Barkerend Youth Resilience Programme Year 2 Case Study

Overview

The Barkerend Youth Resilience Programme is a place-based program which aims to create a positive environment in which young people can grow up, in order to build youth resilience and protect young people from the risks and harms of exploitation and violence. In year 2, the project has supported and delivered a number of interventions including: youth prevention work centred on sports, wellbeing, and arts and crafts; sports and physical activities such as a football summer camp; creative activities including arts and crafts; and a number of community social events with the main event being a party in the park wherein community members, steering group, and delivery partners attended. This has resulted in increased collaborations between community and the project delivery partners, between and among local delivery partners, and enhanced trust within and by the community. By the end of year 2 delivery the programme has reached 1,817 children and young people.

Action Plan Themes

Strategic Theme A

Build capacity through partnerships, collaboration, training, and small grant facilitation. Key activities:
1. Capacity building.
2. Training.
3. Young people's forum.
4. Small grant facilitation.

Strategic Theme B

Engaging vulnerable young people for better mental health. Key activities:
1. Youth Worker support.
2. Awareness and education on vulnerabilities.
3. Connecting with mental health support.

Strategic Theme C

Role modelling, mentoring and career pathway support. Key activities:
1. Promotion of positive role models.
2. Mentorship.
3. Career pathways support.

Key achievements in Year 2*

Strategic Theme A

A variety of youth-focused community activities were supported through 14 small grants awarded for projects starting January 2025. These included:
- Creative & Skill-Based Workshops:
  - Rap, DJ, graffiti and self-defence sessions, youth club Boy's Kitchen.
- Sports & Wellbeing:
  - 6-week boxing and nutrition programme separate sessions for boys and girls.
  - Summer activities like gender-specific swimming, mini-quad biking, trampolining, and a social/sports club across various venues.
  - Day session at an outdoor pursuits centre.
- Annual Youth Forum with 75 young people involved in project activities.
- Greenspace groups delivered park clean-ups

Strategic Theme B

- For Girls: Cooking and dessert workshops, monthly wellbeing sessions with a residential weekend, mindfulness, body image and mental health awareness, and discussions on hygiene, menstruation, culture, and religion at local faith centres, and learning about making ethical career choices at local secondary school.
- For Boys: Healthy eating workshops and sports sessions through faith settings.
- Mixed Activities: Badminton coaching, youth club sessions,

Strategic Theme C

- Self-defence training and awareness sessions.
- Better Education Better Lives programme at local secondary school providing GCSE support for vulnerable students.
- DJ/music workshops as part of Role Modelling and Career Support plans.
- Boxing training and career insights from a local pro boxer.

Issues with data sharing/management/protection

"We're still not quite there with other providers doing their own thing. For example, some may run small grant activities on their own, but some of the young people attending those activities may also be involved with other providers. It's tricky to manage, especially with data protection rules. We need to be careful about sharing info, especially since some activities could be sensitive. When so many providers are running activities in the same area, there's going to be some young people attending multiple programs" (Lead Co-ordinator)

Breakdown in relationships and communication

"There's been a personnel change in the policing. The neighbourhood policing inspector role was previously held by [name] but at one of our launch events for a small grant activity this Wednesday, someone introduced themselves as taking over his position. It was good to make that connection, but whenever there's a change like this, especially in neighbourhood policing, it can have an impact. The officers spend so much time building relationships within the community, and then those connections can be disrupted when there's a change in leadership". (Lead Co-ordinator)

Under-engagement from some external statutory partners

"We've worked with them showed them what we're doing, their plans, they haven't reciprocated, it's not a two-way relationship. It's us providing them with information about what we're doing and if that's what keeps them happy, fine, we'll do that, we have nothing to hide. Even when we are asked for the application, we would ask them for their contacts and other people they're working with as well to share them." (Steering Group Member)

Inconsistency with deliverables related to funding

"I think the other barrier is that I know it's hard, but due to the funding, we can only deliver an X number of sessions. For example, the girls' multisport session, it takes a lot of effort and energy to get that up and running but after eight to 10 weeks, when it's finished, it's finished. Then you've lost that cohort of girls, you've lost that relationship, you've lost that contact, then now we're building it all back up again. It's a nuisance more than anything because there's no sustainability." (Delivery partner)

Administrative delays

"It's just constantly reminding, chasing, giving the heads up a few weeks beforehand and slowly hanging out, seeing your report. Yeah. Where's your report? Kind of thing." (Steering Group Member)

Outcomes & Impact*

Diversity in collaborations

"I'm doing it in collaboration with a couple of other organisations. The one I chose this year [organisation name] because I think the work they do is very unique in terms of supporting children with the with the education and the booster classes, and they did amazing stuff last year last year and I thought I've got to continue with that again. And this year I chose to work with a new organisation, [organisation name] a mosque [name]. For me, that was great because what they've done as well is not just for the students who are at the mosque, it's open to anybody within that vicinity. That area to come and be a part of it and a lot of, especially in South Asia and the Muslim Community, they see Mosques as a safe space and some of the kids that are at the mosque are the same kids that never get to go to the youth centre and stuff." (Delivery partner)

Enhanced collaborations between community & delivery partners

"We've seen some great collaborations form between our community partners and delivery partners, especially ones that were part of the programme from the start. In the first year, some of them were doing their own thing with

small grants, but this year they've started teaming up and going for some of the larger grants in our activity programme, which has been really positive and successful" (Lead Co-ordinator)

"The co-design phase allowed community groups and young people to express their needs, and now, the activities reflect that input. Those who were part of that initial phase recognise the direct link between community feedback and what is happening now." (Lead Co-ordinator)

Community Trust

"Knowing particularly that parents have the trust of those people, so parents are comfortable letting their children go out to attend activities. Especially for girls, there is mistrust and hesitation around letting the girls out to attend activities if they don't know what that activity involves, or they don't know who's delivering that activity. Having female led instructors and letting them come in and see that this is going to be a female only space for the time that the activity is running, and it gives some reassurance for parents. That continues to be really successful" (Lead Co-ordinator)

"For me it was my mum, without her I wouldn't have done any of the classes, she was the one who pushed me. I feel like for me tell the parents fist, but I think overall it should be angled at both parents and children." (Young Person)
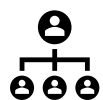
Young people's improved self-confidence

"I haven't been coming [to rapping lessons] long. Last week there were four people watching me, I would just say that I've improved a lot because I used to stutter a lot and take a lot of time." (Young Person)

"I think it was learning about being safe online, I know I can seem fun, but I can also be naive and like there has been times where I have had run ins online with people which has led to threats and complications in school. So, I think this training would help me not get in similar scenarios in the future." (Young Person)

Making pragmatic decisions to increase sustainability

"It's about creating a foundation for future collaborations and partnerships that are sustainable in the long term … the focus is on making sure it benefits young people and balancing both quantity and quality" (Lead Co-ordinator)

"We were faced with two very worthy applications on one of our large grants, and we had to think about how to choose between them since both were equally deserving of funding and could do great work, both met the criteria, etc. It came down to which one of these was more likely to help build sustainability within the neighbourhood. We had to ask ourselves if what we are building now will work not just for this programme, but for the future too." (Lead Co-ordinator)

Role modelling for other organisations

"Another project focused on urban regeneration asked us to share our templates for recruiting third-party organisations and how we give out small grants … I showed them what we did, and they were like, "Wow, you just made our lives so much easier." So, that's another positive impact." (Lead Co-ordinator)

Next Steps*

- ➢ Patient and Public Involvement (PPI) in delivery plans including less represented groups like the Gypsy and Traveller communities
- ➢ Engaging more vulnerable and minority groups such as:
  - o Underserved ethnic groups
  - o People with learning disabilities or neurodivergence
- ➢ Addressing past years' challenges and create better resilience
- ➢ Continue to distribute the funding in a structured/ phased way going forward
- ➢ Allocate the small grants and start delivery for some of the activities
- ➢ Look into communication and dissemination for the programme's outcomes

"Within this we are saying for people that have learning disabilities or neurodivergent should be involved in the [grant] application process. I'm thinking OK, next year may be looking at those who are additionally vulnerable, what are the ways to engage?" Delivery partner

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*Based on year 2 evaluation findings