</b>	<b>% Change from baseline</b>	<b>Number demonstrating increase</b>	<b>Percentage demonstrating increase</b>
Year 1 (36)	5.64	1.89	33%	28	78%
Year 2 (117)	5.66	2.32	41%	103	88%
Year 3 (41)	5.31	2.63	50%	33	80%
<b>Total average</b>	5.53	2.28	41%	164	82%

Source: Young people’s evaluation form

Across all three years, young people had an average baseline score of 5.5 which then increased by an average of two (41%). Of those who filled out this questionnaire we can see that an average of 82% showed an increase in their knowledge of development issues across the three years

**Table 32: My understanding of how development issues affect young people**

	Average baseline score	Change from baseline	% Change from baseline	Number demonstrating increase	Percentage demonstrating increase
Year 1 (36)	5.64	1.89	33%	28	78%
Year 2 (117)	5.80	2.10	36%	96	82%
Year 3 (41)	4.84	2.98	61%	34	83%
<b>Total average</b>	<b>5.43</b>	<b>2.32</b>	<b>44%</b>	<b>158</b>	<b>81%</b>

Source: Young people's evaluation form

When asked to indicate their understanding of how development issues affect young people, participants across all three years showed an average 44% increase in that understanding, with 81% of all participants demonstrating some increase. We can see here that the average change from the baseline increases each year beginning with a 33% increase in year one, a 36% increase in year two and finally a 61% increase in year three.

**Table 33: How much I believe I can change the world**

	Average baseline score	Change from baseline	% Change from baseline	Number demonstrating increase	Percentage demonstrating increase
Year 1 (36)	6.07	0.92	15%	19	53%
Year 2 (117)	4.97	1.71	34%	89	76%
Year 3 (41)	3.88	3.39	87%	29	71%
<b>Total average</b>	<b>4.97</b>	<b>2.00</b>	<b>46%</b>	<b>137</b>	<b>67%</b>

Source: Young people's evaluation forms

Young people's average baseline score to the statement 'how much I believe I can change the world' decreases each year with an average baseline of 6.07, 4.97 and 3.88 in years one, two and three respectively. Given this trend, it makes sense that the

average change from the baseline increases each year with an increase of 15%, 34% and 87% in years one, two and three respectively.

Across all three years an average of 67% of young people demonstrated an increase in their belief in how much they can change the world.

It should be noted that due to project plans changing in the third year of the project, YCI were able to deliver more Roadshows than in previous years and so the total number of youth workers who attended is significantly higher in year three.

**Young people were asked to reflect on what they had learnt at the Roadshow.**

“That 100 women die every day in Africa due to pregnancy”

“Poverty is a growing problem”

“Poverty is different in every country (e.g. Africa)”

“The benefits of fairtrade”

“I learnt how cocaine production negatively affects the environment”

“How greed and exploitation negatively affects workers in the east.”

“One in eight in the world go hungry every night”

“That sub-saharan Africa have the most population which are hungry”

“How to work in a team”

“More knowledge on the issues of poverty globally and what can be done to resolve it”

“If a big enough group stat up together you can make a big different”

Source: Young people’s evaluation form

## Conclusion and Recommendations

In coming to the conclusion of this report, it is crucial to point out that it has been groundbreaking in many ways and also that this project has many lessons to teach academia, policy makers and the field of practice. As arguably the largest scale study in the UK to date exploring the efficacy of Global Youth Work as a methodological approach in engaging young people on the margins, it is essential that we reflect on a number of key issues in concluding. At the start of the report, we highlighted the project's key strategic objectives which we will now briefly reflect on.

### **To what extent have objectives have been achieved**

Whilst it is very difficult to establish exactly how many marginalised young people were engaged, we have been able to establish that 1197 young people were engaged in the lifespan of the project and the overwhelming majority of the young people could be classified as marginalised on the basis of being homeless, incarcerated, being disabled, being immigrants, asylum seekers or refugees; and being of other socially excluding stratifications. There is often a perceived difficulty in effectively engaging these young people on the margins and the effectiveness of the project lies in its ability to engage a youth population often defined as hard to reach. As reported in the last section, there has been a massive increase in young people's awareness, knowledge and understanding of development issues. Additionally there has been a significant increase in their reported ability to make connections between their lives and those in the global South. This has significant implications, not only because young people have now developed operational capacity to operate in an increasingly globalised world where time, space and distance have been conquered. But more so because the marginalised young people engaged in this project often are less likely to have travelled abroad or come into contact with more visible aspects of globalisation; this was an opportunity not only to engage them to reconstruct a new reality by gaining critical consciousness, but also to make the personal, local, national and global interconnections in becoming global citizens.

Not only have the majority of project participants developed new found consciousness but have also reportedly increased skills in changing behaviour and taking action to build a more sustainable and socially just world, ranging from developing peer materials, campaigning to changing consumer habits. The project has also seen young people take an active part in engaging their immediate and wider communities, engaging a reported seven thousand people; this is significant demonstration of political capital by young people in a climate where young people are often accused of political inertia.

The project has been fundamental in raising, and in some cases further developing youth workers' and youth work organisations' skills and capacity to plan and deliver youth-led projects. Over 122 youth workers were involved in the planning and delivery of the projects and a significant number delivered projects with a global dimension for the first time and again a significant number of organisations reported gaining sustainable organisational capacity in delivering youth-led projects with a global dimension.

The project did not only effectively engage young people, youth workers and youth work organisations, but also the immediate and wider communities in which project participants were located in. The impact of the project on wider communities cannot be overstated as a range of audiences of over 4000 across communities were effectively engaged, ranging from peers to family members as well as geographical communities.

### **Recommendations for policy, practice and future research**

Given the many lessons this project has to offer; it is fundamental the author presents the following recommendations after reflection:

1. Given the groundbreaking nature of the project findings and the efficacy of Global Youth Work in engaging young people in general and marginalised young people especially; that the project findings are disseminated far and wide as an example of good practice in both practice and academic forums.
2. Given the effectiveness of GYW, as evidenced throughout the project, as a mechanism that is able to enthuse and critically engage young people on the margins, both in gaining a new consciousness and in supporting them to take action; that organisations working with marginalised young people explore and utilise the Global Youth Work pedagogical approach as an effective tool of engaging with young people on the margins.
3. Whilst there has been a significant and noticeable withdrawal from funding informal education of young people in general and Global Youth Work in particular by DFID and similar bodies; it is all the more important to highlight the project findings to such bodies. Based on the efficacy of this project where measurable change in thinking and behaviour has been demonstrated at a large scale; that DFID and similar organisations consider continued funding for similar projects.
4. This project report contains groundbreaking empiric evidence that is often absent in the field of youth work generally and Global Youth Work in particular; that this study be shared far and wide in a range of academic audiences in building a respectable body of evidence in the field of Global Youth Work. Additionally, this project report highlights the need for more studies to be conducted in this field, in generating a wider body of evidence.
5. YCI has been most effective in the delivery of this project as evidenced by the satisfaction expressed by the project partners as well as the demonstrated efficacy of a Global Youth Work pedagogical approach in critically engaging demographics often construed as “hard to reach”. The significance of this intervention should not be lost in the developing financially hostile climate for youth work in general and Global Youth Work in particular. YCI and similar bodies, traditionally associated with delivering GYW, both in the statutory and voluntary sector, should give some serious thoughts to flying the flag in this area of work, both as an effective instrument of engagement as well as in positioning young people in an increasingly globalised world. Organisations that have not ventured into this field of work before should also have this report availed to them, in generating new interest.

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**Annex 1: A summary of projects from across all three years****Year 1**

<b>Organisation</b>	<b>Summary</b>	<b>Amount</b>
Life Map Planners	Media based - BME migration	£8,000
Derbyshire YMCA	Peer education project based on HIV and AIDS	£8,000
Drugs Education London	Global drugs trade	£5,000
Leith and Lisburn YMCA	Sierra Leone Youth Justice conference	£5000
Stories 4 Change	Malawi focussed English book writing	£5000
Belfast YMCA	Conflict reconciliation in schools	£5000
Newport YMCA	Racism in sport	£1,000
Sunderland YMCA	South Africa photographic pen pals	£1,000
Cardiff YMCA	Child Soldiers film season	£1,000
City YMCA	Youth led peer ed (Colombia start)	£1,000

**Year 2**

<b>Organisation</b>	<b>Summary</b>	<b>Amount</b>
Cyfanfyd	Workshops with 150 young women from BME communities followed by a Global Citizenship Champions programme for 20 BME young women	£8000
Inspirational Volunteer Journeys	15 young people not in employment education or training and from BME communities will take part in 8 weekly Skype sessions with peers in Zimbabwe to create a peer-education programme for young people in Nottingham	£8000
Nottinghamshire YMCA	Workshops with 15 young disabled people who then conduct interviews with peers from the global south to create 6 podcasts that will be uploaded and shared on the internet.	£5000
West London YMCA	A minimum of 6 young people will take part in study visits to local and national institutions of the criminal justice system before taking part in 19 workshops that will explore similarities and differences to the system in Togo.	£5000
MADE in Europe	15 young Muslim women will explore how the environment and global economy is linked to food production through 7 weekly sessions at Spitalfields City Farm and a series of workshops. They will share their learning through a campaign during Ramadan and more informally through links with local mosques.	£5000
Restless Development	20 young people will take place in dance-based peer-education workshops delivered by young people and facilitators from the global south. This will allow them to learn the skills to run their own workshops and Action-taking events.	£5000
West Bromwich YMCA	6 young YMCA residents will explore experiences of and attitudes towards immigration by conducting interviews with peers in a variety of locations in the UK.	£1000
Sunderland YMCA	5 young YMCA residents will conduct research into child labour of the past and present and put their learning into action with a “Free From Child Labour Fashion Show” for their peers across the North East.	£1000
Refugee Youth	30 young people from Diaspora communities will take part in 7 workshops that allow them to explore their heritage and teach them photography skills to document this. Their project will be presented at the British Film Institute.	£1000

Downside Fisher Youth Project	Young people at this open-access youth club will learn about poverty and development issues during a summer programme that will enable them to become active global citizens.	£1000
Bolton YMCA	15 young people will learn about interdependence of global trade through looking at drugs trade. Film produced	£1,000
Llandovery YMCA	12 young people will learn about child poverty in the Caribbean, comparative study with Wales. Music produced.	£1,000

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**Year 3**

<b>Organisation</b>	<b>Activity</b>	<b>Awarded</b>
Plymouth YMCA	20 young people from deprived areas of Plymouth will use rugby and the visit of the Ghanaian Olympic team as a catalyst to increase their understanding of global interdependence and how poverty, unemployment and injustice affect Ghana.	£8000
Midlands YMCA	<p>Nearly 250 young people will explore how gang culture affects the lifestyles, choices and opportunities of young people and societies in the global south. They will lead a series of 11 peer led workshops across the region.</p> <p>The project took 22 young people on a training residential where they developed their leadership skills in a global youth work context. The young leaders then went out to 11 different YMCAs to run peer to peer sessions on the links between gangs in the UK and gangs in Asia, Africa and South Africa. Many of the young people who attended the training sessions were from YMCA supported accommodation and some had links with gangs in the UK. In sessions young people would watch videos on gangs in the global south. Using this as a basis for learning, they discussed their own experience on gangs in their local context and explored the links between the two.</p>	£8000
Newgale YMCA	30 young people will learn about poverty and globalisation in workshops, open space activities and global arts workshops during a “Connect for Change” summer camp.	£5000
Ovalhouse	<p>25 Black, Asian and refugee young people who identify as LGBT will take part in a series of arts-based workshops that will increase their understanding of global human rights abuses on the grounds of gender and sexual orientation.</p> <p>Young people constituted a drama group where they shared their experiences of being BME/refugee young people as well as being LGBT and the persecution they face in the UK. The young people’s group shared their learning with the local community in South London by exhibiting the stories and case studies they had gathered during the project at a local event.</p>	£5000

Bournemouth YMCA	45 young people will lead a 7 month programme where they will share their learning on a variety of global development issues based around the issue of migration (xenophobia, racism and discrimination). This will cumulate in events around Black History Month in October 2012.	£5000
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Somerset Racial Equality Council	15 Black, Asian and refugee young people, majority from BAMER communities, will use sport as a frame to increase their understanding of development, racial and social justice issues.	£5000
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Southend YMCA	10 young people will create a music video that will share their learning about how poverty and deprivation impact on the lives of young people in the Global South.	£5000
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The project engaged with a total of 11 young people who explored poverty in Southend. Towards the end of the project the group created a video which was a mixture of the sessions they attended, development issues such as poverty, music, poems and dramatisations of their learning.

Portadown YMCA	A group of young women will understand the causes and effects of sex trafficking. This will increase their understanding of interdependence and economic migration as well as their empathy with young people in the global south.  The project engaged a total of seven young women who attended weekly sessions, looking at the issue of sex trafficking in their local area of Portadown.	£1000
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Bolton YMCA	9 young people will use youth homelessness as a frame to increase their understanding of development, poverty and other issues in the global south.	£1000
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A total of 20 young people engaged in the project, lasting 12 weekly sessions during which time they conducted interviews with an Afghan refugee to learn about migration to the UK from countries in conflict and how this relates to homelessness. Some of the young people involved had close connections to homelessness as they discussed friends who had been through this.

As their final activity, young people from Bolton's project built a mock 'shanty town' to raise awareness of global issues amongst their peers and the wider community.

Polmont	<p>12 young people from marginalised backgrounds (in a youth offender setting) will go through an 8 week programme of activities aimed at increasing their understanding of global development and social justice issues.</p> <p>This project engaged with 12 young people in a secure setting. With over 450 inmates, HM YOI Polmont is the largest of its size in Scotland. Barnardo's Youth Based team worked with extremely marginalised young men who had never had any significant exposure to global issues before engaging in the project. Activities included, cooking with Fair Trade items, creative art sessions to highlight violence in their context and violence experienced by child soldiers in Colombia.</p>	£1000
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**Annex 2: List of Roadshows and themes**

<b>Date</b>	<b>Location</b>	<b>Theme</b>
June 2010	London	The Football World Cup
August 2010	Perth	MDGs
Dec 2010	Derby	HIV/AIDS
March 2011	London (participants from across UK)	Disability rights
March 2011	YMCA England National Conference (Participants from across England)	Life skills / drugs
June 2011	Belfast (Participants from across Northern Ireland)	Homelessness / unemployment
August 2011	Newgale (Participants from across Wales)	International Year of Youth (
October 2011	Bolton	Fair Trade
Nov 2011	Burton on Trent	Fair Trade
February 2012	Bridgwater	Taster session on various issues
February 2012	Plymouth	Taster session on various issues
June 2012	London (Participants from across England)	Conflict
October 2012	Norfolk	Global drugs trade
October 2012	Bradford	Global drugs trade
October 2012	North Tyneside	Global drugs trade
October 2012	Edinburgh	YMCA as a global movement
February 2012	Cardiff	Food security and food justice
February 2013	Chelmsford	Food security and food justice
February 2012	Stoke	Food security and food justice
February 2012	Northumberland	Food security and food justice
February 2012	Glasgow	Food security and food justice
March 2012	London	Introduction to Global Youth Work



**Annex 3: Individual young people’s evaluation form**

Office use only: Year \_\_\_\_\_ Name: \_\_\_\_\_ Input: \_\_\_\_\_



**GLOBAL YOUTH WORK  
IN  
ACTION**

This project is all about exploring issues that effect young people all around the world. Filling in this form will help us find out what people think about this project.

Please be honest - your views will help us make our work better. if you need any help filling it in just ask the person who gave it to you.

We will use this information in a way that does not identify who you are.

**Name:** \_\_\_\_\_

**Gender:**    **MALE**        **FEMALE**   

**Date of Birth:** \_\_\_\_\_

**Please tick which ethnicity best describes you:**

Asian	<input type="checkbox"/>	Mixed White and Asian	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	Mixed White and Chinese	<input type="checkbox"/>
Black-Caribbean	<input type="checkbox"/>	Mixed White and Black-Caribbean	<input type="checkbox"/>
Black-African	<input type="checkbox"/>	Mixed White and Black-African	<input type="checkbox"/>
White British	<input type="checkbox"/>	Any other mixed background:	
Any other ethnicity:			



What was the best thing about the project?

How could the project have been improved?

Do you have any other comments?

If you are ok with Y Care International getting in touch with you about similar projects in the future or to ask you more questions about the project please give us your:

**MOBILE:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_



This project is managed by Y Care International with funding from the Department for International Development (DfID)

**During your global youth work project, did you take part in campaigning or awareness raising activities about a global issue?**  
 (for example, signing a petition; writing to your MP; attending a demonstration, etc...)

Yes  No

**How many people did you talk to about what you learned during the project?**

0  1-5  6-10  11-15  16-20  20+

Knowledge and Understanding						
	On a scale of 1 to 4, from 'Not at all', to 'A lot' ...	Not at all			A lot	Don't know
		1	2	3		
<b>1</b>	Before this project, how much do you think you learnt about global development issues (e.g. poverty) at school?					
<b>2</b>	How much do you think your knowledge of global development issues has increased since the start of the project?					
Tell us the most interesting thing that you learned about global development during your project:						
<b>3</b>	How much do you feel there are links between your life and the lives of young people in the global South?					
Tell us one way that you feel linked to them:						

Skills and Confidence						
	On a scale of 1 to 4, from 'Not at all', to 'A lot' ...	Not at all			A lot	Don't know
		1	2	3		
<b>4</b>	How much have you changed your 'global' behaviour like buying Fairtrade products, signing petitions or supporting a charity) as a result of this project?					
Please give an example:						
<b>5</b>	How confident do you feel that you can use the skills developed through your global youth work project?					
Which of the following skills do you think you have learned during your global youth work project? (tick all that apply)						
Public speaking <input type="checkbox"/>		Maths/budgeting <input type="checkbox"/>		Writing <input type="checkbox"/>		
Photography <input type="checkbox"/>		Communication <input type="checkbox"/>		Listening <input type="checkbox"/>		
Teamwork (please specify) <input type="checkbox"/>		Problem-solving <input type="checkbox"/>		Other skills <input type="checkbox"/>		

**Annex 4: Youth Worker Reflection Form**

**About you**

1. Gender

Male

Female

2. Age

Date of Birth: \_\_\_\_\_

3. Ethnicity.

Please state what you consider your ethnic origin to be.

Asian	Mixed White and Asian
Chinese	Mixed White and Chinese
Black-Caribbean	Mixed White and Black Caribbean
Black-African	Mixed White and Black African
White British	
Any other ethnicity [please state]	Any other mixed background [please state]

**4. Do you consider yourself to have a disability?**

Yes

No

Rather not say

**6. What job title best describes your role?**

Youth Worker

Residential support worker

Project co-ordinator

Youth Work Manager

Other [Please state]

**6. What best described your highest level of training in working with young people?**

Level 2 Certificate in youth work

- NVQ / VRQ in youth work
- Diploma in youth work
- JNC recognised degree in youth work
- Other [please state]

**About your organisation**

**7. Do you work for a YMCA?**

- Yes
- No
- Rather not say

	On a scale of 1 to 4, from 'Not at all', to 'A lot'...	Not at all			A lot	Don't know
		1	2	3	4	
8	How supportive are your managers of global youth work?					
9	How core is global youth work to the work at your organisation?					
10	How likely do you think it is that your organisation will undertake another global youth work project?					
11	How likely do you think it is that your organisation will seek funding to enable you to undertake another global youth work project?					

**About the project**

	On a scale of 1 to 4, from 'Not at all', to 'A lot'...	Not at all			A lot	Don't know
		1	2	3	4	
12	.... how much do you feel this project has increased your ability to plan for a global youth work project?					
13	.... how much do you feel this project has increased your ability to deliver a global youth work project?					
14	.... how much do you feel this project has increased your ability to evaluate a global youth work project?					
15	.... how much do you feel this project has increased your ability to support youth participation?					

**16. Tell us the most interesting thing that that you learnt during the project**

(narrative text box)

**17. What were the most significant barriers in running your project?**

(narrative text box)

**Annex 5: End of Project Report Template****Y Care International Grants Monitoring Form**

This is a living document – please save it somewhere safe. You will need to use it to report back to YCI during the life of your project. Please retain a copy of each version of the document (e.g. GYWiA Monitoring September, GYWiA Monitoring December, etc...) and keep these for your records along with any receipts for expenditures.

<b>Name of Organisation:</b>	
<b>Contact name:</b>	
<b>Address:</b>	
<b>Email address:</b>	
<b>Phone number:</b>	

As well as a way of monitoring progress, we hope this document will also help you ensure that your project is on target.

**Demographic Reporting**

<b>About the participants</b>			
<b>Number of young people directly engaged to date:</b>		<b>Approximate number of people engaged indirectly:</b>	
		Please tell us how you have engaged these indirect	

<b>Of which, female:</b>		beneficiaries (e.g. through displays in local centre, campaign activities, distributing CDs/resources, etc...)	
<b>Of which, Black, Asian or other minority:</b>			
<b>Of which, disabled:</b>			
<b>Other information</b> Please give any other relevant details about the participants:			

### Narrative Reporting

The outcomes and activities are taken from Annex A of your Project Funding Agreement. Any change to these must be negotiated with YCI.

<b>Project activities and outcomes</b> <i>Please give details of the sessions and activities undertaken so far.</i>	
<b>Project outcomes</b>	<b>Progress/Activities Undertaken</b> <i>What activities have you done with the young people? Please be as detailed as possible about the sessions and materials used. Try to include dates when sessions have taken place.</i>
1.	
2.	
3.	



### Financial Monitoring

The activities and figures are taken from Annex C of your Project Funding Agreement.

Activity/Item	Budget	Expenditure To Date
1.		
2.		
3.		
4.		
5.		
6.		

**Asset Register** must include full details of **all equipment costing £1,000 or more** or those under £1,000 but termed attractive items (i.e. electronic goods) at the time of

purchase and wholly or partly funded by YCI. Capital equipment bought for this project remains the property of

DFID and must be labelled as such. You are not permitted to dispose or transfer these assets to another organisation or person without the prior approval of Triple Line or DFID. All such items must be recorded below. Where applicable, please include model and serial numbers in item description.

Item	Date of purchase	Original Value	Location



**Please use this space to raise any formal issues that you require decisions on from YCI.** (Please note that decisions made previously will remain recorded here)

Date	Issues/Challenges Arising	Date	Decisions and Actions agreed with YCI

## Annex 6: Roadshow Youth Worker Evaluation Form



### GYW Roadshow - Self Assessment Youth Workers

Rank yourself on the following 1-10 scales (1 being lowest, 10 being highest)

#### **Before the Roadshow**

My awareness/knowledge of global development issues (such as poverty, the drugs trade, the Millennium Development Goals)

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of how these development issues affect young people

1 2 3 4 5 6 7 8 9 10 (please circle one)

My capacity to develop/deliver/evaluate global youth work

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of good practice in youth participation in global youth work projects

1 2 3 4 5 6 7 8 9 10 (please circle one)

**What I would like to get out of this session:**

---

Please keep this sheet somewhere safe as we will return to it at the end of the session.



**At the end of the Roadshow**

My awareness/knowledge of global development issues (such as poverty, the drugs trade, the Millennium Development Goals)

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of how these development issues affect young people

1 2 3 4 5 6 7 8 9 10 (please circle one)

My capacity to develop/deliver evaluate global youth work

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of good practice in youth participation in global youth work projects

1 2 3 4 5 6 7 8 9 10 (please circle one)

**What 3 things did I learn today? We are especially interested in what you learned about development issues.**

1.

---

2.

---

3.

---

Please give this sheet into Robbie.

## Annex 7: Roadshow Young People’s Evaluation Form



### GYW Roadshow - Self Assessment Young People

Rank yourself on the following 1-10 scales (1 being lowest, 10 being highest)

#### **Before the Roadshow**

My awareness/knowledge of global development issues (such as poverty, the drugs trade, the Millennium Development Goals)

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of how these development issues affect young people

1 2 3 4 5 6 7 8 9 10 (please circle one)

How much I believe I can change the world

1 2 3 4 5 6 7 8 9 10

**What I would like to get out of today:**

---

Please keep this sheet somewhere safe as we will return to it at the end of the session.



**At the end of the Roadshow**

My awareness/knowledge of global development issues (such as poverty, the drugs trade, the Millennium Development Goals)

1 2 3 4 5 6 7 8 9 10 (please circle one)

My understanding of how these development issues affect young people

1 2 3 4 5 6 7 8 9 10 (please circle one)

How much I believe I can change the world

1 2 3 4 5 6 7 8 9 10

**What 3 things did I learn today? We are especially interested in what you learned about development issues.**

1.

---

2.

---

3.

---

Please give this sheet into Robbie.

## Annex 8: Youth Worker Evaluation Form – Rolling Globe



### Worker Evaluation

Thank you for supporting young people to come to Rolling Globe 2012. This evaluation form will help us make the next event we do even better. We may also use this information to report back to the UK Department for International Development who helped pay for the event. You do not have to answer every question.

#### About the event:

Help us by rating the following aspects of the event (circle one)

	Poor				Ok		Excellent			
	1	2	3	4	5	6	7	8	9	10
<b>Pre-event information</b>										
Comments:										
<b>Information on the day</b>										
Comments:										
<b>Opening activity</b>										
Comments:										
<b>Youth-led workshops</b>										
Comments:										
<b>Skills workshops (YCI)</b>										
Comments:										
<b>Food and drink</b>										
Comments:										
<b>Venue</b>										
Comments:										

What was the best thing about the event?

What could we do better next time?]



## Annex 9: Rolling Globe Peer Workshop Leader Evaluation Form



Thank you for delivering your workshop at Rolling Globe 2012.  
 This evaluation form will help us find out a bit about you and how your workshop went.  
 We will use this information to report back to the UK Department for International Development who helped pay for the event. You do not have to answer every question.

**Organisation:** \_\_\_\_\_

### About you:

1. **Gender (please circle):** Male Female      2. **Age:** \_\_\_\_\_

3. **Ethnicity**      **Please state what you consider your ethnic origin to be:**

- |                      |                          |                                 |                          |
|----------------------|--------------------------|---------------------------------|--------------------------|
| Asian                | <input type="checkbox"/> | Mixed White and Asian           | <input type="checkbox"/> |
| Chinese              | <input type="checkbox"/> | Mixed White and Chinese         | <input type="checkbox"/> |
| Black-Caribbean      | <input type="checkbox"/> | Mixed White and Black-Caribbean | <input type="checkbox"/> |
| Black-African        | <input type="checkbox"/> | Mixed White and Black-African   | <input type="checkbox"/> |
| Any other ethnicity: |                          | White British                   | <input type="checkbox"/> |
|                      |                          | Any other mixed background:     | <input type="checkbox"/> |

4. **Do you consider yourself to have a disability? (please circle)**

Yes                      No                      Rather not say

5. **Do you have five or more A\*-C GCSEs? (please circle)**

Yes                      No                      Rather not say                      I have not studied for GCSEs

### About the workshop

On a scale of 1 to 4, from 'Not at all', to 'A lot'...		Not at all				A lot	Don't know
		1	2	3	4		
6	...how much do you think you learnt about global development issues at school?						
7	... how much do you feel your knowledge of global development issues has increased by delivering this workshop?						
8	.... how much do you feel there are links between your life and the lives of young people in the global South?						
9	... how much do you feel your confidence has increased as a result of delivering your workshop?						

**What skills do you think you have gained from planning and delivering your workshop?**

**Do you have any general comments about how your workshop went?**

**Annex 10: Rolling Globe Participant Evaluation Form**



# Evaluation



Thanks for taking part in Rolling Globe!  
Please take 2 minutes to answer these questions...

1. How much do you feel you've learned at Rolling Globe?  
(please circle)

Nothing			A lot
1	2	3	4

2. How much have you enjoyed Rolling Globe?  
(please circle)

Not at all			A lot
1	2	3	4

3. What was the best thing about Rolling Globe?

4. What could have been better?



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