

PLANNED INTERVENTIONS PROGRAMME SHARED LEARNING REPORT

This shared learning report provides programme managers with examples of good practice in the delivery of planned interventions, and can be used to inform the design and delivery of interventions 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 planned interventions.

BENCHMARKING

99% of participants stated that they had improved self-confidence and developed new skills through participation

74% of participants feel more favourably about young people in other community backgrounds

IDENTIFYING GOOD PRACTICE – GROUPS ACHIEVING VERY POSITIVE OUTCOMES

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



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 groups 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.

OWNERSHIP

Through consultation with the young people we can gauge and empower the group in what project they design they want to work on and what they want to own. Owning the project is key to finishing and succeeding.

LEARNING ABOUT EACH OTHERS AREAS

Within the good relations framework, it is usual to meet in neutral spaces. However we sought to bring young people into areas which would usually be viewed as alien and asked the local young people in the group to host the visit. This did much to dispel myths (and helped the 'people like us' view) and created a sense of ownership and participation, as well as pride in hosting a group and bringing people together which did much to encourage young people to own the project and be invested in its outcomes.

FEEDBACK

Using the young peoples feedback we changed, where necessary, future activities to meet their needs. It is essential to have flexibility to keep young people engaged

EMBED GOOD RELATIONS

Ensuring good relations were woven into the fabric of all activities. In that sense, they were not a reason in and of themselves for the work but rather they were layered into the activities as an integral part. This created a sense of good relations being foundational and implicit rather than artificial element super-imposed onto activities or a forced narrative designed to create teachable moments.

EMPHASISE COMMONALITIES

Early establishment of the theme of commonality as a multiplier than difference as a divider. This thread ran through all the activities and was key in summing up each piece of work – that the challenges and achievements of everyday life were shared across all the identities of the group.

CELEBRATE

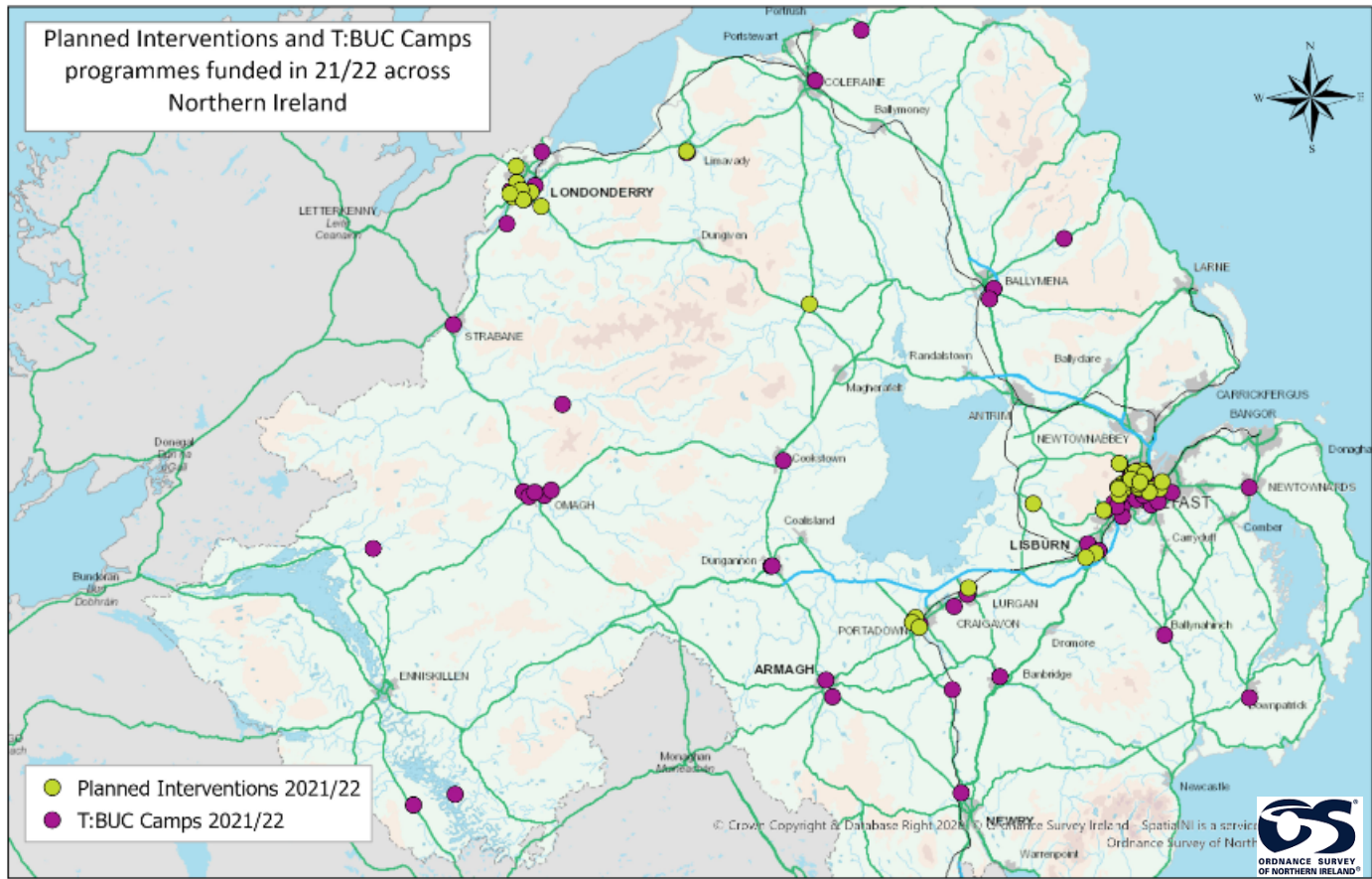
Having a celebration - be it weekly food , vouchers , a trip or residential make sure it's on their terms. Some of these - food for example are a favourite - because regular meals at home do not exist. We have fruit on offer replacing the pizza - this was a slow burner - now if the fruit isn't on offer we are being asked . Knowing the background and needs of the young people and meeting these needs appropriately shows that the services listens and supports accordingly.

LEARNING STYLES

We consult the young people on the different ways they like to learn. Learning takes many forms and needs to be peer appropriate - its easy to leave people behind or exclude just by assuming your delivery methods suit all.

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.



We have staff here from the Community who know these young people and are able to engage with them, build relationships and form trust.



Establishing strong partnerships and referral networks with other organisations interested in helping the same people



Ensuring programme of activity is attractive, useful and beneficial to the Young people we are engaging



Word of mouth - ensuring our Young People really benefit and enjoy our programme and recommend it to their friends and peers



Get the message out! Let people know what is available, why they want to get involved and what they can get out of it.



SCAN ME FOR MORE INFORMATION