



Make Our Rights Reality

**Phase 2 programme evaluation and
final report**

Steve Hillman & Jo Hickman Dunne

February 2020

Table of Contents

1. Executive Summary	4
1.1 Methodology and Approach	4
1.2 Key Results	5
1.3 Key Findings	5
1.4 Conclusions and Recommendations	6
2. Context	7
2.1. Public Legal Education in the UK	7
2.2. Rights-Based Approaches to Youth Work	9
2.3. The YIACS model	9
3. Introduction to programme	10
3.1. Delivery and programme structure	10
3.2. The key objectives of the Make Our Rights Reality (MORR) programme	11
3.3. Uptake and participation	12
4. Evaluation	14
4.1. Approach to evaluation	14
4.2. Research questions	14
4.3. Evaluation methodology	15
5. Results	17
5.1. Most Significant Change	17
5.2. Thematic analysis of stories	18
5.3. Young people survey	19
5.4. Young people focus groups	20
6. Key findings and discussion: learning from the MORR project and Reviewing Theory of Change	22
6.1. Most significant areas of organisational learning	22
6.2. Building the legal capability of young people	24
6.3. Supporting young people to undertake high quality social action projects	26
6.4. Supporting and enabling young people to advocate their rights through a national platform	27
6.5. Sharing good practice and expertise around PLE and MORR	28
6.6. Reaching the young people who need it most	29
6.7. Most significant areas of learning for young people	30
6.8. Mechanisms of change	31
6.9. How do these findings link to the Public Legal Education Framework?	33
7. Conclusions and recommendations	35
Appendix 1: Revised Make Our Rights Reality Theory of Change	36
Appendix 2: The Survey	37
Appendix 3: Topic Guide for Focus Groups	40
Appendix 4: Most Significant Change Stories Selected by Stakeholder Group	41
Story 30	41
Story 2	42

Make Our Rights Reality

Phase 2 programme evaluation and final report

The Centre for Youth Impact is a community of organisations that work together to progress thinking and practice around impact measurement in youth work and services for young people. Our vision is for all young people to have access to high quality programmes and services that improve their life chances, by enabling embedded approaches to impact measurement that directly inform practice. Our work, therefore, is dedicated to three objectives, together with our expanded networks and other organisations from across the youth sector: curating the debate, building the movement and shaping the future.

Find out more about the Centre for Youth Impact at www.youthimpact.uk and follow us on @YouthImpactUK.

The Centre for Youth Impact is a company limited by guarantee (No.10640742)

and a registered charity in England and Wales (No. 1178148).

1. Executive Summary

Make our Rights Reality (MORR) is a pioneering national programme designed to equip young people to tackle and take control of their challenges and improve services in their communities by connecting them with their rights and responsibilities. The project takes a unique integrated approach to public legal education (PLE), youth participation and social action focussed on disadvantaged young people in community settings. MORR aims to provide 16-25 year olds with the knowledge, skills and attitudes they will need to develop the ‘legal capability’ required to tackle their everyday problems. It aims to give young people opportunities to take action in their communities to embed their learning, share it with others and address social injustice. Finally, it aims to undertake policy work, research and campaigning aimed at encouraging a cultural shift in society’s attitude to young people’s rights.

1.1 Methodology and approach

The evaluation used three methods to generate data – a Most Significant Change approach, a survey of young people, and focus groups with young people – to answer the following research questions:

1. In the experience of staff delivering all aspects of the programme (i.e. the PLE training, the social action projects, the policy and advocacy work), what are the most significant areas of learning?
2. How far, and in what ways, has the PLE training and social action activity met its stated aims?
3. How far, and in what ways, does the PLE training and social action activity reach the young people who need it most?
4. What are the most significant areas of learning for young people who have participated in the PLE training and in social action projects?
5. What were the particular features of the PLE training and social action project that made a difference?
6. What is the impact of the changes to the PLE training programme made after the initial programme evaluation?

The focus was on improving practice and building a greater understanding of the mechanisms through which young people can be empowered to use their rights as a force for positive change. This evaluation was not designed to produce robust evidence of programme impact, but rather focus on emergent learning and identification of promising practice.

1.2 Key Results

The Most Significant Change process generated 35 stories that indicated a range of impacts on young people and on the delivery hubs that supported them. For young people, these included:

- Improved advocacy skills and an increased sense of agency;
- Improved ability to work with others;
- Improved well-being.

For organisations the most widely reported impacts were:

- Enhanced organisational practice around taking a youth-led approach;
- Enhanced knowledge of rights-based approaches;
- Deeper engagement of young people.

Participants in the survey and the focus groups reported that improved knowledge of their rights equipped them to be able to navigate legal systems, giving them the confidence to speak up. This included knowledge of their basic human rights; legal issues around housing and tenancy; appropriate behaviour in the workplace; and benefits rights. Both the survey and the focus groups highlighted the importance of ‘real life relevance’ of the programme content in ensuring that the programme has impact on young people.

1.3 Key findings

The data collected through the methods described above offer insight into the most significant areas of learning for young people and for the organisations that supported them on the Make Our Rights Reality Programme. For young people these relate chiefly to the power of taking a rights-based approach, and the impact of increased ability to deal with situations that involve their rights, and their ability to advocate for and effect real change. For organisations the evaluation data offer increased insight into the importance of social action for young people; the value of co-production and shifting the balance of power to young people, the power of a youth-led, rights-based approach to youth work, and the importance of flexibility in delivery. In addition, the evaluation data also provide good practice insight into:

- Building the legal capability of young people through Public Legal Education;
- Supporting young people to undertake high quality social action projects;
- Supporting and enabling young people to advocate for their rights through a national platform;
- Reaching the young people who need support the most.

1.4 Conclusions and recommendations

In terms of identifying key areas of learning and promoting good practice, we make the following recommendations:

1. The targeted and modular approach to RIGHTS Public Legal Education (PLE) training is necessary, and it may be the case that it is further targeted to appeal to different groups.
2. Flexibility is a necessary component of the programme. It allowed the PLE training to be relevant to diverse groups of young people and was fundamental to the process of creating a youth-led rights-based approach.
3. We suggest that Youth Access monitor the use of the bank of now freely available RIGHTS PLE materials to understand where it is being used and by whom, to further make the case for investment in the area of PLE.
4. There is scope for the rights-based approaches to youth work to be incorporated into youth work training more broadly. We see an opportunity for Youth Access to use the learning from the MORR programme to develop some guidance on organisational development towards a youth-led rights-based approach.

2. Context

The following section provides some background information on the context in which the Make Our Rights Reality Programme is operating.

2.1. Public Legal Education in the UK

The Law Society defines Public Legal Education (PLE) as being about ‘helping the public understand legal issues. It is not legal advice. It is about helping develop knowledge and skills, not answering specific legal questions’. They suggest that PLE can help the public to:

- Be aware of their rights, legal issues and how the legal system works;
- Understand everyday legal issues, such as moving home or problems at work;
- Make better decisions and anticipate and avoid problems;
- Understand when they need legal support, and how to get it;
- Have the knowledge, confidence and skills they need to deal with legal issues and get access to justice; and
- Get involved in shaping the decisions that affect them.

PLE can include:

- Sessions or workshops in places like schools, youth groups and prisons;
- Providing information or resources around legal issues;
- Awareness-raising campaigns;
- Mock trials and role play exercises; and
- Activities and community events.¹

In 2017 the Solicitor General, Robert Buckland, announced the launch of a new panel to drive forward PLE initiatives, building on the work of the All-Party Parliamentary Group on PLE established in 2016. Youth Access is represented on this Panel and the Make Our Rights Reality programme is one example of this new momentum.

Evaluating Public Legal Education

In 2011 the Personal Finance Research Centre at the University of Bristol, in partnership with LawWorks created a Public Legal Education Framework. This framework identified four key domains, together with a set of skills and competencies, which can be used to evaluate legal capability. These domains, skills and competencies are set out in the legal capability matrix below (Table 1).

¹ <https://www.lawsociety.org.uk/support-services/public-legal-education/>

Table 1: Legal Capability Matrix – the four domains for evaluation²

Recognising and framing the legal dimensions of situations (1)	Is aware of the concept of rights and obligations and can recognise where the law applies to a situation	Is able to frame a situation in terms of the law and distinguish between civil and criminal legal issues	Is aware of the basic legal principles that underpin the legal system and can apply them to issues	Has the communication skills and confidence to explain a law-related issue and ask and answer questions about it			
Finding out more about the legal dimensions of issues and situations (2)	Able to find out what rights and obligations apply in a particular situation	Able to find out about basic legal processes and procedures that apply to particular situations	Able to find out about the steps involved in dealing with a law-related issue	Able to assess the different sources of information about a law-related issue	Able to assess risks and opportunities, and can decide when they can deal with a law-related issue themselves and when they might need expert advice	Able to find out about different sources of advice and to choose one which will meet their needs	
Dealing with law-related issues (3)	Able to apply relevant information or advice that has been obtained	Able to decide what a satisfactory outcome for a law-related issue looks like for them	Able to anticipate and plan ahead, to identify opportunities and obstacles	Able to identify and assess different courses of action for dealing with a law-related issue (which may include doing nothing), then plan and follow through an appropriate course of action	Has communication and interpersonal skills to manage relationships and deal with the other parties involved	Has personal skills and attributes such as self-confidence, self-esteem, motivation, calmness to persevere throughout the process	Able to keep a good record of events, information and keep track of correspondence
Engaging and influencing (4)	Aware of the impact of the law and legal institutions on their lives and the lives of others	Is aware of relevant processes, structures and institutions that can be used to participate in decision-making in order to achieve change	Is able to critically assess situations in order to weigh up opportunities	Has communication and interpersonal skills necessary to engage and influence	Has personal skills and attributes such as confidence, self-belief, and strength to effect change either individually or collectively		

² <https://www.bristol.ac.uk/geography/research/pfrc/themes/advice/public-legal-education.html>

2.2. Rights-based approaches to youth work

Knowledge and understanding of young people's rights and the ability to put them into practice have historically been part of the National Occupational Standards for Youth Work. For the first time, however, the revised Standards launched in 2019 refer explicitly to 'a rights-based approach when working with young people'.³ CLD YW14 'Assist young people to recognise, realise and defend their rights' introduces this standard as one that 'introduces young people to internationally recognised treaties for children and young people and includes working with young people to promote and embed their rights within youth work activities, and other areas of their lives.'

2.3. The YIACS model

The following text is taken from the Youth Access Website www.youthaccess.org.uk:

Youth Information, Advice and Counselling Services (YIACS) offer young people a range of support in a person-centred environment.

Who Uses YIACS?

YIACS are open to a wide age range, typically 13-25, although sometimes they can start from as young as 11. Because of this, YIACS are able to tackle the tricky 'transition' period by supporting the young person into early adulthood. Whilst most YIACS work with all young people, data shows that many are vulnerable and their issues increasingly complex.

What Issues do YIACS help with?

The issues that young people come to services with are often inter-related. YIACS therefore provide a holistic response to young people's emotional health, social and practical needs.

Most common presenting issues:

- Mental and emotional health
- Sexual health
- Homelessness
- Relationships
- Money and benefits
- Drugs and alcohol
- Safeguarding
- Education and Employment

Most common interventions:

- Counselling and other therapies
- Advice work
- Youth Work
- Health clinics
- Social work
- Group work
- Advocacy
- Community education

³ <https://nya.org.uk/wp-content/uploads/2014/06/CombinedYouthWorkNOS.pdf>

3. Introduction to the MORR programme

MORR is a pioneering national programme designed to equip young people to tackle and take control of their challenges and improve services in their communities by connecting them with their rights and responsibilities. The project takes a unique integrated approach to public legal education (PLE), youth participation and social action focussed on disadvantaged young people in community settings. MORR aims to provide 16-25 year olds with the knowledge, skills and attitudes they will need to develop the ‘legal capability’ required to tackle their everyday problems. It aims to give young people opportunities to take action in their communities to embed their learning, share it with others and address social injustice. Finally, it aims to undertake policy work, research and campaigning aimed at encouraging a cultural shift in society’s attitude to young people’s rights.

As a result, it is hoped that young people will be empowered to engage in civic society as informed, responsible citizens with improved resilience, wellbeing and employability.

3.1. Delivery and programme structure

MORR is a unique collaboration between Youth Access, the project manager, and four highly respected local front-line agencies:

- MAP (covering Norfolk, Suffolk, Cambridgeshire)
- No Limits (Southampton, Hampshire)
- 42nd Street (Manchester)
- YPAS (Liverpool)

The agencies were chosen through a rigorous selection process to find the most experienced and competent organisations across the country for this work. Working together with a range of local partners across the youth, legal advice and health sectors, they form a network of local delivery hubs and provide extensive reach to disadvantaged young people across a number of communities.

MORR is delivered through three separate elements:

1. RIGHTS – core PLE training programme

The core MORR training programme consisted of c.14 hours of training focussed on ‘foundational capabilities’,⁴ i.e. the knowledge, skills, attitudes and confidence required to deal with any legal problem that a young person might encounter in the course of their life. The core programme was developed centrally by Youth Access and delivered by the delivery hubs, whose staff underwent a ‘training the trainer’ course.

⁴ The foundational legal capability framework proposed by Pleasence et al (*Reshaping legal assistance services: building on the evidence base*, Law and Justice Foundation of New South Wales, 2014) distinguishes between ‘foundational capabilities’ and ‘situation specific capabilities’.

The programme was supplemented by short knowledge modules providing ‘situation specific capabilities’ for groups of young people with situations or issues in common. Supplementary knowledge modules were normally be developed by the hubs themselves based on local need and taking into account the project’s target groups and target issues and the expertise contained in the hub.

2. ACTION – youth social action projects

For Youth Access, social action simply means taking practical action to bring about social change and/or redress social injustice, and this forms part of effective PLE. Taking an approach to PLE that goes beyond an educational input gives young people the opportunity to take action in their communities. The ACTION element of MORR is an integrated approach to legal capability and social action, which offered young people rights-related youth-led social action progression routes to embed and share their learning by putting their newly acquired skills and knowledge into practice. Young people were afforded the control to explore rights-based issues important to them and decide their own cause of action. It was important that ideas, issues and action were owned by young people.

3. VOICE – The national campaign element MORR

This element aimed to ensure that young people had opportunities to have their voice heard at the national level on issues that matter to them and take part in activities that brought them into contact with national decision makers and policy leaders.

The national campaign has materialised as *Our Minds Our Future*, championing young people’s rights in the mental health system. The campaign is made up of a young steering group who set the campaign direction, groups of ‘Rights Advocates’ who deliver campaign activity at a local level, and staff team to deliver on strategy laid out by young people. Steering group members and Rights Advocates receive training to support them in carrying out their roles.

3.2. The key objectives of the MORR programme

Through the three key elements and broad reach of the delivery hubs MORR aims to:

- Build the legal capability of young people. A core PLE training programme that equips young people with the skills, confidence and attitudes required to tackle their everyday problems (e.g. homelessness, debt, health and employment problems).
- Support young people to undertake high quality social action projects in their communities. Local hubs offer young people opportunities to embed and share their learning by putting their newly acquired skills and knowledge into practice through peer education, social policy investigations and campaigns on law-related issues that matter to them.

- Target disadvantaged groups of young people. Whilst working with disadvantaged young people in general, the hubs specifically target: young people in care and care leavers; young people at risk or with experience of abuse, neglect and sexual exploitation; and young people with mental health difficulties. They also have a particular focus around the following three issues: housing and homelessness; welfare rights; and health rights.
- Share good practice and expertise. Expertise developed in one area is shared with other hubs and wider services. A large bank of PLE and social action resources tailored to the needs of specific disadvantaged groups is being built and offered more widely to local youth agencies.
- Encourage advocacy. Using digital technology to maximise engagement, young people have access to a national platform from which to advocate for change at the highest levels of policy.

The hubs are responsible for: engaging a diverse range of disadvantaged young people; delivering PLE training; supporting rights-related youth social action projects in their communities; and developing links with other providers across their area.

In its role as project manager, Youth Access:

- develops and provides all the training, resources and ongoing development support the hubs require to deliver a high-quality programme;
- disseminates learning and good practice; provides a national focal point for coordinating local action;
- creates national opportunities for young people's involvement; and
- leads national policy-influencing in conjunction with young people and local agencies.

3.3. Uptake and participation

As outlined above, MORR looks to engage 16-25 year olds, focusing on disadvantaged young people, and specifically those in care and care leavers; those at risk or with experience of abuse, neglect and sexual exploitation; and those with mental health difficulties. There was also a particular focus around housing and homelessness, welfare rights, and health rights.

Over 2000 young people aged 16-25 have entered the MORR programme, with more than 1000 starting the RIGHTS training course and 762 completing the course. Nearly 400 young people have completed an ACTION project, nearly 500 young people have been involved in *Our Minds Our Future* and over 20,000 have been engaged digitally. A majority of young people entering the programme had experienced at least one legal rights issue prior to their participation, and many reported coming from our priority groups:

- Black and minority ethnic (BAME) (13%)
- In or leaving care (8%)
- Mental health difficulties (20%)

- At risk of sexual exploitation or abuse (8%)
- With a disability (26%)
- NEET or unable to work (18%)⁵

Adapting training materials was important to ensure the various elements of the MORR programme were accessible for a diversity of young people and support the hubs to undertake targeted work with priority groups. The RIGHTS programme was rolled out nationally through ‘train the trainer’ sessions outside hub areas. This targeted agencies who were working with priority groups or supporting young people to engage in social justice-focussed campaigning.

A key finding from Anna Freud Centre Phase 1 evaluation⁶ was that better results were achieved in non-formal education and community settings, with vulnerable young people recruited from hubs benefitting more than young people recruited from schools. Programme reviews between Youth Access and hubs⁷ also suggested that working with vulnerable young people who were not at ‘crisis point’, who were in a personal place where they could engage with RIGHTS training, and who were experiencing ‘live’ legal issues that had the potential to be resolved contributed to greater success in delivery of PLE training.

⁵ Participation figures and percentages taken from the end of grant report to the Esmee Fairbairn Foundation

⁶ Edbrooke-Childs, J., Delane, L., Bonin, E., Humphrey, N., Martin, K., Fonagy, P., & Wolpert, M. (2018). *‘Make Our Rights reality’ programme evaluation: final report*. London: Anna Freud Centre

⁷ Findings taken from an internal year 2 learning and impact report

4. Evaluation

This phase of evaluation builds on an evaluation conducted by the Anna Freud Centre, which used a mixed-method process evaluation to establish who engages with the programme and how, and whether there was evidence to suggest that the RIGHTS training at the core of the programme was likely to be successful in its own terms. The Anna Freud Centre also used a Template for Intervention Description and Replication (TIDieR) Framework approach to create a process map for the programme.

4.1. Approach to evaluation

In consultation with Youth Access, the current phase of evaluation focussed on two specific areas of enquiry with respect to the overall MORR programme. These are:

- the most significant areas of learning for the practitioners involved in facilitating/delivering the MORR programme, with a particular focus on insight that could influence future strategy and investment.
- the extent to which the public legal education (PLE) and rights-based social action interventions delivered as part of the programme has met its aims for young people.

The purpose of this phase of evaluation was to inform organisational learning and sustainable practice to gain a more in-depth understanding of what works, how, and for whom. The focus was on improving practice and on greater understanding of the mechanisms through which young people can be empowered to use their rights as a force for positive change. This evaluation was not designed to produce robust evidence of programme impact, but rather focus on emergent learning and identification of promising practice.

4.2. Research questions

The questions below were framed by drawing upon a number of sources, including discussions with Youth Access regarding its aspirations for the evaluation and findings of the Anna Freud Centre evaluation.

1. In the experience of staff delivering all aspects of the programme (i.e. the PLE training, the social action projects, the policy and advocacy work), what are the most significant areas of learning?
2. How far, and in what ways, has the PLE training and social action activity met its stated aims?
3. How far, and in what ways, does the PLE training and social action activity reach the young people who need it most?
4. What are the most significant areas of learning for young people who have participated in the PLE training and in social action projects?

5. What were the particular features of the PLE training and social action project that made a difference?
6. What is the impact of the changes to the PLE training programme made after the initial programme evaluation?

4.3. Evaluation methodology

The evaluation adopted three main approaches to generate data which was analysed with respect to the research questions above (see section 5). These three approaches are outlined below.

4.3.1. Most Significant Change

We used an approach based on the Most Significant Change methodology developed by Davies and Dart (see Davies and Dart 2005) and used chiefly in International Development settings. It involves a process of capturing brief stories of change over a given time period, which are then analysed in a process of reflective dialogue between practitioners. Through a process of identifying ‘domains’ or emerging themes, one story from each domain is ultimately selected to move to the next stage of the process. A commentary is written by the practitioners who have selected that particular story that states why it was chosen as the one of most significance. Ultimately, a ‘stakeholder group’ selects the most significant story or stories for them, again providing commentary as to the rationale for selection. All commentaries are then fed back through the chain of contributors.

This methodology was used to identify the most significant areas of learning at a particular point in time for staff who have been delivering all aspects of the programme.

Alongside the Most Significant Change workshop, a process of secondary analysis took place to add insight to the domains identified. All stories submitted were coded iteratively, considering the key impacts/outcomes for young people and organisations respectively. Codes were drawn together into themes and analysed for frequency.

4.3.2. Survey of young people

The MORR programme has a draft Theory of Change, which identifies inputs, activities, outputs, intermediate and long-term outcomes, and how they relate to the overall aim of the programme. The extant draft Theory of Change was, however, light on the mechanisms by which it is expected that change will occur. To some extent these have been identified by the logic model for the PLE and social action programme produced through the Anna Freud Centre evaluation, but there has, to date, been no consultation around this. As part of this evaluation we revisited the Theory of Change (Appendix 1), revising it where appropriate and adding expected mechanisms of change (i.e. the ‘active ingredients’ of the programme). This redrafted Theory of Change was then used as the basis for a consultation exercise with staff from the delivery hubs to check for meaning and accuracy.

The expected mechanisms of change can be summarised as:

- Young people determining their own parameters for social action;
- A youth rights movement for young people to take part in;
- Youth workers who have confidence regarding their knowledge of rights in order to deliver;
- Young people feel supported to engage;
- Young people recognising the value and relevance of the programme; and
- A good relationship between young people and the delivery hub.

These were tested through a light-touch feedback survey (Appendix 2) completed by young people with experience of either the PLE training, social action programme or national campaign. Accordingly, questions focused on young people's opinions of:

- Support from delivery staff to enable them to take part;
- Agency and autonomy across the elements of MORR; and
- Learning across the elements of MORR.

4.3.3. Focus groups with young people

In order to gain a deeper understanding of the mechanisms of change of the PLE and social action programmes, we held two focus groups (Appendix 3) with young people who have been through the PLE training/social action programmes to understand in greater depth what their experience has been.

- Focus group 1 consisted of four young people who had taken part in the RIGHTS programme.
- Focus group 2 consisted of four young people who were Rights Advocates and/or had been part of the *Our Minds Our Future* steering group.

These focus groups were transcribed non-verbatim and analysed with regard both to the mechanisms of change identified through the Theory of Change, and the Collard Framework for Evaluating Public Legal Education and the Legal Capability Matrix.

4.3.4. Limitations of the methodology and evaluation approach

As suggested, the purpose of this evaluation was to inform organisational learning and gain a deeper understanding of how changes around knowledge and use of rights might have occurred for young people through the MORR project. As such, the methods have been employed as a means of giving insight into what is effective, how, and for whom. Critically, the aim of this evaluation was not to establish how many young people experienced change through the MORR project and to what extent. Therefore, whilst relating the findings to the Legal Capability Matrix, this is not an attempt to quantify how many young people are now 'educated' in PLE or how far through the framework they have progressed.

5. Results

5.1. Most Significant Change

A total of 35 stories were submitted through the Most Significant Change process, and these were analysed by a gathering of staff and young people at an event on 23 May 2019. Participants were divided into groups of between six and eight people. They were given 12-13 stories each, selected at random from the 35 available, and sorted them into the ‘domains’, or themes, outlined below. The twelve stories selected were then taken forward to the Stakeholder Group meeting, held later that day, and made up of two young people, Chief Executives from Youth Access and the delivery hubs, and funders of the programme. The Stakeholder Group undertook the same process with the twelve stories, sorting them into the domains outlined below.

Table 2: group and stakeholder domains identified through Most Significant Change

	Group 1	Group 2	Group 3	Stakeholder
Domains	Shifting power	Young people’s development	Young person centred	Power sharing
	Organisational change	Flexibility	Peer learning	Peer-led practice
	Collective change and collaboration	Relevance	Self-belief	Social action for social justice
	Individual change (personal and professional)	Youth leadership	Relevance	

The two stories selected as demonstrating the most significant learning from the programme are presented in Appendix 4. The reasons the stakeholder group gave for selecting these stories are outlined below and were presented back to the wider group of staff and young people at the end of the 23 May event.

5.2. Thematic analysis of stories

Themes identified through thematic analysis of the stories are show below.

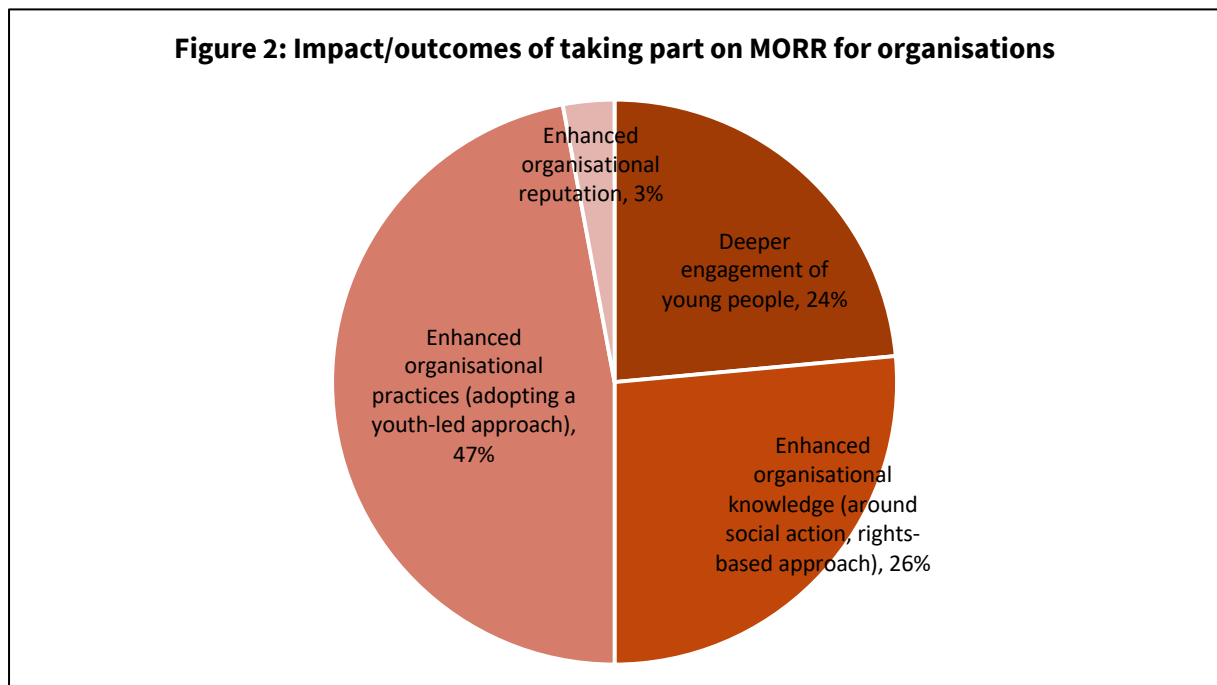
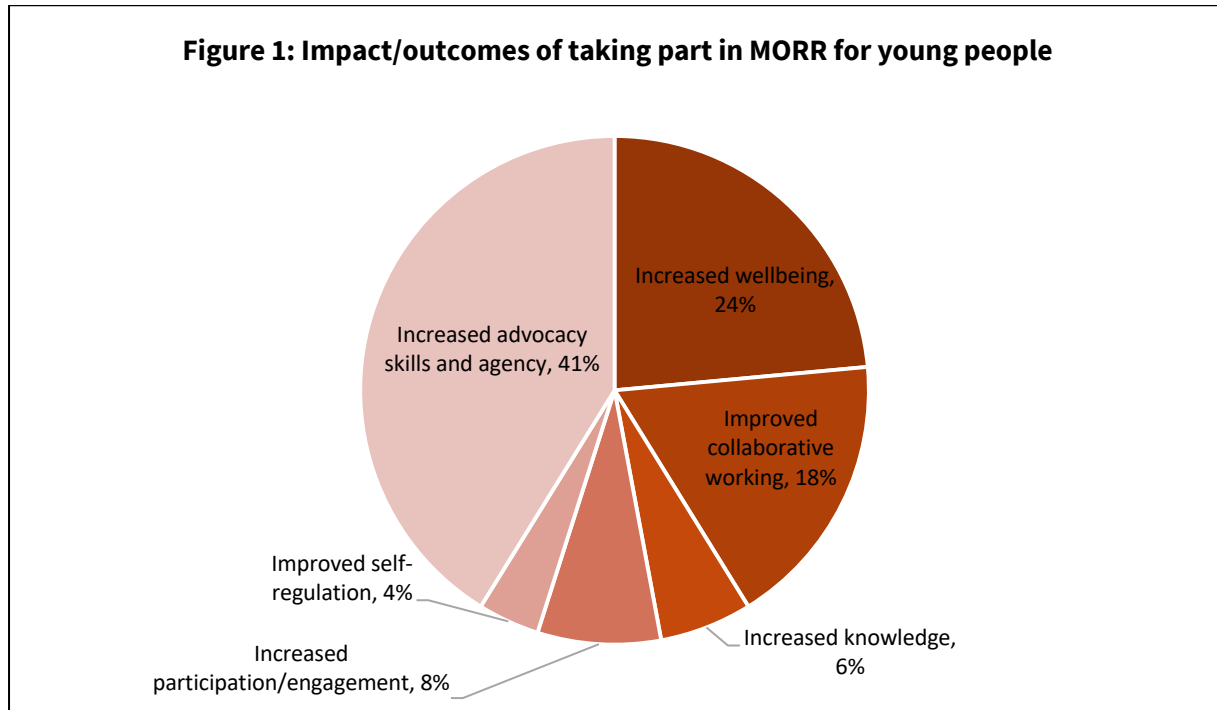


Figure 1 points to a range of impacts on young people. Most notably, and with the revised Theory of Change in mind (Appendix 1), the stories suggest that one of the biggest impacts of participating in MORR on young people is improving their advocacy skills and sense of agency. Improved ability to work with others and improved wellbeing are other significant outcomes. These outcomes can be seen as potentially interrelated, whereby improved collaborative working and ability to draw on the support of others can aid advocacy skills and agency. This in turn can be empowering and contribute to individual wellbeing.

Figure 2 also demonstrates some important organisation impacts highlighted by Most Significant Change stories. In particular, the RIGHTS and ACTION elements of MORR contributed to organisations critically evaluating and altering their internal practices to accommodate a more youth-led approach. Again, key outcomes appear relatable, with these practice-based adjustments being driven by enhanced knowledge and appreciation of a rights-based approach, and likely leading to a deeper engagement of young people.

5.3. Young people survey

There were 23 survey respondents with 19 completing the survey in full. Of those that completed the survey:

- Ten took part in the RIGHTS training programme
- 15 took part in a local social action project
- Nine took part in the *Our Minds Our Future* national campaign

As outlined in section 4, the survey questions sought to explore young peoples' experiences of MORR, with particular attention to the anticipated mechanisms of change. Given this, participants' attitudes and opinions were assessed using a Likert scale, in the format:

- How important are the following...: *Very Important/moderately important/slight important/not important*;
- To what extent do you agree with the following statements...: *Strongly agree/agree/neither agree nor disagree/disagree/strongly disagree*

Despite a relatively low number of responses, the survey gives some consistent results. Importantly, 100% of survey respondents agreed that the MORR programme was a good use of their time. Comments reflected focus group discussions, suggesting that improved knowledge of participants' rights equipped them with knowledge to navigate 'the system' and therefore gave them more confidence to speak up. When combined with focus group data and most significant change stories, we know that this included knowledge of their basic human rights (for example regarding access to water); knowledge in navigating legal issues around housing tenancy; knowledge of appropriate behaviour in the workplace; and knowledge of benefits rights.

In relation to the hypothesised mechanisms of change, the survey data shows:

Table 3: Young people’s experiences in the MORR project

	‘Very important’	‘strongly agree’
Young people determine their own parameters for social action	89%	73%
There is a youth rights movement for young people to take part in	63%	63%
Youth workers have confidence regarding rights in order to deliver	90%	80%
Young people feel supported to engage	87%	87%
Young people recognise the value and relevance of the programme	100%	100%
There is a good relationship between young people and the delivery hub	93%	87%

Table 4: Outcomes for young people taking part in the MORR project

	‘Neither agree nor disagree’	‘Agree’	‘Strongly agree’
I know I have rights protected by law	5%	65%	30%
I get involved in standing up for rights for young people	0%	40%	60%
I feel more confident to stand up for my rights	0%	50%	50%
I get involved in things that help young people and my community	5%	35%	55%
I know where when and how to get help with my rights	30%	35%	35%
I am part of a national movement for young people’s rights	5%	35%	60%

5.4. Young people focus groups

The focus groups revealed a number of key points (outlined in table 5 below) in relation to the hypothesised mechanisms of change and the Legal Capability Matrix. The focus groups suggest that all young people can gain some benefits from participating in any element of MORR. Where young people have previously participated in social action or campaigning activity, engagement may be deeper and the benefits more long-term. Young people clearly gained knowledge of their rights through MORR, and how to use them. Importantly, all aspects of the programme contributed to increasing participants’ confidence to speak up about rights-based issues and advocate for their rights. The relevance of the programme was an important factor in learning outcomes, as was agency and responsibility given to young people in the ACTION and VOICE elements.

Table 5: Analysis of young people’s focus groups

Theme	Focus group 1 (RIGHTS training)	Focus group 2 (OMOF steering group or Rights Advocate)
Motivations	<ul style="list-style-type: none"> Personal interest 	<ul style="list-style-type: none"> Outlet for passion Personal experiences of mental health Natural transition from local campaigning to national level
Experiences	<ul style="list-style-type: none"> Fun – memorable and enjoyable tasks as part of RIGHTS training Informative and empowering – more utility with older members with ‘live’ experiences of legal issues 	<ul style="list-style-type: none"> Emotional – being able to engage with and support other young people with mental health issues Collaborative – having a wider network of young people/MORR staff who share the same passion Informative – a rights-based approach as a useful and powerful lens through which to address young people’s issues Inspirational – participants felt the campaign had weight behind it, and working with like-minded people was very rewarding and motivating
Learning	<ul style="list-style-type: none"> Confidence – to speak up about rights-based issues 	<ul style="list-style-type: none"> Increased skills – particularly event management/planning, advocacy of rights-based approach with a range of stakeholders Agency and responsibility – ability to shape the national campaign Teamwork – drawing on other people’s ideas and support to mobilise the campaign Confidence/empowerment – through upskilling and increased knowledge participants believed they could have a real impact Motivation – feeling supported to pursue something they were passionate about showed them they could make a real difference
Mechanisms	<ul style="list-style-type: none"> Fun – games used in training were helpful for enjoyment and mixing, and enabled learning Age and relevance – RIGHTS programme more useful for older participants as more relevant/applicable. Where the training was less applicable it was useful to have a refresher 	<ul style="list-style-type: none"> Choice/agency – value of Rights Advocates being able to choose campaigning activities at a local level Specific training – residential training useful for creating collaborative environment and encouraging sharing of ideas

6. Key findings and discussion: learning from the MORR project and Reviewing Theory of Change

This section brings together findings from the Most Significant Change (MSC) process; independent thematic analysis of the MSC stories; thematic analysis of the young people focus groups; survey data; and findings from Youth Access internal learning and impact reports to discuss key findings and their relationship to the evaluation research questions, outlined below:

1. In the experience of staff delivering all aspects of the programme (i.e. the PLE training, the social action projects, the policy and advocacy work), what are the most significant areas of learning?
2. How far, and in what ways, has the PLE training and social action activity met its stated aims?
3. How far, and in what ways, does the PLE training and social action activity reach the young people who need it most?
4. What are the most significant areas of learning for young people who have participated in the PLE training and in social action projects?
5. What were the particular features of the PLE training and social action project that made a difference?
6. What is the impact of the changes to the PLE training programme made after the initial programme evaluation?

The key findings are also considered in the context of a revised Theory of Change (Appendix 1) and the Legal Capability Matrix (Table 1). To recap, the hypothesised mechanisms of change leading to outcomes for young people can be summarised as:

- Young people determining their own parameters for social action;
- A youth rights movement for young people to take part in;
- Youth workers who have confidence regarding their knowledge of rights in order to deliver;
- Young people feel supported to engage;
- Young people recognising the value and relevance of the programme; and
- A good relationship between young people and the delivery hub.

6.1. Most significant areas of organisational learning

Increased insight into the importance of social action for young people

Through the MSC process, stakeholders identified ‘social action for social justice’ as a key domain. This reflects stories that identified the ways in which the MORR project provided a space for young people to gain the skills and confidence to effect change in areas that were important to them. From an organisational point of view, the key learning outcome was that equipping young people with knowledge empowered them to challenge particular issues on their own terms, which organisations felt led to greater engagement and impact. When provided with the resources (knowledge of their

rights and support from youth workers), time and freedom they could undertake meaningful social action. This was seen in opposition to participating in prescribed social action projects which they tended to be less engaged with and were therefore less likely to lead to impactful outcomes.

Here we can see the value in learning from the Youth Access internal year 2 report, whereby the three areas initially identified as rights-based social action projects (local campaigning, social research projects and peer education) were widened to allow young people to self-determine their parameters for social action. This was echoed by the focus group data, where choice and responsibility were key positive themes in young people's learning experiences through MORR. Focus group participants reported on the importance of being able to input into campaigning and social action ideas, and the increase in confidence that this led to. The internal report also pointed to the significant personal development outcomes for young people taking part in social action, and this should be a recognised focus of social action, particularly when the bigger 'social' change is not always immediately evident.

The value of co-production and shifting the balance of power to young people

In conjunction with understanding the value of youth-led social action, through their MSC stories organisations identified a shift toward co-production practices as a key learning outcome from the MORR project. This learning is identified through the emergent group domains of 'collective change and collaboration', 'shifting power', and 'youth leadership', and the stakeholder identified 'power sharing' domain (Table 2). The social action element prompted hubs and participating organisations to ensure that young people's voices and opinions were privileged in organisational practices. This emerged through allowing time for youth workers to have personally significant conversations with young people around what really mattered to them and letting this shape the delivery of the project. Organisations were encouraged to develop the systems and capacity to allow young people to lead on change, for example through delivering adaptable PLE training and ensuring that social action projects were designed by young people, for young people. This was also reflected in the analysis of MSC stories, which identifies changing organisation practices as a key impact of the MORR project. Crucially, each element of MORR provided an opportunity for young people and youth voice to be embedded within it.

The impact on organisational practice is reflected in the end of grant report, where Youth Access identified the transformational impact that hubs reported the project has had on their organisations. The hubs have all incorporated MORR's rights-based approach to youth-led social change into their work. Youth Access also indicate the impact it has had on their own methods of engagement with young people, to ensure they are rooted in young people's experiences. MORR has encouraged Youth Access to put young people's voices at the heart of their work, *"shaping our priorities, driving our work to influence policy and improving the quality of services. We are now co-*

designing projects, co-producing products and supporting young people to set and carry forward their own campaign messages as part of a multi-pronged approach to change”⁸.

The power of a youth-led, rights-based approach to youth work and flexibility in delivery

The value of a rights-based approach to youth-work was clearly evident across MSC stories. It was seen to encourage the view that young people are ‘the centre of their world’ and provided a lens through which to connect various organisations and services working with diverse groups of young people. This is captured by the ‘relevance’ domain appearing twice in the group sorting stage. The MORR programme was perceived to be applicable to a wide range of young people and personal situations. This relevance was seen in part due to sufficient training and materials to ensure rights trainers had sufficient knowledge of young peoples' rights, and the option to tailor the RIGHTS programme to the needs of the young people in front of them, further reflected in the ‘peer-led practice’ stakeholder domain:

“The best pieces of MORR Action or Rights workshops come when a young person shares an idea or initiates a discussion that inspires others.” (story 25)

Frequently, young people raised a personal question or scenario they were dealing with and sessions were focused around these. The in-depth nature of the programme content meant that where organisations adopted a flexible approach, they could be selective in what they chose to deliver and capture the most significant aspects for the young people they were working with. The rights-based approach encouraged youth-led youth work whereby young people could lead with their issues, understand how to deal with them, and be supported to take action. Where young people could connect their personal issues with the RIGHTS training early on, or share their personal experiences with their peers, they remained more interested and engaged in the programme. This relevance and flexibility was found to be highly motivating for young people as it allowed them to take control of their situation.

6.2. Building the legal capability of young people

There is clear evidence from the focus group data that young people have built their legal capacity through taking part in MORR. Participants suggested that they knew more clearly what their rights were, and they felt more confident to be ‘independent’ due to knowing ‘what to do’ in certain situations. This came with the acknowledgement that the programme became more relevant as they got older and had to deal with situations such as going to university or moving out of the family home. Overall, they felt that they could ‘speak out more’ because they were now confident in their knowledge of what was right and wrong and what their rights were.

⁸ Quote taken from the end of grant report to the Esmée Fairbairn Foundation

Similarly, all survey respondents agreed that elements of the MORR programme increased their knowledge of their rights and confidence to stand up for their rights. In relation to the RIGHTS programme, 90% of respondents agreed that MORR had helped them to know when, where and how to get help with their rights, and 80% of survey respondents ‘strongly agreed’ that staff were confident in their knowledge about the rights of young people. This suggests that the in-depth nature of the programme and training materials allowed staff to provide information that was applicable, accessible and useful for young people. The concerted effort ensure that the RIGHTS programme could be delivered flexibly in terms of format, timescale and content was important to maintain its relevance, and focus group data suggests that the ability and commitment of trainers to make the RIGHTS programme relevant was a key component of its success. Young people also recalled activities they took part in that stood out as fun, which they saw as important to make the training engaging and aid learning. Additionally, learning in a non-formal setting (i.e. outside of school) was important to create a safe and relaxed space for young people who struggle in educational institutions. This points to the RIGHTS training as meeting Youth Access’ aim of creating PLE that is experiential, interactive and fun. All survey respondents agreed that staff created an environment where they felt included, although in focus groups young people suggested that age differences at RIGHTS training led younger participants to feel like they could not contribute fully. The training was also seen to hold more value for older participants who may be more likely to be exposed to, or with ‘live’ experience of legal issues.

Analysis of the MSC story data shows that the biggest impact observed within participating organisations was an increase in young people’s advocacy skills. This was presented as young people having increased knowledge of what their rights were and taking rights-based actions to resolve personal issues using knowledge and behaviours/approaches learnt through the RIGHTS programme. This was seen to be facilitated by the flexibility the programme allowed, and the applicability of a rights-based approach to the range of issues facing young people. MSc stories shows that through delivering RIGHTS training organisations could see the value of a rights-based approach, which improved commitment and ‘buy in’ to facilitating youth-led training.

Relatedly, the stories also pointed to participation in the MORR project having a positive impact on young people’s overall wellbeing. This came through a sense of being empowered and feeling like they did not have to be trapped within public systems which were working against them. This echoes the results of the focus groups and survey data pertaining to young people’s confidence to use their rights, with a sense that with knowledge came confidence and empowerment. Stories reflected a shift in young peoples’ attitudes, from feeling frustrated and let down by systems and services, to being equipped with the knowledge to challenge these systems in a meaning and effective way. Through the MSC stories, the R.I.G.H.T.S framework⁹ was perceived to be a useful tool to frame issues and for young people to use in their lives.

⁹ RIGHTS: **R**ecognise the problem; **I**dentify your rights; **G**et help; **H**ave a plan; **T**ake action; **S**tay in Control. Taken from <https://www.youthaccess.org.uk/morr/rights>

6.3. Supporting young people to undertake high quality social action projects

Across all aspects of the evaluation, the autonomy granted to young people in MORR to shape and carry out their own projects was a significant theme. Focus group participants who were steering group members or Rights Advocates in the national campaign felt they had ownership over their projects, and were supported and appropriately upskilled to have an impact. A key aspect of the ACTION programme and national campaign was the opportunity young people had to share their ideas, put them into practice and have tangible outputs. The training young people received as part of the national campaign was highlighted as an important opportunity to develop key skills, feedback on process, or share and shape ideas. Specifically, this training was seen as essential to:

- Give young people the confidence to share their rights-based knowledge with people in positions of power and have influence and agency within these conversations;
- Give young people the confidence and support to put individual ideas into practice through peer-education and social action/campaigning activities.

Correspondingly, over 70% of survey respondents who took part in social action projects strongly agreed that they were supported by staff to get what they wanted out of these projects, and more than 85% strongly agreed that they received the support they needed. This translated into over 70% of respondents feeling that they were able to control their own social action projects to a large extent. In addition, all respondents who took part in action projects felt that staff created an environment where they felt included. This suggests that the ACTION programme created an opportunity for young people to express themselves and speak up about what matters to them.

Feedback from young people in Rights Advocate roles participating in the national campaign demonstrated that the MORR project had evolved and improved over its life span. Initially, Rights Advocates felt that they had limited choice in how they delivered the campaign at a local level. Changes which gave Rights Advocates options and therefore greater freedom over how they ran their local campaigns allowed them to undertake campaigning and social action which played to their strengths/interests, helped them to develop particular skills sets, and gave them ownership over their campaign. In addition, the survey feedback showed that being part of MORR created important social connections for young people. 95% of respondents agreed that MORR had helped them to feel part of a national movement standing up for young people's rights and helped them get involved in things that benefited other young people and their communities. This idea of connection was also reflected in the focus groups, where a key component of the ACTION programme and national campaign were their collaborative nature. The opportunity for young people to work with other young people in their local area who had experienced similar challenges was highly motivating. Firstly, young people felt that they were more likely to have an influence through their social action projects and campaigning because they had the support and skills of other young people to draw upon, and a *"shared sense of passion and determination"* (focus group 2). Secondly, young people felt that they were now equipped with some powerful knowledge

and a network of individuals with whom they could work in the future, and who shared a common interest/passion.

The individual and collaborative opportunities provided through MORR suggests that the programme encouraged genuinely youth-led social action projects. Being embedded in young peoples' rights added legitimacy to the programme, and its wide application meant that young people viewed MORR as a constructive channel/outlet for their voices to be heard. Because the programme provided an opportunity for young people to share individual challenges and understand how to take action, projects were driven by young people themselves, based on what was important to them. The move towards understanding how to co-produce social action projects is also a key finding related to this project objective. Organisations detailed changes in their practices as the MORR project progressed, such as scheduling monthly virtual meetings between their Rights Advocates and the steering group, which provided stronger opportunities for young people to share ideas, knowledge, and skills. It is clear that maintaining strong lines of communication with and between young people and hubs was an important feature of successful youth-led social action projects in MORR.

6.4. Supporting and enabling young people to advocate their rights through a national platform

The MORR project had a significant impact on young people's advocacy skills by giving them the knowledge and confidence to stand up for their rights. The ways in which MORR helped young people to build social connections also helped young people to feel part of a national campaign. This was discussed in focus groups, where Rights Advocates described the national campaign pledges as a powerful tool to use and move the campaign forward. Being able to align campaigning activity to a national message was seen as important for individual work to be enhanced through collective influence. Nearly 400 young people have completed an ACTION project, nearly 500 young people have been involved in *Our Minds Our Future* and over 20,000 have been engaged digitally¹⁰. There are some tangible outcomes of this engagement, including:

- Achieving high-profile support for the *#OurRightsMyMind* pledge and petition calling on decision makers to take a rights-based approach to mental health from politicians;
- Steering group members have given presentations about their campaign at national conferences, including NHS Health and Care Innovation Expo, the Public Health England Annual Conference, and the Young People's Legal Rights Conference;
- The *Our Mind Our Future* national campaign was credited by NHS England as driving the commitment in the NHS Long Term Plan to develop age-appropriate mental health services for young adults for the first time;

¹⁰ Figures taken from the end of grant report to the Esmée Fairbairn Foundation

- Supporting Rights Advocates in their local action, which has included: art activism workshops; poetry events; school assemblies; visit to parliament; fringe events at party conferences; presentations at NHS Expo, Public Health England annual conference; and
- Developing a campaign website, including a campaign film and published blogs by young people.

6.5. Sharing good practice and expertise around PLE and MORR

The MSC stories identified the quality of the RIGHTS course training and materials that allowed hubs to deliver high quality PLE training. The national roll out of the RIGHTS training meant that beyond the four delivery hubs, 66 staff and 93 young people were trained to deliver aspects of the programme⁸. Beyond its geographical reach, the findings of this evaluation suggest that major success of the training programme has been in the changes seen as a result of the first phase evaluation (undertaken by the Anna Freud Centre). In response to feedback, Youth Access developed ‘knowledge modules’ for hubs to deliver in order to engage priority groups. These modules sit alongside a wider flexible approach to delivery, incorporating diverse ways of planning and delivery training in terms of timeframe and format. This has allowed the programme to be particularly applicable to vulnerable groups of young people through relatable content and an achievable commitment from them. The RIGHTS training pack, with reproducible methodologies and course materials, is publicly available to encourage organisations to deliver the course outside of the MORR programme.

The cyclical nature of the national campaign strategy also allowed for the sharing of good practice and expertise. As the year 2 internal report details, Youth Access combined regular zoom meetings and quarterly residentials with the campaign steering group to enable a process of feedback and review, and those young people are involved designing subsequent steering group roles. The MSC domains highlight the importance of collective action and youth leadership, and stories discussed the important role of feedback and dialogue between young people and delivery organisations:

“Based on feedback from the steering group about [developing the Rights Advocate training], we started to have more regular Zoom calls to share ideas. Our best campaign strategy developments have come from these conversations [with the steering group]. We now have monthly Zoom calls scheduled in for Rights Advocates and plan to do the same for the next steering group. We recruited the new Campaigns (Youth Engagement) Assistant specifically to help us keep this constant line of communication between young people and staff and to hold the staff team accountable to the young people in our campaign network. It really opened my eyes to the power of genuine co-production.”
(story 6)

Through the MORR programme there has not only been learning and sharing between the project manager, the delivery hubs and the wider participating organisations, but also between young people and delivery organisations. Specifically, the meaningful engagement of young people in social action projects and campaigning has led to a shift in organisational approaches to co-design and co-production with young people.

In addition to programme practices and learning, the investment in both phases of evaluation (Anna Freud Centre report and this current report) seeks to ensure maximum learning and understanding around who engaged in the programme and if, how and why it might have been successful in achieving its core aims. The Most Significant Change workshop as part of this evaluation also plays a role in sharing good practice and project learning. This participatory evaluation approach allowed the impacts of the MORR programme to be shared across project partners and the learning to be drawn out. The workshop allowed for a practical discussion around key impacts and learning from the project.

6.6. Reaching the young people who need it most

As outlined in the introduction, the participation data shows that MORR engaged young people from a range of disadvantaged groups, specifically:

- Black and minority ethnic (BAME) (13%)
- In or leaving care (8%)
- Mental health difficulties (20%)
- At risk of sexual exploitation or abuse (8%)
- With a disability (26%)
- NEET or unable to work (18%)

A flexible, rights-based approach allowed MORR to be adapted to the needs of these diverse groups. The depth of the programme content and the opportunity to tailor this content meant that MORR was applicable to a range of young people. In addition, the national roll-out of the RIGHTS training beyond delivery hub areas targeted agencies who were working with priority groups or supporting young people to engage in social justice-focussed campaigning. Across MSC stories, organisations indicated that they delivered the MORR project (and in particular the RIGHTS programme) to a number of target groups, including young people NEET; those with complex and additional needs; young people dealing with mental health difficulties; Black and minority ethnic groups; LGBTQ+ young people; homeless young people or those at risk from homelessness; and those with experiences of early childhood trauma. Through these stories, organisations also indicated the attitude and behavioural changes in these young people:

“A particular young person came in very pleased with what she'd learned. She said that she'd been arrested but she knew what to do and didn't hit at the policeman like she had in the past, and managed to stay calm and interact with him knowing what was going to happen and what her rights were. This particular client struggles with anger outbursts due to being on [the] autistic spectrum and this was a big breakthrough for her.” (story 2)

“I was working with a group of males from [the] BME community who had all had been expelled from mainstream education due to their behaviour or involvement with crime. These young males had negative views towards the policing system, feeling they were targeted due to their race, people they engage with or the area they live. They all felt that they had been mistreated and dealt with unfairly on a number of occasions. [Through RIGHTS training] young people were equipped with the skills to

take control of problematic situations, by being assertive, asking questions, and evaluating the whole situation resulting in positive outcomes. Young people said that they felt more confident and more able to tackle problems instead of ignoring them or escalating them since completing the course.” (story 8)

“A young man with a diagnosis of bipolar joined the MORR ambassadors. As part of his diagnosis his behaviour became over-sexualised when in his mania state. He made inappropriate comments to the staff and other young people in the group. The MORR team were able to challenge him on these behaviours and explain how he may be infringing [on] other young people's right to feeling safe. The young person was able to reflect on this and draw on his experience of his rights being infringed to change his behaviour. The young person continued to attend the group and has used this opportunity to support other young people. He has gone on to develop workshops in his old school talking to current students and their rights and how to advocate for yourself with your mental health.” (story 10)

In addition to engagement through the RIGHTS programme, the *Our Minds Our Future* national campaign focused on young people’s rights to mental health support, and many of the young people involved in this campaign (both steering group members and Rights Advocates) had in some part struggled with their own mental health or engaged with issues around mental health previously. The survey feedback demonstrated that being involved in social action projects or campaigning had a positive impact on their mental health. This occurred through collaborating with like-minded people and engaging young people through their social action and campaigning.

6.7. Most significant areas of learning for young people

The power of a rights-based approach

A key theme to emerge from focus group discussions and survey data relating to all aspects of MORR was the significance and applicability of a rights-based approach for young people. According to young people, this was not a lens through which they tended to view their issues and it was found to be extremely effective in adding legitimacy to their arguments/campaigning. In particular, the ‘knowledge modules’ and flexibility in course content meant that those with personal experiences of legal issues could apply a rights-based approach directly to their lives and see a positive outcome as a result.

In focus groups, young people expressed that a rights-based approach gave their campaigning activity or social action project a lot of weight through the sense that “people can’t disagree”. Building their confidence, knowledge and skill in using a rights-based approach through the RIGHTS programme and Rights Advocate training, which enabled them to advocate a range of right-based issues, was very empowering. The ability to put rights-based knowledge and advocacy skills into practice through the ACTION and VOICE elements and being able to apply this knowledge to a range of issues personal to them, was key to understanding the impact this approach could have.

Confidence in their ability to deal with situations that involve their rights and ability to advocate for and effect real change

Relatedly, gaining an understanding of their rights provided young people with the confidence to deal with a variety of situations they might face. The fact that a rights-based approach provided their arguments with strong leverage helped young people to believe their actions could have a real impact. Increase in confidence levels was expressed as a result of engaging with all elements of MORR, but seen most strongly in relation to ACTION and VOICE. The engagement with key stakeholders through social action projects and campaigning, for example attending the Children's Society Launch event in Parliament (story 20), contributed to building young people's confidence to advocate for change. The collaborative opportunity that MORR offered young people also contributed to building confidence. RAs and steering group members participating in the national campaign cited that much of the volunteering work they had done at a local level had been largely individual. Having a group of like-minded people to work with through MORR was motivating as everybody was focused on a common goal. This allowed social action and campaign ideas to be developed more effectively to have greater influence. Both MSC stories and focus group data suggested this contributed to increased self-efficacy in relation to social action – young people's belief in their ability to effect change and deal with challenges, and increased engagement in civil society.

This collaboration was coupled with ownership and responsibility over action projects. The role that young people played in shaping national and local campaigning, and in designing their rights-based social action projects was key to helping them understand their ability to advocate for change. RAs discussed the way their ideas could be taken forward and developed in group training settings, which enabled them to put them into practice. This was important for young people to believe that they had the ability to come up with solutions and suggestions, and to feel they had to support to mobilise these ideas.

6.8. Mechanisms of change

In collating the findings above, there are three of key features within the MORR programme that can be identified as contributing to successful programme outcomes.

The rights-based approach

There was a commitment from Youth Access and MORR delivery staff to advocating a rights-based approach through:

- Ensuring that the RIGHTS programme was supported by comprehensive training materials;
- Ensuring that the RIGHTS programme was delivered in a relevant and accessible way;
- Taking young people's voices and opinions into account and making sure that it is this that drives their work;
- Reviewing organisational practice to moving toward genuine co-production with young people (across all aspects of their youth work); and

- Making sure that social action and campaigning activities are genuinely led by young people.

This commitment and associated organisational learning appear to have developed a programme that youth workers have confidence in their ability to deliver. It also enabled good working relationships between young people and delivery hubs and allowed young people to recognise the value and relevance of the programme. This enabled young people to increase their knowledge of their rights, as well as how to get help and take rights-based action. As suggested earlier, the relevance of the approach was seen to be greater for older participants, and those with ‘live’ experience of legal issues who could relate personally. In addition, participation in the ACTION and VOICE elements of MORR provided wider opportunities for young people to engage with a rights-based approach, to further understanding of the value of a rights-based approach.

Flexibility of the RIGHTS training and ACTION projects

This flexibility is linked to learning from the first phase evaluation, which resulted in the development of knowledge modules and a consideration of how RIGHTS training could be delivered to meet the needs of disadvantaged groups¹¹. These changes allowed a rights-based approach to be applied to diverse services that young people use and be taught in a way that was most appropriate and relevant to the group. This provided the space for these training activities to be predominantly youth-led, and therefore more engaging and affording more powerful learning opportunities. Similarly, in broadening the proposed models of social action projects beyond local campaigning, social research projects or peer education allowed young people to self-determine their own parameters for social action and gain more powerful learning experienced through this empowered approach. As the MSC stories suggest:

“[The Rights Advocates] were overwhelmingly positive about the campaign and Youth Access, with one saying it was her most positive experience of volunteering to date. Feedback included that staff at Youth Access show vulnerability and honesty in our work with young people, that we don't oversell where we're at, that we allow Rights Advocates to do things at their pace, and that the campaign doesn't feel like a boss-employee situation (as it does with lots of volunteering). They felt that the principle of 'no decisions about us without us' was really at the heart of the MORR campaign, reflecting the rhetoric of the wider disability movement, and that they had autonomy: "We get the opportunity to guide you as well as you trying to guide us". They said they felt like it was their campaign, and that this feeling of handing the power back over to them and is "really empowering".” (story 19)

The shifting of agency and decision-making to young people through a flexible approach to rights-based youth work contributed to young people gaining knowledge of their rights. It also led to young people having ownership and responsibility over social action and campaigning activity, which led to increased confidence and self-efficacy, and engagement in civil society.

¹¹ Findings taken from an internal year 2 learning and impact report

The collaborative and supportive opportunity that the MORR project offered

The opportunity for collaboration through MORR, particularly the ACTION and VOICE elements, was highly motivating for young people. They reported being able to share and build on individual ideas, be supported to develop these ideas, and have a community of like-minded people to draw upon in the future. The importance of being part of a national level campaign for young people cannot be underestimated, as it provided a source of inspiration to come into contact with lots of other young people who have experienced the same challenges. The feeling of being part of something at a national scale was also seen to add to weight to local campaigning activities. Further, comments from the survey showed that young people felt supported to being involved in campaigning and social action. There was often an initial feeling that they could contribute in a meaningful way. However, through engagement with and support from delivery hubs and peers they were able to realise their own capacities for undertaking rights-based action, as well as increase their ability for collective action and influence.

6.9. How do these findings link to the Public Legal Education Framework?

These findings strongly suggest that through participating in MORR, young people have been equipped with some of the skills and competencies from the four domains of PLE outlined in the legal capability matrix (Table 1).

In particular, we suggest that as a result of the RIGHTS training, participants are more:

- Aware of the concept of rights and obligations and can recognise where the law applies to a situation (domain 1); and
- Able to find out what rights and obligations apply to a particular situation (domain 2).

Young people who came to RIGHTS with a specific problem and acted on that problem as a result of their engagement with the MORR programme may also have had experience of:

- Applying relevant information or advice that has been obtained (domain 3);
- Identifying and assessing different courses of action for dealing with a law-related issue (which may include doing nothing), then planning and following through an appropriate course of action (domain 3); and
- Persevering through the process of dealing with law-related issues and developing personal attributes such as confidence, self-esteem and motivation through this process (domain 3).

Through participating in the ACTION programme and national campaign, there are some key outcomes which link to key PLE domains, skills and competencies, including:

- Development of communication skills and confidence to explain law related issues and/or ask questions around them (domain 1); and

- Further developing an ability to identify and assess different courses of action and following through an appropriate course of action (domain 3).

The focus groups, survey results and Most Significant Change story data also demonstrate some specific social-action orientated skills developed by young people which contribute to PLE include:

- Being able to decide what a satisfactory outcome for a law-related issue looks like for them (domain 3);
- Having communication and interpersonal skills to manage relationships and deal with the other parties involved (domain 3);
- Being aware of the impact of the law and legal institutions on their lives and the lives of others (domain 4);
- Being aware of the relevant processes, structures and institutions that can be used to participate in decision making in order to achieve change (domain 4);
- Communication and interpersonal skills necessary to engage and influence (domain 4); and
- Personal skills and attributes such as confidence, self-belief, and strength to effect change either individually or collectively (domain 4).

7. Conclusions and recommendations

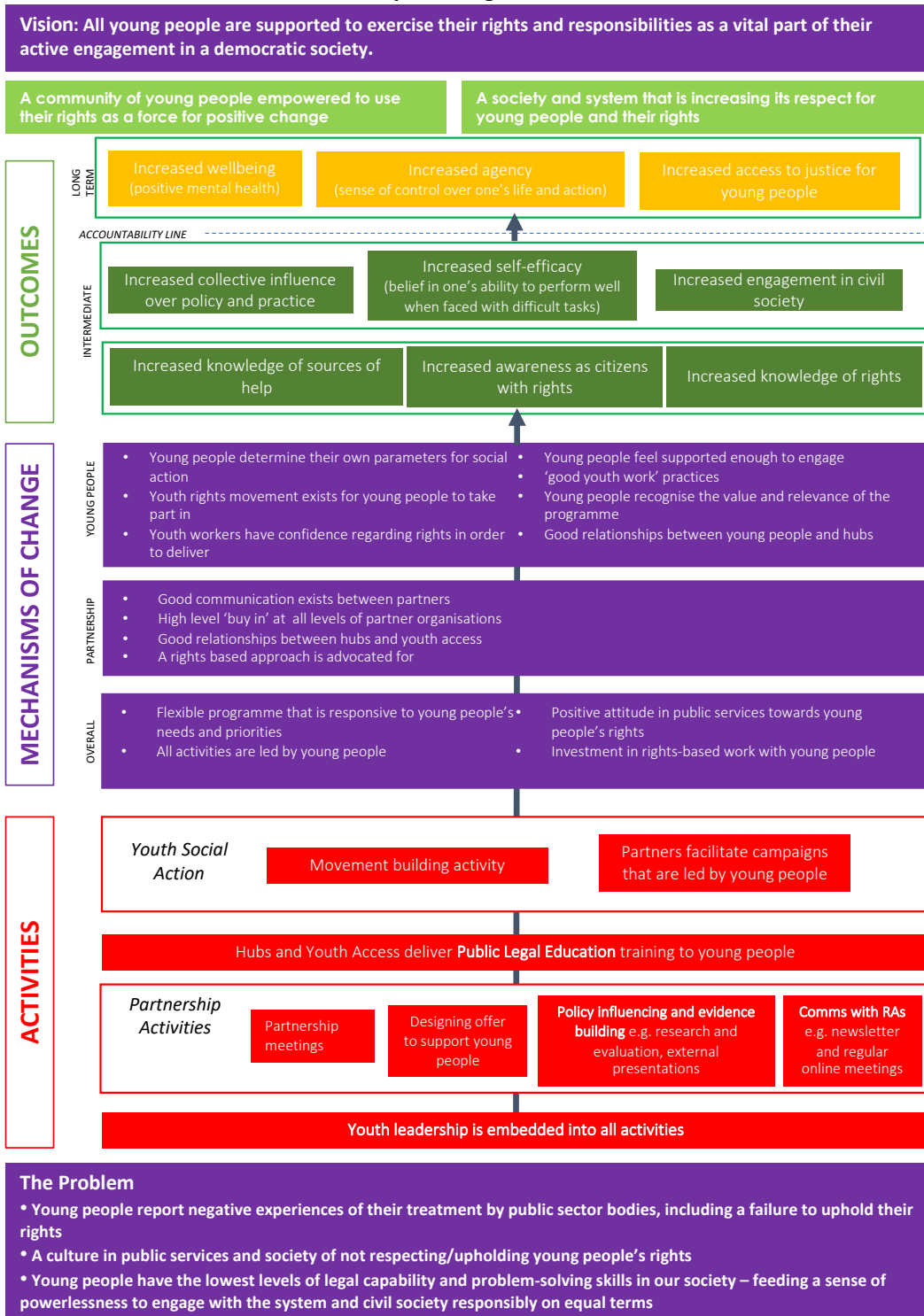
The purpose of this phase of evaluation was to inform organisational learning, with a focus on improving practice and a greater understanding of the mechanisms through which young people can be empowered to use their rights as a force for positive change. A number of aspects of organisational learning have been identified, along with the processes that lead to particular outcomes for young people. At the simplest level, the findings laid out in this report suggest that to a large extent, the MORR programme has achieved its core aims for young people regarding PLE. A rights-based approach has clear value which resonates with both organisations and young people, and strongly encourages a youth-led approach to youth work. In particular, participating organisations have been challenged to review and adapt their practices to ensure they are being led by young people's voices. Young people have gained knowledge, skills and confidence to advocate for their rights and for change at both a local and national level.

In terms of identifying key areas of learning and progressing best practice, we make the following recommendations:

1. The RIGHTS programme appears to have resonated most, and was more impactful for older participants, and those from disadvantaged groups who were more likely to experience or have had experience of legal issues as part of their everyday lives. In short, the programme seems to have delivered most successfully to its target audience. The targeted and modular approach to PLE training is necessary, and it may be the case that it is further targeted to appeal to different groups.
2. Flexibility is a necessary component of the programme. It allowed the PLE training to be relevant to diverse groups of young people, and was fundamental to the process of creating a youth-led rights-based approach.
3. The RIGHTS programme material has great utility in the relevant and flexible delivery of PLE and the use and uptake of it during the programme suggests that there is a demand for this kind of practical support. We suggest that Youth Access monitor the use of the bank of now freely available materials to understand where it is being used and by whom, to further make the case for investment in the area of PLE.
4. The project findings clearly make the case for a rights-based approach to youth work, with strong support from delivery hubs and organisational case studies. This shows scope for this to be incorporated into youth work training more broadly. We see an opportunity for Youth Access to use the learning from the MORR programme to develop some guidance on organisational development towards a youth-led rights-based approach.

Appendix 1: Revised Make Our Rights Reality Theory of Change

MORR Theory of Change – revised 2019



Appendix 2: The survey

About the survey

Make our Rights Reality (MORR) teaches young people about their rights and gives them a voice to challenge injustice. Youth Access, the organisation that manages MORR, would like to know more about your experience of taking part and how useful you found it. Your answers will inform what they do next to support young people. This survey is voluntary, if you choose to take part please note:

- The questions will take about 10 minutes to complete
- There are no right or wrong answers, we want to know your views
- We do not ask your name so all answers will be confidential

The survey is being managed by The Centre for Youth Impact on behalf of Youth Access. You can find out more about the Centre here << <https://www.youthimpact.uk/> >>

- If you need help to complete the questionnaire or if you have any questions, please contact <<XXX>>

If you have read the information above and are happy to complete the questionnaire, please click 'next'

Section 1: About MORR

Q1 Which parts of MORR did you take part in (please tick all that apply)?

RIGHTS training, where you learned how to apply the R.I.G.H.T.S approach in situations like being stopped by the police or learning about your rights as a tenant.

A social action project – starting a local campaign, teaching your friends about their rights or talking to your council about things that need to change for young people for example.

Our Minds Our Future – the national campaign for a mental health system that meets young people's human rights (you might have taken part as a member of the steering group or as a 'Rights Advocate')

Are you or were you a

- steering group member
- rights advocate

Q2 Thinking about your experience of taking part in MORR, how important were the following to you?

Very important, important, moderately important, slightly important, not important

- staff were confident in their knowledge about the rights of young people
- staff created an environment where I felt included

- I received the support I needed to get involved in MORR
- staff helped me to get what I wanted out of taking part
- Young people were able to identify and control their own social action projects
- I was able to help shape my involvement in the national campaign
- I had a say in how the national campaign was run

Q3 Thinking about your experience of taking part in MORR, to what extent do you agree with the following statements:

Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree

- staff were confident in their knowledge about the rights of young people
- staff created an environment where I felt included
- I received the support I needed to get involved in MORR
- staff helped me to get what I wanted out of taking part
- young people were able to identify and control their own social action projects
- I was able to help shape my involvement in the National Campaign I had a say in how the campaign was run

Q4 To what extent do you agree with the following statements:

Taking part in MORR has helped me to:

Strongly agree, agree, neither agree nor disagree, disagree, strongly disagree

- Know I have rights protected by law
- Get involved in standing up for rights for young people
- Feel more confident to stand up for my rights
- Get more involved in things that help other young people and my community
- Know when, where and how to get help with my rights.
- Feel part of a national movement standing up for young people's rights

Q5 Was the programme a good use of your time?

Yes/no/don't know

Q5a) Please tell us why you think this

Open response

Q6 What, if anything, will you do differently as a result of taking part in MORR?

Open response

Q7 Would you like to give us any other feedback on the MORR programme?

Open response

Section 2: About you

Your answers to the following questions will be used to understand who is completing the survey and the information is strictly confidential. These questions are optional.

Q1 Age, gender, ethnicity, location

Q2 How would you describe your ethnic origin?

- White
- Asian/Asian British
- Black/African/Caribbean/Black British
- Mixed/multiple ethnic groups
- Other ethnic group (open response)

Q3 How would you describe your gender?

- Male
- Female
- Non-binary
- Prefer not to say
- Prefer to self-describe (open response)

Q4 How old are you?

Q5 Where did you take part in MORR?

Southampton

Liverpool

Manchester

Norwich

I was part of the national Our Minds Our Future campaign

Other

Appendix 3: Topic Guide for Focus Groups

1. Introduction (5 mins)
<ul style="list-style-type: none"> • Welcome • Overview of what will be doing and reminder of the programme • Check consent and remind that we will be recording • Share how we'd like every to take part (i.e. ground rules) • Get everyone to put on a name tag
2. How did you get involved in << RIGHTS, ACTION or NATIONAL CAMPAIGN>>?(10 minutes)
<p>Instructions</p> <ul style="list-style-type: none"> • This will be quick fire • Ask participants to say their name and 'can you tell me in one sentence how you got involved in << RIGHTS, ACTION or NATIONAL CAMPAIGN>>' • Go around the circle until everyone has shared. If there are more than 5 participants, ask for volunteers
3. What are the first three words that come to mind when you think about your time spent on << RIGHTS, ACTION or NATIONAL CAMPAIGN>>? (10 minutes)
<p>Instructions:</p> <ul style="list-style-type: none"> • Ask the question and get participants to take a minute to write their words down on a post-it note. • Ask one or two people to share then get people to chip in with their words. Ask if anyone has the same or anything different • Probe to understand why they chose those words and what they mean to them
4. Sentence completion: Because I took part in << RIGHTS, ACTION or NATIONAL CAMPAIGN>> I... (15 minutes)
<p>Instructions</p> <ul style="list-style-type: none"> • Print out enough A4 pieces of paper for each participant with the sentence beginning from above in large print with space left for completion of the sentence • Ask participants to finish the sentence (writing it on the sheet provided) • Ask participants to share • Probe to understand further
5. Looking back at your sentence (from exercise 3), what did you experience as part of << RIGHTS, ACTION or NATIONAL CAMPAIGN>> that led to that? (15 minutes)
<p>Instructions</p> <ul style="list-style-type: none"> • Ask question above • Participants respond verbally • Probe to understand what it was about the programme that led to the changes
6. Close (5 minutes)
<ul style="list-style-type: none"> • Check if anyone would like to add any final comments • Remind participants what we'll do now with the outputs of the focus group • Thank you for your time

Appendix 4: Most Significant Change Stories selected by Stakeholder Group

The following two stories were selected by the Stakeholder Group as representing the most significant learning from the MORR programme.

Story 30

Please tell us a short story, no more than five – six sentences, that, based on your experience, illustrates the key learning from the MORR programme from your perspective

During a workshop session with a group of young people on your rights as an assured shorthold tenant, one young woman (privately renting with an AST) mentioned that she had been without cooking facilities for over six weeks due to a faulty gas pipe which had been reported to the landlord. She told the group that she was now considering not paying her rent until the landlord sorted it out! A quick straw poll revealed that the majority felt this was the best approach to take with the landlord. However, the young people soon discovered that withholding rent was not advisable, this would be in breach of their tenancy agreement and the landlord could take steps to evict. The young people were surprised to learn that a tenancy agreement sets out both tenant and landlords rights and responsibilities which comply with statutory law.

Why was this story significant for you?

The story was significant for me for several reasons:

- a. The young woman sharing her personal experience of problems with her landlord not fulfilling his repair responsibilities helped the rest of the group see the relevance of the session and the importance of knowing about and understanding a tenancy agreement.
- b. All of the young people in the session understood the importance of knowing their rights and responsibilities when renting, and understood that a landlord also has rights and responsibilities. They all got the consequences of what would happen if rent was withheld and how best to approach a repair issue and where to get help.
- c. The sharing of personal experiences helped facilitate peer learning and reinforce the key learning points, keeping the session relevant and real.

What features of the MORR programme, in your view, made the biggest difference?

The flexibility and usability of the MORR training resources.

Activities structured around group discussions facilitates peer to peer learning - young people sharing their personal experiences of social welfare issues helps to keep the training real and relevant keeping young people motivated and interested in knowing about their rights.

Story 2

Please tell us a short story, no more than five – six sentences, that, based on your experience, illustrates the key learning from the MORR programme from your perspective

A particular young person came in very pleased with what she'd learned. She said that she'd been arrested but she knew what to do and didn't hit at the policeman like she had in the past and managed to stay calm and interact with him knowing what was going to happen and what her rights were.

Why was this story significant for you?

This particular client struggles with anger outbursts due to being on autistic spectrum and this was a big breakthrough for her.

What features of the MORR programme, in your view, made the biggest difference?

The learning around stop and search and arrest rights