

Doing Politics Changing Society



Evaluation – January 2020

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1. INTRODUCTION

This section provides an overview of the Doing Politics Changing Society programme, its aims and objectives. It also gives a brief summary of what was involved in the evaluation of the programme.

1.1 Background

The Doing Politics Changing Society (DPCS) programme was developed through a collaboration between the University of Warwick and the Muslim Women's Network UK (MWNUK). It was based on previous research which sought to increase understanding of Muslim women as autonomous social and political actors in two West European countries as well as what prevents under-represented groups (Black, Asian and ethnic minorities, women, young people) from participating in political and civic life.¹

The programme brought together the skills and knowledge of Dr Khursheed Wadia (University of Warwick) and the team at MWNUK. It enabled both organisations to explore practical ways of supporting young women from BAME (Black, Asian and Minority Ethnic) communities to overcome some of the barriers to active participation in political and civic life. It also enabled young women from BAME communities to explore opportunities they were unaware of in order to become more politically active.

¹ Economic and Social Research Council Shaping Society (2014) 'Women from Muslim Communities and Politics in Britain and France' (Grant Reference RES-062_23-0380), <https://www.researchcatalogue.esrc.ac.uk/grants/RES-062-23-0380/outputs/read/990d9802-c525-4f0c-bdf6-09feb7405219>, accessed 2 September 2019. See also Joly, D. and Wadia, K (2017) *Muslim Women and Power: Political and Civic Engagement in West European Societies*, Basingstoke: Palgrave Macmillan (winner of the prestigious Political Studies Association UK WJM Mackenzie prize 2018 for the best book in political science).

1.2 Aims of the programme

The overall aim of the programme was to enable young women from BAME communities to contribute to public life. As such, the programme sought to develop their political skills, knowledge and confidence as well as to engage local, regional and national stakeholders in the programme. The programme also sought to explore the impact of a supportive learning environment on the participation of young BAME women in campaigns designed to change society.

1.3 Programme objectives

In order to achieve the aims of the programme, the following activities were planned:

- Delivery of a 10-month programme of workshops for young women from BAME communities.
- Production of a 'doing politics' toolkit for organisations supporting groups under-represented in political and civic life.
- Engagement with local and national third and public sector organisations, activists, politicians, FE and HE colleagues, the media and the general public.
- Holding a public event for participants to present their work.

1.4 This evaluation

An independent evaluator was appointed at the beginning of the project so that evaluation methods could be built in from the start of the programme.

The evaluation for this project is based on a variety of sources:

- Feedback from participants and facilitators on how they experienced the workshops. In order to prevent feedback fatigue, participants were asked to review three workshops at a time rather than at the end of each workshop.
- Observation of the four campaign presentations (pitched by the workshop programme participants) at the Dragon's Den Workshop of December 2018 and March 2019 public event.
- Exit interviews with two participants who left the programme before it ended and interviews with 13 participants who completed the programme.
- Survey data from the final end-of-programme review questionnaire completed by 13 participants.
- Feedback from the final end-of-programme review discussion with the participant group, held by the Programme Co-ordinator.

- Interviews and surveys with three external stakeholders involved in the facilitation of the project workshops.
- Interviews with the MWNUK programme co-coordinator and impact assistant to identify the successes and challenges of running the programme.

1.5 This report

The rest of this report is organised into seven main sections:

Section 2: Developing the programme

Section 3: Delivering the programme

Section 4: Suggestions for improvement

Section 5: The difference the programme made to participants

Section 6: The wider impact of the programme

Section 7: Key learning from the pilot

Section 8: Conclusion and recommendations.

It should be noted that quotes have been anonymised and some may have been edited for clarity.

2. DEVELOPING THE PROGRAMME

This section provides an overview of the programme and describes what was involved in the design and development of the programme.

2.1 Background to the programme

The DPCS programme was targeted at young women from BAME communities who are known to be least represented in sites of power and decision making in the political and civic arenas due to the specific barriers to participation that they face on account of their gender, ethnic and religious backgrounds.

The programme team comprised Dr Khursheed Wadia from the University of Warwick, Faeza Vaid (Executive Director at MWNUK) and Risha Chauhan, the Impact Assistant. Dr Wadia and Ms Vaid acted as co-coordinators of the programme until the end of October 2018 when Ms Vaid went on maternity leave.

According to the programme team, they were not aware of a similar capacity-building programme on citizenship and political and civic participation among young people elsewhere in the UK. Most programmes involving a single cohort of participants tend to be run as an evening class or weekend workshop or take the form of one-off, freestanding, themed events. It was therefore important to design a programme that was both relevant and interesting to participants, providing them not only with some theoretical grounding in 'doing politics' but also with practical campaigning tools and skills to influence change.

Examples of Other Capacity Building Programmes:

Uprising Programmes – click [here](#) for more information

Operation Black Vote - click [here](#) for more information

The Parliament Project - click [here](#) for more information

2.2 Designing the programme

The programme co-ordinators sought to combine up-to-date knowledge about the political landscape with insights about the experiences of activists and practical skills development in social marketing and social media, and also presentation skills.

The programme was designed so that the knowledge and skills learnt could be applied cumulatively throughout the programme so that anticipated changes such as participants' increased confidence and personal belief were more likely to be sustained. The programme was therefore designed over a ten-month period, delivering monthly workshops and group activities to enable participants to develop campaigns that would change and challenge thinking on issues affecting BAME women.

The programme also included the workshop in November 2018 to launch participants' campaign projects as well as a final event in March 2019 where participants were able to present their final campaign projects and summarise learning to an audience of friends, family, political and civic stakeholders and academics.

The programme co-ordinators were also mindful of the timing of the workshops as most of the participants were undergraduate students. The programme was therefore designed so that there was a period of intense activity during the summer holidays followed by a less intense period during term time to allow participants to develop their campaigns around existing study and work commitments.

2.3 Promoting the programme

Initially, an information leaflet was designed and distributed by MWNUK to its membership base (835 individuals and organisations) and to a selection of schools and sixth form colleges. It was also sent to student union equality officers at Birmingham Metropolitan College and local universities (Aston, Birmingham, Birmingham City University, Coventry, Warwick and Wolverhampton). As the response to this initial publicity campaign was limited, the programme team explored other options:

Through our discussion we realised that putting the call out in this way had little serious impact and that it was crucial to mobilise all relevant personal contacts in order to get participants and / or to follow up any emails by telephone contact.

As a result, the programme co-ordinator, Dr Wadia, made contact with people she knew across the university sector in the West Midlands as well as a range of organisations including the West Midlands Police and Crime Commissioner’s Youth Commissioners Team to encourage an interest in the programme and youth workers in Birmingham.

This proved to be successful as many of the participants mentioned that they heard about the programme from their university tutors and supervisors who had recommended the programme to them. Anecdotal feedback from participants revealed that the “this might be of your interest to you” element prompted them to read the leaflet in more detail than they might have if the information had been posted on a noticeboard or landed in their inbox.

It was clear that the information about the programme sparked an interest for many of the participants who talked about being immediately engaged with the concept:

I find it difficult to find people who think the same way and are happy to have discussions with the same cultural understanding. This programme just spoke to me.

The practical nature of the programme also appeared to attract participants who saw it as an opportunity to “build on my strengths, make me better and help me pick up some new skills”. It was also evident that having funding from public organisations such as the ESRC and the University of Warwick gave the programme credibility among participants and although most of the applicants had not heard of MWNUK they were impressed with the information on their website:

I was just about to graduate and was interested in addressing social inequalities and wanted to do something with my career.

2.4 Application process

In order to secure commitment from participants, the programme team designed a rigorous and comprehensive application form. Participants were also asked to pay a refundable deposit of £30 and asked to commit to all the dates provided at the beginning of the programme.

The application form combined with the interview process was designed to draw out, from each participant, the commitment that would be needed to complete this programme and filter out people who would not be willing to commit. Feedback from several participants revealed that they had put in a great deal of effort and thought into their applications:

I did a lot of work on the application form and I really wanted to get on this programme.

A total of 21 applications were received by the programme and interviews were offered to all. Of the 17 people who attended interviews, 15 were accepted onto the programme.

2.5 Summary

- It appears that the DPCS programme is unique in developing capacity-building in citizenship and political and civic participation among young people that is delivered over a long period of time.
- The programme was designed so that the knowledge and skills that participants learnt would be applied cumulatively throughout the ten-month programme. The aim of this was to achieve sustained changes for participants such as increased confidence and personal belief.
- It was therefore designed to provide participants with both a theoretical grounding in civic issues and politics as well as practical campaigning tools and skills to influence change.
- As most of the participants were students, the programme was designed to take into consideration participants' other commitments by structuring more intense elements of the programme during the summer break.
- In promoting the programme, the team found that using personal networks to publicise the programme worked better than cold leafleting. This was borne out

by feedback from participants who had mostly heard about the programme from their tutors or supervisors who recommended it to them.

- The content and practical nature of the programme was attractive to participants as was the fact that it was funded by well-known institutions.
- It was evident that a rigorous application process was required in order to attract participants who would be able to fully commit to the whole programme.

3. DELIVERING THE PROGRAMME

This section gives an overview of the workshops and events that were delivered and summarises participants' participation and attendance levels. It also describes the support provided to participants throughout the programme and gives an overview of what participants thought of the programme.

3.1 Workshops and events

A total of ten day-long workshops were delivered between June 2018 and March 2019. They were held at a central Birmingham location as participants were travelling from Wolverhampton, Dudley, Walsall, Coventry and Worcester. Table 1 shows the range and depth of the workshops delivered. More details on speakers and workshop content are provided in appendix 3.

Table 1: Programme workshops

Workshop 1	<ul style="list-style-type: none">• Who am I? What do I want to achieve in the World? Exploring identity and how it affects the way you relate to others.• What is politics, who does it and where is it done? What are the barriers and facilitators shaping our political engagement?
Workshop 2	<ul style="list-style-type: none">• Getting heard in Parliament.• Women and the vote.• Women of colour in the suffragette movement.• Why we vote and what it means to us?
Workshop 3	<ul style="list-style-type: none">• Issues and campaigns in contemporary Britain.• Group work.• Insights into the world of activism and campaigning: learning from experienced campaigners.
Workshop 4	Exposure to Tools 1: art and creativity to develop ideas and issues into social action campaigns
Workshop 5	Exposure to Tools 2 <ul style="list-style-type: none">• Campaign evaluation tools and techniques.• Conversation with member of parliament: political journey from grassroots activism to the House of Commons.

Workshop 6	<p>Campaign Marketing and Branding Strategies</p> <ul style="list-style-type: none"> • How to make a sensory impact with your campaign? • How to communicate your key message?
Workshop 7	<p>Campaign Development and Social Media</p> <ul style="list-style-type: none"> • Opportunity to reflect on campaign work and how to influence others. with mentoring support from seasoned and professional campaigners • Skills based social media training.
Workshop 8	<p>Skills Development 1</p> <ul style="list-style-type: none"> • Development of presentation skills in preparation for the public event. • Public speaking performance.
Workshop 9	<p>Skills Development 2</p> <ul style="list-style-type: none"> • Time for campaign work development and campaign launch. • Presentation of campaigns to a 'Dragons Den' type panel.
Workshop 10	<p>Skills Development 3</p> <ul style="list-style-type: none"> • Refining of campaigns for final event. • Conversation with member of parliament: inspiring women.

An additional event was held in July 2018 at the Houses of Parliament and a final public event, held in March 2019, gave participants the chance to present their campaigns to an audience of friends, family and external stakeholders including city councillors.

The overall feedback from participants was extremely positive; the vast majority who provided feedback said that they had found the workshop topics and discussions of interest, that they had felt able to participate fully in the workshops and that they had increased their knowledge. Their comments included:

The guest speakers were amazing, knowing and learning the skills, motivations and journeys have been great factors to my own personal and professional development.

The programme made me really think about nitty gritty of your campaign, had to be very specific and meticulous so had to really

*focus on what your campaign was about and what the aims were.
Really stretched my thinking.*

Workshop 1

This workshop provided an opportunity for participants to get to know each other, explore the wider themes of the programme and discuss their expectations of the programme. The first part of the workshop was delivered by Joy Warmington from a charity called brap which aims to change people's thinking and practice about equality. The session was interactive and included the completion of a number of tasks. The facilitator found participants to be open and supportive of each other:

The group were very engaged ... I was really pleased [to see] how open and insightful members of the group were. (Joy Warmington, brap)

The second part of the workshop was given over to learning the subject of politics. This included discussing what politics is, where it happens, who gets to 'do politics' and the barriers people face in trying to get involved. Most of the participants got involved in the discussion but some lacked confidence because they felt they knew little compared with their peers.

Suggestions for improvement related to the overall structure of this workshop and the participants requested more interactive content throughout. There was also a suggestion for an outline of the session to be provided in advance in order to help participants to prepare mentally.

The external facilitator suggested that it would have been useful to have had more time allocated to the theme of conflict to allow a fuller coverage of the content. The participants did not comment on this but may not have been aware of the elements that had to be missed out.

Workshop 2

This workshop was primarily a knowledge-based session and covered detailed information about the structure of the House of Commons and parliament and how ordinary voters can lobby their MP or intervene in legislative processes. This was

followed by a mock parliamentary debate. The facilitator commented that the group seemed really engaged:

They asked and answered pertinent questions and spoke further to me about the topic during breaks. (Rachael Dodgson, Parliamentary Education Service)

The second part of the workshop comprised learning and discussion on voting - who should be allowed to vote, the merits of voting - and also included a practical session where participants prepared a questionnaire on why people should vote and then went into the city centre to interview members of the public. This seemed to be a highlight for many of the participants:

I loved getting the politics crash course, and being able to go out in public and do something different.

Feedback from some participants revealed that they had already studied this topic at university or were already politically engaged and so found the information a little repetitive. The feedback also included the suggestion to allocate more time for the mock parliamentary debate because this had felt rushed due to time constraints.

Workshop 3

The first part of this workshop covered how political issues emerge across time as well as the ten most popular issues in Britain over the past 5 years. This session gave participants the opportunity to carry out online research, in small groups, on selected women's campaigns which had developed over the past few years. The groups reported back on their findings based on the key questions asked at the start of the session. According to the facilitator they delivered their findings "with enthusiasm and a certain amount of disbelief over the way in which ordinary individuals, all young women, had turned simple ideas into successful social action campaigns".

The second part provided an opportunity for participants to hear from two experienced campaigners about their work. Ashley Bertie, the West Midlands Deputy Police and Crime Commissioner, talked about the power of influencing change from within an organisation. Dr Shola Mos Shogbamimu, a lawyer and women's rights activist who has been a campaigner for many years was able to share her experience of creating engaging campaigns at an international level. The

value of having seasoned practitioners sharing their insights was appreciated by the participants who found the session motivating and engaging:

[I] loved learning from Shola and Ashley and being able to network with them was very good.

This session was also the third time that the group had met together. For many, this experience of being with other BAME women, away from the usual situations that many of them experienced at university, where they might be one of the few BAME students was important. As one participant explained:

[I was] able to connect with the other participants [which] has been a comfort and positive.

However, one person found the morning session “text heavy” and suggested more group work to break up the session. Feedback from the external facilitators was also positive. One person was impressed with the enthusiasm and interest displayed by the group:

The diversity of opinions and perspectives was extremely satisfying. The women were open to challenge and asked pressing, pertinent questions which afforded richer ideas to come to the fore. (Ashley Bertie, West Midlands Deputy Police and Crime Commissioner)

Workshop 4

This practical workshop was facilitated by Beatfreaks Collective which explores creative ways to engage young people in changing society for the better. The workshop provided a vibrant and practical insight into campaigning skills and the facilitators clearly worked hard to create energy and engagement with the campaigns.

Participants were asked to rate their perception of their skills and attitudes at the beginning and end of the workshop in five different areas: motivation; communication; creative skills; problem solving and self-confidence.

Comments at the start of the workshop revealed a lack of confidence and many seemed unsure of how to start working on their campaigns:

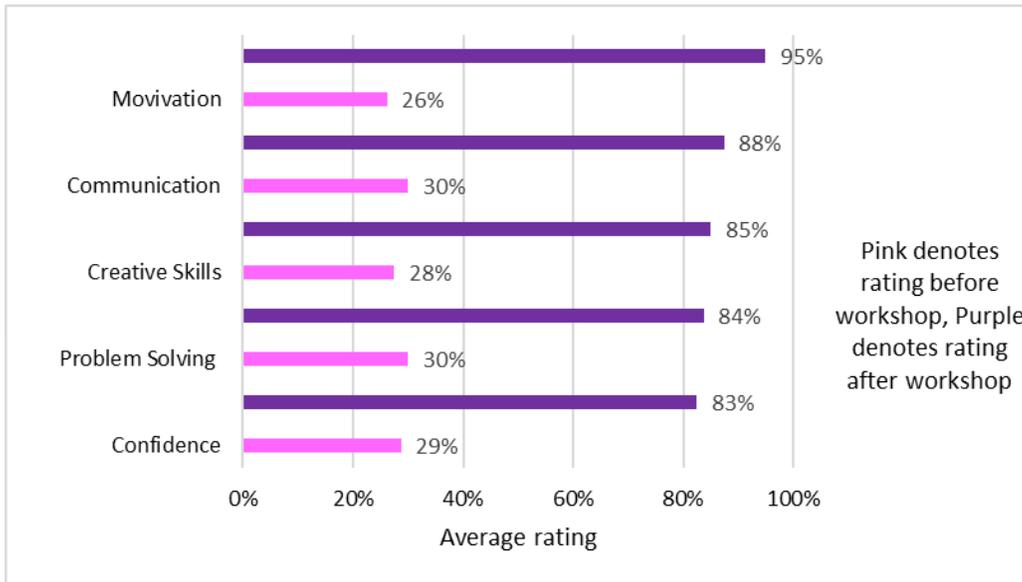
Not sure how my campaign will work.

Felt a little confused about a campaign and was unsure how to go about it.

Unsure of campaign, no idea of how to structure it ... didn't have a clear vision.

As Figure 1 shows, participants' rating in all five areas increased substantially after the workshop.

Figure 1: Feedback on self-perception (n = 7)



At the end of the workshop, their comments indicated that the session had helped to structure their thinking about the campaigns and helped them to plan the next steps:

I'm really seeing how our campaign can take shape.

I have a much better idea of what I'm doing and what my next steps are.

I have got a plan together ... clear direction. I am much more confident now.

Workshop 5

This first part of the workshop focused on the development of campaigning skills and tools and on how to measure the overall impact of a campaign. In the afternoon the group was joined by Khalid Mahmood, MP for Birmingham Perry Barr, who provided an insight into his political journey and political life at Westminster. The session with Khalid Mahmood was well received by some participants who found it helpful and appreciated his insights:

It was interesting to have someone like Khalid Mahmood because we got to talk to him and learn about how he got his position.

Others in the group felt that he was not a good representation of a politician and that it would have been better to have someone who had different perspectives. What was agreed by all was the value of the debrief discussion after Khalid Mahmood had left. This was felt to be “productive” and a “great reflective opportunity”

Workshop 6

This workshop was facilitated by Mischievous Marketing and focused on the practical skills to support the campaign work. Participants found this session very useful because it gave them an opportunity to work in their campaign teams and develop their own brand. Some appreciated the input from the facilitator:

I liked Hannah’s help with our branding – it helped to give us some insights into our campaign logo.

While others found the session helpful in giving further insights about the potential for marketing as a career choice.

The facilitator reported that levels of interaction were very high but felt that her slides could have been more relevant to the types of political campaigning that the group were focused on. She recognised that the campaigns were slightly different from what she had expected and that, in retrospect, she should have devoted the whole of the workshop to the theme of effecting change through social marketing:

I think with some of the campaign ideas, in terms of the behavioural change required and anticipating the responses from

stakeholders rather than on branding the sessions, might have been better to focus more on social marketing. This is an effective way to make change happen following a set process. It was touched on, but I think a whole session devoted to it would have been beneficial. (Facilitator, Mischievous Marketing)

Workshop 7

The morning session for this workshop, led by the campaigns officers from Friends of the Earth, was less structured as the aim was to provide an opportunity for the participants to be mentored about their campaigns and explore some of the challenges that they were facing. Participants recognised that although Friends of the Earth work on different campaigns there was considerable similarity in terms of the processes of engagement and influence. One of the groups made good use of their newly developed networking skills and persuaded one of the facilitators to contribute to their campaign blog.

The afternoon session provided an opportunity for skills development on the use of social media. The benefit of the session was that many of the techniques taught could be immediately implemented by the groups. The session also provided an opportunity for the groups to share their campaign plans and get direct feedback. The observation of the workshop facilitator was that participants needed to rein in their ambitions:

They were very passionate ... in fact some of their plans were very ambitious so I had to advise to make them more manageable in terms of their target audience i.e. they can't reach everyone, and to manage expectations according to their resources. (Shaista Gohir, MWNUK Trustee)

Participants comments revealed that they had enjoyed the session and benefited from it. In addition, the facilitator commented on how impressed she was by the group:

The groups were highly engaged and really enthusiastic and had really put effort into thinking about their ideas. (Shaista Gohir, Chair MWNUK)

There were no suggestions about improvements to this session, although one participant suggested having more sessions like this:

If more organisations could attend to provide guidance and support on successful campaigns.

Workshop 8

This workshop had the lowest attendance, mainly due to illness although some participants also acknowledged that this was a subject that they had covered already so chose not to attend.

Nonetheless, those who attended found the session useful because it integrated instruction with practical activities so that participants were able to monitor their performance throughout the session and adapt their approach in response to the feedback.

Participants were asked to self-assess their confidence levels about making public presentations. Before the workshop started, the average self-assessment score was 4.7 out of 10. By the end of the workshop the average score had increased to 8.

Workshop 9

The main activity in this session was the presentation of the campaigns to a “dragon’s den” style panel which included Ashley Bertie (West Midlands Deputy Police and Crime Commissioner) and Dr Nazia Hussein (then Lecturer in Sociology at Birmingham City University). Having worked on and practised their presentation skills in the morning session, each campaign team presented their campaign to the panel and received feedback on their work. For many participants the feedback was very valuable:

The opportunity for a practice run of the presentation was very helpful so we could see what we needed to work on.

Both panel members were impressed at the way in which participants responded to feedback:

The participants took heed of ideas from guests and incorporated them in their presentations, demonstrated their listening capabilities and commitment to social justice. (Ashley Bertie, West Midlands Police Crime Commissioner)

However, the panel members voiced concern about how to make the best of these talents once the programme ended and how to provide on-going support:

I wonder how we can ensure that these young women are further supported in their political activism within their communities after they complete the course. (Dr Nazia Hussein, Birmingham City University)

The only improvements suggested by participants were that the “dragons” could have provided some written feedback to which they could refer at a later stage and that feedback focused on actual presentation skills in addition to the campaign content.

Workshop 10

This session provided an opportunity for the group to refine their campaign presentations in preparation for the public event. This was really valued by the group because it helped them to “review progress, compare with other groups and get tips”. It also included an informal discussion session with Jess Philips, MP for Birmingham Yardley which was rated as “inspirational” by participants.

In the discussions with participants about the programme’s impact this session was one that was most often referred to as a highlight of the programme. As this was the final workshop, this was a positive ending to the formal programme:

Jess coming to see us (was a highlight), she gave us valuable advice and was a really good close to what has been a great experience.

The only suggestions for improvement were that there should have been more time with Jess Philips and for another high-profile speaker to share their experience to make this session even richer.

External Events

An event was hosted in July 2019 at Westminster by the Fawcett Society (a charity campaigning for gender equality and women’s rights) with 50:50 Parliament (a campaign which aims to achieve gender equality in Parliament). The event was targeted especially at younger women who were being encouraged to engage with senior politicians at the event, to find out more about having a career in politics and ultimately to consider standing for election. It included networking opportunities, workshops and a cross-party panel discussion.

The event was attended by several MPs and activists and included interactive workshops and speakers. There was also an opportunity for the programme participants to network with the people attending. For many, this was a new experience and they found that it offered them the valuable experience of:

Speaking to women of different political parties and getting their viewpoints.

Feedback from participants was highly positive with the vast majority reporting that they had found the topics and discussions of interest, felt able to participate fully, had gained knowledge and felt able to network and make useful contacts.

The realities of engaging in mainstream politics came across in many of the comments from the participants who were surprised at the political “point scoring” between the representatives of the different parties. For many of the group this was the first time they had engaged with politicians and they were struck by how partisan they can be:

[It would be better] if the politicians focused less on promoting their parties and more on discussing collaborative efforts.

The event provided a reality check on the current state of parliamentary political engagement within the UK as although the event was targeted at young women with an ambition to get more involved in politics, many of the participants were surprised about the lack of overall diversity at the event:

It has been a little disappointing to be the only BAME group/main representatives.

Suggestions from participants indicate that the structure of the event could have been improved so that it felt less rushed. It was also observed that this external event had not given the same consideration to disability and accessibility issues (e.g. providing larger print sizes for visually impaired people) as at the internal workshops.

In addition, a public event hosted by the Mayor of Birmingham was held on 6th March 2019 at Birmingham City Council banqueting chamber. This gave participants the chance to present their campaigns to an audience of friends, family and external stakeholders including city councillors.

Campaign groups

It was important that the topics for the campaigns were chosen by the participants themselves so that they could develop a campaign about which they were passionate.

The programme co-ordinator discussed possible campaign ideas with each participant enabling her to put participants with similar interests in the same group. Five groups were initially identified but as two of the groups merged due to having similar campaigns around disability, the final four groups developed the following campaigns:

- **Let's Talk Melanin** – a campaign dedicated to challenging society's beauty norms by celebrating body diversity amongst young Black women.
- **no2honour** was centred around exploring the concept of honour within specific communities and sending out a message of empowerment.
- **The Yay or Nay Project** focused on using education to empower women about consent and healthy relationships.
- **Ability for All** aimed to bring awareness about disability issues, gaps and concerns to universities across the UK.

Each group presented their campaign at the public event held on 6th March 2019 at Birmingham City Council House to an audience consisting of local councillors, the Lord Mayor of Birmingham, local, regional and national activist organisations, academics and participants' friends and family.

Final Review Session

At the end of the programme, a de-brief session was held with all participants which included a discussion about having a BAME women only programme and about career goals.

In the session about having a BAME women only space, the group considered whether there was value in involving White women in the group. Although there were some members of the group who thought this might have been worth considering, the vast majority felt that it was important for BAME women to have a space in which they felt safe to explore the issues that made a direct impact on them:

I wouldn't have wanted to share with White women because then my internalised anger would come out ... I would have to make my words neater to be careful of not offending.

Can we put an emphasis on the emotional engagement and investment we make in a group like this which other people can't understand? There is an emotional aspect to race difference and racism which others don't understand. It can't be translated, the work we did on this programme.

Others valued having a space that contrasted with work/university environments where many of the group felt their contribution got shut down. It also gave some of the women an opportunity to explore their own racial identities. One young woman, of mixed (Black and White) heritage said:

When I came to this BAME space, I found that my experiences were valid and not as silly as I thought they were, because I did and do have racialised experiences.

Where individuals were open to involving White women in the programme there was a sense that this was more about “educating” them about the issues faced by BAME women.

There was slightly less resistance to the idea of involving BAME men and trans-gender people in the programme as some participants felt that this would have enabled them to explore issues about sex, sexuality and gender:

I think I would've benefitted to a greater extent if I was in a mixed BAME group, particularly if it included trans individuals. Hearing about different minority groups' experiences is important and we could learn a lot from each other.

BAME men are diverse in their opinions and attitudes so as long as there weren't men who are hostile there could have been value in including them.

However, other members of the group were opposed to the idea as they felt they would not have been comfortable in exploring the issues that affected them:

I much preferred being in a space with all women as I felt more confident to partake in discussions and felt welcomed in the

environment. Generally having a space with all women felt very empowering and I would not change that aspect if a similar programme was to run in the future.

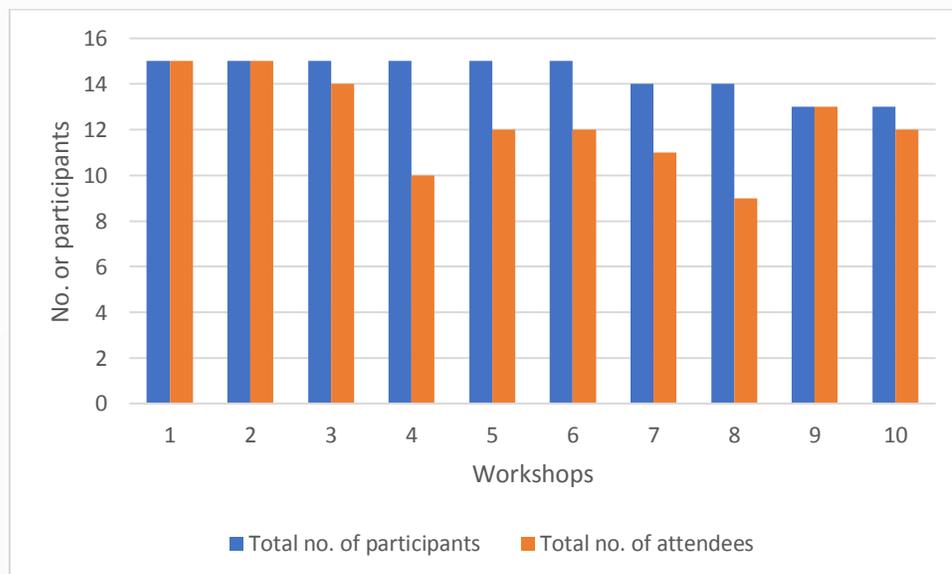
Many felt that having a completely diverse programme group (all genders and ethnic groups) would have lost the focus that was unique to this group and would have been too similar to other support or educational groups. As a result, around half of the participants said they would not have applied for the programme if it had been advertised as a mixed group.

3.2 Participation in the programme

Workshop attendance

Overall, the average attendance rate for the workshops was 85% although as Figure 2 shows, attendance was higher at the start and end of the programme. The higher attendance rates at the start of the programme could be explained by the fact that participants were more motivated and enthusiastic at the start of the programme and that earlier workshops were held in the summer break. Moreover, workshops 5 to 8 were held during the first academic term which may explain the dip in attendance.

Figure 2: Attendance at workshops



Of the 15 participants who were accepted onto the programme, four attended all ten workshops; in some cases, despite significant barriers that could have prevented attendance. For example, one participant had graduated and moved to London which meant getting up very early to travel to Birmingham to attend the sessions. In some cases, participants often had to turn down work or interview offers so that they could participate in the workshops

I was looking for full time work. It was hard navigating this with the demands of the programme – both campaign work and workshops but I committed and attended 100% of the workshops.

Some participants were so committed to the programme that they adjusted work and study schedules so that they could attend:

I had to take a hard look at all the different things I was doing, and I had to drop things so that I could carry on with the programme. The programme was so important, and I was 100% committed to keep attending because everyone was so motivated and passionate about it.

Participant Retention

Thirteen out of 15 participants completed the programme. Nonetheless, sustaining attendance over a ten-month period posed challenges for some of the participants. One participant left the programme in October 2018 and one in December 2018 because they were moving to new jobs. Exit interviews conducted with both participants highlighted some of the challenges they faced. Although the main reason for them leaving the programme was that they had both secured new jobs, they also highlighted the commitment required by the programme and in particular, the campaigning element:

Don't go in it for yourself ... we realised we were in a better position than the people we were campaigning for. Don't do it just for your CV, you are making a difference to the lives of others for real.

It is a big-time commitment, more than just the workshop day – creating the website, creating content there is a lot to do. My group found it hard as some of us were working full time/students ...we had to give up time at a weekend to do the work.

Nonetheless, both participants were extremely positive about the programme and felt that they had benefited greatly. For example, they explained how the programme had helped them build relevant skills and confidence to pursue future careers:

I wanted to get involved in changing our society but didn't know where and how. The programme has put me in the right direction and helped clarify my future career and how I want to make a difference in the world.

If you want a career in politics, it is a really good way to create those networks and the skills are practical and different to what you would learn on a politics course.

3.3 Supporting participants

One of the biggest elements of delivering the programme was providing support to the participants. This involved providing:

- one-to-one support
- support to the campaign groups
- support with inter-personal and group dynamics
- regular communication throughout the programme.

One-to-one support

Providing individual support was one of the main elements of the support provided to participants. Telephone calls were scheduled with each participant on a regular basis to review individual progress and to discuss any issues or challenges experienced by participants. These included dealing with issues arising from the programme structure, supporting individuals to identify their campaign group interests as well as dealing with campaign group dynamics.

In addition, four participants needed support around personal issues which were impacting on their ability to maintain their involvement in the programme. These issues resulted in two participants leaving the programme while the other two were supported to cope with problems relating to health and caring responsibilities at home.

Supporting the campaign groups

The process of identifying campaign issues and the formation of the groups started in early August 2018. Participants were asked to complete an online survey to identify their levels of interest in social, political, cultural and economic issues. As the Programme Coordinator explained, each participant was then followed up to discuss their responses.:

I called each one individually to go through their online answers and to help them narrow down their selection to a single category of issue e.g. gender-based violence or race discrimination. Each call would have lasted around 30 minutes and two participants were called twice because they were unable to select between two issue categories.

Following this process, each campaign group was provided with face-to-face group tutorials of around 1.5 hours as well as follow-up Skype calls.

Campaign group dynamics and conflicts

In addition to the support described above, the Programme Coordinator spent a considerable amount of time dealing with inter-personal relationships within the campaign groups.

The main issues in three of the campaign groups concerned people “not pulling their weight”, lacking commitment by not turning up to meetings that the group had arranged or not consulting with others in their group. Such issues intensified as the campaigns grew and two of the groups considered asking some members to leave the group.

Resolving these conflicts resulted in the Programme Coordinator being in regular contact with group participants. This was particularly intense during January 2019 when there was no formal contact with groups to allow face-to-face discussions to resolve the issues. Nonetheless, the Programme Coordinator reported that this process had resulted in unexpected benefits for all concerned:

Eventually problems were resolved by honest talking and both groups concerned emerged stronger for it. In one group,

participants mentioned that they had learned not to fear honest talking, how to understand others and how to negotiate solutions.

Regular communication

Finally, in order to sustain participants' motivation and involvement in the programme, the team recognised the value of providing regular communication. As such, a considerable amount of time was spent communicating with participants in between workshops and events. To facilitate this, a WhatsApp group was established at the start so that participants were kept up to date with last-minute changes to programme schedule. The WhatsApp group also served the purpose of enabling participants to communicate with each other and provide peer support.

As Table 2: Summary of support provided shows, running a capacity-building programme over ten months is resource intensive and required the programme team to maintain frequent contact with participants to maintain their involvement and commitment throughout the programme.

Table 2: Summary of support provided

Activity	Approximate time spent
One-to-one support around programme structure, organisation and timing issues	5 hours
One-to-one support around personal issues	2 hours
Choosing campaigns	9 hours
Face-to-face group tutorials	1.5 hours per campaign
Follow-up group Skype calls	2 hours
Support with group dynamics	3 to 4 hours

Clearly, the support provided by the programme team was greatly appreciated by many of the participants:

It was great to see a team of people who really cared about what they were implementing. They were all helpful and engaging from the beginning and they were happy to reply to my queries and took more time than perhaps they should have in making the programme be successful.

One participant felt that the programme team had worked hard to make the sessions inclusive and supportive for all the participants:

All material is accessible for me, despite my visual impairment and always kept in contact despite my on-going health issues – very supportive.

3.4 Meeting participants' expectations

Participants seemed to have a range of expectations of the programme before it began. Over half said that they wanted to develop their campaigning skills while others were hoping to learn more about politics and the workings of government. Six of the participants said that the programme had far exceeded their expectations and that it had made a significant impact on their political engagement and awareness:

I'm surprised at how much I've achieved on this programme and I am so grateful. My personal social medias are currently still in overdrive after the final event because my friends and family are incredibly proud of what I've achieved (as am I!), and it's so overwhelming but so empowering!

I have developed a plethora of skills. I was able to work on group skills in organising meet ups and communicating effectively (written and verbal). Time management was not something I thought I would be working on but have made changes to this effectively.

A further five participants were pleased that their expectations had been met and that they had achieved what they had hoped:

I have had the opportunity to network with various people, create my own campaign - something which I wouldn't have felt confident to do before, and finally enhance my skills.

Two of the participants felt that the programme had not met their expectations as they thought the programme was going to focus more on developing leadership skills. The programme team recognised that there was an issue about a “shorthand” branding of the programme as a leadership programme which was subsequently corrected.

3.5 Summary

- A total of ten day-long workshops were delivered over the course of the programme and included a range of subjects from 'Exploring identity' and 'What is politics' to 'Issues and campaigns in contemporary Britain'. They also included skills-based workshops to increase participants' skills, knowledge and confidence in developing and running campaigns as well as public speaking.
- Additional events were held that gave participants networking opportunities and a chance to present their campaigns to the wider public.
- The overall average attendance at the workshops was high although high attendance rates at the start of the programme reflected possible motivation and enthusiasm levels among participants as well as the timing of the workshops in relation to the academic year.
- Retention rates were also high with 13 participants completing the programme.
- The project team spent a significant amount of time providing support to participants both individually and in groups and particularly in terms of dealing with inter-personal issues.
- Overall, feedback on all the workshops and events was extremely positive from both participants and facilitators. Most of the participants felt that the programme had met their expectations.

4. SUGGESTIONS FOR IMPROVEMENT

This section summarises the suggestions made by participants in terms of improving the programme. It is based on feedback from twelve participants.

4.1 More information on the programme

Some participants wanted more information about the expectations for the level of commitment expected. This included more detail about what each workshop session would focus on. In addition, two people said that they had not realised that developing a campaign was part of the programme.

4.2 Programme schedule

A few participants were also unhappy about the workshop timings because of competing demands on their time and suggested that it would be better to organise workshops at weekends or in the evenings. However, the programme coordinator explained that all participants had been informed of dates and times when they attended their interview and that their acceptance on the programme was subject to their commitment to attend all the workshops.

4.3 More events and speakers

A few participants wanted more events and a wider range of speakers. There was also a request to develop more interactive activities involved in the workshop days so that the information could be more easily absorbed

4.4 More support for campaigns

Many of the suggestions for improvement related to the campaigns and the need for clearer deadlines and expectations, particularly towards the end of the campaigns:

There was a lot of support at the beginning of the campaign and there was very little at the end which was when we needed it.

Running a campaign was challenging, there was not quite enough support to start with and we needed a better structure in place to build on. More guidance to work to. The worksheets felt like checklists; they were helpful but needed a better way of doing this.

5. DIFFERENCE THE PROGRAMME MADE TO PARTICIPANTS

This section summarises the difference the Doing Politics Changing Society programme has made to young women from BAME communities in terms of increasing their confidence, developing their knowledge and skills to initiate change and learn about political and civic life as well as developing their personal and communication skills.

5.1 Increased knowledge about UK civic and political life

All the participants were either graduates or undergraduates in programmes related to the social sciences such as sociology, law, politics and international relations and therefore had an active interest in current affairs:

Through my studies and research, I have gained extensive knowledge on a range of matters. Keeping up to date on current affairs supplements my knowledge in these areas.

I would like to increase my knowledge of current affairs internationally and be aware of what is happening around the world in more detail.

Given their relatively informed backgrounds, it was surprising that ten participants felt that there was a shift in their overall awareness and interest in current affairs:

It's developed a lot! I'm a sociology undergraduate final year student so technically it should have already been but my interests were only in certain areas such as race and disability.

I have always been interested in current affairs so this has not improved hugely but my interest and knowledge about more local affairs has definitely developed over the course of the programme.

For participants who were still completing their undergraduate studies the programme has contributed to an increased awareness which they are able to make use of in their academic studies:

I have begun actively not only following stories but also being critical of what I see. I can see the efforts of grassroots campaign and other organisations when it comes to the whole policy making

process in total. It has also helped me specifically in my modules at university, such as my current module, 'protest and politics in a globalised world', where I am remembering much of what I did during the programs and applying to my assessment.

5.2 Increased knowledge and skills to initiate change

Many of the participants also said that the programme had developed their knowledge and skills of how to initiate change. Many participants were not comfortable and confident in the use of social media. For example, one participant had never used Instagram or Twitter before the programme:

I was not even aware of the different forms of social media. I didn't have any accounts and I didn't realise how you could use things like hash tags to support a campaign.

Even those who were familiar with such social media platforms found the workshop on social media skills helpful in terms of campaigning work:

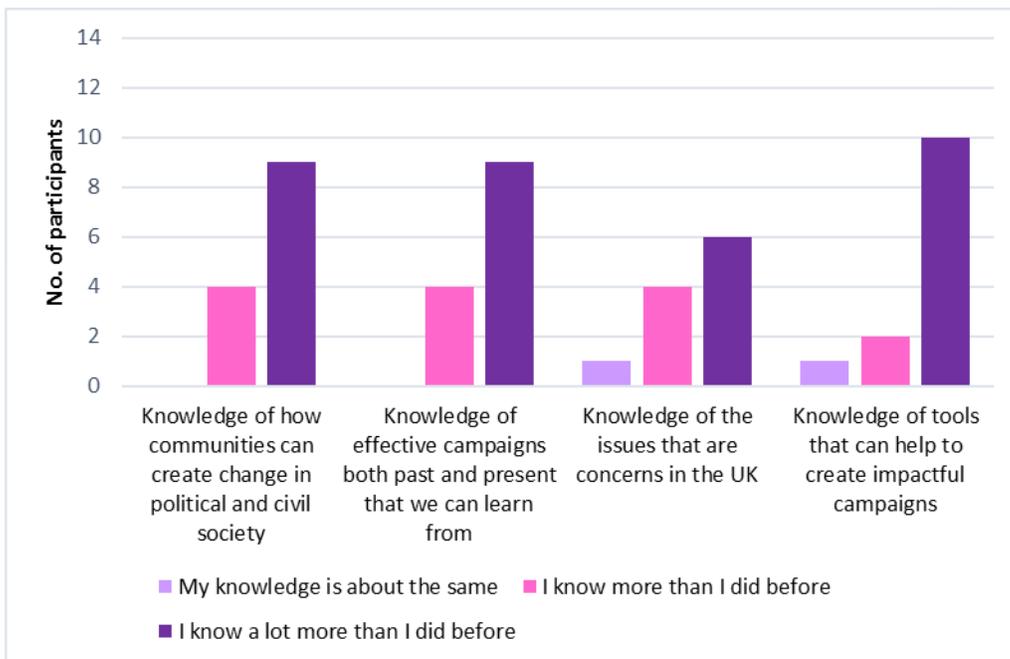
The social media workshop was the best session I have ever been on. I have done this type of session at university but Shaista went through it in a lot of detail and really gave us some tips and techniques.

The campaigning element of the programme was integral to the learning experience and the learning from this has provided participants with tangible skills that will make it possible for them to create independent campaigns in the future:

It was so helpful to have the support of the organising team to shape the campaign. I have been interested in social issues for years but didn't have the skills or confidence to develop a campaign.

Moreover, as Figure 3 (overleaf) shows most of the participants felt that the workshops had helped increase their knowledge about how communities can create change in political and civil society, effective campaigns both past and present, the issues that are concerns in the UK and of tools that can help to create impactful campaigns.

Figure 3: Improvements in knowledge



5.3 Increased ability and confidence to pitch campaign ideas to stakeholders

The process of developing a campaign and then having to present it in public took many of the participants outside of their comfort. Very few of the participants were from families that were politically active and therefore did not have access to many role models from BAME communities. As one participant explained:

My mum is a strong confident woman but she will not speak out in public so her voice does not get heard.

Meeting influential people throughout the programme made an impact on the participants and offered them new role models of activism for their future:

Seeing a Black woman walking into the room and she totally owned that room, to have someone so amazing is talking to you. She was successful in her work and as an activist.

It enabled me to see that women from BAME backgrounds are politically engaged and to see how small organisations like MWNUK can achieve a lot.

In addition, developing their presentation skills helped many of the participants to make the step from supporting a campaign from the side lines to take central stage. It was a step away from what participants had already experienced in their careers:

Schools don't really teach you. They just make you get on stage but in this workshop, we were told everything we should do to make an impactful presentation and connect with people.

Having to balance the expectations of the programme with their existing study and work commitments clearly helped many of the participants to develop their organisational skills:

I didn't realise that this was something that I was good at. It is not just about a checklist but now something I really value in myself as a skill.

One of the external speakers described the changes they had witnessed in terms of participants' confidence to present their ideas:

When I first saw them, they were at the very early stages of starting to plan their projects and they were, in some cases, unsure of how to best develop their ideas. By the time I saw them at the end they had finished the projects fully and were able to confidently and effectively present them. It was very rewarding to see them at the end of the projects, to see such positive results and how their confidence had grown. (External facilitator)

5.4 Increased confidence

All the women interviewed talked about the way the programme had increased their confidence and their ability to engage with a wider public and several spoke about how they felt they had changed since being involved in the programme:

I don't need to be quiet. I can take my voice into the world.

The programme bought out my confidence. I remember in the first session I did not talk to people, but mixing with other people from different faiths and backgrounds has helped build that confidence.

This was echoed in some of the feedback collected from family and friends:

She has become more self-confident... this opportunity has really pushed her and it is amazing to see how she has changed. (Friend)

She is much more confident now. I am proud of her. (Parent)

For many participants just completing the application form seemed to be a significant step in developing their confidence. One young woman explained that she had been reluctant to apply for the programme:

It looked really interesting but I lacked confidence in myself. I decided to push myself and try. If I wasn't accepted ... at least I'd have tried.

5.5 Improved personal and communication skills

As Figure 4 (overleaf) shows, when asked whether the programme had helped increase their interpersonal skills, there was noted improvement in all six of the chosen areas of communication/interpersonal skills. In particular, over half (53%) of participants felt they had made real progress in being able to:

- express themselves
- listen to the views of others with patience and respect
- challenging discrimination.

The skill which it was felt had least improved overall was the ability to separate fact from opinion with seven of the participants feeling that their ability to do this was about the same as before.

Figure 4: Skills relating to personal development



Better understanding of others

Some of the participants reported that being on the programme had also helped them to have a deeper understanding and awareness of others:

Although we were all BAME women we were all different and I enjoyed talking and communicating with the others on the programme, learning to listen and to respect different views.

The different perspectives have made me realise that I am ignorant about certain demographics and being able to meet people from different faiths, survivors of abuse, people with disabilities and really understand their worlds has been so valuable to my development as a young Black woman.

They also felt that working on the campaigns alongside others had developed their ability to empathise with others:

Working with a group of strangers over a nine-month period and having team members who joined the team later than others – had to stand in their shoes and understand the challenges that they faced.

Increased team-working skills

Working as a team brought with it disagreements and conflict. Some participants found that they had developed better team working skills as they faced the challenge of managing different expectations and of trying to develop a campaign from a very broad agenda of views.

In addition, in one of the campaign groups, a member had to learn to work virtually as they were no longer located in the same place after they both graduated, and one had to move away from Birmingham.

We had to learn how to schedule things and how to work together without face to face contact.

Working collaboratively with others is a skill that is often in high demand in the workplace and in campaigning work. The participants recognised in the impact interviews how valuable this learning will be for them in their respective futures:

It has taught me a lot of skills that I have not fully realised yet about working with others in teams.

Developing mentoring skills

Finally, one of the campaign groups developed a mentoring programme with younger women as part of their campaign which gave them insights into the importance of their role:

I learnt the value of being a Black role model to young women and learning to be open minded to what they were saying and listening to them.

5.6 Summary

Feedback from participants revealed that the Doing Politics, Changing Society programme has increased their knowledge about UK civic and political life, their knowledge and skills to develop and implement campaigns to change aspects of their world and to develop participants' personal and communication skills. As a result, participants reported that they felt more confident in themselves as well as in pitching campaign ideas to stakeholders. Moreover, by providing opportunities for networking and talking to role models, the programme has enabled participants to feel that their horizons have expanded.

6. WIDER IMPACT OF THE PROGRAMME

In addition to the immediate benefits for participants described in the section above, there is some evidence of the wider impact the programme has made to those involved.

6.1 Outcomes for MWNUK

Overall the team at MWNUK benefitted from the involvement with this research project because it deepened their knowledge of the topic and gave them insights into how to engage with young non-Muslim women from BAME communities. In particular, it has enabled MWNUK to bridge the gap between the lived experience of Muslim women and ways of engaging on issues that matter to them:

A lot of the young women do not come from families that are politically active. There is something about seeing it as a norm to be an activist.

The team at MWNUK also felt that the programme had shown them the value of integrating theory with practice – something they had not previously considered within their own workshops:

The idea of creating sub-groups helped create peer pressure and ... meant that they were able to keep the momentum going. This was not by chance – participants had to learn how to work alongside others, make compromises and find common ground just as they would when working with an activist orientated group. (MWNUK)

Being part of the Doing Politics, Changing Society programme has also benefited MWNUK by increasing their profile as an organisation with experience of running a capacity building programme and engaging women in political life. This has resulted in them submitting a funding proposal with a coalition of groups (led by the Fawcett Society) for a training programme aimed at encouraging women to stand for election. This application for funding has been successful and the 'Equal Power' programme is being run for three years from January 2020 (<https://www.fawcettsociety.org.uk/equal-power>).

6.2 Longer-term impact of the programme for participants

Follow up interviews with participants after the end of the programme revealed that many had started thinking about how they were going to put into practice what they had learnt on the programme.

Future campaigning

The intention of this programme was to support women from BAME backgrounds to overcome barriers to political and civic engagement and to be more open to the idea in the future. When asked how likely they were to continue getting involved in campaigns to change society, the vast majority (92%) said they were likely to do so. Their comments included how the programme had inspired them to get involved in more campaigning work in the future:

I feel much more confident to take on other campaign work. I did not realise how much we didn't know about campaign work and social media impact.

It has got me to question things more - how things work, how governments work, how you must persist to get your ideas across and what each of us could be doing to contribute to civic society.

Data from social media revealed that all four of the campaigns continued to be active after the programme ended. In particular, the “Let’s Talk Melanin” campaign has combined a social media campaign with a mentoring programme at a girls’ secondary school in Birmingham. They ran a series of workshops and mentored and supported pupils individually. The deputy head-teacher commended on their work with the young women, recognising that this can be a challenging group to engage with.

The “Ability for All” group focused their initial efforts at Aston University where the student union had recognised it was not addressing disability issues in its campaign work and so provided organisational support and some funding for the campaign. This has now become part of the campaign and awareness raising work at Aston university and discussions are taking place about extending this to other universities in the Midlands area.

Some of the campaign groups are also exploring ways of collaborating with each other and developing a joint project or event.

Feedback from the policy officer at the Office of the West Midlands Police and Crime Commissioner revealed how the campaigns from the programme could contribute in the future:

Every project was unique. There is a huge gap in support for university students who have experienced / are experiencing sexual violence, especially with emerging 'LAD culture', students are expected to go along with it and accept it for what it is else they fear isolation or seclusion from university events etc. Plus, there are very few universities with sexual violence advisors on campus; therefore, Yay or Nay has real potential to take off and deliver some excellent messages.

Within the Victims' team at the OPCC we are working with our honour-based violence and forced marriage support organisations to create a consortium, with the aim of sharing best practise and learning from each other in order to deliver a comprehensive service across the region. We're in the early stages, but there is potential for involvement there from No2Honour, even if it just a scoping exercise for them to be involved in.

In addition, participants also reported on what they had been doing on an individual level. For example, one participant said that she has been encouraging fellow students who expressed disengagement with the political system to register to vote while another reported that she was going to set up a support group within her faith community to focus on mental health.

Career Development

The programme has provided inspiration to participants about different career opportunities by providing insights into worlds that they had not considered before:

The marketing workshop was great, I really enjoyed it. I had no idea previously what this was and that I could consider a career in this.

[I am looking into] careers in an NGO or an organisation like the national crime agency ... really making change happen.

One of the participants, who is visually impaired said that she had felt empowered to do more about her disability:

I feel more [confident] to be able to talk about my disability in a positive manner. It's been like a therapy for me so I feel like the campaign has supported me as a person. I didn't think it was that important and I know now that I want to make a career for myself in policy and make that kind of change, I have found my voice.

In addition, those that were seeking work were already using their participation in the programme as evidence of their skills:

At my temp job interview they were really interested and impressed with this programme.

I went to a social science event and there was a guy talking about political researcher internships, I had never known that there were such roles but when I talked to him about it, I realised that these were things I had done on this programme. So, I applied and have an interview.

Participants also seemed to have a new found confidence to pursue new opportunities. For example, some participants had clearly been inspired by what they had heard from the speakers in the programme:

It has given me the confidence to find out what I don't know, and Jess Phillips recommended that we just ring people up and ask to shadow them.

I now realise that there are so many other roles e.g. marketing/policy work and I have taken inspiration from the speakers and their careers so I am going to do some work shadowing now.

It was hoped that the programme would make a significant and long-term impact on the lives of the individual participants. This comment from one participant sums up the impact of the programme:

I really needed something that would push me outside of my comfort zone, allow me to work with like-minded people who wanted to make a difference and allow me to find my own voice. I've had the fantastic opportunity to do that and so much more and for that I am incredibly grateful to everyone involved! I now feel more like the person I wanted to be but didn't think I could be before. I know what I want to do career wise - to get involved in social research and use that to promote social change.

6.3 Sustaining the programme

In order to sustain the programme beyond its funding period, the programme team developed a number of resources. These included a toolkit, a short film and a website to raise awareness of the programme and to help organisations and groups who wish to engage and empower under-represented groups to become more involved in civic and political life.

The toolkit and film can be found at www.doingpolitics.weebly.com or by clicking [here](#)

6.4 Summary

Apart from the immediate benefits for participants, the Doing Politics, Changing Society programme has had a wider impact. This has included benefits for MWNUK itself in terms of increasing its profile and reputation as well as in developing its learning in terms of working more effectively with young women from BAME communities. In the longer term, the programme has provided the participants with the necessary social and networking capital with which to continue carrying out campaigning work and many reported that the programme has helped them to think about and plan their future careers.

7. KEY LEARNING

This section highlights the key learning that has emerged from this evaluation in terms of designing and delivering a capacity-building programme for an under-represented community.

- It seems that delivering a capacity-building programme over a long period of time and designing a programme so that the knowledge and skills are applied cumulatively throughout the programme can achieve sustained changes for participants.
- Providing both a theoretical grounding in civic issues and politics as well as practical campaigning tools and skills enabled participants to feel they could influence change.
- Taking into consideration participants' other commitments when developing the structure of the programme is important in ensuring sustained participation in the programme. This was particularly important on this programme as most of the participants were students.
- In addition, the quality and variety of workshops and speakers was key to the sustained involvement of participants.
- In promoting the programme, the use of personal networks to publicise the programme worked better than cold leafleting. Most participants had heard about the programme from their tutors or supervisors who recommended it to them.
- Having a rigorous application process resulted in attracting participants who would be able to fully commit to the whole programme. This was demonstrated by the high retention rate over the 10 months of the workshop programme.

8. CONCLUSION AND RECOMMENDATIONS

8.1 Conclusion

This evaluation has shown that the Doing Politics, Changing Society programme has opened up new horizons for the young women involved. By giving them insights into the realities of working within the existing political structures and exposure to strong role models and speakers who have been able to create change, the programme seems to have had a lasting impact on many of the participants.

A consistent message throughout the evaluation was that the programme had given participants the belief that they could make a difference in society and the confidence to commit to engaging in changing political and civic life. Many of the participants spoke about the programme giving them a voice and that the skills that they learnt on the programme had helped them to believe that what they had to say was worth sharing.

The development of the four campaigns provided participants with a strong understanding of the process of campaign development and gave them the tools that would help them with future campaigning work. Many of the participants have plans to continue working on their chosen campaigns or on new campaigns. The programme has clearly opened up their horizons to new possibilities and careers.

The evaluation has also shown that a collaborative approach can be beneficial to the parties involved. It seems that MWNUK benefited greatly from being involved in the programme as it has brought them additional funding opportunities as well as credibility and profile within the mainstream women's movement.

In conclusion, this evaluation has shown that the Doing Politics, Changing Society programme has delivered an effective capacity-building platform that has given participants the belief that they can influence change. By delivering a programme over a long period of time and enabling participants to apply their knowledge and skills cumulatively throughout the programme, participants have reported sustained changes such as increased confidence and belief in themselves and their role in society. Ultimately, the programme has increased participants' social capital and had an impact on their lives and their role in society.

8.2 Recommendations

In designing and delivering a similar programme in the future, the following suggestions are recommended:

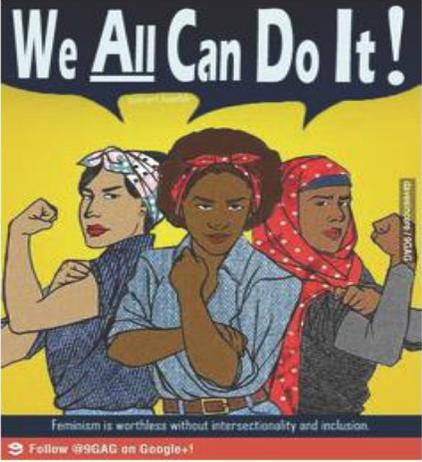
- Part of the learning was about working in groups alongside other activists who may have different priorities and finding ways of reaching compromise. Some of the participants struggled with this aspect of the programme and although they learnt from it there could be improvements made to pre-warn them about this happening and some skills in conflict resolution in small groups could have been a useful addition to the programme.
- Clearer information at the start of the programme – some participants suggested that there could be more explanation at the recruitment stage about the campaign element of the programme so participants were more aware about the overall time commitment.
- Some participants have also suggested that clearer milestones for the campaigns would have helped all the campaign groups to keep focused in a similar way, as some were very late to deliver their campaign information.
- It may be appropriate to use the data generated from the “Three Wishes” on the application form to engage participants in possible campaign ideas from the first workshop so there was longer for the participants to reflect on possible ideas before committing to a campaign focus.

Appendix One: Programme flyer

DOING POLITICS, CHANGING SOCIETY
Black, Asian, Minority Ethnic Women and Activism

*Get yourself some active citizen and leadership skills!
Change the world beyond your doorstep ...*

*Make society work for everyone regardless of
gender, race, religion, sexuality, disability, age ...*



Where	The Priory Rooms, Bull Street, Birmingham
When	June 2018 to March 2019
Programme Leads:	Khursheed Wadia khursheed.wadia@warwick.ac.uk 07802 770269
	Faeza Vaid faeza@mw nuk.co.uk 07535 703567
Programme Administrator:	Risha Chauhan contact@mw nuk.co.uk 0121 236 9000

Appendix Two: Application form

BME Women and Activism: Doing Politics, Changing Society Workshop Programme 2018-2019

APPLICATION FORM

Section 1: Personal Details

First Name:	Surname:	Age:
Address:		
Post Code:		
Tel (Home):	Tel (Mobile):	
Email:		

Please answer all of the following questions:

- We will be carrying out group interviews **two weeks before** the programme, in the week commencing 4th June. Are there any dates on which you will not be available?
- Are you available to commit to 10 workshops between June 2018 and March 2019?
- Are you able to pay a £30 returnable deposit if you are successful? If not, please note that concessions are available. Please outline why a concession is required:

Section 2: Education and Training

Please start with the most recent.

Educational/Training Establishment	Qualification	Dates Attended

Section 3: Employment and Voluntary Work

Please start with the most recent.

Employer	Position	Dates Employed

Section 4: Your Political and Civic Engagement

Please answer the following questions:

- 1) How much do you feel you know about current affairs/what's in the news?
(Maximum 150 words)
- 2) What does being politically and civically engaged mean to you? (Maximum 150 words)
- 3) Can you remember any particular campaigns that have moved you to action? What made the campaign gain and sustain your interest? What action did you take as a result? (Maximum 200 words)
- 4) If you could wave a magic wand and change 3 things to improve the lives of other women like you, what would they be and why? (Maximum 200 words)

Section 5: Social Media and IT Skills

On the following scale please rate your level of skill in the following areas. Be as accurate as possible, we will help you to develop these skills on the programme. (Tick appropriate box)

	None	Basic	Moderate	Proficient
Twitter				
Instagram				
Facebook				
Snapchat				
MS Word				
MS Excel				

Section 6: Declaration and Signature

I declare that the information given in this form is true, complete and accurate:

Signature:

Date:

Please email completed application by 12pm on **Friday 25th May 2018** to contact@mwruk.co.uk

Appendix 3: Workshop details

Workshop details	Themes
<p>Workshop One: Monday 18th June Joy Warmington (BRAP Birmingham); Khursheed Wadia; Faeza Vaid</p>	<ul style="list-style-type: none"> • Who am I? What do I want to achieve in the World? Exploring identify and how it affects the way you relate to others • What is politics, who does it and where is it done? What are the barriers and facilitators shaping our political engagement?
<p>Workshop Two: Friday 13th July Rachael Dodgson (UK Parliament Education); Khursheed Wadia; Faeza Vaid</p>	<ul style="list-style-type: none"> • Getting Heard in Parliament • Women and the Vote • Women of Colour in the Suffragette Movement • Why we Vote and what it means to us?
<p>Additional Session: Wednesday 18th July Fawcett Society/50:50 Parliament Event Westminster, London</p>	<p>Courage Calls: Ask Her to Stand</p> <ul style="list-style-type: none"> • Networking event with workshops to explore roles in politics • Cross party panel discussion • Workshops on themes encouraging women to become politically active
<p>Workshop Three: Friday 27th July Ashley Bertie (West Midlands Deputy Police Crime Commissioner); Dr Shola Mos Shogbamimu (Global women's rights activist); Khursheed Wadia Faeza Vaid</p>	<ul style="list-style-type: none"> • Issues and campaigns in contemporary Britain • Group Work • Insights into the world of activism and campaigning: learning from experienced campaigners
<p>Workshop Four: Monday 20th August Zeddie Lawal (Beatfrees); Khursheed Wadia; Faeza Vaid</p>	<p>Exposure to Tools 1</p> <ul style="list-style-type: none"> • Art and creativity to develop ideas and issues into social action campaigns
<p>Workshop Five: Friday 7th September Khursheed Wadia; Faeza Vaid; Khalid Mahmood (MP Birmingham Perry Barr)</p>	<p>Exposure to Tools 2</p> <ul style="list-style-type: none"> • Campaign evaluation tools and techniques • Meeting an elected representative and learning about their political journey
<p>Workshop Six: Monday 24th September Hannah Price (Mischievous Marketing); Faeza Vaid</p>	<p>Campaign Marketing and Branding Strategies</p> <ul style="list-style-type: none"> • How to make a sensory impact with your campaign • How to communicate your key message
<p>Workshop Seven: Saturday 20th October</p>	<p>Campaign Development and Social Media</p>

Jodie Etheridge and Libby Harris (Birmingham Friends of the Earth); Shaista Gohir (hair of MWNUK)	<ul style="list-style-type: none"> • Opportunity to reflect on campaign work and how to influence others with mentoring support from campaign team at Birmingham FOE. • Skills based social media training
Workshop Eight: Monday 19th November Precious Babatunde (Speakers Trust); Khursheed Wadia	Skills Development 1 <ul style="list-style-type: none"> • Development of presentation skills in preparation for the public event • Public speaking performance
Workshop Nine: Monday 10th December Ashley Bertie (West Midlands Deputy Police Crime Commissioner); Dr Nazia Hussain (Birmingham City University); Khursheed Wadia	Skills Development 2 <ul style="list-style-type: none"> • Time for campaign work development and campaign launch • Presentation of campaigns to a 'Dragons Den' type panel
Workshop Ten: Friday 8th February Jess Phillips (MP Birmingham Yardley); Khursheed Wadia	Skills Development 3 <ul style="list-style-type: none"> • Opportunity to refine campaigns for the final public event of 6th March 2019 • Inspiring women talk

This report is based on an evaluation carried out by Christine Bell, Centre for Facilitation.