



## **EXPRESSING CITIZENSHIP - AN EDUCATIONAL PROGRAMME**

### **THE PROPOSAL**

The project's aim is to develop innovative, attractive and accessible educational resources to help young people improve their speaking and listening skills and overcome the lack of experience and confidence which prevents so many from expressing their ideas and opinions and engaging with community and civic life.

It is a joint initiative between Speakers' Corner Trust (SCT), the national charity which promotes free expression, public debate and active citizenship, and Stephen Coleman, Professor of Political Communication at the University of Leeds (UoL). The partners will be supported by the award-winning creative agency Bold Creative. (Further information about SCT, UoL and Bold Creative is provided at Appendix 1).

The project is funded by the Paul Hamlyn Foundation.

### **Speaking & Listening**

This year, 2011, has been designated by the Government as the *Year of Communication*, the aims of which are specifically to encourage and enable young people to "talk, listen and take part". As the Government's Communication Champion for England Jean Gross has said, "in the 21st century, the ability to communicate – to say what you want to say and to understand what other people are saying - is fundamental. Educators know more than most the vital importance of speech, language and communication skills and how they underpin everything we do – making our needs known, expressing our likes and dislikes, interacting with others and building relationships".

However, there is a widespread concern among educationalists and others that though a diminishing number of young people have adequate skills in public communication, the teaching of them is conspicuously absent from the school curriculum.

This project seeks to address that deficiency by providing resources in a format which will appeal to young people and support teachers and youth workers both within and beyond the school setting.

### **Engagement**

At the same time, young people's confidence in the democratic process has arguably never been weaker. A recent national survey by the University of Leeds, for example, found that 75% of younger people reported they have no faith in politics to solve their problems.

This disengagement often stems from a lack of education and empowerment but inevitably results in disenfranchised and frustrated citizens, less cohesive communities and a weaker democratic system. Developing effective ways of helping young people to formulate and voice their opinions and understand, negotiate and participate in the democratic process has become an increasingly urgent priority.

However, while current teaching resources provide a good introduction to the theory of citizenship, they offer little encouragement or instruction in the practical ways in which young people can actually benefit themselves and others through the exercise of their rights and responsibilities.

This project will focus on providing effective, practical guidance which will help young people learn the importance and techniques of self expression, respect for diversity and common cause which will provide them with important life skills as well as helping them play a fuller role in civil society.

The proposed resources will also provide important new support for teachers across the curriculum and for youth workers seeking to help young people develop those essential skills.

## **THE PROJECT**

### **Principles**

The project will focus on three core needs among young people:

- *Expression* – how to identify issues, organise thoughts, express themselves in public and influence others
- *Common Cause* – how to relate to and learn from the needs, interests and opinions of others, develop consensus and build support and cooperation for shared agendas
- *Influence* – how to engage effectively within their community, in a range of settings including work and with the decision-making process.

It will be undertaken over nine months, probably starting in September 2011, and based on work with four groups of young people in West Yorkshire to

- gain insights into their knowledge and experience of the democratic system and the issues which matter to them
- support them in acquiring skills in speaking and listening (as outlined above)
- design educational materials, with the young people's input, for use both within and beyond school settings.

The work plan at Appendix 2 outlines the programme in more detail.

The project lays considerable emphasis on the active contribution of the young people who will be participating in it both in order to provide them with important practical experience and, critically, so that the materials it produces are informed by the insights and aspirations of those they seek to reach.

The young people will therefore have leading roles at all stages of the project,

- in the design of the initial research element, by applying the principles for public debate and engagement to issues and experiences raised by young people themselves

- through specific opportunities for them both to develop and apply citizenship skills. As described above, we will encourage the groups with which we work to set the agenda by identifying the issues which concern them and then work with them towards practical solutions which they can develop and implement themselves
- by contributing to the educational resources themselves through an ‘editorial board’ on which representatives of the groups will have the opportunity to influence both the form and content of the materials.

The project seeks principally to provide resources which support the learning and teaching of effective citizenship. However, it is an important objective that the skills on which it will focus (first, articulate, reasoned and confident self-expression and the readiness to listen to and accommodate the views of others, second, the capacity for common cause based on empathy, compromise and respect for diversity and, third, the ability to influence based on an understanding of process and how to negotiate it) should be transferable to other contexts. These will include, for example, engagement with the world of work, contribution to positive change in the community, conflict reduction and inter-generational relationships.

### **The Vehicle**

SCT/UoL have given considerable thought to the challenge of developing educational resources capable of reaching their target among both young people and teachers and youth workers. They have sought to address the need in three distinct ways, by

- developing a vehicle (animation) for the educational materials which will prove attractive to young people
- adopting a platform (the internet) which will appeal to young people and is free and easy to access
- using existing, highly targeted networks as well as online and social media to disseminate awareness of and access to the resources.

SCT/UoL will work with Bold Creative, the BAFTA winning creative agency which “harnesses gritty stories and experiences to educate, inspire and unlock the true potential of young people”, which will

- with SCT/UoL, co-design the workshops in schools and youth groups
- create a youth-led, web-based animation which can be used in schools, by youth groups and ‘virally’, ie independently of any formal setting
- help the young people develop a product which speaks to their peers
- identify ‘youth champions’ to join the project team and provide a bridge between SCT/UoL, its monitoring panel (please see the sections on dissemination and consultation below) and young people themselves.

The animations will be made available

- on DVD
- online so that they can be freely accessed in and beyond the classroom through
  - a dedicated website, the websites of Speakers’ Corner Trust and the Association for Citizenship Teaching (please see below) and others
  - YouTube
  - local education authority websites (free of charge)

- supported by three 20-page guides for teachers and youth leaders which will be provided both as hard copies and for downloading electronically.

SCT/UoL will also establish a Facebook site and two Facebook groups with links to the resources. One will encourage young people to access and discuss them. The other will enable teachers and youth workers to exchange opinions about the resources and share their experiences in relation to the cultivation of civic communication skills.

## **Content**

As outlined above, SCT/UoL working with Bold Creative propose to produce two sets of resources, a web-based animation aimed principally at young people and a related series of written guides for teachers and youth leaders.

### **The Animation**

The use of animation as a medium is designed to provide a resource for both young people and teachers and youth workers which is not currently available and to do so in a way which, while retaining a strong editorial purpose and integrity, will prove attractive, accessible and meaningful to young people.

The animation, which it is anticipated will be viewable both as a whole and as a series of separate but related episodes, will aim to capture the words and performances of young people who have gone through a series of exercises in the workshops which SCT/UoL will conduct (outlined below). The production process will be iterative and collaborative, involving the participants in the workshops, a young people's editorial group, the project team and its expert monitoring panel and a panel of citizenship teachers which will be established by the Association for Citizenship Teaching (please see below). The film will be designed and produced by Bold Creative but ultimate editorial control will rest with SCT/UoL.

While it is difficult to predict in which imaginative directions this process will lead – and SCT/UoL attach importance to the role to be played by the young people themselves – it is anticipated that

- the animation relating to *Expression* might show a young person trying out a number of different ways of delivering a message – perhaps with an unseen audience commenting upon them
- the animation relating to *Common Cause* might illustrate the ways in which viral messages can spread, both online and through word of mouth
- the animation relating to *Influence* might depict a series of stories showing how various campaigners manage to reach people or institutions they had previously thought to be unreachable.

The development of the materials will be guided by three key principles, namely that

- they should be entertaining as well as informative and accessible as well as meaningful

- the voices used should (literally) be those of young people themselves and reflect their experience rather than top-down instruction
- they link closely to the more linear messages in the three published guides (please see below), so that ideas only suggested in the animation can be built upon in other contexts.

### The Guides

Three 20-page guides will be developed for teachers and youth workers on the themes of *Expression*, *Common Cause* and *Influence*. Each will comprise four sections, as follows:

1. A collection of quotations from young people (both those who are engaged in the workshops and others who have run successful campaigns), policy-makers, activists, youth workers and teachers explaining the rationale for the theme of the guide. The aim is to show *why* the theme in question (expression, common cause, influence) is necessary for successful civic engagement and to help teachers and youth workers articulate this rationale with support from persuasive social actors.
2. Activities which teachers and youth workers can run with young people, including some undertaken in the workshops. Examples relating to the *Expression* guide will include
  - *How not to make friends and influence people* – an exercise in which young people list all the characteristics of ‘bad’ political rhetoric, imagery and style and enact a really unconvincing campaign so that, by recognising what doesn’t work, they will gain insight about what does.
  - *Expanding soundbites* – the young people begin by summarising a point of view in 10 seconds and gradually expand this to 30 seconds, 90 seconds, 2 minutes and then 10 minutes. This helps them to understand how to structure arguments.
  - *Watch and improve* – the young people are shown a series of excerpts of people talking about ideas (from political speeches to lectures to comments from BBC *Question Time* audiences) and are encouraged to reproduce them in their own styles. This helps them to pay attention to the variety of ways in which messages can be conveyed rather than just the substance of the message.
3. A structured approach to skill development relating to the guide theme:
  - For *Common Cause*, it would include the skills of
    - listening to others as well as expressing and promoting one’s own position
    - analysis of the strengths and weaknesses of arguments (including one’s own)
    - adaptation of one’s argument to address weaknesses, meet the reservations of others and incorporate new ideas
    - compromise with the priorities or preferences of others and respect for alternative views.

- For *Influence*, it would include:
    - how to decide upon ideal/acceptable outcomes and ensure that the right people are identified to make them happen
    - where to go to find the people you want to influence
    - how to approach influential people and institutions
    - the value of persistence
    - using the media – including local/community media and social media
    - disseminating success stories.
4. An annotated bibliography (including key websites) and filmography of relevant resources.

## **Programme**

### **The Participants**

SCT/UoL propose to work with four groups of young people aged between 11 and 19 and broadly representing the demography of West Yorkshire. While it is important to note that arrangements are yet to be finalised, following preliminary discussions it is anticipated that they will be drawn from

- i) Spen Valley Sports College, Liversedge, based on an English class comprising approximately 25 15-16 year-olds
- ii) a youth group administered by Kirklees Council's Young People's Service; it is proposed to recruit approximately 15 11-19 year-olds including young people who are looked after, at risk and/or youth offenders
- iii) subject to further discussion, the West Yorkshire Playhouse's theatre in education outreach project
- iv) the Bradford and Keighley Youth Parliament administered by Bradford Youth Service; BKYP has 30 members between the ages of 11 and 21; the core group with which the project would work is likely to number approximately 15 13-19 year-olds.

We expect the first two groups to comprise young people with limited speaking skills, the third group to have an interest in speaking skills, but not necessarily in the civic context and the fourth group to have an interest in active citizenship, but not necessarily well developed speaking skills.

### **The Workshops**

UoL, with input from SCT, will conduct and analyse all the meetings of the four groups which, it is anticipated, will each meet eight times. At the outset and again in the later stages they will be joined by colleagues from Bold Creative.

Two young people from each of the four groups (selected by vote or otherwise) will also be invited to come together as part of an editorial group which will have an influence on the design and development of the animations.

Each workshops will last 90 minutes, preceded and/or followed by an informal period in which refreshments will be provided and the workshop organisers and participants can mingle. Each meeting will be broken into segments: some talking, some doing and some planning for the final project outcome.

The outline programme is as follows:

- **Month 1** - the first meeting of each of the four groups will have three objectives:
  - i) to find out from participants what they consider ‘political’ or ‘civic’ talk to sound like
  - ii) to show and then discuss some examples of political/civic talk in various contexts
  - iii) to work with participants on reproducing and then reconfiguring some of the characteristics identified in i and ii above.
- **Month 2** - there will be at least two meetings of each group, the first of which will be devoted to
  - i) developing specific speaking skills, based upon (but not referring directly to) the five Aristotelian principles of rhetoric (invention, structure, style, memory and delivery)
  - ii) developing themes about which participants would like to express themselves – and creating a strategy for collecting information, devising arguments and employing various genres, eg. speech-making, storytelling, rapping, performance etc.

The second meeting will consolidate work undertaken in relation to i and ii above.

- **Month 3** - the two meetings will be aimed at
  - i) arriving at a focused theme for a message or campaign – to be considered further by the editorial group comprising representatives of all four groups (see above)
  - ii) strategies for connecting with like-minded others (including those from other backgrounds and/or generations), locally and beyond
  - iii) a range of strategies for influencing policy-makers;
  - iv) ensuring that ii and iii above are linked closely to the speaking and listening skills that have been developed.
- **Month 4** - Bold Creative will work with UoL and SCT to
  - i) capture the skills that have been learned (also drawing upon the filmed recordings from the first three months)

ii) encourage the participants to devise ways of translating their messages into effective animation

iii) ensure that participants are fully connected to the beta production process.

- Month 7 - the groups will meet again to evaluate and develop the animations and written resources.

All workshops with the four groups will, with the consent of the young people (and, if necessary their parents/guardians) be filmed – although filming will stop during moments considered to be sensitive or confidential.

### **Dissemination**

It will clearly be important to establish awareness of the resources as they become available.

SCT/UoL have agreed with the Association for Citizenship Teaching (ACT) that

- ACT will promote the resources to its 2,000 members which include individual teachers, schools and education authorities.

SCT/UoL will also work with ACT and other organisations including, for example, the British Youth Council, the National Youth Agency and the Local Government Association, to

- develop awareness of the project in key sectors including
  - government (central and local)
  - education (including local education authorities)
  - youth organisations and services
  - citizenship bodies
  - community development organisations
  - local Speakers' Corner projects.

In addition, and specifically in order to reach young people outside formal school and youth organisation settings, Bold Creative will develop a strategy for the promotion of the resources through

- online social media and offline marketing including
  - a dedicated website
  - a YouTube channel
  - Vimeo
  - Facebook
  - Twitter.

### **Project Review & Development**

SCT/UoL have built into their programme the capacity to test and modify the project as it develops with the help of independent expert individuals and organisations.

ACT has agreed to establish

- a panel of citizenship teachers who will be consulted at key stages of the design and development of the proposed educational materials.

In addition, so that it can call on independent expertise in both monitoring and adding value to the project, SCT/UoL will convene

- an expert panel to which it will report and whose advice it will seek
  - at the detailed design stage, before activities with young people are commenced
  - at the conclusion of work with the young people
  - following the initial design of the educational materials.

The panel will be constituted at the beginning of the project but is expected to comprise:

- a representative of the appropriate Education Authority
- a representative of the appropriate Youth Service
- Millicent Scott, Development Manager, Association for Citizenship Teaching
- Julie Nakhimoff, Curriculum Programme Manager, Citizenship Foundation
- a member of SCT's Board of Trustees
- Professor Ian Davies, chair of the Board of Educational Studies at the University of York and the director of its MA programme in Citizenship and Global Education, who is also an independent referee for the project.

### **Monitoring & Evaluation**

The success of the project will be measured according to two specific criteria:

- how effectively it enables the young people taking part to improve their skills and engage in community life and with decision-makers
- the extent to which the materials developed are adopted by educationalists and others.

SCT/UoL propose to document the project as it progresses as a record for the participants, in order to capture key activities and events which might contribute to the educational materials it subsequently produces and in order to monitor progress, learn from experiences and modify the programme as necessary. SCT/UoL will work with the young people to

- set and achieve specific goals, the achievement of which can be measured
- complete opinion surveys before and after the project
- track initiatives they take or encourage others to take as a result of their involvement in the project.

On completion of the project, utilising the *Survey Monkey* tool which can be transferred from one platform to another, the partners will, so far as possible, monitor the use of the materials by requesting that those downloading them complete a simple questionnaire after using them. Bold Creative will also use online technology to track interest in the materials.

In addition, the partners intend to consult with ACT and other organisations on their experience of the uptake of and response to the resources 12 months after the completion of the project. (A table of SMART objectives is set out at Appendix 3).

## **APPENDIX 1 – THE PARTNERS**

### **Professor Stephen Coleman**

Professor Coleman has produced several works which have shaped both research and policy agendas in this area. These include the widely-cited *Bowling Together: online public engagement in policy deliberation* (2001), co-written with John Gotze, and *The Internet and Democratic Citizenship* (2009), co-written with Jay Blumler, which was awarded ‘best book of the year on information technology and politics’ by the American Political Science Association.

Prof Coleman’s research has been taken up by several governments and parliaments. From 1999 to 2004 he was policy adviser to the Cabinet Office on e-democracy, during which time he led an innovative programme of online policy consultations, connecting citizens with parliamentary committees.

He served as specialist adviser to the Parliamentary Information Committee and served on the Puttnam Commission into the relationship between the British Parliament and the public. He was funded by the (US) National Science Foundation to co-lead a three-year International Working Group on *Online Consultation and Public Policy Making*, which included several research projects focusing on youth citizenship.

He was invited by Bernard Crick to produce a supplement on the use of digital communication technologies in citizenship teaching for Prof Crick’s first (1998) report on citizenship education. It was published as Appendix D and contributed to a number of policy initiatives in the following years.

He was also one of the few non-US members of the Macarthur Foundation’s research programme on digital media and learning. Research arising from this has contributed to initiatives such as the Roundhouse Theatre, London’s *Are You Being Counted?* project (2010) and the Leeds Student Union’s redesign of its decision-making process with a view to including a broader range of voices (2010). His recently-published evaluation of the effects of the first ever televised leaders’ debates in the UK contains original findings about the strong interest that first-time voters took in these debates.

### **Speakers’ Corner Trust**

SCT has been in existence as a national charity since 2007 during which time it has

- led the development of six local projects (in Nottingham, Lichfield, Lincoln, Walthamstow, Bristol and Leicester) which have provided opportunities and platforms for thousands of people to express their opinions and engage in discussion and debate about a wide range of issues; for example, please see the five minute video which showcases the highlights of the *Leicester Speaks* initiative (at <http://www.speakerscornertrust.org/library/videos/leicester-speaks/>) which brought together 26 partners who organised 31 events in 19 venues during Local Democracy Week in October 2010
- developed a website which provides a wide range of resources and guidance designed to motivate those interested in expression, debate and citizenship which is gaining a following both in the UK and overseas

- produced, with the Southbank Centre, produced a film, *Speaking Out*, (<http://www.speakerscornertrust.org/library/videos/speaking-out/>) which, featuring the experiences and advice of a range of performers, campaigners, artists and politicians, provides an introduction to the basic skills required to speak confidently and effectively in public
- collaborated with Central Saint Martins College of Art & Design (part of the University of the Arts, London) on projects which have involved post graduate students working with members of the community to design local Speakers' Corners; for information about the project involving primary school children who helped to design and launch the permanent Speakers' Corner in Stoneydown Park, Walthamstow, please see <http://www.speakerscornertrust.org/speakers-corner-projects/uk-projects/waltham-forest/>
- worked with theatres (including the Playhouse in Nottingham, the Garrick in Lichfield and the Bristol Old Vic) to provide free workshops to provide coaching for members of the public in the basic techniques of speaking effectively in public; several of those who have participated have subsequently spoken at their local Speakers' Corners.

### **Bold Creative**

Bold Creative is a social and youth innovation agency based in Tower Hamlets. Employing a unique user-centred approach, it develops innovative communication solutions which engage hard to reach groups and empower young people on the issues that matter to them. From consultation and development to design and delivery, it offers wholly integrated, social-marketing campaigns across all media. Its main strength is its ability to create innovative work which tests new, creative ways to engage, inspire, educate and unlock the true potential of young people.

Bold Creative's track record in participatory media, production, designs and interactive resources enables it to achieve very specific social and educational aims. The main focus of its business has been working with young people and adolescents to address the common issues which affect them daily. Using innovative animation and design it has successfully communicated an array of hard-to-deliver messages direct to communities.

With several ground-breaking projects to raise the profile of young people's voices in mainstream media, Bold Creative has in the last two years won seven international awards including a Royal Television Society award and two BAFTAs.

Recent award-winning projects include

- *National Young People Anti-Bullying Campaign 'See Something Say Something'* - four documentary animations for Nickelodeon & NSPCC in 2009 which, inter alia, won a BAFTA and a UNICEF Pro award.

Bold Creative undertook a series of workshops across a range of secondary schools nationwide. The children were interviewed and discussions covered first hand accounts on the different manifestations of bullying in the UK schools' environment, ranging from the playground to walking home.

- Please see <http://www.boldcreative.co.uk/en/case-studies/broadcast/see-something-say-something/>

- *U-Turn Leaders Pack* for Redbridge Council - an interactive animated DVD and illustrated fold-out magazine to help challenge intergenerational misperceptions and alleviate gang tension among young Muslim groups.

Bold initiated a series of workshops over 3 months with the targeted hard-to-reach groups exploring the issues they faced within their own circles of friends and the wider communities. The topics ranged from perceptions of them, to their grievances and frustrations with authority figures and stereotypes which prevailed in their communities.

Bold worked with the youth to create an animated interactive DVD and magazine narrated and starring them as an educational resource for youth and community leaders.

Set on a railway station platform, the issues faced by the youth and the wider communities were animated allowing the viewer to click through to hear the different communities groups narrating their own points of view and discussing them together.

- Please see <http://www.vimeo.com/9753882>  
<http://blogs.boldcreative.co.uk/redbridge/>

- *Tagmap* is a youth consultation tool conceived and fostered by Bold Creative using a combination of programmes similar to YouTube and Google Maps.

Tagmap encourages ‘citizen journalism’ from a targeted audience and allows policy makers to get closer to the people they are responsible for. The key is allowing young people to make their own vox-pops and films about the issues which are important to them. By giving communities a voice it activates a chain of candid, on-the-ground opinions and peer to peer learning discussions.

Bold Creative is continually developing Tagmap with the hope of establishing a nationwide service and creating a youth issue specific online community and forum.

- Please see [www.tagmap.co.uk](http://www.tagmap.co.uk).

## APPENDIX 2 – WORK PLAN

This is a nine-month project. The work plan below is not intended to be definitive but is included for indicative purposes.

MONTH	TASK	RESPONSIBILITY
1	<ul style="list-style-type: none"> <li>▪ SCT/UoL/BC meet to finalise programme.</li> </ul>	SCT/UoL/BC
	<ul style="list-style-type: none"> <li>▪ SCT/UoL to meet collaborators/participants (eg schools/youth service etc).</li> </ul>	SCT/UoL
	<ul style="list-style-type: none"> <li>▪ Initial meetings with 4 groups in the Leeds-Bradford area to discuss their ideas about active citizenship, public speaking and ways of making themselves heard. To be filmed and analysed.</li> </ul>	UoL/SCT/BC
	<ul style="list-style-type: none"> <li>▪ First meeting of monitoring group to discuss findings from groups and proposed research process.</li> </ul>	SCT/UoL
2	<ul style="list-style-type: none"> <li>▪ Fortnightly meetings with 4 groups, involving watching films of public speakers and learning speaking and listening techniques. To be filmed and analysed.</li> </ul>	UoL
3	<ul style="list-style-type: none"> <li>▪ Ditto; also focus on application of skills to topics and issues important to groups.</li> </ul>	UoL/BC
4	<ul style="list-style-type: none"> <li>▪ Each group to meet twice with UoL/BC to conceive storylines for video animation</li> </ul>	UoL/BC
	<ul style="list-style-type: none"> <li>▪ Meeting of monitoring group to assess halfway progress</li> </ul>	SCT/UoL
5	<ul style="list-style-type: none"> <li>▪ BC to work on design of online animations, including liaison with young people</li> </ul>	BC
	<ul style="list-style-type: none"> <li>▪ UoL to draft guidance materials for teachers and youth workers</li> </ul>	UoL
6	<ul style="list-style-type: none"> <li>▪ BC to work on design of online animations</li> </ul>	BC
	<ul style="list-style-type: none"> <li>▪ BC to design hard copy materials</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ ACT panel to comment on teacher/youth workers' materials</li> </ul>	UoL/SCT/ACT
7	<ul style="list-style-type: none"> <li>▪ Bold Creative to work with the 4 groups to test and revise online animations</li> </ul>	BC/UoL
	<ul style="list-style-type: none"> <li>▪ ACT panel to comment on animations</li> </ul>	SCT/UoL/ACT
	<ul style="list-style-type: none"> <li>▪ Final meeting of monitoring group, to review resources, reflect on work completed and potential next stages</li> </ul>	SCT/UoL
8	<ul style="list-style-type: none"> <li>▪ Resources to be put on online platforms (and produced as DVD/hard copies)</li> </ul>	BC
	<ul style="list-style-type: none"> <li>▪ Two-month promotional campaign to raise awareness among key groups and build links to online resources via social networks</li> </ul>	BC/ UoL/SCT
9	<ul style="list-style-type: none"> <li>▪ Promotional campaign continues</li> </ul>	BC/UoL/SCT

### APPENDIX 3 - SMART OBJECTIVES

<b>LEVEL</b>	<b>OUTCOME (the changes we are aiming to bring about)</b>	<b>TARGETS OF OUTPUTS (how we will know we're on track)</b>	<b>TARGETS OF OUTCOMES (the changes we will bring about)</b>	<b>MEASUREMENT (how we will show we have reached our target)</b>
<b>Working with young people in West Yorkshire</b>	Four groups of young people in both in- and out of school settings acquire skills in speaking, listening and engagement as well enhanced self-confidence and self-esteem and a sense of achievement through involvement in the development and design of educational resources.	<p>Schools and youth groups in West Yorkshire have committed to active, scheduled participation in the project.</p> <p>Young people have engaged and been directly involved in the design of the educational resources.</p> <p>Young people have used their new skills in community activity.</p>	The young people involved in the project will acknowledge that they have gained new skills and experience which have helped or will help them develop more positive relationships within their peer group and with other groups, become more active in their communities and as citizens and increase their capacity for learning and work.	<p>Surveys will be conducted before and after the project to assess the development of new skills, confidence and levels of engagement among the young people who participate.</p> <p>Any activities or initiatives undertaken by the young people as a result of their participation will be logged.</p> <p>The views of participating teachers and youth workers will be sought.</p>
<b>Creating national educational resources</b>	Teachers and youth workers as well as young people themselves will gain access to much-needed, attractive and accessible resources which will help develop speaking and listening skills for citizenship and for life.	<p>The design and development of the educational resources will be endorsed by both SCT/UoL's monitoring panel and the Association for Citizenship Teaching's teachers panel.</p> <p>Both online and supporting resources will be available.</p> <p>A dissemination and awareness campaign will be well advanced.</p>	Education authorities, youth services, schools and youth groups will be accessing and using the new resources and augmenting and improving the quality and reach of their citizenship work.	<p>Endorsement of the resources from educationalists and others will be logged.</p> <p>Take-up of the resources among schools and youth groups will be recorded through the host websites.</p> <p>Feed-back from users will be recorded.</p>