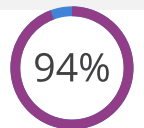




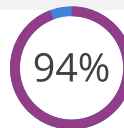
## T:BUC CAMPS PROGRAMME SHARED LEARNING REPORT

This shared learning report provides programme managers with examples of good practice in the delivery of T:BUC Camps, and can be used to inform the design and delivery of Camps taking place in 2022. Some of these ideas may not work for the project you are designing, or may not work in exactly the same way as described here. You will know what works best for your project. The aim of sharing these examples of good practice is to assist you in adding value to your T:BUC Camp.

### BENCHMARKING



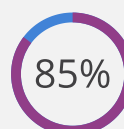
94% of the respondents stated they had made new friends with someone from a different religious/community background



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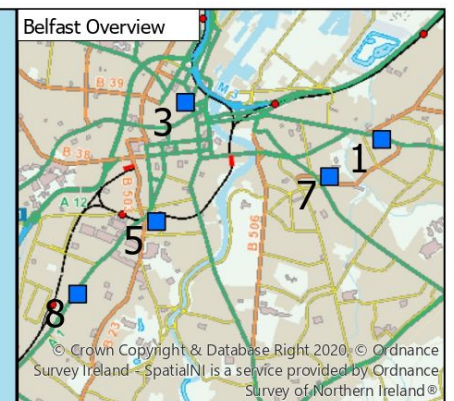
90% of participants feel open to making new friends from different religious backgrounds



85% of participants agree that the culture and traditions of different backgrounds add to the richness and diversity of communities

### IDENTIFYING GOOD PRACTICE – GROUPS ACHIEVING VERY POSITIVE OUTCOMES

The map below indicates 9 groups achieving outcomes significantly above the 2021/22 benchmark data



ID	Programme	Organisation
1	T:BUC Camps	East Belfast Area Project
2	T:BUC Camps	Lincoln Courts Youth and Community Association
3	T:BUC Camps	Oh Yeah Music Centre
4	T:BUC Camps	Banbridge Youth Resource Centre
5	T:BUC Camps	Cinemagic
6	T:BUC Camps	Greater Shantallow Community Arts
7	T:BUC Camps	Boys and Girls Club
8	T:BUC Camps	Peaceplayers International
9	T:BUC Camps	YMCA Lurgan

Programme  
 T:BUC Camps



# SHARED LEARNING – EXAMPLES OF GOOD PRACTICE FROM GROUPS ACHIEVING VERY POSITIVE OUTCOMES IN 2021/22

The learning below can be applied to the design of your 2022/23 project, where you feel it may benefit delivery. You can see from the map which organisations are delivering close to the area where you are planning to deliver your programme. If you would like further details on any of these programmes please use the contact details contained in the QR code attached.



Tell your young people that they are brilliant. This positive reassurance of the basic goodness of our young people, builds an ethos of good feeling and self confidence, which in turn builds the confidence of all our young people to openly welcome, share and engage with people from diverse backgrounds and communities.



Create opportunities to allow for the expression of individual creative responses to give a sense of both individual and collective confidence and appreciation and willingness to embrace others individuality.



We encourage creative and cultural expression as a wonderful way to unlock life enhancing knowledge and to create fun, artistic and creative shared experiences that impact on the hearts of our participants.



Continuation of our Camp from the summer through to March feels like a programme where young people can really engage in Good Relations and their own personal development.



We implemented a Young Leaders programme into our camp and supported our Young People in taking on leadership roles and responsibilities that positively contributed to theirs and other participants experience. This was so successful that we plan to use Peer Leaders in future programmes.



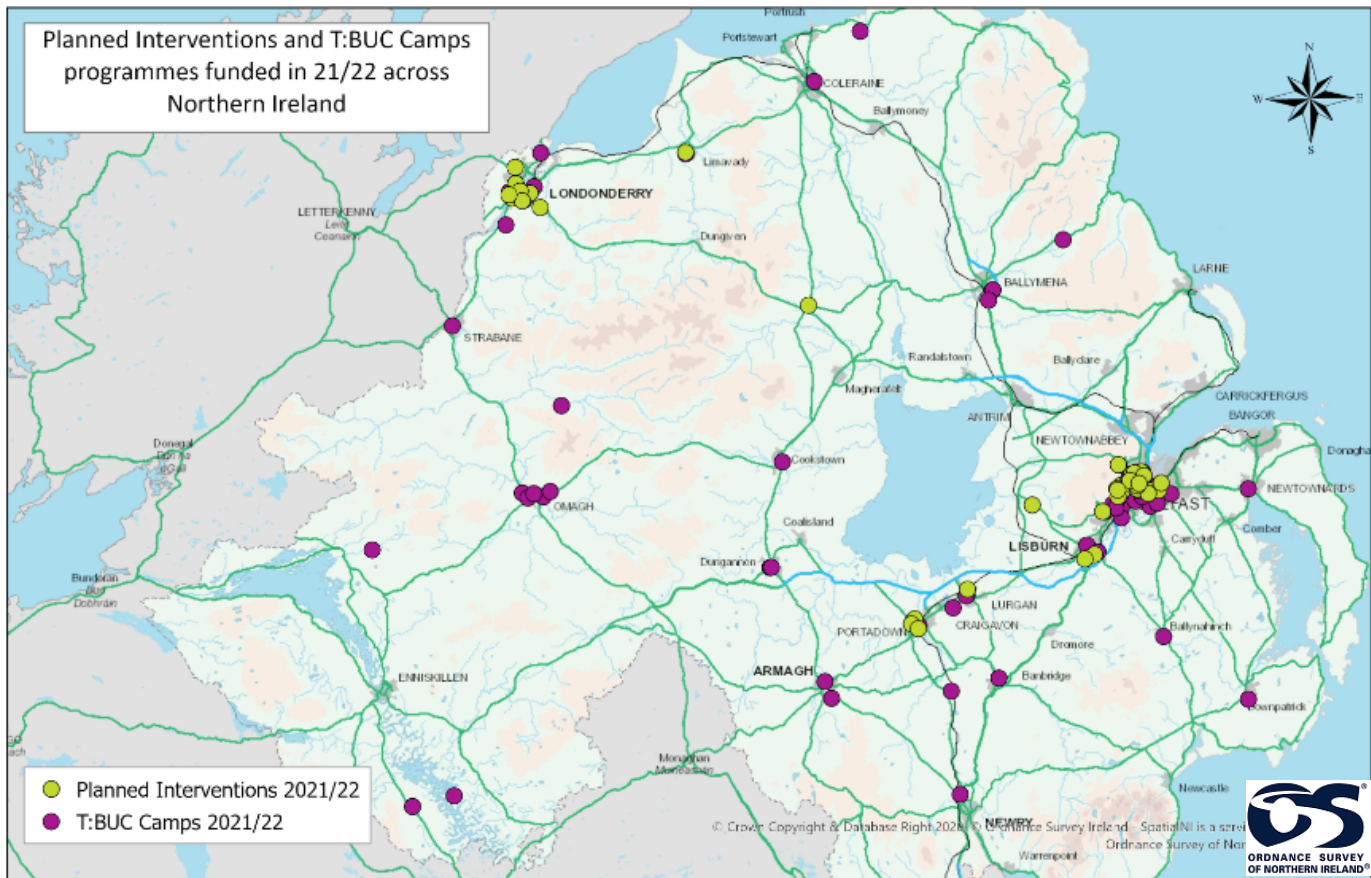
Engaging with the group member's parents/guardians to communicate the expectations and TBUC outcomes and keep them informed about the programme content. We also regularly left materials for upcoming sessions to the young people's houses and in some cases the parents/guardians helped their children prepare for the next session. We found that this communication flow improved our relationships with the parents/guardians, it also improved the attendance of the group members.



Use innovative methods to engage young people to generate meaningful conversations about identity, differences and commonalities. One method we used was to hire a Columbian artist who showed indigenous paintings and carvings from other Columbian artists and explained how they expressed their identity; he got the participants to say how local artists express their identity

# IDENTIFYING GAPS

This map can be used to assess what areas are currently covered by the PIP and Camps Programmes and allow you to consider if there are any gaps in that delivery your project could target.



## SHARED LEARNING - OFF THE MAP

The following shared learning from top performing groups has been used successfully to bring participants from “off the map” into projects – they may help your project do the same.

### IDENTIFY WHO AND WHY

Identify who these hard to reach young people are and what makes them less likely to engage in youth programmes - eg:

- Involved in anti-social or criminal behaviour and have been through the criminal justice or social care systems?
- Those who aren't socially engaged and are perhaps at risk of self harming or other harmful activities?
- Young people from, deprived, rural or ethnic backgrounds who don't have access to young peoples programmes, for economic, locational or safe-shared spaces reasons?

### SPREAD THE WORD

Engaging lots of young people over longer periods of time. Have programmes that have participants return or stay to develop new skills. Young people bring their friends to what they think is good, that's a fact! And word spreads amongst young people across all communities, this is when even those marginalised young people come out of their bed rooms to see what the chat is about!

### COMMUNICATE

Make programmes attractive to Young People. Creative concepts and longevity provide maximum opportunity for uptake. Utilise programming that is marketed to ensure uptake using methods that young engage with.



SCAN ME FOR MORE INFORMATION