

Evaluation of the REACH national role model programme

Final report

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Executive summary

Background: the reach project

REACH is a project, led jointly by the black community and government, designed to raise the aspirations and achievements of black boys and young black men against a background of educational under-achievement, low employment and over-representation in the Criminal Justice System. REACH was designed by a team of 25 experts drawn from a variety of fields, including the voluntary and community sector, education, local authorities, academia and law enforcement. These experts recommended, among other initiatives, the introduction of a structured national role model programme for black boys and young black men, to offset negative media portrayals of black boys and young black men and help drive up aspirations and achievements.

The recommendation was fully endorsed and government pledged to:

- launch a search for 20 national black male role models to inspire and motivate black boys and young black men
- establish a national role modelling “hub” to showcase the 20 national black male role models and publicise good practice case studies and toolkits, thereby supporting existing local black voluntary and community sector organisations that already work around role modelling and mentoring
- work with established national role modelling and mentoring umbrella organisations so that their best practice mentoring case studies, guidance, toolkits, training and quality standards can be used to support small scale voluntary, community sector role modelling and mentoring organisations at a local level working within local communities.

The first task was organised by government while the others are delivered by a consortium led by The Windsor Fellowship.

Aims of the evaluation

The evaluation sought to answer the following questions:

- How has the programme been implemented?
- What have been the experiences of the main programme stakeholders?
- Does role modelling work, in what ways and with whom?
- What are the success factors and what can be improved?

The evaluation looked for evidence of attitudinal change in the target audiences, such as:

- increases in self-esteem, self-confidence and self-efficacy
- more positive attitudes towards school and work
- enhanced motivation to access support and better knowledge of sources of support
- a commitment to rejecting crime
- greater awareness and understanding of the factors that restrict achievement (among those who have a disproportionate influence on black boys and young black men).

Besides attitudinal changes, it was also expected that the REACH national role model programme would:

- challenge negative stereotypes of black boys and young black men in the media
- raise awareness of the REACH programme in the target audience and more widely
- contribute to building the capacity of the black third sector by sharing good practice, toolkits, advice and support
- promote access to other role modelling and mentoring programmes to maximise the impact of REACH
- generate sufficient income to become sustainable after three years.

Stakeholders believed that if all these outcomes were achieved, in the longer term, this would impact positively on black boys and young black men's educational under-achievement, low employment and over-representation in the criminal justice system.

The evaluation period covers only the first year of the implementation of the REACH national role model programme, from the official launch in December 2008 to the end of January 2010.

Methodology

The research findings are based on the following evidence:

- programme and management documentation supplied by DCLG and The Windsor Fellowship
- six interviews with DCLG staff
- two interviews with experts from the REACH Role Modelling Working Group
- three interviews with staff responsible for delivering REACH at The Windsor Fellowship

- two interviews with Black Training and Enterprise Group staff
- twenty interviews with the national role models at the beginning of the programme and twenty at the end of the evaluation period
- five interviews with unsuccessful applicants to the REACH programme
- one focus group with young black advisors involved in selecting the national role models
- observations during the process of selection of the national role models and at the national launch
- two focus groups with black boys and young black men who did not take part in REACH, to act as a “control group”, at the end of the evaluation period.

In addition, the evaluation selected 18 of the role modelling events delivered by the national role models to use as case studies to assess impact on attitudes. Twelve of these case studies targeted direct “beneficiaries” (black boys and young black men) while six targeted “influencers” (people who could be expected to have a disproportionate impact on the lives of black boys and young black men, either as parents, education professionals, criminal justice staff or representatives of black community and voluntary organisations). The data collection in relation to these case study events included:

- eleven pre-event paired interviews with beneficiaries: to assess baseline and expectations
- twelve immediate post-event focus groups with beneficiaries: to assess satisfaction and short-term impact
- six immediate post-event paired interviews with influencers: to assess satisfaction and short-term impact
- thirteen post-event paired interviews with the same people who had taken part in the pre-event or immediate post-event paired interviews: to assess the impact of events after three months
- eighteen interviews with delivery partners: to assess event organisation, satisfaction and perceived impact on audience
- systematic observations during all case study events: to profile the audience and gather rich information about the REACH messages delivered and the audience’s response
- ad hoc, opportunistic data collection.

Findings

Programme implementation

Programme implementation has been highly variable. The process of selecting and launching the 20 national black male role models has been exemplary. The recruitment drive generated a good number of applications that met the person

specifications. Black boys and young black men were involved as advisors at every step of the selection process, thereby ensuring that the final team of REACH role models were credible, relevant and effective with the programme's core target audience. All relevant stakeholders felt that the selection process was fair, transparent and fit for purpose. The large majority of the role models were found to be highly inspirational and motivational by most audiences, attesting to the adequacy of the recruitment process.

The Windsor Fellowship presided over the delivery of 139 events in its first year, most of which could not have been delivered without the partnership approach pioneered by REACH. The management of REACH events was organic. The role of the Windsor Fellowship consisted mostly in sourcing role models to schools, colleges, community and voluntary organisations, Criminal justice agencies and other organisations that expressed an interest in the programme. This reactive approach was adopted both as a deliberate strategy to build confidence in the black community and voluntary sector (and to avoid being perceived as a threat to the work these organisations already carry out), and as a result of lack of capacity to adopt a more strategic approach. As a result, not all events were ideally targeted to make best use of REACH resources.

The majority of events were inspirational talks (sometimes followed by workshops) based on the personal lives of the role models. These narratives stressed the role models' personal background, the difficulties they had had to overcome, and the strategies they had developed to succeed. All role models stressed the need to take personal responsibility for success and emphasised non-materialistic values. Events were most effective when REACH role models had opportunities to interact informally with the audience.

During the period covered by the evaluation, The Windsor Fellowship had not succeeded in establishing an adequate REACH "hub". This was due to a combination of procurement and management issues. As a result, however, and despite a number of measures being adopted by the Windsor Fellowship throughout the year to mitigate the impact of these issues, the "hub" included only some of its intended functions. Moreover, it only became active in February 2010, more than a year after the launch of the REACH programme. This has considerably reduced the programme's ability to:

- raise awareness of REACH in the media and the black communities
- ensure that role modelling events have a long-term positive impact on beneficiaries
- challenge negative stereotypes of black boys and young black men in the media
- develop the capacity in the black community and voluntary sector
- foster links between REACH and local role modelling and mentoring schemes
- become sustainable after three years.

Difficulties in relation to programme implementation are due to a number of factors, including:

- the short period of time given to The Windsor Fellowship to set up infrastructures
- lack of sustained support from the DCLG team
- lack of strategic leadership and programme management skills
- inadequate staffing resources
- poor governance arrangements
- poor relationships with external suppliers.

Towards the end of the first year of implementation, there was evidence of significant improvements in terms of strategic leadership and programme management, as well as a revised staffing structure. It is expected that once these are implemented, the programme will become more effective.

Impact of REACH role modelling events

Most role modelling events were highly impactful both in the short-term (immediately after the event) and in the long-term (three months after the event). Specifically, the evaluation found strong and positive relationships between attendance of a REACH role modelling event and:

- self-esteem, self-confidence, self-efficacy
- positive identity as black boys and young black men, and ability to challenge stereotypes of black men
- appreciation of the need to treat oneself and others with respect
- appreciation of the value of knowledge/education/hard work
- appreciation of the need for parental engagement (among fathers)
- broadening of career options envisaged by and deemed possible for black men
- desire to act as role models and to contribute to the black community
- recall of success strategies promoted by the role models and effort to apply them
- willingness to seek advice and support
- some commitment to promote REACH among family, friends and relevant parties
- commitment to reject crime (among prisoners).

Such strong evidence of impact indicates that role modelling works. This view is shared by the role models themselves. They remain convinced of the importance and effectiveness of the REACH programme, despite concerns among many with its implementation. With stronger management, REACH could be a powerful force for change.

Role modelling was effective with all types of audiences, regardless of age, gender, ethnicity or level of deprivation or exclusion (except for very young children). It was most impactful with (black) prisoners, adolescents and young adults, and parents. However, if REACH continues to work with professional influencers, the programme needs to ensure that these are targeted in a way which optimises the use of REACH resources and that specific messages are developed for these audiences.

1.0. Introduction

1.1. The REACH national role model programme

REACH is a project, led jointly by the black community and government, designed to raise the aspirations and achievements of black boys and young black men against a background of educational under-achievement, low employment and over-representation in the criminal justice system. REACH was designed by a team of 25 experts drawn from a variety of fields, including the voluntary and community sector, education, local authorities, academia and law enforcement. Most of these experts had direct experience of front-line working with black boys.

The team of REACH experts recognised that there is a dearth of positive black male role models, and that negative media portrayals of black boys and young black men have detrimental impacts on the community. To offset these problems, they recommended – among other things - that government should introduce a structured national role model programme for black boys and young black men. the recommendation was fully endorsed and government pledged to:

- launch a search for 20 national black male role models to inspire and motivate black boys and young black men
- establish a national role modelling “hub” to showcase the 20 national black male role models and publicise good practice case studies and toolkits, thereby supporting existing local black voluntary and community sector organisations that already work around role modelling and mentoring
- work with established national role modelling and mentoring umbrella organisations so that their best practice mentoring case studies, guidance, toolkits, training and quality standards can be used to support small scale voluntary and community sector role modelling and mentoring organisations at a local level working within local communities.

The first task was organised by government while the others are delivered by The Windsor Fellowship and their partners. The ambition was to develop a new form of partnership working that would combine the strengths of both the statutory and the community sectors to address the inequalities noted above.

The REACH national role models were officially launched in December 2008.

1.2. Aims of the evaluation

The evaluation of the REACH role model programme seeks to answer the following questions:

- how has the programme been implemented?
- what have been the experiences of the main programme stakeholders?
 - government
 - experts from the REACH working group
 - the Windsor Fellowship
 - the national role models
 - the applicants to REACH who were not selected as national role models
 - the delivery partners who helped to set up the role modelling events
 - the various audiences who attended the REACH events
- does role modelling work, in what ways and with whom?
- what are the success factors?
- what can be improved?

These questions are answered based on a theory of change developed by programme stakeholders. The theory of change makes explicit the logic of the programme and the outcomes and impacts which can be expected in the short and medium terms. With respect to programme outcomes, the evaluation looked for evidence of attitudinal change in the target audiences. It was hoped that the role modelling events would generate:

- increases in self-esteem, self-confidence and self-efficacy
- more positive attitudes towards school and work
- enhanced motivation to access support and better knowledge of sources of support
- a commitment to rejecting crime
- a better awareness and understanding of the factors that restrict achievements (among those who have a disproportionate influence on black boys and young black men).

It was also hoped that, through its wider programme of activities, the REACH national role model programme would:

- challenge negative stereotypes of black boys and young black men in the media

- raise awareness of the REACH programme in the target audience and more widely
- contribute to building the capacity of the black third sector by sharing good practice, toolkits, advice and support
- promote access to other role modelling and mentoring programmes to maximise the impact of REACH
- generate sufficient income to become sustainable after three years.

It was anticipated that, if the above outcomes were achieved, this would impact positively on educational under-achievement, low employment and over-representation in the criminal justice system.

The evaluation period covers the first year of the implementation of the REACH national role model programme, from the official launch in December 2008 to the end of January 2010.

1.3. Evaluation methods

The programme level evidence is derived from various data sources:

- interviews with programme stakeholders at various points in the life of the programme: government, experts from the REACH working group, the Windsor Fellowship
- interviews with the national role models (at the beginning and at the end of the programme) and with some unsuccessful applicants to the REACH programme
- focus groups with the young black advisors who helped with the selection of the national role models
- focus groups with black boys and young black men who did not take part in REACH, to act as a “control group”
- programme documentation supplied by government and by the Windsor Fellowship
- observations during the process of selection of the national role models and at the national launch.

In addition, the evaluation selected 18 of the role modelling events delivered by the national role models to use as case studies. For these events, an extensive evaluation protocol was followed, which included (depending on the case studies):

- pre-event paired interviews (with young people): to assess baseline and expectations
- post-event focus groups (with young people) or paired interviews (with influencers): to assess satisfaction and short-term impact

- repeat post-event paired interviews after three months: to assess long-term impact
- interviews with delivery partners: to assess event organisation, satisfaction and perceived impact on audience
- observations during events: to profile the audience and gather rich information about the REACH messages delivered and the audience's response.

1.4. Structure of the report

The report begins with a short background to the REACH project in general and to the REACH national role model programme in particular.

The next section discusses the theory of change associated with the REACH role model programme, that is, the programme aims, components, activities which stakeholders agreed constitute the basic architecture of the programme necessary to achieve the desired outcomes and impacts. This shared theory of change provides the foundation to assess the effectiveness of the programme.

The next section focuses on the mechanisms used to recruit the REACH national role models. A key and innovative feature of REACH was that a very diverse group of 72 black boys and young black men from across the country were involved in sifting through and ranking the applications, with the aim of ensuring that the final group of twenty national role models would be deemed credible, effective, relevant and inspirational in the target audiences. The process and the success of this approach are discussed in depth in this chapter, while the practical implications of the selection process for the delivery of the programme are assessed through the report where relevant.

The following chapter turns to the leadership and the management of the REACH national role model programme by the black consortium led by the Windsor Fellowship. This highlights a number of structural issues that impacted on the ability of the programme to achieve all its intended outcomes, and how the programme leadership and management have improved over the first year of implementation.

This is followed by a profile of the events that were delivered over that year. This includes information about the number of events delivered (by month and in each Government Office region); the nature of the activities carried out; the profile of the audiences (by ethnicity, age, audience type and size); the sectors to which the role modelling events mostly contributed (i.e. education, employment, enterprise, community development and empowerment, criminal justice system) and the delivery partners involved in setting up the events; the main messages delivered and the role models' own perceptions of the events. The perceptions and experiences of the national role models are further explored in the subsequent chapter. This

discusses more fully their views about the effectiveness of role modelling as a mechanism to bring about attitude change, the personal satisfaction and benefits they derived from taking part in the REACH programme, and their views on the future of REACH in light of their experience.

The next chapter discusses the short-term and long-term impact of the REACH role modelling programme. It describes the qualities of the role models, of the messages delivered and of the events structure and organisation which contributed to the overall impact of the role modelling events. Based on the theory of change, the chapter discusses the impact of the events on attitudinal changes such as self-esteem, self-confidence, self-efficacy, educational aspirations and the broadening of career options. It identified the audiences with which the programme was most effective and highlights some possible unintended negative consequences.

The final chapter, *Conclusions and Recommendations*, draws together the key findings from the evaluation and their implications both for the REACH role model programme itself and for other possible role model programmes.

2.0. Background

2.1. The REACH report

As described in *Reach: An independent report to Government on raising the aspirations and attainment of black boys and young black men (2007¹)*, the REACH panel is a project group set up in February 2006 to raise the aspirations and achievement of black boys and young black men, against a background of widespread underachievement in education, high unemployment and over-representation in the criminal justice system.

The project group, or REACH panel, comprised 25 members drawn from a variety of fields, including the voluntary and community sector, education, local authorities, academia and law enforcement. Most members had extensive, direct experience of front-line working and in-depth knowledge of the challenges faced by black boys and young black men.

The REACH panel produced a report, commissioned by government, which made five key recommendations to raise the aspirations and achievement of young black people. These are:

- the government should introduce a structured national role model programme for black boys and young black men
- voluntary and community sector organisations working to support black boys and young black men should form black-led consortia, supported by the government
- the government should construct a national framework for family-school partnerships, ensuring that the needs of black families are integral to the framework
- Office for Standards in Education, Children's Services and Skills (Ofsted), Department for Children, Schools and Families (DCSF) and relevant field forces (such as School Improvement Partners) should take urgent steps to strengthen existing systems to ensure that:
 - a) Ofsted effectively and consistently report of schools' delivery of their race equality duties, and
 - b) Relevant field forces challenge and support schools in the delivery of those duties.
- DCLG should appoint a taskforce (with a time-limited remit) that will drive forward the delivery of the REACH recommendations, within the wider achievement agenda for black boys and young black men, reporting to a minister for race.

¹ www.communities.gov.uk/publications/communities/reachreport

2.2. The Government response

The government published its response to the REACH report in December 2007. The full response can be found on the DCLG website². In the current context, it suffices to note the following elements:

The recommendation which advocates the introduction of a structured national role model programme for black boys and young black men - the focus of the present evaluation - has been fully endorsed. Specifically, the government accepted the REACH report's recommendation that there should be a network of 20 national champions (black male role models) to help inspire others by their example, thereby stimulating and supporting an enhanced local network of black male role models working within local communities.

The government stated that it would implement the national role model programme by:

- launching a search for 20 national black male role models who will be inspirational and motivational for black boys and young black men
- establishing a national role modelling "hub" to support local community groups. the hub will showcase the 20 national black male role models and publicise good practice case studies and toolkits, thereby supporting existing local black voluntary and community sector organisations that already work around role modelling and mentoring
- working with established national role modelling and mentoring umbrella organisations so that their best practice mentoring case studies, guidance, toolkits, training and quality standards can be used to support small scale voluntary and community sector role modelling and mentoring organisations at a local level working within local communities.

The Secretary of State for Communities and Local Government was appointed to lead the ministerial board that oversees the implementation of the government's response to the REACH recommendations. The board includes representatives from the Department for Children, Schools and Families; the Department for Innovation, Universities and Skills; the Cabinet Office/ Office of the Third Sector and the Home Office. It also includes a representative from the Equalities and Human Rights Commission to guarantee an element of external scrutiny.

Within DCLG, a taskforce has been created to drive through the REACH programme. The taskforce includes members of the REACH group, officials from a variety of government departments and external experts. It is supported by work teams responsible for taking forward each of the recommendations.

² www.communities.gov.uk/publications/communities/reachresponse

2.3. A new approach to partnership working

The REACH report was produced by 25 experts from the black community. They met on a regular basis over 22 months to share their knowledge and experience and to find solutions to the low aspirations and endemic under-achievement of black boys and young black men. Their recommendations were presented to government so that appropriate resources (e.g. political, financial, informational, human and logistical) would be mobilised to implement the recommendations.

According to members of the taskforce responsible for implementing the role model programme, this new approach to partnership working could provide a model to develop and deliver social policy responses to tackle a range of issues in different communities. It uniquely allows the communities themselves to set the agenda and ensures that programmes benefit from a degree of expertise, commitment and credibility in relation to the black community which government-driven initiatives can rarely match.

“We did create new models of partnership, with the community being able to set the agenda, to dictate resources, to say where we wanted the programme to go. Usually what stops these things from working is: one, the power dynamics; two, the lack of trust and confidence between the groups; and three, the resourcing. But here, all these things came together. For me, that’s perhaps the greatest legacy of REACH because it shows how the Government can successfully operate and facilitate a bottom-up process. That’s something very powerful and, as a legacy, if it’s harnessed and the learning is taken out of it, then it’s something that can be used right across government to bring decision-making closer to communities.”

“It’s a new way of working for government, to get people in and let them make decisions around the table. It’s quite innovative. When we were making submissions up to ministers with formal advice, it would be the advice of the working group. We were bringing non-civil servants into that process. It’s not how government has done things but it’s a powerful thing.”

“We felt it was very important for the black community to have ownership of this, which is why we’re going through a third party organisation. That way, the expertise in the community is brought to bear on the community. Those people who know the community best run the programme. Also, there is flexibility in the way the programme operates. There is credibility because the community is doing it for themselves and they can be critical of government if they want to, which I think is very important for the credibility of the programme. You get the credibility and the buy-in from the community when those individuals show that they are independent.”

More than a year into the implementation of the REACH role model programme – and despite considerable difficulties documented elsewhere in the report – there remained the same degree of enthusiasm and commitment to the new partnership model pioneered through REACH among most stakeholders.

“I still think it’s brilliant. The concept is a great idea and it is empowering the black community [...] I can still say, hand on my heart, that I feel REACH is the way to go.”

“I think REACH is a brilliant concept. Someone looked at it and said: “We’ve got to make sure young black boys are reached and this is best done by combining the strengths of the government and the black community sector. Great idea. Perfect.”

“There’s a lot of really great work and great initiatives in the black sector but they never have the kind of high profile and legitimacy which government backing gives. We would not have that kind of access and visibility on our own. But then again, neither would they [government].”

“It wasn’t just about any amount of money being put into the scheme; it was about some of the connections that were being made across government and between government and the black community sector. To me, that was perhaps the most important aspect because it created a mechanism to begin to make changes.”

The evaluation reports on the success of this form of partnership working as well as on the specific delivery by the REACH role models.

3.0. The theory of change

3.1. Introduction

It is important for the success of any programme that key stakeholders share common aims and expectations about how to achieve these aims. This has implications for both strategic and operational matters. This chapter therefore looks at the various outcomes expected of the REACH national role model programme. It makes explicit the stakeholders' assumptions about how the programme will or should achieve its desired outcomes. This is known as the "theory of change".

3.2. What is a "theory of change"?

A "theory of change" defines the desired outcomes of a programme and the main building blocks that are required to achieve them, from the perspectives of the different people who are involved in planning or delivering the programme. In the present context, it seeks to answer the following questions:

- What exactly is the REACH national role model programme seeking to achieve?
- How are the desired outcomes going to be achieved?

Discussions with stakeholders at various points in the life of the programme provide a valuable opportunity to determine whether all stakeholders share a common understanding of the aims of the programme, of the activities that should be conducted to achieve the desired outcomes, of the target groups that should be prioritised and of the strategic partners that would need to be involved to deliver the programme successfully. These discussions also help determine whether processes and activities are supportive of the aims of the programme.

Making explicit the various perspectives opens up a space for discussion, negotiation and clarification. It is especially useful in the case of programmes where real outcomes – such as increases in educational achievement and attainment, decreases in rates of worklessness, reduced contact with the criminal justice system – are unlikely to be evidenced over the lifetime of the programme because:

- it takes time for interventions to achieve their full effect
- the number of black boys and young black men exposed to the role model programme is too small to have a measurable impact on relevant education, employment and crime statistics

- it is difficult to isolate the impact on the programme itself from other factors
- the real outcomes may be indirect, for instance through the influence of the people exposed to the role model programme on their families and peers.

Thus, the evaluation of the programme needs to be based on assumptions regarding the impact that exposure to the role modelling programme is likely to have (all other things being equal) over an extended period of time. This is a key function of the theory of change in evaluation.

3.3. The REACH vision and aims

All stakeholders shared a common understanding of and commitment to the “vision” behind REACH. They understood and supported the call for a national role model programme to raise the educational aspirations and attainment of black boys and young black men to achieve their potential in education and employment. they also believed that the programme is uniquely placed to deliver this vision because it:

- was conceived by the REACH panel, which is trusted to represent the voice of the black community, to articulate its key issues and concerns, and to propose a relevant package of recommendations
- is national in scope, which enables greater impact than smaller local role modelling or mentoring schemes and can help to build the capacity of the sector
- is expected to be well-resourced, both financially and in terms of logistical and administrative support
- is delivered by a black community-based organisation
- is supported by government but remains independent of it, which adds to its credibility
- ties in with other REACH recommendations to address many of the structural issues that impact negatively on the educational and work achievements on young black people.

The shared belief in the vision behind REACH is what motivated the black men to apply to the programme. As mentioned earlier, this strong and continued endorsement of the REACH vision suggests that, both as a model of partnership working and as a specific mechanism to influence people (namely, role modelling), the REACH national role model programme provides a useful template for others to learn from, in relation to different social issues and target communities.

3.4. The programme components

Stakeholders also shared a broad understanding of the key programme components that need to be developed to achieve the above aims. These are:

- to involve black boys and prominent black men in the selection of a network of 20 national role models
- to involve national role models in:
 - promoting the REACH programme and REACH events in national, regional and local media
 - challenging negative media coverage of black boys and young black men
 - delivering inspirational messages through one-to-many events to a range of black boys and young black men
 - raising awareness of issues affecting the life chances of black boys and young black men among “influencers” (key professional groups and parents).
- to develop a role modelling “hub” (interactive website) to promote personal stories, success strategies, careers advice, access to mentoring schemes and courses, toolkits, best practice and other resources
- to utilise the 20 national role models to support local delivery and work alongside regional role models
- to create a sustainable national role model programme over three years.

All these components need to be developed for the programme to be maximally effective. Thus, the role models need to be selected by a broad cross-section of black boys and young black men (the target audience for REACH) in order to be credible and effective. The role models must make extensive use of the media to promote the REACH programme itself, as well as specific role modelling events (where appropriate), and they must give a positive image of black men to challenge existing negative stereotypes. They must also deliver a range of inspirational one-to-many role modelling activities targeted both at black boys and young black men – the direct beneficiaries of REACH - and at people who can be expected to have a disproportionate influence on them (such as teachers, parents or youth workers). These events, inspirational and motivational as they may be, are not expected by stakeholders to have a significant long-term impact *on their own*. Indeed, most stakeholders recognise that a single meeting with a black role model will rarely be a life-changing event. The aim of the events is therefore also to trigger the audience to access further support and resources through the REACH “hub”, follow-up sessions (where possible), regional role models and various local mentoring

schemes. All stakeholders also understand that the REACH programme aims to become fully self-financing after three years.

This view of the main programme components is aligned with the original aims of the REACH programme. It only differs to the extent that influencers are now included as a target audience for the programme, something which was not originally envisaged but was determined very early on in the implementation phase.

“I know we are there predominantly to inspire and to get boys to aspire but I see it also as going in and talking to other organisations, various decision-making people who affect outcomes and to raise their awareness.”

“These kids don’t exist in isolation. If we really want to have an impact, we need to also influence the people that have a much more lasting relationship with them, be they parents, teachers or peers. They may not be black themselves, but they can seriously affect the lives of black kids so we should target them as well.”

The decision to include “influencers” has met with agreement from all stakeholders. However, there has been, and continues to be, disagreement over which specific groups of influencers should be included in the programme.

3.5. The programme activities

In order to support the delivery of the above components, most stakeholders agreed that a number of activities needed to be put in place. These are:

- the selection of 20 credible and inspirational national role models
- a national “launch” of the REACH role modelling programme
- extensive use of the media to promote REACH programme and events and to challenge negative stereotypes of black boys and young black men
- the delivery of a range of one-to-many events: conferences, workshops, class assemblies, podcasts, etc.
- the creation and promotion of a fully functional “hub” which is widely accessed by black boys and young black men, influencers and others
- a programme of work to attract non-governmental investment.

3.6. The programme outcomes

As with the aims, components and activities of the REACH programme, most stakeholders also shared a broad understanding of the main outcomes which are sought through the programme. These are that:

- a large number of black boys and young black men and relevant influencers are aware of the REACH programme
- the black boys and young black men exposed to REACH events:
 - are inspired and learn relevant strategies for success
 - have higher self-esteem
 - adopt more positive and aspirational attitudes to school and work
 - learn where they can access support and advice and are motivated to access
 - support and mentoring schemes through the “hub”
 - reject crime.
- influencers exposed to REACH events understand better what they can do to raise the self-esteem, educational aspirations and achievements of black boys and young black men
- the capacity of black community and voluntary sector organisations to support black boys and young black men increases
- after three years, REACH is sustainable.

Most stakeholders believed that most of these outcomes (except financial sustainability) could be delivered within the first year of REACH’s implementation

3.7. The programme impacts

Finally, the overall impacts that REACH aims to achieve, over the long-term and all other things being equal, are:

- to raise the educational attainment and achievement of black pupils
- to reduce the number of fixed and permanent exclusions from school among black pupils
- to broaden the range of career choices pursued by black boys and young black men
- to reduce worklessness and increase employment rates among young black men
- to improve career progress among young black men
- to empower more black boys and young black men to participate in economic, political and civic institutions and have the skills to do so

- to reduce the number of young black men who have contact with the criminal justice system.

Table 3.1 below summarises the main elements of the theory of change of the REACH national role model programme.

Table 3.1: Theory of change for the REACH national role model programme

Programme aims	Programme components	Programme activities	Outcomes	Impacts
<p>To raise the aspirations and attainment of black boys and young black men through increasing exposure to positive black male role models</p>	<p>To involve black boys and prominent black men in the selection of a network of 20 national role models</p> <p>To involve national role models in:</p> <ul style="list-style-type: none"> • promoting the REACH programme and REACH events in national, regional and local media • challenging negative media coverage of black boys and young black men • delivering inspirational messages through one-to-many events to a range of black boys and young black men • raising awareness of issues affecting the life chances of black boys and young black men among “influencers” (key 	<p>A broad cross-section of black boys and young black men take part in the selection of role models</p> <p>A broad cross-section of black boys and young black men apply or recommend others as role models</p> <p>20 inspirational national role models are appointed and “launched”</p> <p>Role models use the media to promote REACH programme and events and to challenge negative stereotypes of black boys and young black men</p> <p>Role models inspire black boys and young black men and “influencers” through a</p>	<p>A large number of black boys and young black men and relevant influencers are aware of the REACH programme</p> <p>The black boys and young black men exposed to REACH events:</p> <ul style="list-style-type: none"> • are inspired and learn relevant strategies for success • have higher self-esteem • adopt more positive and aspirational attitudes to school and work • learn where they can access support and advice • are motivated to access support and mentoring schemes 	<p>Educational attainment and achievement for black pupils increase</p> <p>Fixed and permanent exclusions from school for black pupils decrease</p> <p>Employment rates for young black men increase and worklessness decreases</p> <p>Black boys and young black men envisage/pursue a wider range of career options</p>

Programme aims	Programme components	Programme activities	Outcomes	Impacts
	<p>professional groups and parents)</p> <p>To develop a role modelling “hub” (interactive website) to promote personal stories, success strategies, careers advice, access to mentoring schemes and courses, toolkits, best practice and other resources</p>	<p>range of one-to-many events: conferences, workshops, class assemblies, podcasts, etc.</p> <p>The “hub” is fully functional and widely accessed by black boys and young black men, influencers and (black) community and voluntary organisations</p>	<p>through the “hub”</p> <ul style="list-style-type: none"> reject crime <p>Influencers exposed to REACH events understand better what they can do to raise the self-esteem, educational aspirations and achievements of black boys and young black men</p>	<p>Young black men progress further in their careers</p> <p>More young black men are empowered to participate in economic, political and civic institutions and have the skills to do so</p>
	<p>To utilise the 20 national role models to support local delivery and work alongside regional role models</p> <p>To create a sustainable national role model programme over three years</p>	<p>National and regional role models complement each other to deliver events</p> <p>Non-governmental investment is sought to keep the programme going after three years</p>	<p>The capacity of black community and voluntary organisations to support black boys and young black men increases</p> <p>After three years, REACH is sustainable</p>	<p>Fewer young black men have contact with the criminal justice system</p>

4.0. The recruitment of the role models

4.1 Introduction

This chapter documents and assesses the selection process for the 20 national role models (and, in the event, of the regional role models that were later brought in to support them at local level). The main aim of the process was to ensure that the role models would be relevant, credible and inspirational to black boys and young black men because they were selected by a broad cross-section of them.

The selection process has been found to be highly successful – from the perspectives of the black boys and young black men involved in the selection process and of the role models themselves, as well as in terms of the positive short-term impact which the vast majority of the REACH role models have had on their target audiences. The process is documented fully, with a view to aiding replication elsewhere. The discussion covers:

- the recruitment advertising campaign
- the REACH information, guidance and application form
- the person specifications and selection criteria
- the short-listing process
- the interview process
- the national launch
- the unselected applicants.

The recruitment and selection process have been led mainly by the DCLG team, with significant input from members of the REACH panel and, in particular, the REACH Role Model Working Group.

4.2. The recruitment advertising campaign

In order to attract a range of high-quality national black male role models, a national recruitment advertising campaign was carried out by a public relations company on behalf of the DCLG team. The campaign sought to promote the REACH national role model programme as widely as possible and to encourage a broad cross-section of black men to apply.

The recruitment campaign was launched nationally in London, and regionally in Birmingham, Bristol and Manchester. In addition to these official launches, a range of promotional activities were carried out including, among others:

- a targeted letter campaign sent out through existing networks (both internal and external to DCLG) to public, private and voluntary organisations
- a dedicated REACH website, with relevant hyperlinks
- radio, television and press interviews, articles and adverts, both in the specialist black media and in the mainstream media
- twenty podcasts of inspirational black men supporting the REACH programme on YouTube.

The monitoring of applications by the DCLG team showed that the majority of early applications were from black men working either in the public or voluntary sectors. To ensure that high-quality applications were also received from the private sector, a firm specialising in executive recruitment was brought in to help target black male leaders. This strategy proved very successful.

By the closing date, 226 applications had been received (above the 200 target set). All but eight applications met the basic requirements and made it to the sift stage. The profile of applicants shows that the recruitment advertising campaign was successful in attracting a diverse group of black men in terms of:

- age groups: applicants' ages ranged between 19 and 66 years-old, with the majority aged between 31 and 45 years-old
- ethnic backgrounds: roughly half the applicants were from black Caribbean backgrounds and a quarter from black African backgrounds, with the remainder from various mixed ethnic backgrounds
- occupational sectors: applicants reflected a broad range of occupations, with a slight over-representation in the public sector
- Government Office regions: applicants were received from all regions, except from the North East; while London applicants were over-represented, applications broadly reflected the geographical distribution of the black population nationally.

Monitoring information collated by the DCLG team also shows that all the methods used to promote the REACH role model programme were, to various extents, useful. According to information included in their application forms, more than a hundred applicants learned about the REACH role model programme through word of mouth (either face-to-face or via email) from friends, colleagues or community organisations. The press was also effective in raising awareness and promoting interest in REACH: about a quarter of all applicants mentioned that they learned about the programme either in *The Metro*, *The Voice*, *The Evening Standard*, *The Guardian* or *New Nation*. Some websites (mainly REACH directgov and DCLG) were also used. Many applicants used a combination of methods to find out about the REACH

programme. The final 20 national role models selected reflect the range of promotional methods used.

4.3. REACH information, guidance and application form

Information and guidance for applicants to the REACH role model programme were provided in a document entitled *Have you got what it takes to inspire the next generation of young black men?* (see appendix 2).

Most applicants (both selected and unselected) understood and endorsed the vision of REACH and felt that they had sufficient information about the national role model programme (as well as about the other REACH recommendations) to put in a relevant application.

“There was sufficient information there. There was a vision to which we could say: “Okay. I can see merit in this and I can sign up to this.”

“The aims of the REACH programme were clear, integrated into wider government strategies, and there was money to back it up. It looked serious this time.”

The application form was designed explicitly so that it would be relevant, simple and non-intrusive. It was subjected to pre-testing to ensure that it was fit for purpose, based on recognition that there is some distrust of government among the black community.

“The application form was well tested because it was based on the kind of thing the department has done for years for external applicants and we got someone in from the community to quality assure it and it was tested on young people as well.”

“We spoke a lot about the application form and not making it over-complicated and not asking too many questions. We recognised that there is some mistrust in black communities about government, the state. So we tried to make it digestible, user-friendly and not unnecessarily intrusive.”

Most applicants (both unselected and selected) agreed that the application form was good. They felt that the quality and quantity of information and guidance were appropriate. They agreed with the person specifications. They understood and agreed with the terms and conditions of appointment. They were also confident that the selection process, as described in the application form, would be transparent and fair.

“The application form on the website was excellent. Extensive but open-ended. Very clever questionnaire. It felt natural to answer the questions. You had enough scope to represent your views properly.”

“I started looking at the questions and I thought: “Oh, I could answer that”. I looked at the next question and thought: “That’s simple.” I’ve come to understand young people and I think the application form was very user-friendly from their perspective. That was fantastic.”

“You just trusted that the whole process would be fair by looking at the form.”

However some applicants (both selected and unselected) suggested other ways in which the application form could be improved. This includes:

- providing more information on the interview and final selection process
- providing more information on the types of activities that role models are expected to carry out
- providing more information on timescale and timetabling so that applicants can see if they can fit the requirements into their existing schedule
- mentioning that the programme is seeking “ordinary” role models, not celebrities
- clarifying the relationship between the national and the regional role models
- focussing less on experience of community organisations, as this may unfairly privilege applicants with careers in the public and community sector, at the expense of the private sector.

4.4. Person specifications and selection criteria

The essential attributes sought in the national role models were:

- determination and drive
- excellent communications skills with diverse audiences
- a history of achievement and attainment in a chosen field or sector
- honesty, probity, integrity and clear values
- being inspirational

- credibility with the target audience
- commitment to the principles underlying the REACH report.

The selection criteria also contained “desirable” attributes³, which were:

- ability to work in a politically sensitive environment
- knowledge of key challenges in education and self-development
- trained and experienced in media interviews and public events.

Stakeholders concurred that the person specifications and the selection criteria were fair and that they enabled the selection of credible role models from the perspective of young black people.

“All in all, the criteria we were going for were representative of what I think a role model should be.”

“The essential point was: “Do I connect with this guy? Do I believe his story? Do I see credibility when this person is talking?” Ultimately, when you stand in front of people, they have to feel connected with you. The whole selection process reflected that.”

However, there were concerns over the absence of criteria and interview questions to elicit the “added value” that each potential role model could bring in terms of knowledge and understanding to key sectors, access to local networks, personal skills, etc. In retrospect, many mentioned it would have been desirable to include in the person specifications and the selection criteria for the interviews some questions to enable selectors to assess the likely contribution of individual role model and the complementary of their skills as a team.

“What can that person add alongside their story? It might be their network or businesses they own or media links or their reach into their local area. But it wasn’t in the criteria. I think that should have been in there. It was an oversight that we should rectify in the future.”

“In the future though, you may find you want particular skills sets, like public speaking, media work, access to key networks. I think what you may need is a more extensive selection process, to ensure a certain percentage of the group have these key additional, desirable skills sets you

³ However, the “desirable” attributes were not scored during either the short-listing or the interviews and were not used in the final selection.

want as well as the more generic ones, so that you've got a selection of people that can be used for various tasks. At the moment, it was just done on the basis of: "Tell us your story".

The inclusion of information about the "added value" brought by individual candidates would have had implications for the selection process, making it more difficult for young people to do the sift, as the team of national role models would need to be chosen to ensure that its members have complementary skills, competencies, networks, etc. It may also have skewed the selection in favour of more experienced, higher achieving individuals, which was not necessarily who the programme sought to attract. These are considerations for the future.

4.5. The short-listing process

The short-listing of applications was carried out by 72 black boys and young black men. The group was inclusive and reflective of the diversity of the young black male population. It included youth aged between 14 and 25 who came from different socio-economic backgrounds. Some attended university; others had been excluded from schools. Some had learning difficulties. They were recruited across the country via the DCLG team's strategic partners.

The black boys and young black men were brought to London's Queen Elizabeth II Conference Centre for a day of work. After some explanation of the selection criteria and briefing on how to score applications (according to a process that had been piloted with seven young black men and found to be effective), 36 pairs of young black people scrutinised and scored the 218 eligible applications, which were then ranked to draw the final shortlist. The process was supervised by an independent assessor.

The idea of involving young black people in drawing up the shortlist was universally praised. It was seen to give a voice to young black people, to give credibility to the programme as a whole, and to increase trust in the fairness of the selection process for the national role models. It was also seen as a guarantee that the shortlisted candidates would appeal to the target audience of black boys and young black men for the programme, as they had been selected by their peers.

"The fact that young people were actually involved in the sift process is a very good thing."

"I thought it was a very good idea, very innovative. It gave you confidence that it was fair, even if you ended up not being chosen."

“The feedback we got from the schools was fantastic, saying: “They [young black people] never get to do anything like this. It’s been amazing”.”

Given the innovative nature of the process, there was initial uncertainty about which applicants the young people involved in the sift would choose. However, it was decided early on that the decisions of young people would be fully respected.

“I was terrified about how the sift would go! I just thought: “Who are they going to choose?” The team and I obviously had not read every application but knew some of the people and were really keen to see what would happen. Nearly all the people we identified as strong went through. [...] We were really pleased with the shortlist.”

4.6. The interview process

The top 50 applicants were invited for interviews. The interviews took place in London over three days. All applicants were Criminal Records Bureau checked either before or after their interview. All were required to do a five minute presentation to an imaginary audience of young black people, followed by questions and answers. Applicants liked this format, felt that the questions were fair and relevant, and thought that their interview panel had a clear vision of what they were looking for and behaved very professionally.

“Doing a presentation was a good idea as people are going to be asked to communicate. So to see how they communicate and tell their life story was good.”

“I was able to talk about my journey and my present. When I saw the first part of the interview was presenting at a school assembly, it was too good to be true. And they followed it by perfectly fair questions.”

“I can’t fault it. The interview process was really excellent. It was very clinical, very professional.”

However, many applicants felt that the time allocated to the interview was too short. Many also commented on the fact that members of the panel lacked information about the implementation of the programme and what would be expected of them as national role models. It was also suggested that the interview should contain more scenarios to test how role models handle concrete situations. Finally, a few reported that they did not get feedback on

their interview and that the outcome was not communicated to them on the date foretold.

The interview panels comprised of a member of the REACH panel (made up of four high achieving and inspirational existing role models from the black community: Tim Campbell, Leroy Logan, Oswald Boateng and Simon Woolley) and one or two young advisors who were rotated across interview panels to ensure consistency. In some cases, there was an additional young person (representative of the community and voluntary sector) taking part in the interview⁴. Again, the idea of involving young black advisors in the selection process was deemed extremely positive by all. It increased the likelihood that the candidates will be seen to be relevant to the target audience and improved trust in the fairness of the process. Both selected and unselected applicants were very happy to have had young people on their interview panel and felt that their contributions had been extremely positive.

“It was fantastic to see on the panel young black guys looking so sharp, so focussed, so good, so competent. It gave you confidence in their judgement.”

“The young advisors were amazing, amazing, amazing young men. It was so good that they were involved in the process.”

“Having young people involved was one of the best things.”

The young advisors themselves found the process very positive. They developed their interviewing skills and confidence over the three days. They noted a degree of inconsistency across panels in the way some criteria were interpreted and scored. They also felt that the questions used to assess the criteria were not always immediately related to the criteria, and that panel members sometimes differed in their use of subsidiary questions. However, young advisors were satisfied that the interviewing process was fair. They felt that the role models selected were very good and met the specifications. They also felt that their own voice had been heard and respected.

“R1: Even if there were a few difficulties with the selection criteria and how we all used them during the sift and the interviews, the most important thing is that I don't think the 20 role models we chose would have been too different [...] It was still quite clear-cut in spite of any ambiguities in the criteria. I was still fairly adamant as to whether I saw a candidate as having the potential to be a role model or not.”

⁴ Moreover, some interviews were observed by an independent assessor and some were observed by members of the evaluation team.

R2: We've got guys who are really good, really inspirational and the range is diverse."

"I: Were your voices heard as much as others' on the panels?

R1: Definitely.

R2: Yeah.

R3: If not more. If not more."

4.7. The national launch (3rd December 2008)

The selection of the twenty national role models culminated with the launch of the REACH national role model programme at an event hosted by the then Secretary of State for Communities and Local Government, Hazel Blears, in London on 3 December 2008. The event was attended by many prominent figures in the black community. Speakers included playwright, actor and broadcaster Kwame Kwei-Armah, members of the REACH panel, the young advisors, MP David Lammy and the Attorney General Baroness Scotland. Some 350 people attended the event (full house). The atmosphere was extremely positive, uplifting and inspirational. The event organisers in the DCLG team, the REACH panel members, the young advisors and the national role models to whom we spoke after the event all felt that the national launch was a great success.

"The night itself was a big eye opener for me. It was dawning on us. It was a big launch, bigger than we thought. The aspirations, the hopes of those young men, were quite something else. Their speeches for me were the highlight of the night. Also Baroness Scotland said to me: "Thanks for all the lives you are going to save." It was like: "Oof! It's a big responsibility"."

"I didn't think it would be this big, with the amount of government support and the media interest. I was pleasantly surprised to see the high level of support. The launch was impressive."

The national launch generated good media coverage. Information supplied by the DCLG team indicates that the launch was covered by national television networks (GMTV and BBC News 24) and in the national press (*The Evening Standard* and *The Guardian*). It was also featured in regional media, in some specialist magazines (*Regeneration and Renewal*) and in black media (Radio 1 Xtra, *The Voice* and Choice FM). The tone of the coverage was deemed very positive.

The only – but significant - concern raised by the national role models was about the timing of the launch in relation to their own appointment. The role models would have wanted more time between their appointment and the

launch to get properly briefed about REACH's key messages and the programme's expectations of the national role models, and to receive basic media training. The implications of the timing of the launch, not just in relation to the appointment of the national role models but in relation to the appointment of the third party organisation brought in to deliver the programme and the setting of necessary programme infrastructures, will be discussed in detail in subsequent sections of the report.

4.8. The unselected applicants

The REACH role model programme planned to involve not only the 20 national role models, but all the viable candidates whose applications were sifted. Thus, the regional role models that support local delivery were recruited from among the 218 applicants that met the basic requirements as set on the application form. No further short-listing process was implemented, other than applicants being Criminal Records Bureau checked. It was originally intended that these would be deployed as local role models or mentors, although it remains unclear exactly how these role models should best be used⁵.

Interviews with five unselected applicants who were short listed for interview show that they all believed that the management of their application could have been better. All felt that they should have been given individual feedback on their performance in the interview. They argued that obtaining feedback on their interview and being kept in regular communications with the programme is particularly important as they:

- are volunteering their time, skills and experience
- put a great deal of effort in completing the application forms and in attending the interview
- want to use feedback to improve their ability to engage young black people and their presentation and interviewing skills more generally.

More generally, and in common with most of the twenty national role models, unselected applicants felt that they did not have enough information on what would be expected of them (the nature of the activities which they will deliver, the kind of commitment required, the relationship they will have with the national role models, etc). Thus, while all expressed an interest in continuing to support the programme, the lack of feedback and of communications from REACH left a bitter taste for some.

"I am willing to continue to work with them but I have had just one email from them saying that you didn't get through but

⁵ The evaluation does not include interviews with regional role models. ETHNOS only conducted five interviews with unselected applicants (who may or may not be involved as regional role models) with a view to gaining feedback on the selection process.

they want me to work with them at a local level and they are going to be in touch. I have not heard anything since. That is not as professional as I thought. It's like saying: "We don't want you but we will be in touch when we do". It could have been better handled."

4.9. Conclusions

Overall, the recruitment and selection process of the REACH role models has been very successful. Decisions and activities were thoroughly documented and monitored, allowing for remedial actions to be taken if necessary. Key strengths of the recruitment and selection process are: the involvement of a specialist recruiter to attract high calibre applicants from the private sector; the development of good programme information on REACH; the adequacy of the application form; the presence of an independent assessor to supervise the selection process; the involvement of black boys and young black men in drawing up the shortlist; the involvement of young advisors in the sift and the interviews, and as speakers at the national launch; the format of the interview, with a presentation followed by questions and answers; and the high profile of the national launch.

Aspects of the recruitment and selection process that could be improved are: the national coverage of the recruitment advertising campaign and the selection process to ensure that each Government Office region has at least one national role model; the persons specifications to assess the "added value" (in terms of skills, networks, sectors, planned activities, etc) of applicants; the monitoring of deliberations during the sift; the feedback and communications to unselected applicants; and the timing of the launch in relation to the appointment of the REACH national role models. The vast majority of stakeholders feel that the process has been fair and transparent for the applicants, empowering for the young people who took part, and inspirational for all. The evaluation of case study events delivered by the national role models (discussed in detail later in the report) also demonstrates that the vast majority of them were deemed to be inspirational by black boys and young black men and, therefore, that the selection criteria were fit for purpose.

5.0. Programme leadership and management

5.1. Introduction

The focus of this chapter is the leadership and management of the REACH national role model programme by The Windsor Fellowship, and their partners. While the original aims of the evaluation were to assess the efficiency of role modelling as a mechanism to change the perceptions and attitudes of black boys and young black men, it is impossible to address these aims without understanding how the programme was led and managed, and the implications of programme leadership and management issues on the delivery of role modelling events.

The most significant leadership and management issues - in terms of the programme's ability to meet its aims and objectives - were found to be:

- the timing of The Windsor Fellowship's appointment
- the relationship with DCLG
- staffing
- strategic leadership
- identification of target audiences/areas
- governance
- external suppliers
- role models management
- REACH branding and messages
- internal communications
- involvement of regional role models
- sustainability.

These are discussed in turn below.

5.2. Timing of The Windsor Fellowship's appointment

The timing of the appointment of The Windsor Fellowship has been a major cause for concern recognised by most stakeholders. The original timeline intended by the DCLG team was to have in place a third-party organisation to manage the REACH national role model programme one month before the start of the delivery of the programme. For various reasons, The Windsor Fellowship was only appointed five days before the launch of the REACH role model programme. This had enduring negative implications for the programme as a whole. Specifically, the delays in appointing the third party organisation meant that there was no time to address the many governance

and infrastructure issues associated with delivering a programme of this scale and complexity. It made it very difficult for The Windsor Fellowship to put in place the necessary infrastructure to deliver, from the beginning, to the high standards expected by all.

“They should have started the process to get a third-party organisation earlier on. That happened too late. Resources, people within DCLG should have been put into this programme much earlier on. There was nobody leading on this for a very long time. There should have been perhaps more planning beyond the national launch of the twenty role models.”

“The launch happened and then DCLG stepped away and said: “Right. Over to you.” They [The Windsor Fellowship] have been playing catch up since the very beginning.”

“It was launched too soon. The launch would have probably been better during the summer. What wasn’t in place was, there wasn’t this back office function. There wasn’t any clarity of what we should be doing, in what area and with whom. No identification of where the real problems are and ensuring that those areas we do work in are relevant.”

“... because The Windsor Fellowship got the contract so suddenly and so late, they really didn’t have the opportunity to get themselves together, so it was pretty chaotic, but the last few months have been fine.”

Future programmes would benefit from having a much more extended setting-in phase. Many stakeholders suggested that a lead-in time of six months would have been necessary.

5.3. Relationship with DCLG

The DCLG team supported The Windsor Fellowship in a number of important ways, including the provision of research evidence on black boys and young black men, and the secondment of one of their staff to act as National Operations Director within The Windsor Fellowship. Importantly, the DCLG team felt strongly from the initial design phase that the third-party organisation appointed to run the programme should be autonomous. They did not want to interfere with the running of REACH and wanted to give The Windsor Fellowship the necessary space to find its own approach to delivery, so that it would be owned by a black-led organisation trusted by the black community with DCLG positioned “at an arm’s length”. As a result, for most of the first year of the implementation of the REACH programme, The Windsor Fellowship were left to lead and own the programme, with very little steer or

support from DCLG. The other important reason for the limited steer received from DCLG included the fact that some members of the DCLG team left soon after the launch of the national programme. However, stronger programme monitoring arrangements within DCLG – including participation in the development of a clear strategy backed by realistic, measurable and timetabled performance indicators – would have been necessary, as the evaluation found that The Windsor Fellowship did not have the requisite capacity to lead the programme without support.

“The initial view I think was that Windsor had a good track record and it was great to be able to say: “This is independent. It’s run by an independent black organisation. It is owned by the black community.” So it was all about letting them get on with it. But by now it’s very obvious that they [The Windsor Fellowship] are struggling so, even if it’s something of a disappointment that government has to step back in and take some more control, that’s better if that’s necessary for the programme to remain on track.”

“There’s been weak leadership from DCLG as well. DCLG stepped away from it until very recently, when they’ve then turned around and said: “We shouldn’t have stepped away. We should have been more involved. We’re going to get involved now and we’re going to try and turn things around.” But that was really late to come in and say that.”

“I don’t think DCLG really took the view that this was a partnership arrangement. They behaved like they passed it on to someone else. It wasn’t like both DCLG and The Windsor Fellowship were working together in the same direction by putting their strengths together and making up for each other’s weaknesses, which I think is what a real partnership should be about.”

“DCLG needed to get things rolling a bit more before they handed it completely over to them. They should have set some benchmarks. They [The Windsor Fellowship] needed some more pointers; they needed more objectives. They [DCLG] needed to spoon feed them a little bit more before they handed it over to them.”

In the future, there is scope for statutory and community and voluntary sector partners to work more closely together, not only to agree on programme strategy, implementation and monitoring, but to share expertise and experience.

5.4. Staffing

The delivery of a national role modelling programme requires a solid team of experienced staff. The staffing structure for the period covered by the evaluation was inadequate to meet the programme's needs. The REACH team within The Windsor Fellowship consisted one of full-time National Operations Director (seconded for a year from the original DCLG team) whose role involved a very broad range of tasks, including sourcing role models to events as requested by delivery partners, coordinating timetables, managing communications with the role models, organising training events, monitoring activities, supporting the evaluation, etc. The National Operations Director was supported by an administrator as well as by The Windsor Fellowship's Chief Executive Officer, but this proved insufficient. Thus, despite considerable good will and commitment on the part of all involved, and extremely hard work throughout the year, the team did not have the requisite skills and resources to plan and deliver all components of a programme of this scale.

“They [The Windsor Fellowship] would probably need to put more people on this, more money. They seem to be overwhelmed. There's a hell of a lot to do to get things off the ground and they need to do it now.”

“I think they [The Windsor Fellowship] would openly admit that the staff they had were unsuitable or unqualified to do the job that was required.”

“It was overstretched. Trying to do all the operational stuff and also doing all the strategic stuff and trying to manage the programme and all kinds of issues. It was too much. They did not have enough people, or the right people, to do all that.”

Limited staffing capacity has meant that the programme lacked basic strategic leadership, programme and project management, and delivery skills. It has also meant that The Windsor Fellowship outsourced key components of the REACH programme, including: media, public relations and communications; the creation of the REACH role modelling “hub”; the conduct of a skills audit and the development of individual work plans for each national role model; and the provision of public relations, media and other training to role models. The Windsor Fellowship did however make use of its key partner in the consortium, Black Training and Enterprise Group, to lead on the management of the regional role models and also left Black Training and Enterprise Group, to develop capacity in the black community and voluntary sector. However, partly due to limited project management and monitoring skills and poor governance arrangements, these various functions were not all satisfactorily delivered.

It is important to highlight that the staffing structure has now been reviewed. The revised staffing structure is summarised below. It is much better resourced and, according to most stakeholders, seems fit for purpose (although at the time of writing, it was not yet implemented, so that its effectiveness cannot be determined).

Table 5.1: Revised staffing structure

Posts	Key tasks
The Windsor Foundation Chief Executive	<ul style="list-style-type: none"> • Strategic direction of the programme • Communications with stakeholders • Sustainability/income generation
Programmes and project manager	<ul style="list-style-type: none"> • Review programme objectives • Manage external suppliers • Manage contract with the Black Training and Enterprise Group • Accountability to DCLG • Budget management
Role model manager	<ul style="list-style-type: none"> • Induction, training and support of national and regional role models • Strategic approach to event management, with targeted areas and groups • Liaising with the Black Training and Enterprise Group over management of regional role models
Admin coordinator	<ul style="list-style-type: none"> • Administrative support to REACH programme • Website update and maintenance • Database management
Fundraiser (2 days/week)	<ul style="list-style-type: none"> • Ensure sustainability post March 2011.

5.5. Strategic leadership

There is a consensus among all stakeholders that the REACH national role model programme needs to be developed and delivered strategically in order to be most effective. Given the relatively limited resources and the scale of the challenges facing black boys and young black men, it is particularly important that resources should be strategically allocated to make the greatest impact.

“The Windsor Fellowship has to be very strategic in the way it deploys the twenty role models. They’ve all agreed to give one day a month of their time, which isn’t a huge amount of time. They will need to be strategic and to prioritise.”

“I hope that The Windsor Fellowship will provide a strategy, consistency and structure and logistical support to make best use of the twenty, capture the stories and create opportunities to diffuse them.”

“We need a clear strategy to maximise the contributions of the twenty role models. We need to define what our core business will be. There needs to be some coordination to make sure that we don’t all go off on a tangent and the programme plays to our strengths. We need to be able to demonstrate progress, achievement. We need a strategy.”

From the very beginning of the programme, stakeholders felt that strong strategic leadership would be needed in order to:

- ensure that there are clear governance structures in place which give the role models a say in the future development of the programme
- develop performance management systems
- target areas where there is a high concentration of black people while ensuring that all geographical areas of the country have access to REACH role models and resources
- ensure penetration across all key target sectors through an adequate range of delivery partners
- identify key target groups for the programme
- develop a set of consistent messages for the programme to communicate across all its activities
- create and maintain consistency in the programme as a whole while allowing some scope for the role models to draw on their own networks, to pursue their own initiatives and to address the target groups they are spontaneously most at ease with
- develop the capacity of the black community and voluntary sector so that the programme not only achieves results now but becomes sustainable over the long term.

A year into implementation, by far the most serious problem with the management and delivery of the REACH programme, according to many stakeholders, has been the lack of strategic leadership and direction for the programme as a whole. Partly because of the inadequate staffing structure, there has been no real strategic overview of the programme.

“The main weakness is the leadership and that falls into everything. I think people at the top do not still have a clear idea of how to move things forward. It’s nice in some ways, we’ve been consulted about what we wanted to do, but at the end of the day the boss has to have the last say!”

“There’s been no strategic vision at all. No real programme management and no real coordination, no sense of realising that certain things had to be done before others were done, which is a shame.”

“Unfortunately, I think strategically we were let down. It was almost like trying to build a house without working out the infrastructure requirements. There’s been a lot of goodwill, a lot of people have worked very hard, but no direction, just people plodding away and digging this hole and you ask where’s this hole going to and no one’s got an idea.”

Recent improvements are addressing precisely this issue: there is now an “outreach strategy” in place, but it was not implemented during the period covered by the evaluation. This strategy identifies seven priority geographical areas: London (Lambeth, Lewisham, Newham, Camden and Hammersmith & Fulham), Birmingham, Manchester, Nottingham, Leeds, Liverpool and Bristol. For each area, it states the target audiences, lists main secondary schools (including Special Schools, Pupil Referral Units and Alternative Provision Centres), colleges and youth clubs. It also identifies some more limited target audiences and delivery partners in relation to employment and the criminal justice system. The rationale of the selection of the priority areas is not always clear. Moreover, there is some times a mismatch between the priority areas and the local authorities in relation to which a profile of school, colleges and other delivery partners has been drawn. Notwithstanding this, once implemented, this strategy should have a very positive impact on future delivery.

5.6. Identification of target audiences/areas/delivery partners

Perhaps the most important immediate consequence of the lack of strategic leadership and direction has been lack of clarity over who the target audience(s) for REACH would be and, therefore, where and how the programme should focus its activities to maximise its impact. During the best part of the first year, the programme delivered events to audiences from various ethnic groups, ages, genders, socio-economic backgrounds and levels of inclusion. The delivery of events was driven almost exclusively by demand expressed by external delivery partners (e.g. schools, community groups, conferences, prisons) rather than by the aim of reaching certain predetermined target audiences, based on either evidence of need or impact, for instance.

“That analytical, methodical approach has been completely lacking. There did not seem to be a particular group that we were targeting.”

“There’s been no real strategy to say that we’re targeting these groups or this is what we’re focusing on or this is the push and this is why we want you guys to go to these particular meetings. It was all reactive.”

“There should have been someone looking at the evidence, at what the research says, and then saying, based on that, these are the areas and the people we should work with. But it never happened like that.”

While all stakeholders understood and agreed that the role model programme would target directly black boys and young black men, there were very different opinions about which specific categories of black boys and young black men, if any, should be targeted in priority. In particular, there were very different views on whether REACH should target black boys and young black men who are:

- more deprived and “at risk”
- are highly aspirational and can be expected to do well
- “average” or “typical”, and in mainstream education.

Many role models wanted REACH to focus on those in greatest need (e.g. those who are living in areas of high deprivation, who are under-performing in education or are excluded from school, who are less skilled or unemployed, or whose profile suggests that they may come, or already have been, in contact with the criminal justice system).

“There are clear areas where there is a huge concentration of deprivation, lots of black kids that are not achieving and that need support and need to be uplifted. That should be our priority.”

“If it helps a hundred kids that are in the borderline from doing something silly and getting involved with the criminal justice system and not achieving, then this is worth doing.”

“We want to address the issue of under-achievement and increase the attainment of black youngsters. Therefore we must concentrate on those who are underachieving currently.”

“You shouldn’t neglect those who strive to achieve a great deal, but I think REACH was initially aimed at boys who were going into gangs, or boys who are not going to do well at school, or boys who are excluded and I personally believe that that should be the lion’s share or the resources, 70 per cent maybe, because all of these kids will be

children who have no one else to turn to and who desperately need positive role models.”

Others argued that REACH should target all black boys and young black men, but especially those who are easy to influence positively because they are motivated, doing well, and receptive to the REACH message. They argued that this is important both because they did not think that the programme has the capacity to turn around the lives of young black people who are “into serious trouble”, and because they felt that it is important to develop more black leaders that would then benefit the community as a whole.

“... if you let go of the ones who are flying and can look after themselves, then they will reach success without feeling connected to the black community and that’s one of the most destructive things that can happen.”

“... what about those kids that are showing the potential to achieve something great at university? Where do we find them a work placement that’s not a blue-collar level and that develops their talent? How do we connect them with a mentoring programme that deals with people with high aspirations and high achievement but that don’t know the ropes?”

“If you target your energy and effort on those that are already on their way to being the leaders and the captains of industry of the future, that delivery in itself will mean more black people in higher-profile, more powerful positions, which will make those who are under-achieving deliver more.”

“We should work with people who are minded to change and they’re thinking about making a change. Those are the ones who are most receptive in terms of like being high achievers.”

By the end of the first year of implementation of REACH, it was decided - largely under the recommendation of the DCLG team – that the programme should focus on “average”, “typical” black young people who live in areas where there is a large black community and who attend schools where there is a large number of black pupils, in order to maximise the reach of the programme. This strategic direction is endorsed by many stakeholders.

“At the very last meeting, there was a lot of talk around not worrying too much about the hard-to-reach, the people in prisons, etc. Let’s concentrate on people in schools, people that we could actually speak to who are still on the path that we could easily influence, and I buy that.”

“There seems to be too much focus on the kids who are out of the system. Now, it’s a very understandable and meritorious approach, but if you’re not careful, you end up missing out on the largest group of black people who are in need of positive role models, just the ordinary black boys that are doing just about OK but need to be inspired to do more.”

“To stand up in front of young offenders and say: “Look, change your life, you can do what I have done,” is a big chasm for them to jump. It’s going to need more than REACH can offer. I think where we will have the most impact is perhaps on the young boys whose lives are still wide open rather than those who may have gone down wayward paths. That’s where we’d have the most success.”

However, a handful of national role models were very disappointed with the decision to target “ordinary” black boys and young black men, and felt that it deviated from the original aims of the REACH programme, which they felt ought to have included those in contact with the criminal justice system.

“I still feel this programme was designed to hit the more at risk and excluded kids in our community, targeting the young people who are under-achieving, those not in education, employment or training (NEETS), because by targeting those people and lifting up their levels and aspirations and attainment, you will effectively have a greater impact I think.”

The new direction inevitably entails that most events will be attended by an audience of young people from mixed ethnic backgrounds and genders, as schools are generally diverse environments. Based on their experience of delivering events, role models did not think that this was a problem. In fact, many thought it was very positive because it can have a positive impact on the attitudes of peers from all backgrounds towards black boys and young black men. However, role models recognised that the messages delivered to mixed audiences cannot be identical to the messages delivered exclusively to black audiences (see below).

“When you go to a school, a black kid can nudge his white mate and say: “look at him, he’s done well.” and not only does it do something with the black kids, but it also it breaks down barriers and perceptions of the white child as well because they see someone who is a positive role model. They then will have the belief that black people are capable of being doctors, nurses, of being what the role models actually are.”

“I’m still a black young man. The black boy doesn’t need to be in an audience with black people to see me. He still sees me in a mixed audience and sees my message. If anything, it should give him more confidence to see that I am able to speak to a variety of people and interact in a variety of settings. I know also that what I say doesn’t only carry weight amongst black boys. It carries weight with whoever you are.”

“It is important that, if you are trying to raise the aspirations of young black men, we don’t just interact with our own groups. So if you want to raise the aspirations of young black men, you also want to have girls there. They will be the girlfriends, the sisters, the mothers motivating the boys and setting standards of what they expect.”

Targeting “influencers”

While most REACH events should target black boys and young black men directly, all stakeholders believed that, in order to really bring about changes in the life circumstances of young black people, the programme also needed to target “influencers” or “intermediaries”, that is, individuals and organisations that can be expected to have a disproportionate impact on the aspirations and achievements of young black people.

“I know we are there predominantly to inspire and to get boys to aspire but I see it also as going in and talking to other organisations, various decision-making people who affect outcomes and to raise their awareness.”

In the early days of the programme, stakeholders discussed engaging with a very broad range of “influencers”, such as education specialists (teachers, head teachers, governors, teacher trainers); parents (especially fathers); employers; criminal justice system agencies (the police, youth offending institutes, prisons, probation officers); the black community and voluntary sector specialising in role modelling, mentoring, careers advice and “employability”; and various media. Recently, in the context of the new strategic direction of the programme and based on some emerging sense of what activities appear to be most impactful, there seems to be a greater focus on working with parents and teachers.

“The problem that those young black boys have is that teachers, community people, even some parents, would have disengaged, given up on them. So you need to re-inspire those people, to say young black boys are not a lost cause, this is possible, this is my story, I’ve been that child in that classroom with a teacher that has given up. So, politely, you need to make them realise that. It’s absolutely crucial that we do that.”

“Adults are parents of these children, the parents are the people who spend the majority of time with the young people, so parents definitively because we could never be a father to these kids. All we can be is a role model for a day.”

“Parents are key. If you influence mums or dads, in five minutes, which is very achievable, then you could actually reach out to kids in a more meaningful way. I found them [parents] really good. They want to know and they’re after practical advice, and when you can offer it, it makes a difference. But it comes back to strategy again. Would we be spreading ourselves too thin?”

5.7. Governance

The problems noted with strategic leadership are in part related to inadequate governance arrangements. There have been unresolved issues around governance over the entire duration of the evaluation. Indeed, there has been some lack of clarity around governance, both between DCLG and The Windsor Fellowship, and between the latter and the national role models. It is important to determine how, if at all, the grant managing agency (DCLG) should be involved in governance and, in particular, whether they should sit on the Project Steering Group. It is also important to determine how, if at all, role models should be involved in governance.

Some REACH national role models wanted to be actively involved in governance, both to help set the direction of the programme and to contribute their skills and expertise. They felt that they had ideas, skills, networks and other resources to bring and did not want to restrict their role exclusively to one of delivering role modelling events. The Windsor Fellowship itself, at least in the early days, encouraged input from the role models and sought to involve them in governance structures through the creation of Project Steering Group sub-groups⁶.

“As role models, we should be working out the direction that we should be looking to take. What are the best organisations? What are the critical issues for black boys as they navigate their way through different voluntary sector organisations? What are the issues that arise? How do we, as role models, best support the process?”

“It was put to us that actually the role models were recruited not to be involved in the strategic direction and the design of strategic direction of this programme, but to actually do role modelling events. I reach for

⁶ There were originally four sub-groups reporting to the overall Project Steering Group: 1) “Media and PR”; “Business Development and Legacy”; “Community Engagement”; and “Programme and Events”. The last two sub-groups have now been merged into a “Programme Events and Community Engagement” sub-group.

humour at these points when I'm faced with this. Basically we were to pop out from behind our banner stands, do our thing and then go away with our banner. Now for me, it's a waste of what role models can bring."

"It seems we have a lot more control over what we can do than what we initially thought. It wasn't a case of now, you are all going to do a, b and c, in this time and that time. It's more a case of what skills can you bring, what opportunities do we have, what avenues can we go down, which I think is a lot better. We can fit it into our capabilities and if we are not happy with something, we can change it rather than having a rigid structure that may not help anyone."

Other role models had very little interest in taking part in sub-groups and saw their role strictly as delivering one-to-many role modelling events. They were happy for the Windsor Fellowship to make the decisions and to instruct them of what they should then be doing to meet identified needs. However, as they saw that the programme was not being led as strongly and strategically as they expected it to be, some stepped in to try to steer it themselves.

"The role models shouldn't have been involved in sub-groups. We didn't sign up for that, for business development. That should have come from The Windsor Fellowship: "Guys, this is the structure, this is what's happening, this is the legacy". We shouldn't have had to get [role models] into the media group to drive and get some market coverage. That should have been to a media person to leap into the media full time."

"I have wasted a lot of time attending meetings and getting involved in various decision-making structures. In hindsight, I would say that was a bad idea. The role models should have focused on role modelling only. I think it created more tension and more problems than it resolved."

"I thought at the beginning it would be enough for us to just do the events in the community and to leave [The Windsor Fellowship] to run the administration, run the programme and they guide it. I was happy with that structure. What's happened is that people have become frustrated and they've felt that things weren't moving as quick as they should be, or in the direction they think they should be, so they started to make noises and got involved. So, do I think the role models should have more input into the REACH programme? In an ideal world, no, that's not our job. The Windsor Fellowship, or whoever is running REACH, should be the people that call the shots, but..."

Documentation in relation to governance is changing rapidly and is often contradictory, making it impossible to state what the current arrangements

are and whether they are fit for purpose. This is indicative of unresolved issues in terms of leadership, capacity and project management.

5.8. External suppliers

As discussed previously, it was decided early on that The Windsor Fellowship would outsource to external suppliers a number of key components of the REACH programme, including:

- media, public relations and communications
- the creation of the REACH role modelling “hub”
- the conduct of a skills audit and the development of individual work plans for each national role model
- the provision of training to role models.

The evaluation was not designed to report on relationships with suppliers. However, this emerged as a key theme in interviews with stakeholders and it was determinant of programme outcomes. We therefore report on key issues raised.

5.8.1. Media, public relations and communications

There have been difficulties in relation to media, public relations and communications. The supplier initially appointed to lead on media, public relations and communications did not succeed in securing the contract when the work was subjected to open competition (as stipulated in the grant agreement) and the second supplier appointed through the open competition eventually resigned. It is outside the scope of the evaluation to determine the precise reasons for these difficulties, but interviewees suggest that a combination of factors were involved, including: poor choice of suppliers, insufficient budgets, delays in paying the suppliers, lack of clarity of expectations, and lack of positive events or impacts for the suppliers to promote.

“Why we lost two public relations companies in one year is that they are not being given the tools to do their job and they are asked to do things that are not within their remit.”

“We’ve not given the public relations people something to work with. You can’t just say: “We’re brilliant”, because we’re not. The companies that were hired to do the public relations for REACH, they are nice people and they’re good at what they do. But the challenge for them was that they didn’t have much to say about us because we weren’t giving them much to talk about. Without an impact, there is no story to report.”

“We’ve had two public relations companies that have not delivered. The first lot didn’t deliver and I don’t know if it’s a combination of The Windsor Fellowship not been able to manage or be clear about what they want from the public relations company and making sure they are doing what they said they were going to do. And then, the second lot promised the earth and at first they seemed really good but actually didn’t do anything in terms of getting press coverage. They complained, just like the first agency, that the role models weren’t coming up with events that they could work on. That was never done and in the end, they decided they were going to resign from the programme because they were not happy with how The Windsor Fellowship was running the programme.”

“Communications with our third party partners, the web builders, the public relations company, Channel 4, that often broke down due to mismanagement and setting tasks that a month later weren’t achieved. After that happened seven or eight times over nine months, obviously people start to think...and they walked away.”

It is worth mentioning that despite initial concerns by stakeholders of having the programme negatively portrayed by the media and despite a few published articles around the time of the launch, as the year went on the REACH programme (as far as the evaluation is aware) has not received negative media coverage. In fact, the programme has been positively perceived by the black community. However, much work remains to be done both to increase awareness of the REACH programme itself and to promote REACH events in the local media.

5.8.2. Creation of the REACH “hub”

Difficulties were also encountered in relation to the creation of the REACH role model programme “hub”. Nearly all stakeholders found the delays in getting the REACH “hub” up and running unacceptable.

“Get the website up. Jesus! We’ve been running for a year and we haven’t a website. I’m speechless on that. If you can’t do that, then starting to talk about the brand and marketing and so on is irrelevant. If you can’t get a website up within a year, I’m afraid to say there’s very few excuses. I don’t care what the problems are.”

“The website, I find it really ironic that we’ve been out there for over a year, we’ve been going out there publicising ourselves, and the website is not even up and running! It’s taken us a whole year and, as far as I’m aware, it’s live now but there’s still issues with bits that need to go on.”

“They [The Windsor Fellowship] want us to direct people to the website and I’m thinking: “Well, what are they going to get from going to the website”?”

It was anticipated that the “hub” would include such items as:

- a description the REACH programme
- podcasts of the national role models and pen profiles of the regional role models
- opportunities for live web chats with some national role models
- career advice and e-guidance detailing the skills and qualifications required for a wide range of career types
- an online market offering jobs, and promoting courses and community empowerment activities
- an online college offering a range of high quality, interactive home study courses, together with discussion groups, blogs, wikis, etc
- details of REACH road shows and events
- links to vetted organisations that provide mentoring and support to young black boys
- resources, best practice, advice, guidance and toolkits to develop capacity in the black community and voluntary sector.

When the “hub” became operational in February 2010, more than a year after the launch of the REACH programme, it included some of the planned features, especially around careers advice and guidance, but many of the functionalities were still not in place at the time of reporting. Significant omissions are the podcasts and live webchats, the features linked to capacity building in the black community and voluntary sector, links to vetted mentoring organisations, and the schedule of REACH events. Importantly, there seems to have been very little promotion of the REACH website, which not only restricts the long-term impact of role modelling events among beneficiaries, but can be expected to limit the programme’s ability to attract buy-in and secure the funding necessary for its sustainability.

5.8.3. Role model skills audit and work plans

In the early stages of the REACH programme, it was decided that the skills and competencies of each national role model needed to be determined, so that individual work plans could be developed for each role model. The conduct of this skills audit was also commissioned from a third party organisation, Life Skills Training Consultancy⁷. This strategic approach to

⁷ The skills audit asked the national role models to rate their own skills in relation to the following: presentation skills; using PowerPoint; creating handouts; health and safety (personal risk assessment); knowledge of REACH objectives; child protection awareness; business development; time management; methods of self-development; awareness of support agencies; and ability to

role model management was felt to be important to deploy the role models according to their strengths and preferences, and therefore maximise their impact. There is no indication that relationships with this supplier may have been problematic. However, the value of the audit in informing the workplans developed for the national role models has been limited (see below).

5.8.4. Training

Finally, in the early days of the REACH programmes, it was recognised that the national role models would need to be trained in relation to a number of core competencies and issues, chiefly media and public relations, delivered by Media Trust, but also crisis management, awareness of black identity issues/working with disaffected youth, and child protection/risk assessment/personal safety. The vast majority of the role models were very satisfied with the training they received, especially in relation to media and public relations. Generally, they felt that the training was delivered in a very professional manner, that it was relevant, fit for purpose, and sufficient for their needs as role models. It raised awareness of key issues and helped them develop adequate responses.

“The first one we had was fantastic, the day we launched REACH. That was really good.”

“The media training at the start was very good. It was informative and it was well delivered. It was beneficial. That was the most useful one.”

“There was good training on child protection, crisis management. There were some good courses definitively. They’re done by people who know what they are doing. Very professional.”

“I think the training, there was the presentation one and camera, being in front of a camera and performing. That was good, very good, quite informative and done by professionals. We had one on risk assessments which was also very informative and it stimulated a lot of debate. There were a lot of things that I wasn’t aware of so it was definitely needed. Very useful.”

The only issue mentioned by the national role models in relation to the training pertained to timing; many wished they had received the training ahead of the REACH launch. It is now planned for the regional role models to receive the same training as the national role models did.

interact with key target audiences. It also asked the role models to identify any other skills they think are relevant to the programme and to assess their own skills level in relation to them. The audit currently did not assess the networks and contacts of the role models, nor the geographical areas they may be able to cover.

5.9. Management of the REACH role models

Another key consequence of both lack of strategic leadership and inadequate staffing capacity has been that the management of the events delivered by the role models has been largely reactive, driven by demand expressed by potential delivery partners. In that context, the main role of the National Operations Director has been to source role models to delivery partners interested in holding a REACH event or in having a REACH role model attend their events. To do so, a Calendar of Events - which details the key public speaking engagements (e.g. national conferences, road shows, talks in schools) to which role models will contribute – was produced and circulated to the role models, who were asked to indicate to which events they would be happy to contribute. Little use was made of the skills audit carried out by Life Skills Training Consultancy in sourcing the role models. At any rate, it sometimes proved difficult to source the most suitable role models for specific events because work and family commitments could prevent them from attending events for which they had been earmarked.

“What makes these events successful is when the audience is relevant. Ideally what you wanted is to have kids interested in the media and music to have Kevin Reynolds, Alex Beresford in the media, guys who want to get into law have Matthew and those interested in business or banking or financial services can have those that are best-placed to inspire them there too. It just makes sense to try to have as much relevance and credibility as possible. I don’t think that was fully understood. There wasn’t not much thought given to that aspect of things.”

“They should have had a generic template to capture from the beginning who we are, what we think we want to be doing and with whom. Basically, they should treat us as twenty people who have complementary skills and should be strategically dispatched accordingly.”

Especially in the early days of the programme, the process of matching events to role models was not clear to the role models. They also needed very clear, practical information about such things as the scope they had to initiate their own activities and to mobilise their networks, or the extent to which they could go beyond their contractually agreed commitment, etc.

“There was a real confusion as to how our appointments were given to us. It wasn’t clear whether we would be told: “Here are the events you should do”, or whether we would personally pick them from the calendar. It would have been good to have some sort of protocol about how we were fitting into things.”

“I don’t even know what’s expected of me? Are you going to give me this information? Are you going to tell me? I don’t even know how to make these connections.” We should be advised on what connections we should have been making and how to go about it to be most effective.”

“Some guidance as to how to go about the work I should be doing would be needed. I am hoping someone will say: “This is what we’d initially like you to go out and start doing. This is the kind of scope so start contacting local education authorities in your region, start contacting media organisations. Go and do talks. Contact local prison authorities”. I really don’t know what is expected. Does someone contact on my behalf? Do I write myself? Do I turn up and meet these people? Just practical information on how to approach the whole process. I could just do it off my own back but I don’t want to tread on toes.”

Critically, for the best part of the first year, there were no minimum standards in relation to the kind of events for which the programme should provide national or regional role models, despite these issues having been clearly highlighted in evaluation reports and informally by role models. As a result both the quantity and the quality of the events were highly variable. Many events were highly relevant and suitable – they entailed a proper element of one-to-many role modelling with adequate time for the role models to interact with the audience, they targeted the right audience and they had sufficient numbers in attendance – but some events were not. They made poor use of the programme’s resources, led to frustration among some role models, and reduced the likely impact of REACH on beneficiaries.

“We should be a lot more proactive as opposed to reactive. It just seemed like there’s a post box and you could be Joe Bloggs from Outer Mongolia, you’re sending a letter requesting a role model, there’s not very much research into what it is you’re going to do, who’s going to be there, but you’re sent anyway.”

“I’ve been to events where the role models outnumbered the young people. I remember going to a meeting and it turned out to be about four people in there and that was just so off-putting. I had planned for a room full of people, so I had in my mind organised props and things that I had to do but...”

“There was neither quantity nor quality. Well, we’ve had some good meetings. I have been to some that were great and fantastic. But there have been a lot of meetings where you turn up and there are 4 or five people and you’ve travelled however X many miles, taking your day out to go. Now, if you’re a national scheme, you’ve got to use your time and your energies appropriately. So, there should be a qualitative

standard, some benchmarks, some established criteria for the kind of meetings you're going to."

"Many of the appointments did not have the quality. They were not meaningful. They were small little things. I have attended appointments where I've spoken to less than ten people. And even when it's more than that, the quality in terms of who we're reaching and the target audience sometimes has not been ideal."

Minimum standards have now been devised and are being implemented as part of the selection of the REACH events and the management of the role models. These minimum standards state, among other things, the roles and responsibilities of the delivery partners, such as the fact that they must:

- give the REACH role model manager six weeks lead-in time to source the role model(s)
- ensure that the audience comprises a minimum of 50 young people, at least 25 per cent of whom should be black boys or young men
- ensure REACH is relevant to their programme of activities
- give the role model(s) at least 40 minutes for presentation and interaction.

The minimum standards also include protocols for managing the role models both before and after the event. The introduction of minimum standards is likely to have a significant positive impact on the quality and impact of the events by the REACH programme. Already, some role models noted that the management of the role models, the process of matching role models to specific events and audiences, and the quality of the events attended, had all improved towards the end of the year.

"Especially towards the end of that year, the first year, they [The Windsor Fellowship] became very proficient in putting me in the right place and giving me the details in advance. If it had been the whole year like it was in the last quarter, we would be very much in a different position now."

"All events I went to were organised by The Windsor Fellowship. They were involved, sending us calendars, it was really well organised. We had information packs, we had background information of where we were going to. In the last six months it was working really well. It was very good. Very well done."

"Certainly since about October, events were well organised. Communications were fine. Briefing and documentation was fine. I have no complaints. They've done their best to put in place what they can."

Finally, while some role models were very happy with the ways in which their time has been used and with the events they have delivered, some (especially those who were not based in London and who were more actively involved in governance) reported that they felt that the programme had not made best use of their time. They felt that (with better strategic leadership, governance, public relations and communications and role model management), they could have delivered many more events.

“There have not been enough [events]. I want to be overburdened with appointments. I could have done up to six days a month. But that never happened because there was no one there to go out and bang on the phone and get people to book us in.”

“We needed more appointments. Between what we were contractually required to do and what we could do, there was a mismatch. Many of us felt we had the capacity to do much more. But the appointments were just not forthcoming.”

“We’ve done OK in raising that level of profile and doing events and stuff. But there is a level of disappointment amongst most of the role models in that we’ve not done as much as we could in that area.”

According to national role models, the programme would make better use of their time if:

- the quality of the role modelling events improved (as discussed above)
- the demands linked to attending strategy and governance-related meetings decreased
- more events were booked outside London, thereby reducing travelling time for many
- longer advance notice was given and fewer last minute cancellations took place.

Despite these shortcomings, the vast majority of the role models found the delivery of their events extremely rewarding. Their commitment to the REACH programme remains high. This is discussed in more detail later in the report.

5.10. REACH branding and messages

From the very beginning of the REACH programme, many of the role models were anxious for the programme to develop a set of key messages, or a common narrative, that would cut across all communications and activities so that REACH can exploit its potential as a “brand”. There were different

aspects in relation to which the role models felt they needed some consistent messages:

- the background to the REACH programme and the various strands of REACH
- the evidence based on underachievement, unemployment, under-employment and over-representation in the criminal justice system among black boys and young black men
- the aims of the overall REACH programme and how the national role model programme supports these aims
- answers to anticipated “difficult” questions.

By April 2009, the DCLG team had organised for the production of a document collating the evidence base and, by December 2009, The Windsor Fellowship had produced a document on the background to the REACH programme and the various strands of REACH, as well as a “Questions and Answers” document addressing various political issues in relation to REACH.

“We all wanted to come up with a single message that we all stand by. That’s now being implemented properly. There’s a single message, the role models are closely more supported. That’s literally ongoing as we speak.”

“We’ve had the research for a while but now they have put together more information on our key messages. That’s good. It’s too late but at least it’s good.”

Not all role models introduced the REACH programme ahead of delivering their personal messages. Many did discuss the REACH programme, distributed the REACH brochure, and brought their life-size posters to events. Others did not and relied on delivery partners to give a short introduction to their event. Events where the time allocated to REACH role models was short, where the audience was not predominantly black, or where the focus of the day was not specifically on REACH, made it difficult to explain and promote the REACH programme. The absence of a “hub” made it even more difficult to refer the audience to the REACH programme and to additional resources.

“I always carry the literature that we’ve been given and cover the government statistics and the five recommendations. I’ll probably expand the message a little. If it’s a black event, I’ll always give out the literature I’ve been given. If it’s not, I’ll keep that back if I think it’s not relevant to that audience.”

“People understood the programme, at the events that worked. They highlighted our profile, the audience in some cases was briefed both by the chair before we spoke or before. That was good because then we didn’t have to explain why we are here.”

“At the actual events I think REACH has been promoted. Many times that has been the place where REACH has become known. But it depends on the events, the amount of time you have to talk about REACH itself.”

“We do give them information. We talked through the reasons for REACH. But there are events where we are not given the opportunity to give a synopsis of what REACH is about and they don’t, that’s just the way that some events are organised as we’re piggy backing events and the contact from the organisation has not really thought through how we are going to fit between us and the event.”

“I think that up to now we’ve been to other people’s events and we haven’t actually staged an event ourselves. We’ve tag on to other events. That can make it tricky [to promote REACH].”

It is clear that, with the new strategic focus on black boys in education, the REACH message needs to be framed in a way which retains its initial focus but is attractive to a diverse and mixed-gender audience. Greater efforts also need to be made to promote a consistent REACH brand across all activities.

5.11. Internal communications

Good, frequent, multilateral communications are important success factors for any programme. In the early days of the REACH programme, role models expressed some dissatisfaction in relation to the quantity, quality and timeliness of the communications given out by The Windsor Fellowship. However, internal communications have since been thought to be effective. National role models have been given a Role Model Handbook, which outlines the REACH programme, explains the roles of the members of the consortium tasked with delivering REACH, explains the role models’ responsibilities (terms of reference) and provides a Code of Conduct. The role models also receive regularly updated Calendars of Events informing them of the activities which they may want to deliver. Finally, every Friday, the role models are also sent a short document – the KIT (Keep in Touch) - relating key decisions and progress, as well as sharing any feedback on role modelling events received from delivery partners.

“You never know what you don’t know, do you? But I think we know more or less what we need to know. Communications are fine.”

“We’ve got a brief idea of how things are going on. We’ve got weekly KITS, which are good and emails about events. So that’s all good.”

5.12. Involvement of regional role models⁸

As discussed in the chapter on the selection of the role models, all the REACH applicants who met the basic requirements set out on the application form (a total of 218) were invited to act as regional role models. Some stakeholders have expressed concerns about the lack of any more rigorous sifting mechanisms (besides being criminal records bureau-checked). They felt strongly that the regional role models should have been interviewed, or otherwise assessed, before being offered a role in the programme.

According to the information on the REACH website (at the time of writing), there are now 14 regional role models involved. Their specific roles and responsibilities, compared to those of national role models, are not clear. In theory, a recent The Windsor Fellowship document states that *national* role models should be involved in:

- doing media work
- delivering events in education (schools, colleges, universities) and related to employment and enterprise
- activating professional networks
- taking part in national or regional road shows
- engaging through new media with the target audience.

By contrast, the same document states that *regional* role models should be involved in:

- doing youth work
- delivering local events
- working with community organisations
- attending regional events
- being represented in the REACH website through a pen profile.

Responsibility for the management of the regional role models has been devolved to Black Training and Enterprise Group.

However, these distinctions do not always hold in practice. As discussed above, for instance, there is now some media training planned for the regional role models, which strongly suggests that they too will be doing

⁸ The evaluation design did not include interviews with regional role models. Their perspectives can only be accessed indirectly, through perceptions among national role models and other stakeholders, programme documentation, and observations during induction events and role modelling events.

media work. The evaluation team has attended a number of events where both national and regional role models delivered very similar activities and messages. National role models also report that the distinctions between national and regional roles models were blurred in practice.

“I know they [the regional role models] are being managed by Black Training and Enterprise Group, which is separate from The Windsor Fellowship, but I still don’t know how the thing works, because some of the events we did, I don’t think there’s any distinction between national and regional role models, really. There’s no event I’ve been to that could not have been attended by a regional role model. I don’t think there’s been a clearly defined demarcation between what it is they do and what it is we do and how we go about doing it.”

“There is some kind of theory about how the regional role models are supposed to work with and divide the work with the national role models but in practice, I’ve never noticed that working in any way I could recognise.”

“I’ve never met any of the local role models. The idea that I had is that we were meant to do the national events, but we’ve been doing the local events as well, so I don’t know.”

Despite the fact that the Windsor Fellowship held three separate training sessions for regional role models, some national role models felt that training and support for the regional role models were inadequate. More generally, they were not sure that the partnership between The Windsor Fellowship and Black Training and Enterprise Group worked as well as it could.

“If the national role models have not had any leadership, then I can’t imagine that the regional role models have fared any better, frankly. From what I’ve seen, there’s been none of that support and coherent use of the regional role models. There is some talk about training but I don’t know if that’s happened.”

“There’s a lack of support for them. A lot of them have been left high and dry. One of them is very active, he just won a major achievement award and he had no coverage or congratulations from REACH and that could have been a national story. As far as I know, only now a coordinated effort has been made towards the regional role models.”

“There’s an issue about how effective that partnership with Black Training and Enterprise Group has been across the year. They do fantastic work generally, but on this programme, have we done as much as we could do? Are all

the role models used in the best possible way? Have Black Training and Enterprise Group and The Windsor Fellowship worked well together? Have they developed a joint strategy and implementation plan? If they have, it did not come across to the role models as such. At my level, I don't see how it integrates.”

5.13. Sustainability

Finally, one of the main aims of the REACH programme was to work towards achieving sustainability after March 2011. The evaluation did not cover finances and budgets. It is therefore impossible to provide direct evidence of progress on sustainability. However, based on the evidence collated in relation to all other aspects of the programme leadership and management, as well as the views expressed by those role models who were part of the business development and legacy sub-group, it seems unlikely that REACH will become sustainable by that time. This is partly because of the current negative economic climate, partly because of insufficient awareness raising and evidence of impact through REACH, and partly because of insufficient capacity and leadership in relation to sustainability. It is hoped that the new staffing arrangements can help towards achieving this aim.

5.14. Conclusions

This chapter examined how the REACH national role model programme was led and managed over the first year of its implementation. It identified a wide range of problems which largely derived from the timing of the appointment of the third-party organisation, the lack of sustained support from the DCLG team, the lack of strategic leadership and programme management skills within The Windsor Fellowship, inadequate staffing resources, and poor governance arrangements. These combined factors created a number of operational difficulties, especially around the management of various external suppliers, the management of the role models, and the development of the REACH brand and associated messages. These issues impacted negatively on the programme's ability: to raise awareness/promote REACH in the media and the black communities; to develop the “hub” and therefore ensure that REACH has a long-term positive impact on beneficiaries and on the development of capacity in the black community and voluntary sector; to deliver a large number of high-quality events to clearly identified audiences; and to ensure the long-term commitment and good will of all role models. The cumulative impact of these various difficulties is likely to undermine the programme's sustainability. However, some features of the programme's management were effective, in particular training and internal communications.

It is important to stress that the interviews conducted at the end of the evaluation period give a retrospective account of the entire first year covered

by the evaluation. However, there is a clear sense that the leadership and management of the programme have improved over the past few months and that they are set to improve further once the new strategy, the revised staffing structure and the new governance arrangements are fully implemented.

6.0. Profile of reach events

6.1. Introduction

This chapter provides an overview of the events delivered by the REACH national models over the period covered by the evaluation (from the launch on 3 December 2008, to 28 December 2009 (see appendix 1 for a fuller discussion of research methodology). The profile of events is based on data recorded in the monthly Calendar of Events produced by The Windsor Fellowship and on “event proformas” (short descriptive summaries of activities which role models were asked to complete for each event they delivered or took part in). The profile is intended both to document the range of activities that have taken place as part of the REACH programme since its inception, and to provide a context for the events that have been used as case studies in the evaluation.

6.2. Number of activities

A total of 139 events (including media activities) have been recorded for the twenty national role models between 3 December 2008 and 28 December 2009. The table below states the number of events delivered on a monthly basis⁹.

Table 6.1: Number of events by month													
2008	2009												Total
Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
3	4	10	17	20	14	9	12	7	6	22	7	8	139

Understandably, the first two months were less busy, as the infrastructures had yet to be put in place and the national role models had yet to receive their training. Most of the activities delivered of this early period were media interviews and articles to promote the REACH programme, rather than the face-to-face, one-to-many activities more typical of later months. Over March and April, a large number of REACH activities took place. The numbers diminished over the summer period. This partly reflects the structure of the

⁹ It should be noted that there are some inconsistencies between the Calendar of Events and the event proformas. We used the best evidence available and our knowledge of events when such discrepancies were found.

school year and the summer holidays. October, being Black History Month, was the month with the greatest number of events delivered. The total tally of events for the period falls significantly short of the target 500 events stated in the initial delivery plan¹⁰.

6.3. Geographical location

The activities recorded have been held across all the nine government office regions, except for the North East region. The table below states the number of events delivered in each Government Office region.

Table 6.2. Number of events by Government Office region									
North East	North West	Yorkshire and the Humber	East Midlands	West Midlands	East of England	London	South East	South West	Total
0	5	2	5	16	7	90	3	9	137 ¹¹

The evidence shows that almost two-thirds of all activities took place in London. This partly reflects the distribution of the black population, the patterns of deprivation and the fact that many national events and conferences take place in London. However, the geographical distribution of REACH events also reflects the fact that many national role models tended to be more active in their own areas. This is borne out by the greater number of events in London, the West Midlands and the South West, three areas which were well represented by national role models. In the future, it will be important to recruit national and regional role models who are themselves from across all Government Office regions to ensure broad coverage. Otherwise, either the demands placed on role models outside London may be disproportionate and unsustainable, or the number of events outside London may have to be reduced to match more limited capacity in the regions.

6.4. Participation of the national role models

The national role models have been involved to varying degrees in the programme since its inception. Some have been extremely active, with one

¹⁰ We understand from an interview with The Windsor Fellowship that this figure of 500 intended to reflect the *number of attendances* by both *national and regional* role models, rather than the number of distinct events delivered by national role models only. It is not clear that this was the understanding of the CLG team.

¹¹ While there was a total of 139 events, two of these were international events which cannot be allocated to a Government Office region.

national role model contributing to more than 45 events, whereas a few national role models attended fewer than ten events. According to interviews with the national role models themselves, the main reasons for delivering a high number of events (that is, above the twelve days which role models were contractually committed to) were:

- high motivation to make a difference/ give something back to the community, and high commitment to the aims of the REACH role model programme
- ability to negotiate flexible work with employer
- being personally requested by delivery partners to take part in events

The reasons for some role models either delivering fewer events than they were contractually committed to, or fewer than they would have wanted and been able to deliver were:

- being outside the UK for extended periods of time
- having family/caring responsibilities
- being tied up with work (risk of redundancy, constant busy schedules, new job or new role, international travel)
- programme “accounting” (the commitment of 12 days does not include time dedicated to preparation, travel, contribution to governance, attendance of meetings, training, etc)
- scheduled role modelling events conflicted with work (few events planned in the evenings, at weekends or during summer months)
- dissatisfaction with the perceived relevance of some events (the poor quantity and quality of audiences in relation to the programme’s aims)
- poor event organisation: insufficient advance notice and last minute cancellation
- some disillusionment with overall programme leadership and management.

6.5. Nature of REACH activities

Most of the events attended by the role models were not initiated or designed by The Windsor Fellowship. They were designed by delivery partners for their own purposes and often included a wide programme of activities to which the REACH role models were invited to contribute. As a result, events varied a great deal in duration¹², nature and in the opportunities they afforded for role modelling and interaction with the audience.

¹² It is difficult to determine with any precision the duration of the *REACH component* of events based on the proformas, as different role models completed their proformas differently: some indicated the nature of the REACH component only, some indicated the duration of their stay at the event; and some indicated the duration of the full programme of activities.

Generally speaking, role models were allocated between 5 and 30 minutes to deliver their talks, or around two to three hours when other REACH activities took place, such as facilitating workshops. Duration tended to depend on the nature of the event, on the number of role models involved, and on the audience (with talks to younger people usually being shorter than talks for an older audience or for influencers).

The activities delivered by role models were highly diverse. The majority of events were inspirational talks which consisted of giving a brief introduction to REACH (background, aims and objectives) and then in sharing the role models' personal stories (their current situation, their starting point in life, the barriers they had to overcome, and their success strategies). Sometimes, the inspirational talks were delivered in a single session. Other times, events included some form of plenary sessions to promote the REACH programme and introduce the national role models, followed by smaller workshops for beneficiaries to ask further questions and discuss in greater depth the issues raised by the national role models. About a quarter of the activities focussed exclusively on the promotion of the REACH role model programme (for instance, in the media or at national conferences or seminars). A handful of events had a very different and creative structure, such as speed mentoring, a "dragon's den" presentation or mock job interviews. Finally, a small number of talks specifically celebrated Black History Month.

The level of engagement with the audience varied considerably between events. In some cases, usually during large conferences, there was little or no interaction with the audience. In other cases, typically in events that attracted fewer beneficiaries and where a significant amount of time was allocated to the role models, there was much greater interaction, which was deeply valued by both the role models and the beneficiaries.

The role models also attended a number of events which did not involve a formal element of role modelling *per se*, such as discussing parental involvement and engagement, prize giving, presenting certificates or awards, taking part in workplace diversity conferences for the civil service, launching community groups, attending networking events, attending events to showcase and pitch products to black businesses, or participating in a family "fun day." This is what some role models seem to be referring to when they state that the programme did not make best use of their time. Now that the programme intends to adopt a more strategic approach to event planning and that minimum standards for event coordination have been introduced, it is expected that the number of events which do not include a formal element of role modelling should decrease significantly.

Finally, most of the events were "stand-alone": they did not plan any further involvement with the REACH programme (although delivery partners, such as schools and youth offending institutions, may of course decide to promote further discussions of the issues raised by the REACH event). However, seventeen events planned a follow-up REACH session. Since the "hub" was not yet operational, there could be no follow-up through this resource.

According to the proformas, eight events had media in attendance.

6.6. Beneficiaries: young people and adult “influencers”

Slightly more than two thirds of the recorded REACH events have targeted young people as their main or sole beneficiaries, and slightly less than a third have targeted various “influencers”¹³.

Based on the available evidence, the profile of the young people was as follows. In terms of age, the audience was evenly divided between the 11 to 16 year-olds (typically, pupils in secondary education) and the 17 to 25 year-olds age groups (typically, college or university students, prisoners or young leaders). Only three events targeted children of primary school age. With respect to the ethnicity of the young people, most audiences were with pupils from mixed ethnic backgrounds, which could include either young people from diverse minority ethnic groups only, and a combination of them and white British and other people. This tended to reflect the school pupil profiles. However, a significant number of events targeted exclusively or predominantly black people (usually when delivery partners were either black community and voluntary sector organisations or criminal justice system agencies). The profile of young people also indicates that events covered a broad spectrum of levels of deprivation. Some events included young people who can be said to be “excluded” (e.g. in prisons, excluded from school), “at risk” (e.g. underperforming or displaying challenging behaviours) and/or who are living in areas of high deprivation (e.g. Lewisham, Lambeth, Newham). Others targeted colleges and university students and young entrepreneurs who can be expected to do very well.

The profile of the influencers was diverse, including community leaders, youth workers, teachers, governors, head teachers, civil servants, black community and voluntary sector staff, diversity experts, academics, prison officers and governors, police officers, fire fighters, business owners, entrepreneurs, consultants, and parents and carers. In most cases (33 events), influencers were targeted on their own, but some events included both young people and influencers as beneficiaries. The ethnic profile of influencers tended to be predominantly white and diverse, rather than predominantly or exclusively black, with the exception of black parents.

In terms of audience size, information is not always known, as there was no question on audience size included in the event proforma. However, some of the national role models have volunteered this information and indicated that events ranged from large conferences gathering some 2,000 people, to very small events with as few as four people in attendance (in three cases). Most events had between 25 and 80 people in the audience, although 12 events reported having with more than 100 participants.

¹³ In addition, eight events were either not specific with respect to their audiences (e.g. media interviews) or did not record the audience in the proforma.

Thus, the profile of the target audiences suggests that, despite much variation and some cases of poor targeting, most events reported in the proformas addressed relevant and sizable audiences.

6.7. Sectors

Role models were asked to note the sector which they felt the event related to most directly, from among the following: education, employment, enterprise, community development and empowerment, and criminal justice. Based on their answers, it would seem that most events were addressing issues that are relevant to most or all of these sectors. For instance, the activities that addressed black under-achievement in education typically linked education, community empowerment, employment and enterprise. However, some events have an exclusive focus on one sector. This was usually the case with events organised within the criminal justice system (18 events), and with the events which focussed exclusively on enterprise (5 events).

Thus, overall, the sectors covered by the REACH events were in line with the core aims and objectives of the programme. Given that the strategic direction will be more clearly focussed on “average” young black people who are still in education, it can be expected that the number of events linked to the criminal justice system will decline over the remainder of the programme.

6.8. Types of organisations/delivery partners involved

Similarly, there has been a very broad range of organisations or delivery partners involved in REACH activities. The largest group of delivery partners were voluntary and community sector organisations, some of which have high capacity to support the programme (such as Black Boys Can, CARISMA, the Stephen Lawrence Trust, the Prodigals Education Trust, Urban Synergy) and some of which have very limited capacity. These activities accounted for more than a third of all REACH events. The second largest group of delivery partners included individuals and organisations in the education sector: schools, colleges, universities, academies, local education authorities, associations of teachers and professionals with responsibility for ethnic minority achievement. The third largest group of partner organisations related to the criminal justice system. These included various prisons and youth offending institutions, National Association for the Care and Resettlement of Offenders, the Ministry of Justice, and the National Policing Improvement Agency .

Thus, the delivery partners also reflected the core aims and objectives of the programme. It is most unlikely that such a broad range of delivery partners could have been involved without the REACH partnership between the statutory and black community and voluntary sectors. This shows the value of the approach to partnership working. Given that the strategic direction will

be more clearly focussed on “average” young black people who are still in education, it can be expected that fewer delivery partners from the criminal justice system will be involved with the programme in the future.

6.9. Main messages

Based on the information contained in the proformas, the main messages delivered by the national role models to young people were a combination of the following:

- the REACH vision, the need for a national role model programme and the promotion of the REACH programme (although coverage of the REACH background, aims and objectives was less frequent in the second half of the year)
- the current life circumstances/professional roles of the role models
- the personal journeys undergone by the role models: this usually entailed some overview of the “distance travelled” (migration history, poverty, absent fathers, low expectations, discrimination, etc) by the role models from their childhood to the present, and the difficulties to be overcome to reach their current positions
- the personal characteristics required to achieve: focus, perseverance and determination, self-respect and respect for others, self-belief and identity, open-mindedness, envisaging a wide range of educational options and career aspirations, constantly challenging oneself to grow and learn, etc.
- the importance of setting clear, ambitious but realistic goals
- the importance of a positive and supportive social environment: the role of family, and friends, the need to access all positive resources, using social and communal networks, support and contribution to one’s community, finding mentors
- (for some role models) the importance of faith in their own personal journey: how faith offers guidance, solace and access to community networks
- the development of practical knowledge about professional life: discussing options, putting together a business plan, setting up short-term goals, thinking through difficulties, setting-up a business, creating strategies for success, overcoming barriers and adversity, how the role models got into specific sectors and roles
- some element of positive reinforcement and respect for what the young people had already achieved
- perceptions of role modelling and role models

Events targeting influencers covered many of the same messages, but they also provided the audience with messages focussing on:

- the importance of parental engagement and the need for parents to take ownership of their children's education
- the need for networking, extending partnerships and increasing CVS delivery partners for REACH. Specifically, calling for the black community to work holistically across schools, beneficiaries and families
- the need to acknowledge discrimination and structural barriers faced by black children and youth in education (discussing issues around under-representation) and society
- sector-specific issues: workplace equality and diversity, social inclusion, criminal justice (gangs and street crime, stop and search, treatment of prisoners), etc.

Two aspects of the messages delivered by the REACH role models which seem particularly noteworthy to the evaluators:

- the focus on positive, empowering messages: while racism, discrimination, challenges and structural barriers were acknowledged (especially in relation to influencers), this was largely taken for granted and treated as the implicit background which makes it necessary for black boys and young black men to be especially resilient and resourceful. Thus, the message was focussed on individual responsibility for developing one's talents and for realising one's potential. It sought to promote a sense of agency and efficacy in order to empower people to overcome any barrier. This made the message inclusive and relevant to most audiences. It was extremely positive.
- the focus on non-materialistic values: while all REACH role models had achieved a degree of material success, their messages were emphatically not materialistic. They stressed personal development, the acquisition of knowledge, self-respect, contribution to community and society. Many explicitly tackled the appeal of "fast money" as a dangerous myth for all young people but black boys in particular.

6.10. Role models' perceptions of events

The proformas specifically asked the national role models to identify, for each event attended, three aspects of the event which they felt were particularly positive, and three aspects which they felt could be improved in the future. Based on this information, good events are those that:

- have a high profile or high visibility: the national role models are keen to attend events that have large audiences and/or are attended by influential people (e.g. ministers, mayors, head teachers, police officers, etc) who can help raise the profile of the programme

- provide opportunities to engage in some depth with the audience, particularly opportunities for audience contribution and feedback: the role models want to interact with people and to have an egalitarian relationship with their audience
- make best use of their time: the role models want enough time to engage with beneficiaries, but they dislike having to take annual leave to deliver a short presentation;
- include fun activities with young people: the few events that involved some activity (as opposed to talks, seminars, lectures) tended to be viewed very positively
- are well organised and well structured: the role models like to know exactly what is expected of them at an event (this heavily relies on establishing good communications with delivery partner), and to obtain this information in a timely fashion; they like events that keep to the agreed schedule, are well chaired, are held in adequate venues, provide opportunities for networking and REACH promotion, display REACH materials, provide audience with good information on REACH, including background, aims, objectives, expected outcomes, etc.
- bring together a range of (national and regional) role models so that beneficiaries are exposed to diverse and complementary perspectives
- (where relevant) enable the role models to make links with the wider community and the black voluntary and community sector or other relevant sectors
- involve a range of relevant, high-quality speakers, delivering messages which resonate with the audiences and which complement the input from the REACH role models

Conversely, the national role models agree that poorer events are those that do not meet these standards. The main improvements suggested by them are:

- better information on the precise role and involvement of the regional role models and how they are expected to work together
- better support from the programme as a whole (website, regional role models, local mentors, voluntary and community sector organisations, etc) so that they can refer beneficiaries to targeted support
- earlier notification of events and expected contributions from the national role models
- improved briefing prior to event: pre-distribution of materials to inform national role models of event details (e.g., list of delegates, programme, logistics, longer notice given to national role models, etc)
- better organisation and time keeping at events
- better allocation of national role models to events that are relevant to the aims of the programme and are therefore better targeted

- improved promotion of actual events to avoid low turnout or less targeted audiences
- a clearer focus on black audiences: the REACH 20 are happy to address mixed audiences but want a significant number of Black people in attendance to ensure greatest possible impact
- production of a general school assembly briefing and activities for school pupils to engage more actively with the REACH messages
- production of REACH materials to leave with schools: posters, bags, caps and range of activities.

6.11. Conclusions

The profile of events delivered by the REACH role models indicates that a total of 139 were recorded for the first year. This is significantly less than the 500 anticipated. This under-achievement seems to be attributable to a number of factors, which relate to the leadership and management issues discussed at length previously. With better promotion of REACH in the national and local media, with a more strategic and proactive approach to programme management, with greater staffing capacity, with less time dedicated to governance issues by the role models, and with a team of role models that covers all areas of the country, for instance, one can expect that the number of events would have significantly increased.

Despite these shortcomings, the programme has succeeded in delivering a good number of events which were relevant to their core aims and objectives, which targeted appropriate audiences across a range of sectors and through highly diverse delivery partners. This could not have been achieved without the partnership approach pioneered by REACH. It also suggests that demand for a programme such as REACH is strong and that, with fundamental changes to leadership and management, the programme could be highly successful. This conclusion is also borne out by the very positive perceptions of the REACH programme, of the role models and of their messages, as well as by the high positive short-term impact of the programme on black boys and young black men, which are evidenced by most of the case studies. These are the topics covered in the remainder of the report.

7.0 Experiences of role modelling

7.1. Introduction

This chapter reports on the experiences of the national models over the first year of delivering their events. It discusses their perceptions of the success of REACH events, their views on the effectiveness of role modelling as a mechanism to bring about attitude change, what they personally derived from taking part in the REACH programme, and whether they intend to carry on after their contractual obligations are fulfilled.

7.2. Experiences of delivering role modelling events

As discussed earlier, most national role models raised various “question marks” in relation to the leadership and management of the programme. Many felt that the role modelling events were not planned strategically and, therefore, that too many of these events did not attract the right audiences in sufficient numbers and that, generally, the programme had not delivered as much as it could have done. Yet, despite these difficulties, all the role models described the experiences of role modelling itself as overwhelmingly positive. They were careful, in their final retrospective assessment of their year as REACH national role model, to distinguish between the management and the delivery of the events.

“I’ve been to quite a few schools, assemblies, community group meetings and so on. They’ve gone really well, I’ve really enjoyed those. That was good, that felt very constructive. I have enjoyed the positivity. I have enjoyed the feedback. You did feel very privileged being able to go in there and have these kids listen to you and the vast majority of them wanted to hear what you are doing, what you’ve done. Overall my experience of what I have done has been very positive.”

“Across all the role models, I think everyone enjoys doing what they do. The issues have been with management. If people are disgruntled, it’s not to do with the programme itself; it’s to do with the strategic and management issues that I’ve pointed out. Otherwise, they love going out doing the things they do.”

“Love the work! Really love the work! Love talking to kids. I’ve been doing it for years but I’ve loved doing it as a REACH national role model. Loved the legitimacy that we have in terms of wanting to have a voice about these issues and the opportunity that we get if we take it, to raise the profile and

get our points across. To that extent, the programme works. It gives a voice.”

“Every time I’ve seen the role models speak, it has all been very good. Everybody’s always been good, everybody’s made a big impression and it’s always been successful in terms of the content of what they’re saying and their ability to communicate.”

7.3. Views on role modelling as a mechanism to generate change

In addition to enjoying delivering the events, all the role models were confident that they had succeeded in making a positive impact on the people they accessed through REACH. They remained convinced of the validity of role modelling as a mechanism to bring about attitude change.

“I still think the REACH project is a really good opportunity to make a real difference, even though we haven’t achieved all we wanted to.”

“We can change lives, we can make people see things differently. I remember when I was a teenager myself, I thought it was OK to justify my shortcomings and my failings in life because I didn’t identify with anyone who was doing well. Things only became different when I saw people like me doing well and I heard their message. That was the minute I believed that I could do something different, the minute when I turned. And that’s the story for a lot of black people. We can’t save everybody, but I think we can really make a difference.”

“I think it can actually work. I really do, if all the necessary steps and the right people are in place. I know because it feels right when we deliver good events with the right people. You can see it working.”

The national role models were unanimous in their belief that, as a team, they possessed the requisite skills to raise the self-esteem, self-confidence and self-efficacy of black boys and young black men and, in the longer-term, to have a positive impact on their education and employment prospects. Their experiences of delivering events convinced them that, in the vast majority of cases, they were having a very positive impact in black boys and young black men and that this was noticeable even in the short time they spent with their audiences.

“I found it a very fulfilling experience, very rewarding. I enjoyed being out there and speaking to youngsters. I enjoyed feeling like I was making a difference. You could see the change very clearly sometimes.”

“I’m happy with what I’ve delivered, happy with what I’ve given. I’ve been able to communicate with young people, I’ve seen positive effects and that’s what I set out to do. I feel that I have contributed and that is the main thing.”

“I’m very satisfied actually. I was very glad to be involved in the programme, I think I was able to impact people.”

“I was not the best. Some of the guys were absolutely amazing. I was alright. But I still managed to have a good impact, I think. The feedback I got was always really positive.”

The role models were also satisfied that some valuable connections with the target audiences, with influencers and with community and voluntary organisations that provide support to black boys and young black men had been made through REACH. They would have hoped for more work to have been done on this front, but still felt that REACH’s impact had been positive.

“Depending on the role models, there has been a hell of a lot of connections made. There’s been a lot of contact with the target group and I can’t help but think that we have achieved a lot in terms of inspiring people looking at the feedback that we get.”

“I don’t remember the details but the role models constantly talk about the off-shoots of their events, whether it’s another engagement or people asking for mentoring or repeat business or the organisers telling us how great the kids thought we were and how positive they were about our work. So I have no doubt that it works. It just needs to be better supported.”

“We have already made links with schools, churches, community groups and such like, that will all help support black people in the longer-term. That will snowball.”

Thus, in their experience, role modelling has been successful in bringing about positive changes in the audiences they have engaged and in creating valuable links across stakeholders. Not a single national role model came to doubt the validity of role modelling itself. On the contrary their belief in the efficacy of the method was strengthened through their experience of REACH (although most would agree that one-off role modelling on its own does not

suffice and that their interventions need to be backed by others forms of engagement and sources and types of support). This view is consistent with the findings from the evaluation of the case study events.

7.4. Personal gains

In the final interviews, the role models were asked whether they had personally gained anything from taking part in the REACH programme. They were unanimous in the view that they had benefitted, despite the many frustrations they had experienced along the way. In addition to the obvious satisfaction and enjoyment they derived from the process of role modelling, and to the gratification they got from witnessing the positive impact they had on others, the main personal benefits of taking part in the programme cited by the REACH national roles models, were that they had:

- been part of a team of extraordinary black men who had inspired them to do more, who got on well and would become a precious resource in the future, and contributed to an important programme.

“Another very amazing thing is some of the things you hear from the other panellists, even though I’m a grown man, I’m inspired by them.”

“It’s been a great experience. It’s been a great year. It’s something I never thought I’d be doing a while ago. Without a doubt, the people I’ve met, the other role models, the people involved in helping out, everyone I’ve come in contact with and I’ve had the pleasure of meeting, I’ve been able to share a lot, I’ve learned a lot about myself, I’ve been able to help a lot of young people. I’m very glad and honoured to have been chosen.”

“I’ve had some really great times with the REACH role models themselves as well. The whole thing has been an amazing learning experience. I know we will have that bond between some of us for a very long time.”

“I’ve worked with local groups and with the other role models. I’m very happy, I’m very privileged to have been part of something with so much interdependency of people working together. We felt a part of something big and important.”

- learned about the inside workings of statutory and community sector organisations, and gained a better appreciation of what makes programmes more or less successful.

“It’s helped me in terms of an appreciation of what’s happening, to put things in perspective, understand the issues. It’s broadened my horizons and how things work in central government and in the voluntary sector, and the kind of political wranglings that take place and how that all works; it all added to the experience.”

“I would say that I have a much more real grasp of what it takes for a programme like REACH to work and how important it is for everyone to work towards a common goal for it to succeed. That’s not easy when you’ve got completely different organisational cultures, and twenty very strong-headed guys, that need to come together. Even it is feels draining at the time, it is quite good to be exposed to different ways of working.”

- developed a greater understanding of the life circumstances of black people and of their own identity and experiences as black men in Britain.

“I have definitively grown, 100 per cent. I am like a different person. I’m more aware of where we are at as a community and I see real life situations more clearly. It’s made me more grounded in what people are doing who are not getting the recognition or in ‘the limelight’; more appreciative not just of where I am but where I am in my journey, about the black race, where I am from.”

“I have used my existing skills but what I have grown in is my level of awareness and understanding as to the breadth of the challenge we face and the shape and the colour and the tenure of it.”

“You knew things based on your personal experience before. But now you have seen the evidence, you have discussed with the other role models, you have met hundreds of people similar to how you were not that long ago, and it makes you much more aware of what it’s like to be black.”

- increased their self-confidence, their presentation skills and sharpened other soft skills through the delivery of events.

“I’ve learned new skills with things that I didn’t know I could do before, like going out and speaking, delivering workshops, seminars. I’d never done that before on a regular basis. To be able to do that is very good for me.”

“Once you are given a platform like REACH, you rise to the challenge and you develop the confidence and the skills to go

out there and address any group of people because that's what you signed up to do. I got better at it, more confident, over the year."

- had positive exposure in a wide range of contexts from which they expect to benefit professionally and socially.

"Good contacts as well, and meeting different people from different walks of life, going to various conferences and meeting with individuals. That's been fascinating too."

"I have no intention of changing jobs or anything like that, but I am sure that it will be good on anyone's CV to have been a REACH national role model."

"The role models have definitively been able to pick up soft skills that are very useful for any employer."

7.5.

Future involvement with REACH

As would be expected, a handful of the original REACH national role models were unsure whether they would maintain their involvement with the programme at the end of their contract (assuming that the programme is maintained).

"A few had a change of heart. Maybe something happening in their personal lives or they realised that this was not what they expected and they've pulled back slightly. But for the vast majority I would say the commitment is outstanding. They're really engaged."

"I need to decide whether this is the best way that I can give back, which I definitely want to continue to do, given all the pressures at work and at home."

"I didn't just sign up to go into a school that, as soon as I leave, that's it. And when the kids come to me and say: "Who do I go to for this?", there's nothing more. It's such a shame... Do I want to sign up to that?"

"My enthusiasm is waning. That's mainly to do with the way things have been managed and the lack of leadership and management of the programme. But most of the events are in London and I have become reluctant to take a whole day off, with travel and stuff, to attend an event the value of which may be somewhat limited. Don't get me wrong: some are fantastic, but some aren't."

However, the vast majority of the REACH national role models wanted the programme to carry on and they personally wanted to continue as role models to it. In fact, they wanted the programme to expand and reach greater numbers of people through a larger, better managed team of national and regional role models. They felt that the programme had improved significantly over recent months and were confident that it would go from strength to strength.

“I always recommend the programme to people and I will continue to do so.”

“I think REACH is working well now with the new meetings that we’re having over the phone, the emails are coming through. I do feel we’ve taken the right direction, which I didn’t feel was the case when we started. There’s definitely been a change and we’re going in the right direction and we’re communicating better. I hope it continues that way.”

“I do believe we will get there so I want to continue. It’s been a long year of teething problems, but we almost have a full set of grown-up teeth by now! It would be a crying shame to let that go.”

“By the time you get to the end, assuming it’s a ten-year programme, fifteen-year programme, you would have created, not only the initial set of role models, but another two, three, four hundred along the way, plus the people you have inspired. That could add up to a very powerful force for the black community. It needs to go on.”

“Now, it’s about scaling the whole thing up because we can’t go, year on year, season on season, with just twenty guys. It’s just nowhere near enough. Our future strategies would need to give a more prominent role to the regional role models and to recruit more role models generally.”

7.6. Conclusions

This chapter reported on the experiences of the role models in relation to the delivery of events. It showed that, from their perspectives, and despite widespread concerns over the programme’s leadership and management, the role models were unanimous in their views that role modelling, as a mechanism to delivery attitude change, works. Having engaged with hundreds of young people and influencers from diverse backgrounds over the first year, they all reported a very clear sense of impact on most audiences. They also enjoyed the process of delivering the events and personally gained a great deal from taking part in the programme. The vast majority were keen to continue as REACH role models.

8.0. Impact of reach role modelling events

8.1. Introduction

This chapter explores how effective the REACH role modelling events were in changing the attitudes of their audiences (black boys and young black men, as well as influencers). It describes the qualities of the role models, of the messages delivered and of the events structure and organisation which contributed to the overall impact of the role modelling events. The discussion explores both the short-term and the long-term impact of the REACH events. Based on the theory of change discussed earlier, attitudinal changes were mainly expected in relation to self-esteem, self-confidence, self-efficacy, educational aspirations and the broadening of career options. Finally, the evaluation discussed whether REACH role modelling events worked best with certain audiences than with others, and whether they had any unintended positive or negative consequences.

The evaluation findings reported here are based on detailed analyses of 18 role modelling events that were selected as case studies (see appendix 3 for an overview of the key features of the case studies). The evaluation design for each case study included: pre-event paired interviews with audience members (with young people only); immediate post-event paired interviews with influencers or focus groups with young people; immediate post-event interviews with delivery partners; repeat paired interviews with audience members three months after the events; detailed notes and observations during the role modelling events; collection of event-related documents (e.g. agendas, handouts); and *ad hoc*, opportunistic data collection (e.g. informal discussion with role models, audience members). The evaluation does not report on the performance of individual REACH role models, only on programme-wide matters.

8.2. Qualities of the REACH role models

The impact of the REACH role model programme fundamentally depends on the quality of the national role models. Their life stories, messages and delivery styles are what make them more or less effective with various audiences.

At the time of planning the REACH role modelling programme, the essential attributes sought in the national role models were: determination and drive; excellent communications skills with diverse audiences; a history of achievement and attainment in a chosen field or sector; honesty, probity, integrity and clear values; being inspirational; credibility with the target audience; and commitment to the principles underlying the REACH report.

Based on the evidence generated by the evaluation, the qualities which beneficiaries perceived in the role models and which made them highly

effective in their eyes (regardless of the specific audience they are addressing), are very similar to those that were sought by the programme. While the boundaries between these various qualities are often overlapping, these can be grouped in the following way:

8.2.1. Honesty and integrity

Role models must display honesty and integrity. These qualities had been specified in the selection criteria, were expected of role models in general by beneficiaries (ahead of meeting the REACH role models), and were found in the national role models in particular. Beneficiaries particularly appreciated the fact that the role models did not “pretty themselves up” or seek to present themselves exclusively in a favourable light. They discussed as much their weaknesses and their strengths, the areas in which they still feel they have underachieved as well as those where they are very successful, and the challenges they are currently facing as well as those they have overcome. They came across as “real”, which made them credible figures with whom people of all ethnic backgrounds, ages or genders could identify.

“In school, when people come to visit, they always look like they are so sure of themselves. It’s good but not everyone’s sure of themselves. So it’s good to see how he wasn’t sure but he managed to persevere and to do all that.” (Young person)

“I liked that they didn’t hide anything. They told it as it is.” (Young person)

“I thought they were quite captivating. They shared their experience, personal experience. You looked at them and thought: “Wow, they’re normal”. I thought they might have prettied it up but they were very real. They were humble and honest.” (Influencer)

“Integrity. He was true to himself. He knows who he is.” (Delivery partner)

8.2.2. Respect for self and others

The notion of integrity is very closely associated with that of self-respect. But the notion of “respect” has wider meanings in black communities and it is highly resonant. Young people and influencers frequently mentioned that the role models displayed respect for themselves and for their audiences. They showed interest in the perspectives and experiences of the people they addressed and spoke to them “on their level”. The dimension of respect was often highlighted in relation to events delivered by more than one role model. There, audience members could see very clearly how role models respected each other, as well as themselves and their audiences, in the ways in which they interacted.

“R1: You could see that they respect themselves. When you respect yourself, it's easier for other people to respect you.

I: How did that come across, that element of respecting themselves?

R1: It wasn't even the suit. It's just like, you can tell by the way they're talking, that they respect themselves.

R2: And believe in themselves. And they respect each other too.” (Young people)

“Black people always go on about respect, respect, respect cos there ain't that much around. But there you saw what respect was all about. How they talked and listened and were genuinely interested in what each other had to say and how they wanted to find out more about us. Very good. Really important message for me.” (Young person)

“Everything about [role model] shows that he has this dignity, this inner thing about respecting yourself, thinking that you are actually worthy of respect and that everyone around you needs to give you the same respect. I don't mean in a superior way or anything. Just basic respect.” (Influencer)

“He treated us like normal people. That felt like the sort of conversation you could have on the outside. He spoke to us like we were in society. I felt like he respected us.” (Young person)

8.2.3. Humility and ability to relate

Role models must display humility and an ability to relate to others with simplicity. This may be particularly important when people are described as “role models”, which is assumed to imply some superiority in relation to the audience. The quality of humility was mentioned in relation to most role models: the fact that, despite their achievements, they displayed no sense of superiority in relation to their audiences. They came across as “real”, “ordinary”, “normal”, “human”. Those qualities were central to making the role models easy to relate to and approachable.

“He was courageous and he wasn't showing off. He was just telling us about it. No bragging or nothing.” (Young person)

“You did not feel like they patronised you or they wanted to show themselves to be better than you...” (Young person)

“He's just like me. He hasn't lost his identity and I can relate to him. He's humble. Because some people can talk the same talk but when it comes to like connecting, then that's a different story. Many are not really willing to speak to you on

the same level because they feel that you need to really respect them. But for [role model], his mind isn't there; it's in relating, helping young people." (Young person)

"When they were in the room with us, it was like they didn't seem to think they were any better than any of us." (Young person)

"His humility matched with his achievement." (Delivery partner)

8.2.4. Success and achievements (not necessarily materialistic)

Role models need to be seen to be successful and to have achieved something in their lives. However, success was understood in very broad terms. All the role models were deemed to be "successful", something which was "picked up through who they are" rather than through external signs of material success (e.g. expensive clothes and accessories, titles) or markers of social class (e.g. accents, vocabulary).

"R1: They need to have made it. There's no point someone telling you how to do this, that and the other if they come from the same place as you unless they've made it.

Otherwise they'd be kind of contradicting themselves.

I: Are we talking about how much money they've made or what their position is or...? What does that mean?

R1: It's part of it.

R2: Certainly money. Whoever says it's not money is a liar.

R1: It's part of it, but it's more about being successful kind of more generally, kind of achieving something and reaching your goals." (Young people)

"I definitely look up to him and hope to achieve half of what he achieved soon. Not only has he achieved, but his character speaks highly of him. It's not the money or the job title or the cars or the trophies or anything like that for me. It's that he is a success in himself." (Young person)

"Money might come from success but that should not be your main goal. None of these guys have achieved what they have achieved just because they wanted money." (Young person)

Clearly, a basic degree of material success may be necessary, but it is not sufficient. The scale of the material success does not need to be large either: after all, some of the role models are civil servants, fire fighters, probation officers, teachers whose earnings are not considerable compared to sports personalities or music stars; yet, they can be highly effective and inspirational as role models. There seems to be a distinction between being *impressed* and being *inspired*: the beneficiaries may be impressed by the rich and famous, but they are not necessarily inspired by them. Only a few young

people said they would like/have liked to see “a celebrity”, “a big sports personality”, “Usher”, “50 Cent”, “Rio Ferdinand”, “Lewis Hamilton”. All the others seemed to value precisely the “ordinariness” of the role models. Indeed, many young people and influencers explicitly articulated the problems they see with the pursuit of “easy money” and they were happy that the REACH role models offered a positive counterpoint for the materialistic messages that circulate in the media and in society more generally.

“R1: They [role models] should have a bit of money.

R2: Yeah but you can't just worship it because it's the root of all evil [laughter]. Everybody likes money; it's a good thing when you've got it, when you need it at the worst times. But you can get carried away with it.

R3: You can get corrupted.” (Young people)

“We are bombarded with “money, money, money” all the time. This guy made you want to be good, work hard and be successful. Not necessarily that rich, or not only rich, but fulfilled. I liked that.” (Young person)

“Obviously having extra money's a bonus, but the normal view is that success equals money and that's wrong. Success could be being healthy, keeping a family together, not trying to get that divorce or whatever. That's success. But other people associate success with “bling” because they're missing something inside and they're trying to fill that void. I have seen people I know that are chasing that money and it's killing them. The money's just being used to replace what they're lacking basically. To me, that's not success.” (Young person)

“One of the problems with our young people is that they want easy money: they see all the “bling” and they want to get their hands on that money without putting in the effort, so it's especially good that REACH puts the emphasis on hard work and not just money, money, money.” (Influencer)

Thus, it would seem that material success itself is not regarded as a dominant factor in the ability of the REACH 20 to inspire beneficiaries, but that it may be one of many elements that go towards establishing one's credibility. It may be worth stressing that there seemed to be a shift in the importance attributed to material success as a result of attending the role modelling events. Young people in the pre-event discussions were more likely to refer to material success when discussing the qualities expected of a role model than they were after having taken part in the events. Indeed, the non-materialistic messages of the role models were extremely effective with all target audiences because they appealed to people's higher values.

8.2.5. Determination to overcome difficulties: “distance travelled”

More than the objective level of their achievements *per se*, what matters to all beneficiaries is the “distance travelled” by the role models between their starting points in life and where they currently are: role models need to have overcome difficulties to be credible and inspirational. All beneficiaries are particularly impressed and inspired by people who succeeded against the odds and who showed determination, even if the scale of their achievement is comparatively less important than for someone who may have started from a position of greater advantage. It is particularly resonant with many young black people - who experience difficulties, barriers, failures - to be shown, through the real life stories of the role models, that this need not stop them from striving for more and from actually achieving.

“And where you've come from. Like if you drag yourself from the gutter to the top, you know what I mean? Like even in the middle, like you come further than someone that's just started at the middle thing, and that's important as well.” (Young person)

“R1: You need to have had a hard life. I don't want to hear any happy guy telling you he's happy. I need to know how you made it through the nitty-gritty.”

R2: If the person has achieved a lot and if I can relate to him as well, then I respect him more. Like, say if he's had a life like mine and he's accomplished so much stuff then, yes, I respect him.” (Young person)

“You can watch all the successful people, you can watch them flashing the cash around, but you don't really see behind the scenes. You never get to sit with them in a forum one on one and say: “OK, how did you actually become who you are?” and I think this is a very valuable experience. I think this is what people should be promoting and putting money towards, not just putting these positive role models like Lewis Hamilton, Jermaine Defoe and people you can see and watch, but not understand really. So it's not just the glitz and glamour of where they are now. There was actually a struggle that went through it and that's one of the things that I learnt today. To me, the process is more valuable than who you are right now or what you've done. It's the journey you've been through, because at the end of the day, I'm going to go straight through that journey as well.” (Young person)

“The fact that they all had a lull at school and then they sort of...a light was switched on or whatever, they turned a corner and realised they had to pick themselves up, together with the right people around them, talking to them and

encouraging them and pushing them on. They were able to do it. I thought that was quite inspirational really.” (Influencer)

“I don’t want people to be flawless. It’s more: “I’ve turned myself around”. Or: “I was a right old rotter when I was younger and I really didn’t want to listen to anyone when I was younger, but I got to a point where yes”. So the fact that they’ve made mistakes and overcome difficulties is quite important.” (Influencer)

8.2.6. Intelligence and knowledge

Role models must be perceived to be intelligent, smart and knowledgeable about a range of things. Education is an important factor in being perceived to be intelligent and knowledgeable, but it does not suffice. Role models must display emotional intelligence and “real world” knowledge too. They also need to be seen to be pursuing opportunities to learn.

“Being smart. Intelligence. Knowledge. Knowing a lot of things so you’ve got options in your life. Being educated.” (Young person)

“They need to have knowledge as well; I don’t want to speak to an idiot. Not just book knowledge. The world isn’t two-dimensional, so know a bit about everything.” (Young person)

“Like he said: “Knowledge is power”. I totally agree with that. These guys are succeeding because they have that knowledge. They’re educated, they’re wise, and they want to keep on learning. They know what they know but they know when to listen. They don’t try to blind you with knowledge. They’re not out there to impress, but they end up being impressive because they’re smart.” (Young person)

“[Role model] is a very clear thinker. Very sharp. Very articulate. But he does not use his knowledge to create a barrier and show himself off to be superior.” (Influencer)

8.2.7. Communications skills

All the above qualities - honesty and integrity, humility and ability to relate, self-respect and respect for others, success and achievements, determination to overcome barriers, intelligence and knowledge – may not be associated with a role model and may not generate a positive impact, if they are not backed by very strong communications skills. These include a range of attributes and skills, such as having “charisma”, being “articulate”, “relaxed”, “open”, using “humour”, and so on. But they also entail an ability to adapt very quickly to a range of audiences (in this case, young people of different age groups, genders, ethnic backgrounds, educational

achievements and aspirations, levels of motivation and interest in REACH, professionals from across a range of diverse sectors and different levels of seniority, parents, sympathetic and hostile media, community sector organisations, faith groups, etc) and to succeed in engaging them. All national role models were perceived to have good to outstanding communications skills.

“He was excellent! Even the officers were saying: “Wow! That was a speech!” (Young person)

“The way he called everyone who answered a question “Genius!” was really good.” (Young person)

“They were able to engage the audience, being open and able to explain so that people can relate to them. Everyone was engaging and had a passion and desire to help and that came through.” (Delivery partner)

“They did come over relaxed and easy to talk to and communicated well. We all felt relaxed and comfortable.” (Influencer)

“I have been to loads of talks where people weren’t a patch on him. He’s one of the best presenters I’ve seen.” (Influencer)

To conclude, this evidence shows that, in order to be perceived to be a truly effective, inspirational role model that has credibility and relevance in the target audiences, an individual needs to have all the above life experiences and skills. The vast majority of the REACH national role models displayed all or most of these attributes. This confirms the validity of the recruitment criteria. It also accounts for the strong impact which many role models had (see below).

8.3. Messages delivered

The impact of the role models is of course linked not only to their personal qualities but to the key messages that they deliver. The two are very closely related. The evidence from the case studies broadly confirms the evidence gathered from the role models themselves through the event proformas. It shows that REACH models delivered slightly different messages to young (black) people than they did to various categories of influencers. Indeed, one of the key strengths of the role models was their ability to adapt themselves and to tailor their messages and delivery styles to very diverse audiences. Messages can be analytically grouped under the following headings:

8.3.1. Description of the REACH programme

Most of the talks included a more or less extended introduction to the REACH programme, its background, aims and objectives. This was variable

in detail and clarity and would have benefited from greater systematicity (either in the form of a video or PowerPoint, or of REACH brochure being made available to all). The time allocated to the presentation of REACH depended on the total amount of time allocated to the REACH role modelling event, on the nature of the event, on the target audience (with generally more fulsome presentations with exclusively or predominantly black audiences and with influencers), as well as on the preferences of each role model. As a result of these different approaches, it is not always clear how the specific role modelling event was integrated into a much wider programme of work. As the “hub” and other programme infrastructures develop, more detailed information will be given about REACH at all events. Key REACH messages have now been produced and circulated to all the role models, which should increase consistency. Given the new focus of the programme, however, it would be worth considering how best to describe and promote REACH to non-black audiences.

8.3.2. Personal stories or journeys

Nearly all of the talks delivered by the role models involved a description of their personal stories or journeys. This usually entailed an account of where they came from (in terms of family, social and economic background, country of origin), what they have gone through (the difficulties and hurdles they have faced, or continue to face, and which they have successfully overcome), what they are currently doing and what they plan on continuing to do. These personal narratives were very impactful. They were central to making the role models seem honest, credible and relevant because they gave them some “humanity” and promoted identification from the audiences. The dimension of “distance travelled” – of having overcome similar difficulties to the ones which people in the audience are likely to be facing – was perhaps the most important. The narrative structure of these accounts made them highly memorable too: the stories provided a context to understand how the values and success strategies promoted by the role models had emerged and how they had actually enabled them to achieve success.

8.3.3. Personal responsibility for success

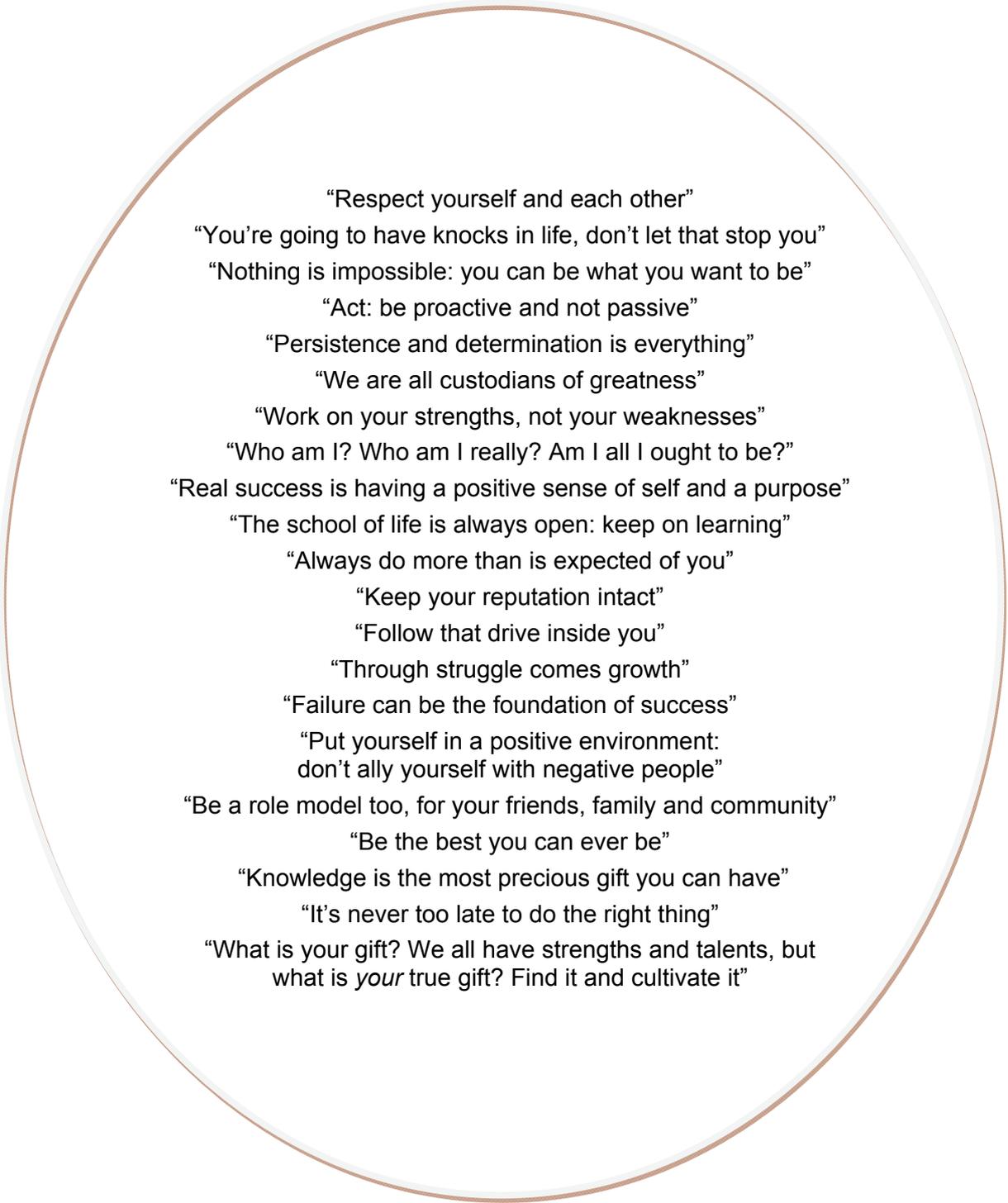
Given the rationale for and the aims of the REACH role model programme, one may have expected that the role models would discuss at some length inequalities, structural racism and discrimination. In fact, this was very rarely discussed in any extended or explicit way, except in relation to some influencers. Instead, inequalities, structural racism and discrimination only provided some implicit context which role models would periodically allude to and acknowledge, but use as a platform to stress even more the need to know oneself, be respectful, develop one’s talent, and so on. The messages delivered by the vast majority of REACH role models were emphatically not about *barriers* but about *solutions*. They were about taking personal responsibility for one’s success in a context where help from others may not be forthcoming. The most successful talks were those that boosted self-esteem and encouraged self-efficacy. This focus on individual responsibility, including the need for parents to take responsibility for the educational

success of their children, was extremely powerful with all audiences, but only because it was based on the implicit recognition, not the denial, of the challenges faced by black boys and young black men.

8.3.4. Values and success strategies

All REACH role models discussed their values and offered various success strategies or rules for successful living (as opposed to more specific educational or careers advice, which very rarely features in any event). These success strategies were varied and they often made up the largest section of the talks. Some of them, noted during various events, are reproduced below. Their aim was clearly to be inspirational, rather than to suggest practical and concrete advice. They always sought to affirm the worth of the audience and their potential to achieve more. In some cases (especially during Black History Month), role models referred to key black historical figures, both to provide further inspiration and to exemplify their own values and success strategies.

Figure 8.1: Values and success strategies



“Respect yourself and each other”
“You’re going to have knocks in life, don’t let that stop you”
“Nothing is impossible: you can be what you want to be”
“Act: be proactive and not passive”
“Persistence and determination is everything”
“We are all custodians of greatness”
“Work on your strengths, not your weaknesses”
“Who am I? Who am I really? Am I all I ought to be?”
“Real success is having a positive sense of self and a purpose”
“The school of life is always open: keep on learning”
“Always do more than is expected of you”
“Keep your reputation intact”
“Follow that drive inside you”
“Through struggle comes growth”
“Failure can be the foundation of success”
“Put yourself in a positive environment:
don’t ally yourself with negative people”
“Be a role model too, for your friends, family and community”
“Be the best you can ever be”
“Knowledge is the most precious gift you can have”
“It’s never too late to do the right thing”
“What is your gift? We all have strengths and talents, but
what is *your* true gift? Find it and cultivate it”

8.3.5. Delivery styles

In terms of delivery styles, the role models made very little use of technical support or props. The talks consisted almost exclusively to simple storytelling, in some cases with the use of their own poems, quotes from eminent black contemporary or historical figures, and props (e.g. fire fighter uniform). This was sufficient for most purposes, especially when events were short, informal and delivered to small audiences, but there would be scope for more varied presentations, use of images, music and various props to bring variety and dynamism, especially when audiences are large, events are long, or beneficiaries are very young.

8.4. Event structure and organisation

The structure and organisation of the events were directly related to the impact they had. The aspects which seem to be most important to ensure that both role models and audiences are satisfied with the event and that the events achieve the desired impact on their audiences were:

8.4.1. Relevance of REACH contributions to the programme

Because of the organic, non-strategic approach to the management of the role modelling events discussed earlier, not all REACH events were highly relevant to the wider programme of activities to which they contributed. When the relevance of the contribution of the REACH role modelling was high, and when the REACH contributions complemented well those of other speakers, their impact was very positive.

“I would say, certainly this was very interesting, but I mean what is the purpose of doing that here? Actually role models are very important and if they’ve got limited time, then they’ve got to work with the kids themselves because I don’t know what purpose they serve here. They need to work with the kids. I enjoyed it but it was not necessary for us.” (Influencer)

8.4.2. Profile and size of the target audience

The role models can be effective with any audience, regardless of their ethnic backgrounds, age, gender, levels of education achievement and motivation. The question of the audience profile therefore is not so much related to the ability of the role models to generate an impact – they can inspire all sorts of audiences – but to how best to deploy the role models to maximise the impact of the programme according to the aims of the REACH programme. Similarly, the role models can be effective with very small and with relatively large audiences, although their impact is largely determined by whether they are able to interact meaningfully with the audience, which is much easier in

small groups. Thus, again, the question for the REACH programme is more to decide how best to deploy the role models so that the events strike the right balance between reaching a significant number of people in the target audience, on the one hand, and allowing time and space for some interaction with audience members, on the other. We would tentatively suggest that between 30 and 200 seems ideal. However, this depends more on the nature of the event itself than on the size of the audience.

8.4.3. Time allocated to REACH programme, role modelling and interaction

The most important factor in terms of generating an impact was that the role models needed to be given sufficient time to introduce the programme as a whole, to deliver their own inspirational talks, and then to interact informally with the audiences in some sustained way. This was often easier to achieve with smaller audiences, but the main issue was to have sufficient scope to engage with audiences and to respond to their questions. This point was consistently made by the role models.

“The events that weren’t as good were the ones where you had no participation in so you just felt like you were there as a showpiece.” (Role model)

Interactions with audiences after the delivery of the core talk helped to establish a positive and egalitarian rapport, to probe in-depth key messages, to provide additional advice and support, and so on.

“It was great that we could talk with them afterwards. I had so many questions and they were really easy to speak to and they gave really good advice.” (Young person)

“[Role model] gave me the titles of a few books to read and the name of this organisation to contact. He was really open, really helpful. I could see him do that with a lot of other people as well. I think everyone got a lot out of it.” (Young person)

“There needs to be more interaction on a personal level. Some people can go to church and be inspired by one person talking to many but people need their advice to be individually tailored” (Young person)

“I don’t really remember. It’s a long time ago. He didn’t really have a chance to say anything. He worked in the [X] industry, and I think he used to live on an estate. That’s about all I can remember. Sorry!” (Influencer)

8.4.4. Match between role models and audiences

While all role models were thought to be inspirational, they were also more effective when their life stories, professions, spheres of expertise and skills matched the experiences and needs of the audience. Thus, when role models worked in a field in which the specific audiences were interested, they had added perceived relevance and credibility. Moreover, role models need to be carefully deployed to ensure that they represent an “aspirational” choice for the target audience. There is a need to ensure that a wide range of skills and sectors of activity are represented in the team of REACH role models, to maximise the likelihood that the role models will successfully impact on diverse audiences.

“They need to have more role models because someone may be interested in the media, someone may be interested in business, someone may be interested in sports, and it would be good if they could talk to someone who has made it in what they are interested in.” (Young person)

“The majority of the people in that room were of the same status as the role model, so I think maybe it would be more powerful if you had someone superior, someone that they can aspire to as well although they are professionals.” (Influencer)

However, we would recommend avoiding recruiting athletes/sports personalities and pop musicians, as these already have high visibility in the public domain and most black boys and young black men spontaneously can think of role models in those fields. Some of the merits of the programme are to have succeeded in making black boys and young black men: 1) see role models who can inspire them to also be “everyday” role models, and this is because the role models’ achievements are relatively “ordinary” and realistic; and 2) challenge stereotypes of black boys and young black men, including the fact that they are “only good at sports and music”.

8.4.5. Presence of more than one role model

There seems to be inherent value in role models working in small teams to deliver events. If stereotypes are an over-simplification of reality, the very fact of being exposed to many different people – each with their own personal attributes and skills, life stories and personal struggles, presentation style, professional experiences and so on – can be helpful to deconstruct the stereotypes that are impacting negatively on the aspirations of black boys and young black men. It restores some complexity to the profile of the black male community in Britain. Many commented on the benefits of having a range of role models.

“They all had a different style and they had different ideas and different answers and that gave you a bigger picture.”

They really covered lots of angles. I thought it was really good to see how they vibed off each other.” (Young person)

“All those role models had a different story but they spoke with a common thread and that was about the importance of the involvement of parents. The differences between them were as good as the common points. What sticks with me is the different perspectives they brought: three gentlemen with three different stories and perspectives.” (Influencer)

The experiences of the role models confirmed that working as small team (when the size of the audience justified this) is very positive and effective.

“It definitely works good to have them together because you can see the diversity, the energy, the respect between the brothers and the relationship. It’s wonderful.” (Role model)

“You’ve got poets, you’ve got storytellers, you’ve got facilitators, leaders, lawyers, successful businessmen, and that’s great because our target audience is so varied... There might be some common themes as to what they’re after, but the way in which they receive it is so varied, their dashboard, their buttons that you press are different, so it’s best to have that variety of role models to reach these individuals in different ways.” (Role model)

8.4.6. Good venue, event planning and coordination

The quality of the events also depends on basic organisational matters, such as the adequacy of the venue, the provision of a clear agenda for the event, good time keeping, good chairing (where relevant), the provision of food and refreshments, breaks in the programme to allow for networks and informal chats, etc. This is very important for the role models themselves, as well as for the audiences. The quality of the event organisation, planning and coordination was variable in the case study events. Some events, for instance, were timed to coincide with holidays but this impacted negatively on turn out. Others were held in noisy environments, or had an open-door policy with people coming in and out during the event, or located the role models on a platform removed from the audience. This made it difficult to engage with the audience in a productive manner.

“I missed out on the last bit, when everyone was going to be able to talk to each other, because they ran late and I had to go [...]. It was frustrating cos afterwards my mates were saying that was the best part.” (Young person)

“It was so noisy, you couldn’t really hear what they were saying. I think the whole idea [behind REACH] is excellent but they need to set up the sessions so that you can see and hear and talk to the role models a bit better.” (Influencer)

8.4.7. Optional attendance

Based on feedback from the role models and on our own observations, it seems that events were most impactful when attendees themselves had chosen to, or were motivated, to attend. When young people felt that they were “forced” to attend, their attitudes were less positive. When they felt it was a privilege for them to have the opportunity to attend a REACH event, they were more receptive.

“If the guys don’t want to be there and they’re just there because they have to, then it tends to be a little less impactful. I did a session where there was almost like a riot. They started shouting and it took a while to calm them down, but they were only doing that session because they probably got extra credits for it or it was almost compulsory. They didn’t have to be there or they didn’t want to be there. It was just like they had to so.” (Role model)

“You’re always going to have wise crackers, you’re always going to have those that don’t want to be there, but the vast majority benefited and got something from it so I am extremely positive.” (Role model)

8.4.8. Event organisation: perspectives of the delivery partners

Nearly all events evaluated were initiated by the delivery partners themselves¹⁴, often after they had seen the role models speak at previous engagements. Interviews with the delivery partners responsible for organising or facilitating the 18 case study events indicate that nearly all were extremely satisfied with their relationship with The Windsor Fellowship. They thought it had been easy to secure the presence of role models at their events and that The Windsor Fellowship had been helpful, responsive, supportive and prompt in their working relations with them. However, a few mentioned that it would have been helpful to have more information on what the role models intended to talk about as they were preparing their programme for the day.

“It was simple. I asked them for a role model. I did have a preference at first for a role model because he is young and he is from East London and I had met him at another REACH

¹⁴ One was initiated by Black Training and Enterprise Group (The Windsor Fellowship’s consortium members). The process of organising the event was very different: Black Training and Enterprise Group commissioned a local black voluntary and community organisation to deliver the event. That organisation sourced the venue, set the agenda for the event, recruited other speakers to attend, etc. The Windsor Fellowship then sourced four role models to deliver their inspirational talks.

event. I was fortunate that he was available, but the other role model was equally good. No complaints at all.” (Delivery partner)

“I was worried that I wasn’t giving them [The Windsor Fellowship] enough notice and I was very impressed with their ability to provide the role models at such short notice. They turned it round really quickly.” (Delivery partner)

“It was very easy I found. [Role model] has always been dependable. He gave me the contacts at The Windsor Fellowship and I phone them. They [The Windsor Fellowship] asked me what we were hoping to do, I told [them] the draft plan for the day and that I was hoping to have four or five REACH role models, some to work with the adult learners, the rest to work with the young people. [They] said: “Yeah, that’s not a problem’. [They] organised it and eventually gave me the list of the people coming. They even replaced one person who had to cancel and someone else was able to come instead, with only three or four days before the day.” (Delivery partner)

8.5. Short-term impact

This section turns to the immediate impact that the REACH role modelling events had on the audience. The short-term impact of the events is assessed through post-event focus groups with members of the audience (when young people) and paired interviews (when influencers), interviews with delivery partners and observations during and after the events. These observations provide “soft” but highly valuable information on such things as the degree of interest and enthusiasm displayed by members of the audience; number, relevance, tone and content of questions; body language; shifts in attitudes over the course of the event; eagerness to approach the role models at the end of events, and so on.

Based on this cumulative information, of the 18 case study events in the sample, five did not have a strong short-term impact. This was due to a combination of factors, such as involving those role models that have fewer of the qualities described above and whose message is less inspirational; and/or the role modelling session not being particularly relevant to the overall programme of the day or to the audience; and/or the event structure not allowing enough time for interaction; and/or low turn-out.

“I found it a bit boring because they just repeated themselves. They kept asking us questions about their jobs over and over again.” (Young person)

“He was alright. I can’t say I was bowled over by his inspiration.” (Young person)

“The only benefit is that it made people aware of the programme so the people in the audience from the black communities could go back to their community and publicise the programme. I personally think that it is the only benefit of someone from REACH coming to address that group.” (Influencer)

“It would have been more impactful if there had been more people. It was a shame to have the role models there and not enough people to listen to them.” (Influencer)

8.5.1. Positive short-term impact

However, the large majority of events had a very positive immediate impact on the audience. Many attendees approached the role models, individually or in small groups, to ask for more information about REACH, ask about mentoring, ask the role models how they would deal with specific problems they themselves were facing, and listen to more inspirational ideas or suggestions. Some were suddenly very thoughtful (a shift from a more negative or uninvolved stance before the event) while others looked elated. Delivery partners commented on the positive impact on the audience.

“What came out again and again from the boys is that they did feel inspired. They did feel that they could do things. They were really fired up and left bubbling. Some of them were hanging around afterwards and you could tell they wanted to hear some more.” (Delivery partner)

“I heard them afterwards and they were saying how there should be more events like that and how they should all tell all their friends about it.” (Delivery partner)

“I had to tell them [prisoners] to keep quiet about the event cos I did not want to have a riot on my hands! I know the others will complain that they were not invited. It was quite amazing to see their reactions afterwards. Totally on top of the world. You don’t see that often.” (Delivery partner)

“I spoke to the young people afterwards, and they said it was fantastic. Certainly from the workshop they did with the REACH role models, they enjoyed that very much. They said the workshop was brilliant!” (Delivery partner)

There was strong recall of the messages presented by the role models but, more importantly, evidence that the messages had been appropriated and made relevant to people's own lives. Some reactions were general.

"You think: "How much would I have paid for this type of wisdom and knowledge?" and it's actually priceless. Like even if I had a thousand pounds, I don't think what I have learnt today is even up to a thousand. It's even more than that." (Young person)

"It changes everything: how you think about yourself and how you behave towards other people and what you are prepared to do to better yourself. It made me think about me life and my goals. I can't put it into words. You just want to improve things in your life." (Young person)

The short-term impact was largely about enhancing self-esteem, self-confidence and self-efficacy. A number of beneficiaries across all target groups talked about how the events made them want to be role models too. This was not necessarily in the sense of becoming formally involved with the REACH programme; it was only about embodying in their own lives some of the qualities, attitudes and strategies they had just witnessed from the role models, in order to reach their potential and to be a force for good in their community.

"It makes you want to be a role model as well." (Young person)

"It made me want to be a role model. It gives that kind of positive focus that you also want to have a good influence on people around you." (Young person)

Others talked about how they felt the REACH role models had "given them a second chance". While they had given up on certain dreams and aspirations, the events made them think that they could still achieve their aims and "turn their lives around".

"I think REACH made me feel different, like I could be someone else. It makes you believe in yourself again. It's made me take a good look at myself." (Young person)

"I was just going to school. I wasn't working hard. I wasn't thinking out of the box. So REACH helped me a lot. It gives you belief in yourself that you can do it as well. Like it gives you a second chance." (Young person)

“For me, I had no real expectations. But he made us believe in us. I thought it was too late for me but he made me think I could still turn my life around.” (Young person)

“This has given me the courage to ask for help.” (Young person)

A number of beneficiaries also mentioned the dimension of respect for themselves and for others. They agreed with the messages conveyed by many of the national role models about the importance of respect.

“It makes you respect other people, cos there’s not much respect going on these days. Like respect for your parents, your family. Caring for other people.” (Young person)

“Because how they treat each other with respect and how they even treated us with respect, it made you understand respect like in a real way, in how you talk to people and how you listen and you encourage other people to speak their mind and things like that. You want to carry on even after they have gone.” (Young person)

The role modelling events also helped to break down stereotypes of black boys and young black men and encouraged attendees to carry on with their education by showing successful, positive, empowered black men working across a range of professional sectors. They made attendees believe they too could succeed if they worked hard and persevered in the face of inevitable difficulties.

“[Role model], he’s so young, like he’s 25 and he’s almost fully qualified as an accountant and that’s where I’m trying to head and listening to him and seeing him, seeing how he’s got there, seeing his ambition and things like that, it also inspires me and makes me feel, yeah, like, right now, what am I doing wrong? Right now, I need to go back to the drawing board and start doing more things, doing more positive things towards my future as well. So I think it really is a good idea and it does inspire people. It does have impact.” (Young person)

“I think seeing a lot of people like [role model] out there just makes you think: “Actually, wearing a suit is cool, being successful is cool, doing the right things is cool, volunteering is cool”. So I think in that sense I could personally relate to him lots and it makes me feel a lot more happy and proud to

say: "Yeah, OK, yeah, I'm black and I'm actually trying to be educated, or I'm actually doing something positive with my life and that's cool". (Young person)

"I did not know what I wanted to do and this has given me ideas. It was really good for me to hear these guys and what they are doing and how they went about it – and they did not have it easy – so it made you think you could do it too. I needed to hear that at that point in my life. Very useful. Big, big help." (Young person)

There was also some evidence of positive impact in relation to the desire the spread the word about the REACH programme and to make other people in the black community aware of the role models.

"I will tell my friends about REACH for sure. I think a lot of them would get a lot out of it." (Young person)

"I don't know why but there's really no awareness at all about REACH. I asked around today and no one knew anything about it before today. I think there's a big problem there because everyone of us here should have known; we're all exactly the kind of people this was for. So anyway, I will do my best to spread the word, also because people might not be convinced that it's really good unless someone actually recommends it. So I will." (Young person)

"I think I shall do that [promote REACH] now. I will take responsibility for sharing the message and making people aware that they can benefit too." (Influencer)

Parents, in particular, reported being very positively affected by the REACH role models. Events made them think about their lives and about taking responsibility for their children's education, employment and overall conduct. The importance of taking time for their family seemed highly resonant.

"I looked at what he has achieved and he's managed to be a father and to give time to his family but he's also achieved at work. It showed me that it's possible. In our culture, we always say: "I'm too busy," but he showed me that that's an excuse." (Influencer)

"For me, as a father, it did have an impact. And some of the things they said about time, the time factor, spending time with your children, especially your sons, it is definitely a big thing. Especially your sons, especially the boys, they need their fathers. It made me think about my life." (Influencer)

Of all the groups of beneficiaries, prisoners were the most powerfully and positively affected by REACH. This is also confirmed by interviews with delivery partners in prisons. One may hypothesise that this is due to the chronic lack of positive black male role models in most of these men's lives and, therefore, to the comparative emotional value for them of being treated with respect, of being trusted and of being told that it is not too late to change their lives and to develop their talents.

“He’s the only person I’ve heard here that has made me feel positive about myself. He’ll leave a mark in me.” (Young person)

“I asked him: “What if my gift is stealing?” And he said: “Ah, that’s why I used “gift” not your “skill”. Your skill may be stealing, but that cannot be your gift. Your gift is your God-given talent that you use for a good purpose”. It made you think...” (Young person)

“It’s a feeling. Can’t even explain it. I’m changed, I swear. I’ve changed. Call the Parole Officer. I’m changed!” (Young person)

None of the reactions quoted in the above section can be accounted for by social desirability. The changes reported are consistent with the intended outcomes as identified in the theory of change.

8.5.2. Negative short-term impact

However, there was also evidence of negative perceptions of the REACH programme in many case studies. This had nothing to do with the delivery by the role models themselves or with the messages they delivered. One reason for the negative impact was related to frustration about the inability to access further information and support through REACH. In particular, attendees wanted to access:

- the role models themselves in the future
- local mentoring programmes
- local community and voluntary organisations
- advice and information on careers
- information about REACH: next events, other national role models, local role models, how to become role models, etc.

Because the REACH “hub” was not functional and, even now, does not refer interested people to local mentoring schemes, this was not possible. Thus, the positive impact generated by the role modelling events could not be fully capitalised on because there was no follow-up mechanism to ensure that the interest and energy would translate into a longer-term impact. This led some to question “how serious” the government’s commitment to raising the aspirations and achievements of black boys and young black men really is.

“Even if Tom Cruise came in to say what he’s done, you know, you would all be intrigued by it for that day and be happy to have seen him, but after a week or two, say, I don’t think that would make you want to be an actor. See what I mean? It takes more than that. You need ongoing support in the local community.” (Young person)

“That’s not serious, is it? I mean they just come here for a few hours. What do they expect? Unless there’s more support, more long-term involvement, the change is just not gonna happen.” (Young person)

“Actually, I felt quite frustrated afterwards. I was really interested and I asked lots of questions but there was no answer they could give because there’s not much else happening apparently except for the role models going around the country to do their talks.” (Young person)

“If the aim is to reach those youngsters out there who need to be reached, they need to stick with the kids along the journey. It’s not going to be a five-minute job. These kids need proper support. I think it will be like building your hopes up and there’s nothing afterwards.” (Influencer)

“There’s a real danger here that REACH could be seen as just another government initiative to look good but where the government actually doesn’t care, because when you ask more questions about how you can take things to the next level, there’s nothing forthcoming. I just hope this is not another disappointment.” (Influencer)

Thus, it is important that the programme infrastructures are developed and fully operational, not only in order to maximise the likelihood of long-term positive impact but also to avoid any negative impact on perceptions of central government.

The second reason for some negative perceptions of the REACH programme was a degree of unease about the fact that REACH is a *targeted* programme. This was never an issue when audiences comprised exclusively or mainly of black boys and men. They felt that a programme dedicated exclusively to

them was needed. The concerns were mainly raised in relation to *gender* than to *race/ethnicity*. Indeed, evidence from three case studies, as well as discussions with a few national role models and with the National Operations Director at The Windsor Fellowship, indicated that some black girls were likely to feel excluded from the opportunities opened by REACH, despite perceiving themselves to be in need of positive role models and other support.

“Lots of questions that I see the role models getting are people just standing up and say: “Why just boys?” None of them say: “Why is it just black boys?” “Why is it just boys? What about girls?” Some people say: “Oh, I wasn’t going to contact you because you say it’s only black male role models for young black boys”, so I have to explain that it’s not, it’s inclusive.”

“There is a need for role models for everyone. Girls and boys, black and white, young and old. I don’t think it’s right to focus only on the boys. I heard of lot of the girls complaining about that and, actually, some decided to set up their own role model kind of local programme for girls.” (Delivery partner)

“I knew that REACH was targeting young black men but I think anyone [from any ethnic background] could be inspired by them...I think in general young people are facing a lack of role models. I don’t see why they should restrict it.” (Young person)

“The fact that REACH is only aimed at boys at the moment, I would like to see a female REACH programme. What would be useful is, for example, if we have two groups, working with girls and working with boys. I think that would be more effective.” (Influencer)

Any concerns around the targeted nature of the programme need to be offset against evidence of very positive impact on the target audience, an audience whose specific needs are well documented. This was understood by the vast majority of people attending role modelling events. However, it does suggest the need to create more role modelling programmes to reach out to various audiences in need.

“It [REACH] is needed. The young black guys out there, they don’t know. They are susceptible, vulnerable to be influenced by the wrong sort of things. The street life, way of live, the lifestyle, the messages in RAP music, gansta films, all of

those have quite negative messages. Young guys can think that's all there is.” (Young person)

“From personal experience, I think that it is so important for young black men and women to have accessible role models to aspire to and for help and guidance in the community.” (Young person)

“I don't think it's a bad thing that they're focusing upon black boys, because that's like, it's the group that needs the most attention. I mean chicks are obviously..., but because obviously with black guys, there's no real like big black kind of role models that they can look up to, so yeah, that's the right thing to do and it's just come at the right time as well.” (Young person)

“Absolutely essential! Absolutely essential to have a programme for black men, black boys. They fight negative role models all the time. They need to see the alternative.” (Influencer)

8.6. Long-term impact

Despite the absence of programme infrastructures (especially the “hub” and referrals to mentoring organisations) to capitalise on the positive short-term impact, it is astonishing how strong the long-term impact of some REACH events has been on some audience members. In evaluations of this nature, it is the norm for evaluators to find it impossible to report any long-term impact, because attitude changes are often small and, at any rate, are difficult to measure; because attitudes do not always translate into behaviours; because attitudes cannot be attributed directly to the programme itself, and so on. Given these difficulties, it is all the more remarkable that the evaluation has succeeded in identifying strong, positive and causal relations linking participation in a REACH role modelling event and attitudes and behaviours in many of the individuals interviewed three months after the events. It is unfortunate that the evaluation did not collect long-term data in relation to five events¹⁵. This means that there is some 28 per cent less data to report on in relation to long-term impact than for other dimensions. It should also be noted that the evidence of long-term impact is only based on two individuals per event, selected opportunistically. There may have been individual cases at each event where much stronger or lesser impacts would have been found.

¹⁵ In four cases, this was because the repeat evaluation sessions would have taken place after completion of the first year implementation. They were therefore excluded because there would have been insufficient time to analyse and report on them. In one case, it is because the repeat evaluation could not be organised with the prison. This is especially unfortunate because the short-term impact in this case had been extremely powerful.

Based on this evidence, it is clear that most of the REACH role modelling events had a strong positive long-term impact in relation to self-esteem, self-belief and self-efficacy. This, in turn, is driving those who attended to challenge negative stereotypes of black people around them, and to persevere in the face of difficulties encountered in education, in work, at home, and in the community. This is consistent with the intended outcomes of the programme identified in the theory of change. Examples include:

“A couple of friends were saying that all black people smoke weeds and Nigerians are mostly traffic wardens and stuff. And then I said: “No, because there’s this [role model] and I started to explain what he does and one guy said: “Shut up, man” but then the others were like: “No, no, listen. He’s talking sense. He’s talking sense”.” (Young person)

“Black guys can’t be in a suit, black guys can’t be successful, those are some of the stereotypes that are around. Black guys can’t work in big companies like that, and here is a black guy working in a big company and he’s young as well on top of that so, yeah, I kind of think in a certain way he sort of is breaking certain stereotypes. [...] I do I think the REACH scheme has given him the opportunity to break stereotypes in terms of prejudice and that makes you think you do not need to fit the stereotype. You can make it and be successful too.” (Young person)

“Before the programme, I saw black people as people who struggle but won’t make it. Victims really. Any little thing that happened at college, I’d be thinking in my head: “Oh, it’s because I’m black, it’s because I’m black.” But actually they showed you that you can do something and succeed. We can succeed too. We’re not all failures.” (Young person)

“When I’m getting very tired and I’m thinking should I rest or should I carry on working, then I think back of what he [role model] said and how he persevered and I think: “Well, if I want to make something of my life, then I’m going to have to persevere as well”, and that keeps me going. I feel I can do it and it’s worth it.” (Young person)

“It’s like, he’s there. He’s there for inspiration at certain times. Just like a tiny voice you can turn on if you need to, if you’re doubting and things are getting tough.” (Young person)

“I asked my dad: “Is that the only job you really want to do?” He was like: “Yeah but I’d like to do that and that..” and I said: “What’s stopping you then?” I asked my mum too. It made them think.” (Young person)

“To me, the big problem we have is that we have the skills, we have the competence, but we don’t have the confidence. And to me, the day has helped to boost that confidence. When I go to meetings, I have that extra confidence to put my hand up and say something, as a result of that day. I thought: “What is it about them that I enjoy and that I can copy?” I was very aware that I should also try to sustain it because you go to all these meetings and you’re all enthused but then nothing happens. I am sure all these training courses have been telling me the same messages as [REACH role model] has, but it’s never resonated. This time, it’s giving me results. I can do this. That’s my mantra now!” (Influencer)

“I personally took a great deal from your visit as you have given me a direction to focus and to work towards upon my release. [...] I have spent the last seventeen years of my life in prison after committing a very serious offence with a knife, and am now looking forward to re-building my life and rejoining the community at some point in the near future. Your visit was very important for me as it gave me the opportunity to meet positive people of ethnic origin who are looked up to and valued in the community. I have never had any accessible black role models in my life.” (Letter from prisoner to ETHNOS)

A number of research participants referred to concrete changes in their lives that occurred as a direct result of having attended the REACH events.

“He [role model] had discussed how he’s laid out his credentials to his employers and, well, I have done this. I was going to apply for a position in the Engineering Society and when I went out, they were like: “Thank you. See you later.” But when I was leaving, I remembered what [role model] had said and I told them [lists credentials] and they said: “We like what you’re talking about.” A day later, I got an email from them and they passed me on to the university radio station and now I’m part of a team that organises a radio show! Now that has only happened because of the REACH programme!” (Young person)

“It made me want to be a role model for my peers. I make a lot of efforts now to pass on whatever knowledge I can share and advice around exam preparation and stuff. I am kind of helping one kid out now who was very confused.” (Young person)

“The way everyone from REACH came and spoke and told us about their negative paths and their positive paths; things

they have accomplished and things they still want to accomplish, that lifted me up to improve myself in the future. So I have started to talk to other people to see if we could get together in our area, create something similar to REACH as well.” (Young person)

“I have since found out that three of my ambassadors [black young women] are going to start a female version of the REACH role models. They were clearly inspired by the whole idea.” (Delivery partner)

“I’ve really stepped up the work I do with the community. After the REACH talk, all I just physically had to do was to go back and adjust my programme and see how I can sharpen things up so that it works better for young people. We’ve now introduced skills development; we’ve introduced academic seminars; we’ve introduced things that mean they [beneficiaries] can improve themselves in any possible way; going snowboarding; how to give your best results in the classroom; how you can study effectively and stuff like that, and just to encourage them to get more involved within the community and be role models themselves. These are the different things that we’ve introduced as a result and the youth are really responding to them.” (Influencers)

8.7. Differential impact in diverse audiences

As mentioned earlier, most of the REACH role models and of the messages they delivered could be effective with any audience, regardless of ethnicity, age, gender, level of inclusion, educational attainment or professional backgrounds. Based on the limited evidence we have from the case studies, as well as from the perceptions of the role models themselves on their own effectiveness with different categories of attendees, it would seem that the events were especially successful with the following groups:

- **young people from secondary age onwards:** young people from age 11 to 25 benefitted considerably from the role models. Although this remains essentially impressionistic, it seemed that young people at turning points in their educational careers (such as at the end of the GCSEs or A-Levels) were more likely to take on board the REACH messages and lessons from the role models. This view is supported by frequent requests for additional information and advice on careers among young people in these age groups.
- **prisoners:** all events with prisoners were highly impactful. It was evident that prisoners have had very limited positive role modelling and had been exposed to considerable negative role modelling over the years, so that they were transformed by the experience of being treated as people who also had gifts and could be “good” too.

- **parents:** parents of black children and young people were often very anxious about them, their performance in education, their behaviours, the peers they associated with, the likelihood of them being either victims or perpetrators of crime, the difficulties in securing work, etc. They were also acutely aware of issues around absent fathers but, both as mothers and as fathers, did not know how best to address these. They were very keen to learn from the experiences of the role models and for their children to attend role modelling events and to access mentoring programmes.

By contrast, children of primary school age and professional influencers seemed to benefit less from the case study events. In the event with primary school children, there was very poor recall, probably because these young children have not yet experienced the kind of difficulties discussed and overcome by the role models, and because they are too young to remember messages over extended periods of time. In the four case study events with professional influencers, many seemed to be personally inspired by the REACH events they attended, but they did not necessarily know how (or, indeed, have opportunities) to translate their learning into changes in working practices, which was the rationale for including them in the programme in the first place. The reasons for this are not clear. Arguably, the REACH programme should have devised specific messages (beyond the personal stories of the role models) to address the needs of diverse groups of professionals. The messages in this case should probably be more akin to race equality awareness and training and to guidance on how to engage black young people and their family, rather than to role modelling *per se*. Importantly, in some of the events, the attendees did not actually work directly with black boys and young black men so they had no opportunity to have an impact on them. In another event, the REACH role models did not represent an “aspirational” team in relation to established and senior professionals. With the introduction of a clearer strategy, the development of targeted REACH messages, better utilisation of each role model, and the implementation of minimum standards for events, it may be that professional influencers remain a relevant target audience, despite the current evaluation findings.

It is difficult to assess the comparative impact of REACH events on audience in terms of their level of inclusion/exclusion and/or education attainment/aspiration. There is more *verbal* evidence of impact among attendees who were better educated and aspirational, but this is likely to be because of their greater linguistic skills and self-confidence in *articulating* the nature of the impact, rather than because the impact of the REACH events itself was greater. One may expect, especially based on evidence from prisoners, that those who are more excluded benefit comparatively more from positive role modelling, but there is no clear evidence from the case studies themselves.

8.8. Conclusions

This chapter examined how effective the REACH role modelling events were in changing the attitudes of their audiences. It identified “success factors” in relation to three key areas: the qualities of the role models themselves; the content and relevance of the messages delivered; and the organisation and structure of the events.

The qualities of the role models that made them effective included their display of honesty and integrity, of self-respect and respect for others, of humility, and of intelligence and knowledge. Role models also needed to be seen to be “successful” and to have achieved something important. However, this was not judged in materialistic terms, but in terms of having succeeded in developing their potential and having shown the resilience necessary to overcome the many difficulties they had faced and continued to face (as black men). The “distance travelled” between the role models’ starting points in life and their current positions mattered more to all audiences than the objective scale of their achievements. Role models also needed to have very strong communications skills, to be charismatic and to engage with a wide variety of audiences. The majority of the REACH role models displayed all or most of these skills. This suggests that the recruitment criteria were fit for purpose and that the process of involving target audiences in the recruitment of role models should be replicated in similar programmes.

In terms of the messages delivered, the evaluation found that the most effective messages were those that emphasised strong values and provided “success strategies”, rooted in the narratives of the role models’ own journeys. What was particularly effective was the constant emphasis on the need to take personal responsibility for one’s success, to look “inside” oneself and see whether one had done everything in one’s power to succeed. This was resonant because it acknowledged (at least implicitly) the difficulties associated with deprivation and discrimination, but instilled a renewed belief in the attendees’ ability to take control of their lives. It also focused on the consequences for others of choosing to adopt either positive or negative behaviours. The fact of seeing black male professionals working across a range of different sectors was inherently positive in that it undermined negative stereotypes. Messages around the REACH programme itself (e.g. how the role modelling events fitted into a much larger, government-backed but community-led programme of work to raise the educational aspirations and attainment of black boys and young black men) were not systematically communicated. However, this may be because there was little for the role models to promote in terms of a coherent “programme” during the first year. It is expected that this will improve over time if the programme carries on.

In terms of the structure and organisation of events, the evaluation found that the events that were most successful tended to be those where: the REACH contributions were directly relevant to the overall aims of the events; the events located sufficient time for the role models to introduce the REACH programme, to deliver their role modelling activity and to interact in a

meaningful way with attendees; the attributes and skills of the role models were matched to those of the audiences; (in larger events), there were more than one role model present so that the diversity of their experiences could help further challenge stereotypical views of black men; the venues were appropriate and the events were well planned and coordinated; and attendance was optional. Delivery partners were very satisfied with their experience of working with The Windsor Fellowship to set up the events.

With respect to impact, the evaluation found that most of the REACH role modelling events had a very positive and lasting impact on most attendees. The most significant short-term impacts included significant boosts in self-confidence, self-esteem and self-efficacy, linked to changing perceptions about what black men in general, and what the audiences themselves, can achieve. As expected from the theory of change, this generated positive changes in attitudes towards education, work, career options and civic participation. For most respondents we spoke to, these attitude changes endured or became stronger after three months and, in a number of cases, had already resulted in concrete behavioural changes and positive results. The role models were impactful with all audiences, but they seemed to be especially effective with adolescents and young adults, prisoners and parents. Negative perceptions of the REACH programme (though not of the role modelling events per se) were reported in relation to two elements: the perception that the governments' commitment to raising the aspirations and attainment of black boys and young black men may not be "serious" given the lack of programme infrastructures to offer long-term support; and the perception that the programme should not be exclusive to black males, but also include black girls and young women.

Given the limited amount of time which REACH role models typically spent with attendees (between 15 minutes and two hours), and given the absence of programme-wide mechanisms for attendees to help sustain the immediate inspiration provided by the talks, the REACH role modelling events seem to be exceptionally effective means of raising aspirations and achievements in the black community. It is expected that, as a model, this could be replicated in other communities where similar needs exist.

Conclusions and recommendations

The evaluation of the REACH national role model programme, a partnership programme between the statutory and community sectors to raise the educational aspirations and achievements of black boys and young black men, shows the following:

Partnership working

The principle of combining the strengths of statutory and community organisations to reach out to communities in need - especially where there is distrust of central government and where access and engagement are easier through community organisations - is sound. The REACH programme was initiated, led and delivered by the black community, with support from central government. This meant that the programme could benefit from the joint capacity, resources and credibility of the two sectors.

To maximise effectiveness, it is important that:

- all parties demonstrate a genuine and sustained commitment to partnership working
- partners capitalise on each other's strengths and provide support to address weaknesses
- clear working protocols are established between partners
- the organisation in charge of programme delivery has sufficient capacity
- ample time is allocated to planning the programme prior to the delivery phase, in order to enable partners to recruit staff, review the evidence base, develop a strategy, establish project management and performance monitoring systems, set up governance arrangements, get IT systems in place, appoint suppliers, identify key delivery partners, provide relevant training, etc.

Strategic leadership and programme management

Strong strategic leadership and programme management skills are important to the success of any programme. The REACH national role model programme lacked capacity in these respects. This was mainly manifest in such aspects of the programme as:

- the lack of a clear strategy to identify priority target audiences and areas
- the lack of adequate governance arrangements
- delays in producing acceptable workplans for the delivery of the programme
- fraught relationships with some suppliers and other stakeholders

- lack of clarity over the utilisation of the regional role models.

Some of the difficulties can be attributed to the very short lead-in time given to the community organisation delivering the programme to set up infrastructures, to staff shortages and to lack of timely support from central government. However, many of the problems were not fully rectified in the entire duration of the evaluation, which points to limited organisational capacity overall.

The most significant negative repercussions of the lack of strategic leadership and programme management skills have been:

- limited public relations and communications work to promote the REACH programme and REACH events, and to challenge negative stereotypes of black boys and men in the media
- not capitalising fully on the REACH brand
- not producing a fully functional “hub” – an interactive website meant to further promote the REACH programme and REACH events, to introduce the national and regional role models, to provide careers advice and access to career-enhancing opportunities, to refer black boys and young black men to vetted local mentoring schemes and relevant black third sector organisations, and to provide toolkits and e-guidance to develop capacity in the black third sector
- less than optimal use of resources, through imprecise identification of target areas, audiences and delivery partners
- lack of progress on sustainability.

This has meant that, while the programme has had a *deep* impact among those who attended the REACH role modelling events, it did not have as much *breadth* of impact as was anticipated and could have been delivered. These factors are likely to have a negative impact on programme sustainability. However, there has been some evidence of progress on leadership and management in the last three months of the evaluation.

Despite these difficulties, the REACH management has been successful in sourcing good partners to deliver training to the national role models and it has been effective at maintaining good communications with role models. Towards the end of the evaluation period, the CLG team became more closely involved in supporting The Windsor Fellowship. There was evidence of significant improvements in relation to the development of a clear programme strategy (with identification of priority target groups, geographical areas and delivery partners), the introduction of minimum standards for REACH role modelling events, and an adequate staffing structure. It is too soon to assess the impact of those changes but they can be expected to be very positive.

It is essential for REACH in the future (and for any other similar role model programmes) that strategic leadership and programme management are strong enough to steer the programme to success. Some balance seems desirable

between a highly strategic, “top-down” approach which ensures that resources are used efficiently, and a more organic, “bottom-up”, flexible and responsive approach which builds upon and integrates the experience, skills and networks of the role models and the requirements of the delivery partners.

In particular, efforts need to be made to:

- put in place fit-for-purpose governance arrangements: in particular, decide whether and how to include the grant managing agency and the role models in the programme steering group
- identify the target audience (including both direct beneficiaries and likely “influencers”) and the delivery partners very precisely based on evidence of need as well as relevant political considerations
- ensure that, while programmes may be targeted, they are seen to be inclusive
- promote the programme and programme events in relevant local, regional and national media
- develop different communications strategies for different audiences
- select adequate external suppliers to deliver outsourced elements of the programme.

Selection of appropriate role models

The success of REACH owes a great deal to the selection of the national role models. Overall, the recruitment and selection process of the REACH role models has been exemplary. Decisions and activities were thoroughly documented and monitored, allowing for remedial actions to be taken if necessary. Key strengths of the selection process are:

- the involvement of a specialist recruiter to attract high calibre applicants from the private sector
- the development of good programme information on REACH for potential applicants
- the adequacy of the recruitment criteria
- the presence of an independent assessor to supervise the selection process
- the involvement of black boys and young black men in drawing up the shortlist
- the involvement of young black advisors in sifting and interviewing short-listed candidates
- the format of the interview, with a presentation followed by questions and answers
- the high profile of the national launch.

Potential applicants to the REACH programme were confident that the selection process would be fair. Stakeholders were satisfied that they had a good team of

black men to deliver REACH. Perhaps more importantly, most of the national role models were found to have a strong impact on the beneficiaries, confirming that the selection criteria were fit-for-purpose.

The selection process may be further improved by:

- ensuring that the selection of role models is conducted well ahead of the delivery phase to give ample time for induction and training
- ensuring that all Government Office regions are represented in the team of national role models
- tailoring the person specifications to assess the “added value” (in terms of skills, networks, professional sectors, etc) of applicants
- establishing clear and more stringent criteria for the selection of regional role models
- providing thorough and timely feedback to unselected applicants.

Profile of role modelling events

Each national role model was contracted to devote one day a month to the REACH programme. During the year covered by the evaluation, the national role models delivered a total of 139 events, well short of their target. The role models themselves stated that they would have been willing and able to deliver more. Roughly three-quarters (90) of the events were delivered in London.

To increase the number of events, and therefore the breadth of impact of the programme, it is important that:

- a clear strategy and a more proactive approach to programme management are in place
- the reach programme and specific reach events are more actively promoted in the media and through a range of informal channels
- role models are minimally (if at all) involved in governance
- role modelling events are organised to make best use of the role models’ time.

The nature of the role modelling events was highly varied, ranging from short presentations during school assemblies to workshops with university students, from radio interviews to award ceremonies, from inspirational talks to prisoners to mock job interviews to hone young black people’s self-presentation skills. Some events lasted a few minutes, others spanned many hours, even a day. Some events were dedicated exclusively to REACH, others included the REACH role models as one component in a wider programme of work. Audiences were equally varied. Some events targeted exclusively or predominantly black boys and young black men, others has a mixed ethnicity and mixed gender audience, others still focussed on “influencers” (mainly teaching professionals, criminal justice system staff, black community and voluntary organisations staff, and parents). The delivery partners

who invited and supported the REACH role models were mainly from the black community and voluntary sector, from the mainstream education sector and from criminal justice system agencies. This reflected the core aims of the programme.

The event-related factors which were found to be most significant in terms of the events' impact on beneficiaries were the following:

- the relevance of REACH contributions to the overall programme
- the amount of time allocated to informal interactions between role models and beneficiaries: informal interactions enabled the role models to establish a warm, positive, egalitarian rapport, and provided opportunities to address questions and dispense tailored advice
- degree of fit between the needs of the audience and the skills, achievements and professional backgrounds of the role models
- the presence of more than one role model at events so that the diversity of their experiences itself challenges stereotypes of black boys and young black men
- the quality of event organisation: good venue, adequate food/refreshments, good event structure, adherence to timetable, range of activities, relevance of speakers, etc
- optional attendance, so that audience members are motivated to learn about the REACH programme and role models.

Qualities of the role models

As discussed above, the success of the REACH programme is largely attributable to the role models themselves. The vast majority demonstrated all the qualities that were sought during the selection process. Beneficiaries perceived them to:

- be honest, have integrity and be “real”
- show respect for themselves and for others and to speak to people “on their level”
- be humble and able to identify with and relate to their audience
- be successful, although this was emphatically not seen merely or even predominantly in materialistic terms, and it was relative to one's starting point in life: success has more to do with overcoming difficulties and achieving one's potential than with being rich
- have successfully overcome similar difficulties to those which attendees themselves experienced: poverty, single-parent households, discrimination, exclusion, low aspirations from teachers, etc.
- be intelligent and knowledgeable, having both academic and “real world” knowledge, and to be constantly seeking new opportunities to learn and grow
- have excellent communications skills, including charisma, articulacy, humour and ability to relate to their audiences.

In short, most role models were highly effective because they could relate to their audience, and were deemed credible and relevant. Although prior to being exposed to the role models, some black boys and young black men were especially interested in seeing “celebrities”, a key factor in the effectiveness of the role models was precisely the fact that they were “ordinary” black men leading “real lives” to which black boys and young black men could aspire.

REACH messages

During the period covered by the evaluation, the REACH programme had not produced a systematic range of messages for the role models to disseminate, and role modelling events did not always afford opportunities (either because of lack of time or because the events had mixed ethnicity and mixed gender audiences) for the role models to describe in any detail the REACH programme, its background, its aims, its components and the resources which beneficiaries could access through the programme. Therefore, the messages delivered by the role models were almost entirely personal, but they were highly effective.

The most impactful aspects of the role models’ messages were:

- The focus on the role models’ own life experiences, with a strong emphasis on the “distance travelled” and the difficulties overcome from humble beginnings to their current circumstances. This served to establish the role models’ credibility, to promote identification among audience members, and to provide a narrative structure that helps to remember messages.
- The recognition of the existence of racial discrimination and inequalities, but with a constant emphasis on the need to take personal responsibility to find positive strategies to succeed in spite of, or because of, these barriers. This promoted a strong sense of self-efficacy.
- The focus on generic values and strategies which each role model had elaborated for themselves to overcome various difficulties. This enabled audience members to go beyond the specific experiences described by role models and to understand the wider values and strategies contained therein that are relevant to them.
- The overall atmosphere of positivity and affirmation of the value and worth of the people in the audience. This instilled the belief that everyone can reach their potential and that it is never too late to succeed.

These messages were relevant to all audiences. However, they seemed to be most effective with black young men who had low self-esteem and self-efficacy, and who lacked any positive role models, as is most clearly demonstrated by the impact of events on prisoners. By contrast, they seemed to be less effective with primary school children and with professional influencers. The former were too young to have experienced significant barriers and to fully understand the value of the messages given by role models. The latter tended to be personally inspired but not necessarily to be able to use these messages to change their working practices for

the benefit of black boys and young black men, as was the intention of the programme.

Nature of impact of REACH on beneficiaries

The majority of the REACH role modelling events evaluated as case studies generated a strong short-term and (where data is available) long-term positive impact among beneficiaries. The specific nature of the impact was varied but revolved mainly around:

- enhanced reflexivity and willingness to change
- enhanced self-esteem and self-confidence
- lesser feelings of victimisation, more positive identity as black boys and young black men, and greater ability to challenge stereotypes of black men
- enhanced self-efficacy and ability to persevere in the face of difficulties
- stronger appreciation of the need to treat oneself and others with respect
- stronger appreciation of the value of knowledge/education/hard work
- stronger appreciation of the need for parental engagement (among fathers)
- broadening of career options envisaged by and deemed possible for black men
- stronger desire to act as role models themselves and to contribute to the black community
- strong recall of specific strategies for success by role models and ability to apply them in concrete situations
- greater willingness to seek help and increased knowledge of possible sources of advice and support
- commitment to promote REACH among family, friends and relevant parties
- commitment to reject crime (among prisoners).

It is worth stressing that it is rare to find such strong evidence of long-term impact in evaluations of social programmes. The evidence seems especially powerful given that it was based only on interviews with two respondents from 13 case study events, and given that it was generated solely through “one-off” role modelling events (that is, without the wider support that could have been available through the REACH “hub”).

Unintended negative impacts of REACH

There was some indication of negative impact. This was not linked to the role modelling activities or the role models themselves, but to frustrations among some beneficiaries and delivery partners about the lack of ongoing support available

through the REACH programme during the period covered by the evaluation. Specifically, they wanted access to:

- the role models themselves in the future
- local mentoring programmes
- local community and voluntary organisations
- careers information and advice
- information on REACH itself: future events, other national role models, how to become involved with the programme, etc.

The absence of a fully functional “hub”, and therefore of ongoing support for black boys and young black men to capitalise on the interest generated by the REACH role modelling events, led some to doubt the commitment of the government to addressing the issues targeted by REACH.

Overall - REACH was found to be a highly effective programme. It succeeded in enhancing the self-esteem and self-confidence of black boys and young black men, and in encouraging them to take responsibility for their own success. REACH role models have inspired black boys and young black men to aspire to more in terms of their education and employment, but also in terms of their wider approach to civic participation. With better support and stronger leadership and management, this programme would achieve very significant and positive impacts.

Appendix 1

Methodology

Process and impact evaluation

The evaluation of the REACH national role model programme covers the first year of the programme, from the launch in December 2008 to the end of January 2010. It focuses on both processes and impacts.

The process evaluation mainly looks at *how* the programme is being implemented, and *why* it is successful or not in achieving its intended aims. It answers such questions as: How is the programme planned and delivered? Is there a clear strategy in place to achieve intended outcomes? Are resources aligned with the strategy? How does role modelling work? What are the key factors that make it work or not? What are the experiences of the role models and the rest of stakeholders in the programme? How can the programme be improved?

The impact evaluation focuses on *what* the programme has achieved in terms of its stated aims and objectives, as well as any unintended consequences (positive or negative) the programme has had on beneficiaries. The impact evaluation looks for evidence of change in self-esteem, knowledge, attitudes, skills and behaviours that is supportive of black boys and young black men's future achievements and attainment in education and in employment. Have the role models generated the expected change in attitudinal change in their target audiences? Are there any unintended outcomes and impacts? Does role modelling work better for some groups than others?

Scope of the evaluation

With respect to programme implementation, the evaluation only covers the first 13 months of the REACH programme. It cannot comment on the effectiveness of strategic and operational decisions, changes and outputs introduced late into the first year of the programme.

The evaluation only discusses the activities delivered by national role models and organised through The Windsor Fellowship, such as those that are contained in the Calendar of Events. However, it should be noted that both national and regional role models may have delivered activities that are out of scope. Some of these are described in the event proformas completed by role models and in interviews with role models.

The evaluation framework in Table 1 below identifies the different components used to evaluate the programme.

TABLE A: EVALUATION FRAMEWORK

Evaluation criteria	Process indicators	Outcome indicators	Data sources
<p>Programme level – Inception stage</p> <ul style="list-style-type: none"> Rationale of REACH Strategic development and project planning Selection of national role models 	<ul style="list-style-type: none"> Implicit “theory of change” Detailed documentation of activities: <ul style="list-style-type: none"> clear protocols work plan for The Windsor Fellowship minutes/notes of meetings steering group’s terms of reference performance indicators risk assessments and mitigating measures. Publicity around scheme Quantity and quality of applicants Quality of selection process Number and quality of applications received Range of role models 	<ul style="list-style-type: none"> Internal coherence Clear expectations among stakeholders Quantity and quality of role models Satisfaction with process among: <ul style="list-style-type: none"> REACH role modelling working group DCLG staff young black advisors role models Evidence of organisational learning 	<ul style="list-style-type: none"> Programme documents and evidence (e.g. policy briefings, monitoring of applicants) Interviews with DCLG staff Interviews with role model working group Interviews with The Windsor Fellowship and Black Training and Enterprise Group Observations of candidate interviews Mini-group with young black advisors Interviews with national role models Interview with unselected applicants.

	<p>selected in terms of age, Government Office Region, ethnicity, occupation, attitude and life histories</p> <ul style="list-style-type: none"> • Quality of information sharing and • Communications between The Windsor Fellowship, DCLG, role models and ETHNOS 		
<p>Programme level – Delivery stage</p> <ul style="list-style-type: none"> • Implementation and delivery of the role modelling scheme <p>Limited evidence on:</p> <ul style="list-style-type: none"> • Media activity • “hub” • Regional role models • Sustainability 	<ul style="list-style-type: none"> • Quantity, range, quality and relevance of role modelling activities for diverse audiences • Quantity, range, quality and relevance of partners involved • Monitoring of role models’ activities • Quality of relationships between stakeholders • Quality of support to role models • Collaboration with evaluation 	<ul style="list-style-type: none"> • Quantity, range, quality and relevance of role models activities for diverse audiences • Quantity, range, quality and relevance of partners involved • Quality and appropriateness of resources used to support activities • Delivery of role modelling interventions • Satisfaction with process among: <ul style="list-style-type: none"> • DCLG staff • The Windsor Fellowship • national role models • delivery partners 	<ul style="list-style-type: none"> • Programme documents and evidence (e.g. The Windsor Fellowship Operational Delivery Plan, training packages, KIT, proformas) • Interviews with DCLG staff • Interviews with The Windsor Fellowship staff • Interviews with national role models • Interviews with delivery partners • Observations of case study role modelling activities

		<ul style="list-style-type: none"> • beneficiaries • Greater understanding of effective • Messages and approaches in key • Target audiences • Greater understanding of barriers faced by black boys and young black men among role models and partners • Sustainability: <ul style="list-style-type: none"> • organisational learning by DCLG and The Windsor Fellowship • national promotion of the scheme • lasting partnerships with delivery partners and (black) community, voluntary sector organisations • secure funding • capacity building of partners and role models • Full and timely information sharing 	
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<p>Beneficiaries level</p>	<ul style="list-style-type: none"> • Range of people attending activities • No of black boys and young black men involved in each activity • Recall and satisfaction with events • Perceived usefulness/relevance • Strategies learned • Degree of involvement of beneficiaries (depth vs. breadth) 	<ul style="list-style-type: none"> • Higher educational and professional aspirations • Wider range of career options considered • Improved knowledge of skills required to succeed • Increased self-efficacy and self-esteem • Ability to set ambitious but realistic personal goals • New social networks and social support • Awareness of sources of local support and advice (pathways to follow) 	<ul style="list-style-type: none"> • Final interviews with national role models • Observations of role modelling events • Interviews with delivery partners • Paired interviews with black boys and young black men: pre-exposure and after three months • Focus group with black boys and young black men immediately after role modelling events • Paired interviews immediately after and three months after events with “influencers” • Focus groups with control groups.
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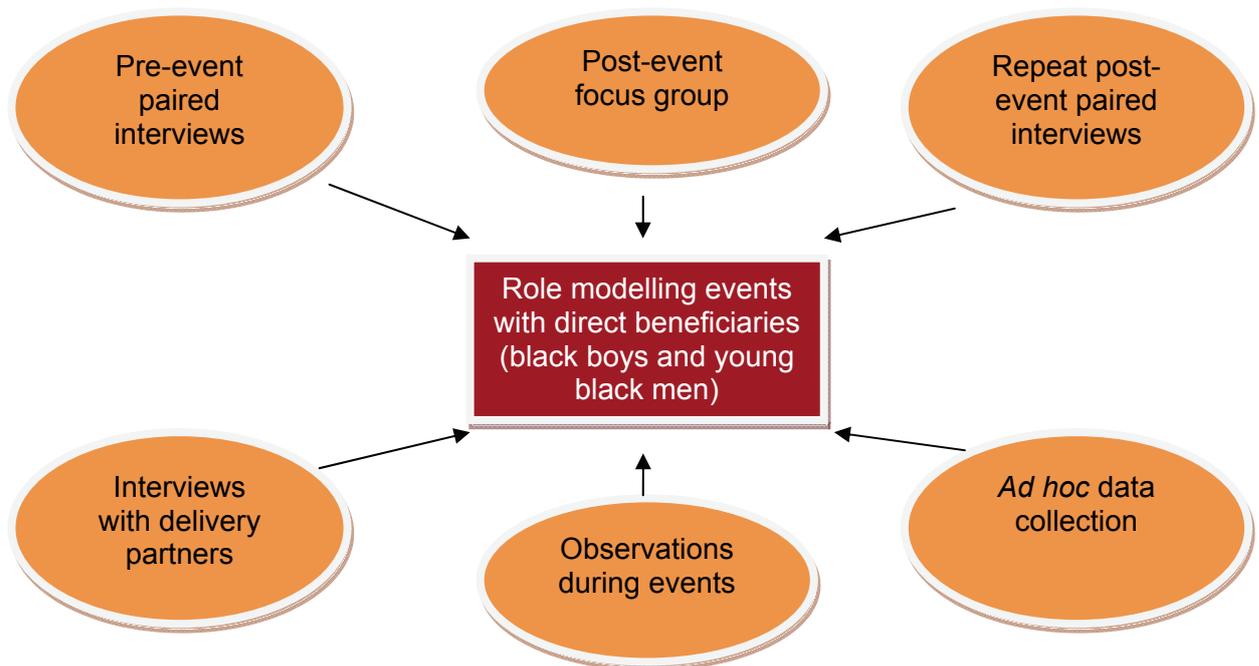
Data sources

In relation to programme aims and implementation, the research findings are based on the following evidence:

- programme and management documentation supplied by DCLG and The Windsor Fellowship
- six interviews with government staff and two with experts from the REACH Role Modelling Working Group
- three interviews with staff responsible for delivering REACH at The Windsor Fellowship and two interviews with Black Training and Enterprise Group staff
- twenty interviews with the national role models at the beginning of the programme and twenty at the end of the evaluation period
- five interviews with unsuccessful applicants to the REACH programme
- one focus group with young black advisors involved in selecting the national role models
- observations during the process of selection of the national role models and at the national launch.

In addition, the evaluation selected 18 of the role modelling events delivered by the national role models to use as case studies to assess impact on attitudes. For events with direct beneficiaries (black boys and young black men), the evaluation protocol was as follows:

- eleven pre-event paired interviews: to assess baseline and expectations (only with beneficiaries)
- twelve immediate post-event focus groups with beneficiaries: to assess satisfaction and short-term impact
- six immediate post-event paired interviews with influencers: to assess satisfaction and short-term impact
- thirteen post-event paired interviews with the same people who had taken part in the pre-event or immediate post-event paired interviews: to assess the impact of events after three months
- eighteen interviews with delivery partners: to assess event organisation, satisfaction and perceived impact on audience
- systematic observations during all case study events: to profile the audience and gather rich information about the REACH messages delivered and the audience's response
- ad hoc, opportunistic data collection.



The evaluation protocol was very similar in relation to events carried out with “influencers”, except that these did not include a pre-event paired interview and that the immediate reactions to the role modelling events were gathered through paired interviews rather than a focus group. A description of the 18 case study events is included in Appendix 3.

The fieldwork for the case studies was set up as follows: an initial request for participation in the evaluation was done by The Windsor Fellowship to obtain consent in principle from delivery partners to use their event as part of the formal evaluation. After receiving consent, ETHNOS coordinated with delivery partners the fieldwork for each case study. An experienced black male social researcher was involved in doing the fieldwork with beneficiaries (pre and post-event interviews and groups discussions), as well as in conducting and reporting on detailed observations and, in some cases, in interviewing delivery partners. Other experienced social researchers attended the case study events, carried out interviews with delivery partners and with key stakeholders, as well as detailed observations.

Finally, two focus groups with black boys and young black men who were not exposed to REACH role modelling events were carried out at the end of the evaluation period, to act as “control groups”.

Data analysis and confidentiality

All interviews were digitally recorded. Face-to-face interviews with stakeholders and a sample of the telephone interviews with role models were transcribed verbatim for thematic analysis. To protect confidentiality, quotes are not attributed to stakeholders.

Appendix 2

REACH information pack for applicants



REACH

Have you got what it takes to inspire the next generation of young Black men?

Many Black boys and young Black men in England do not achieve their full potential. One of the barriers they face is a lack of male role models to look up to and inspire them. We are looking for inspirational Black men who can motivate Black boys and young Black men to aim higher and achieve more.

The Government's first national programme of Black male role models for boys and young men

Information and guidance for applicants

REACH Role Models
Race Equality and Diversity Division
Communities and Local Government
Eland House
Bressenden Place
London SW1E 5DU

Tel: 020 7944 2267
Email: REACHrolemodels@communities.gsi.gov.uk
Website: www.direct.gov.uk/REACH

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Could you be a Black male role model?

- Could you be a positive example to Black boys and young Black men?
- Is your personal journey an inspiration to others?
- Are you willing to challenge negative stereotypes and share your story to motivate the next generation?

If so, you could be part of the first-ever national role model programme for Black boys and young Black men. This is a unique opportunity to act as a positive role model on the national stage and to make a real difference to future generations.

REACH is a major Government programme to raise the aspirations and achievements of young Black men. As part of this pioneering approach, we are looking for Black male role models with the ability, the energy and commitment to inspire and motivate.

We aim to appoint around 20 inspirational men as national Black male role models. If you are chosen, we will expect you to support REACH events and to share your life story and experiences in a programme of national and local media and other events for at least 12 months.

Roles and responsibilities

You will be part of a high-profile network of role models from the Black community. Your role will be to:

- champion the development of Black boys and young Black men so that they make the most of their potential;
- meet and directly engage with Black boys and young Black men in order to encourage them to achieve more;
- take part in media events in order to engage the interest of Black boys and young Black men, challenge negative and stereotypical images and messages, and provide a powerful, positive image of Black men;
- support voluntary and community organisations to engage Black boys and young Black men in their activities and programmes;
- this is an unpaid, expenses-only post. It is a unique role that will be exceptionally rewarding for people with the right qualities and commitment.

What sort of person are we looking for?

We are looking for Black men based in England whose own life story embodies the values, achievements and determination that will encourage young Black men to aspire to more and achieve more. We are looking for candidates from all sorts of backgrounds. You may have turned your life around, overcome obstacles and barriers, or achieved against the odds.

You will be a success in your chosen field, an excellent communicator and have the desire and the drive to encourage the next generation to succeed.

Essential Qualities	Desirable Qualities
1. Highly motivated and not easily discouraged (determination & drive)	1. Ability to work in a politically sensitive environment
2. Highly developed oral and presentation skills and the ability to communicate with a diverse range of audiences (communication skills)	2. Understanding and knowledge of key challenges in education and self development
3. A track record and background of achievement in a chosen field or sector (history of achievement and attainment)	3. Trained and experienced in media interviews and public events
4. A high degree of probity and integrity (honesty & clear values)	
5. Ability to inspire and lead others (inspirational factor)	
6. Personal credibility with Black boys & young men (the mirror factor)	
7. A commitment to the principles underlying the REACH programme (REACH factor)	

What is REACH?

“Raising aspirations and attainment among Black Boys and young Black men will create a more skilled workforce, reduce crime... and provide a boost to the British economy. The entire country will benefit.” Clive Lewis, Chair of REACH

The Government has been running a major programme to invest in the future of the next generation of Black boys and young Black men. REACH aims to support, encourage and inspire them to achieve more in school and in life.

REACH was established in February 2006, and evolved from the Stephen Lawrence Steering Group and the Race Equality Advisory Panel.

The project has been driven by a group of 25 people who have direct experience of the realities of young people's lives. In August 2007 they reported on the serious barriers Black boys and young Black men face. Compared to their peers, they are less likely to do well at school, more likely to be unemployed and much more likely to become involved in the criminal justice system.

The report highlighted the largely negative image of Black boys and young Black men in the media, and recommended action to improve the visibility of positive Black male role models at a national level.

We know from research that when children lack positive role models in their lives, they will seek them from the world of fantasy and the media. Research and anecdotal evidence also show the benefits to young people who come into contact with positive role models. They have higher expectations, are able to set personal goals and generally aim higher.

There are plenty of small-scale, local role model programmes already making a positive difference to young people's lives. As part of the Government's response to the REACH report, we are now creating the first national Black male role model programme.

The REACH report made five key recommendations. In response, the Government will:

1. Create the first national role model programme for Black boys and young Black men;
2. Support and lead voluntary and community organisations that engage Black boys and young Black men to work together, sharing their resources and expertise to achieve even more;
3. Improve the links between Black families and schools, as part of a national programme of home/school partnership agreements;
4. Make urgent improvements to the way Ofsted reports on race equality in schools;
5. Create a taskforce to drive forward the REACH recommendations.

For full details of the REACH report and the Government's response, visit www.direct.gov.uk/REACH

What difference can role models make?

A lot. Within the next two years we aim to create a strong network of positive Black male role models. They will work at both at the national level, acting as champions, and at the local level, meeting and proactively engaging with Black boys and young Black men in order to 'raise the bar'.

The existence of a national network for the first time will allow us to move away from the negative stereotypes currently holding back Black boys and young Black men and to begin to showcase positive images, portrayals and stories about their lives.

We hope that in the longer term, the national role model programme, along with the other REACH recommendations, will have a significant positive impact on the lives of Black boys and young Black men, helping them to:

- reduce school exclusions and do better at GCSE
- aim for higher-achieving universities
- improve their self-image, self-confidence and self esteem, to expect more of themselves and aspire to more.

We also expect teachers' perceptions and expectations of Black boys and young Black men to improve, and for more young people to engage with the support provided by voluntary and community organisations, leading to greater attainment and achievement. All of this should feed through into wider society, improving public perception and resulting in fewer Black boys and young Black men entering the criminal justice system.

We eventually hope to see the wider benefits to the economy and society described by REACH chair Clive Lewis, and, ultimately, more Black men in positions of power and influence in industry, the Government and the law.

Terms and conditions of appointment

Remuneration & expenses

The role will be unpaid. However, we will reimburse all your expenses for travel and subsistence in fulfilling the role.

Time commitment

You will be expected to commit one day a month (or around 9 hours) for at least 12 months. The time would be used flexibly to attend events and meetings as mutually agreed. On occasions this could mean attending a whole-day event, or doing some evening or weekend work. We will expect you to contribute your profile or biography to a new role model website, record pod-casts, host live web-chats and answer questions online. You will also be interviewed by local, regional and national media, attend events and make media appearances.

Period of appointment

Your appointment will be for a minimum of 12 months. After this you may be considered for a further term of 12 months, depending on your contribution and the needs of the programme.

Duties on appointment

You will be expected attend a launch event in autumn 2008, for which you will receive media training. You will be in the public eye and you will be expected to demonstrate a high standard of personal conduct at all times.

Training

You will be offered comprehensive induction and media training. You may be offered further training to remain effective as a national role model.

Disqualifications

You will not be eligible if you:

- have received a prison sentence or suspended sentence of three months or more in the last five years;
- are the subject of a bankruptcy restriction order or interim order;
- have ever had a term of public appointment terminated;
- are under a disqualification order under the Company Directors Disqualification Act 1986;
- have been removed from trusteeship of a charity.

If you are unsure whether you may be eligible, please contact us and we will be happy to talk it over and clarify the issue. Team REACH: 0207 944 2267 or email: REACHrolemodels@communities.gsi.gov.uk

The applicants we select will be put forward for Criminal Record Bureau checks before we make final appointments.

How do I apply?

Send your completed application (application form, plus any continuation sheets) to *REACH Role Models, Race Equality and Diversity Division, Communities and Local Government, Eland House, Bressenden Place, London SW1E 5DU* by 2nd September 2008.

You can also complete your application online at www.direct.gov.uk/REACH and email it to REACHrolemodels@communities.gsi.gov.uk

Electronic, Braille, large print and tape versions of the information and guidance notes and the application forms are available from the Race Equality and Diversity Division. Email: REACHrolemodels@communities.gsi.gov.uk or telephone 020 7944 2267.

It is the job of the Race Equality and Diversity Division to make sure that appointments are made in a way that is open, transparent and fair. Appointments will be made on merit in accordance with the principles of best practice.

How we will handle your application

We will deal with your application as quickly as possible and advise you of the likely timetable at each stage.

- We will acknowledge receipt of your application (within 24 hours by email if provided) and check that it is complete and you are eligible. Please help us by writing clearly and completing all sections of the form.
- We are committed to involving the Black community in selecting role models. The selection panel will consist of four Black male role models; four young Black men and an independent assessor. The adult members of the panel are Ozwald Boateng (clothes designer); Tim Campbell (entrepreneur/businessman); Leroy Logan (Metropolitan Police officer); and Simon Woolley (Operation Black Vote). The independent assessor will ensure that the process is open, transparent and fair.
- We will write to let you know whether or not you will be invited to interview.
- In selecting people for interview, the focus will be on evidence of essential experience. If there is a strong field of candidates other areas of expertise on your application may be considered, including the desirable qualities, to help in the selection process.
- On the basis of interviews, the panel will recommend candidates for appointment as role models.
- The Race Equality and Diversity Division will inform the REACH Ministerial Board of the final selection.
- If you are successful, you will be notified in writing and invited to serve as a national role model.

Equality of opportunity

We welcome applications from all sections of the Black male community and from diverse experience and backgrounds.

Guidance on completing your application

If you have any queries, or want any advice or guidance to complete the application form please contact us at the Race Equality and Diversity Division by emailing REACHrolemodels@communities.gsi.gov.uk. Please include a contact telephone number and we will respond to your enquiry within 24 hours.

Part 1: Your personal details

We will use these to contact you about your application in the course of the selection process.

Part 2: Declaration of interests

The highest standard of behaviour is expected from everyone in public life. We need to know about any personal or business issues or interests that could conflict with your position as a role model for the REACH programme.

Such an issue will not necessarily prevent you from being appointed. For example, you may have been in trouble in the past, but turned your life around. However, if you fail to disclose anything important during the recruitment process, your appointment could be terminated.

The **code of conduct** below gives you more guidance on the standards that will be expected of you.

Code of conduct for those in public life

Selflessness

You must act solely in the public interest, and never to gain financial or other benefits for yourself.

Integrity

You must never place yourself under any financial or other obligation to outside individuals or organisations that might seek to influence you in the performance of your official duties.

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, you should make choices solely on merit and not be influenced by other factors.

Accountability

You are accountable to the public for your decisions and actions and must submit yourself to whatever scrutiny is appropriate to your public position.

Openness

Aim to be as open as possible about your actions and decisions you take. Be prepared to give reasons for your decisions and restrict information only when the wider public interest clearly demands it.

Honesty

You have a duty to declare any private interests relating to your public duties and to take steps to resolve any conflicts in order to protect the public interest.

Leadership

You should promote and support these principles by leadership and example.

Part 3: References

Please give two referees, at least one of whom must be related to your most recent employment and / or voluntary activity. We will only approach your referees if you are invited to interview.

Part 4: How did you find out about this role?

Telling us how you found out about the post will help us target our recruitment activity and publicise posts more effectively in the future.

Part 5: Future contact with the REACH programme

The REACH programme is wider than the national role model network. We also want to involve suitable people in future public events, encourage and train role models for Black boys and young Black men and work with voluntary and community organisations that may themselves be looking for role models.

If you are happy for us to keep your details for any of these purposes please tick the relevant 'Yes' box.

We will notify you that we are keeping this information, and we will not use it for any other purpose.

Parts 6-8: Monitoring information

This information is not used in the selection process. Monitoring information is removed from your application and is not seen by the panel that assesses applications.

However, if you are appointed, publicity will be an important part of the role, and some basic information about you may be made public in press releases, or in various official or Government publications.

Part 7: Equal opportunities

REACH is about engaging and motivating Black boys and young Black men, to challenge negative stereotyping and raise their attainment. As a result, and in order for the programme to be effective, we will only consider applications from Black male adults based in England.

(The law that allows us to do this is Section 35, Race Discrimination Act 1976, which permits a proactive approach for addressing the needs of the target group.)

Within these parameters, we welcome applications from all sections of the community and all professional and social backgrounds.

Part 8: Disability – Interview Access Scheme

The Government's approach to all public appointments is inclusive, which means it is keen to appoint disabled Black men who have the necessary skills and expertise. To encourage these applicants we operate a scheme under which disabled candidates who demonstrate the expertise for the post will be guaranteed an interview. (The guaranteed Interview Access Scheme.) Further information on the scheme is available from our website

www.direct.gov.uk/REACH

Part 9: Declaration

Please ensure that you have carefully read the guidance on disqualification for appointment before signing the declaration.

Evidence of qualities & achievements

The following sections are where you tell us about your experience, expertise and qualities that make you suitable for the post. Please read this information carefully and ensure that you complete all sections. We will base our selection of people for interview on the information you provide here.

Part 10: Experience and suitability for the post

We want to hear about your life story, your personal qualities, any experience you have in working with the Black community, particularly Black boys and young Black men, and why you believe national Black role models are important.

For us to consider your application further, it is essential that you demonstrate some of the essential qualities we list in section 2 of the guidance. In a field of very strong candidates, we will look at the desirable qualities to differentiate applicants.

Part 11: Public appointments held or history of voluntary service

Please supply details of any public appointments or voluntary sector roles you have held in the last three years, including any current posts. This information will help the panel to assess the time you can commit to additional public service work.

Part 12: Qualifications, education, skills and current job

The information you provide here will help us assess the scope of the qualifications and skills you bring to the post. Please give the name of the learning body (i.e. school, college, academy, university etc) where you gained the qualification or developed the skill; and the dates you started and finished. Finally, please indicate your job title and the name of your employer or organisation before you sign and date the form.

Part 13: Further information

Use this space to tell us about anything else you think may be relevant to your application.

Data protection

The Government is required to keep information about the people who apply for public appointments; and may be required to make this information available to the Minister for audit and other purposes. Our data protection policy in relation to information we collect is set out below:

- Your contact details including your name and address will be held by Communities and Local Government for up to two years;
- We will keep your application form and any supporting documents for up to two years;
- We will also keep information held electronically, including your contact details and the monitoring information you provide in the application form for up to two years.

If you would like these details to be removed from the records as soon as appointments have been made, please write to:

Race Equality Diversity Division
Eland House
Bressenden Place
London
SW1E 5DU

or e-mail: REACHrolemodels@communities.gsi.gov.uk

Complaints

We aim to process all applications as quickly as possible and to treat all applicants with courtesy. If you feel that you have any complaints about the way your application has been handled, we would like to hear from you. Please write to:

Jenny Ashby, Deputy Director
Race Equality and Diversity Division
Communities and Local Government
Eland House
Bressenden Place
London
SW1E 5DU

All complaints received will be acknowledged in writing; and will be investigated. When we have completed our investigation we will send you a comprehensive response.

Appendix 3

Description of 18 case study events

Case study	Date	Location	Role model(s)	Audience	Delivery partner	Sector	Activity/Message/Format
1. Black Boys to Men	21/05/09	Manchester	N. Bryce J. Crawford-Brown K. Reynolds M. Sutherland	BENEFICIARIES (with influencers) Approx 90 people: 50 black boys, most aged 11-16 from local schools 40 influencers: parents, teachers, youth workers	BTEG Social Business Company Involved local schools, youth clubs, youth offending teams in sourcing black boys	Education Community empowerment	All day event 4 X 20 minute talks by role models: Personal stories, rules for successful living, rap poem Part of wider event on black empowerment: plenary (from role models and event chair/leader) and breakout sessions Role models took part in workshops and informal discussions with black boys on education, media portrayals of black people and black role models
2. Focus: Raising The Aspirations of College Students	08/06/09	London	R. Neil L. Sulola	BENEFICIARIES Approx 50 students:	Young Foundation University of East	Education Employment	All day event 2 X 5 minute talks by role models: Personal stories, rules for

Case study	Date	Location	Role model(s)	Audience	Delivery partner	Sector	Activity/Message/Format
3. Black Parents Forum	10/06/09	London	O. Nwofor B. Onwugbonu A. Rollins	INFLUENCERS 7 parents: 2 Africans and 5 Caribbeans Highly committed 2 black boys, aged 8 and 11	Woodbridge High School	Education Community development	2 hour evening event Presentation of The Windsor Fellowship's Empowering Parents Programme and REACH 3 X 5 minute talks by role models on their experiences and difficulties as fathers of black children, and the importance of remaining actively involved even when parents are not together Extensive informal discussion/Q&As
4. Raising The aspirations and attainment of black boys and young men	20/06/09	Bristol	A. Beresford J. Crawford-Brown	BENEFICIARIES Approx 40 people: 35 black boys (mainly Somalis), most aged 14-19 5 youth workers	BTEG Black South West Network Black Development Agency	Employment / Entreprise Community development	All day event 10 min presentation by Black Training and Enterprise Group on the origins and aims of the REACH programme 2 X 15 min talks by role models: Rules for successful living, poem Part of wider programme on aspirations and attainment for black boys and young black men

Role models led workshops on aspirations, barriers/issues, ways to overcome barriers							

Case study	Date	Location	Role model(s)	Audience	Delivery partner	Sector	Activity/Message/Format
5. Aim Higher: Work-shadowing teaching experience conference	10/07/09	Bristol	A. Beresford P. Linney R. Neil R. Reid Regional role models	BENEFICIARIES (with influencers) Approx 60 people: 30 students of mixed minority ethnic backgrounds (mainly black but some Asian) Most aged 16-20 Motivated 30 influencers (staff, teachers, speakers)	University of the West of England	Education Employment Community development	All day event Talks by prominent black keynote speakers: Prof. Ron Richie, Kwame Kwei-Armah, Prof. Gus John and Dr Tony Sewell, on the value of education and of a positive Black identity National and regional role models gave a joint 15 min presentation on the REACH programme and their personal stories National and regional role models led three 1 hour workshops on education for young people and one on adult learning Young people delivered presentation on their experience of taking part in a teacher shadowing programme

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6. Visit to HMP Erlestoke	05/08/09	Devizes	A. Beresford K. Sewell	BENEFICIARIES AND INFLUENCERS 16 male prisoners, most aged 20-40 Mixed ethnic backgrounds: 10 black, others Asian, Eastern European and white British Excluded people Voluntary attendance Approx 100 prison staff (including the prison's Governor)	HMP Erlestoke Independent Monitoring Board	Criminal justice system	All day event AM session with prisoners: Role models briefly discussed their personal stories (15 minutes) and led a 45 minute open discussion with prisoners on their lives in prison and concerns about their future (barriers to reinsertion and staying "clean") Role models focussed on the value of education, hard work, social/family support, changing one's life away from crime PM session with influencers. Introduced REACH programme. One role model recounted his personal story. Another reported to staff some of the concerns of prisoners elicited earlier in the morning. Heated discussion with staff
7. Aim High	12/09/09	London	L. Sulola Regional role model	BENEFICIARIES 9 black boys, most aged 14-19	Elim Pentacostal Church	Education Community development	2.5 hour event One national and one regional role model gave two 20 minute presentations which covered: the

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8. Men of Faith Arise!	26/09/09	Crewe	R. Neil P. Thompson	BENEFICIARIES Approx 60 people All black men (mainly Nigerian) Most aged 40+ Highly motivated	Overseas Fellowship of Nigerian Christians Delivery partner is also a regional role model	Community development	Two-day conference (fee-paying), with worship, motivational talks, workshops and socialising. Aims to help men “be good men, fathers and role models” to their families and communities Detailed introduction to REACH programme by delivery partner Role models gave a 1 hour, highly interactive and dynamic presentation on their personal stories, with explicit reference to the role of faith in their lives. They also led a vibrant 10 minute Q&A session (had to be cut short)
9. Black History Month Role Model Assembly	05/10/09	London	R. Reid K. Reynolds L. Sulola	BENEFICIARIES Approx 150 primary school pupils, aged 5-11 Mixed ethnic backgrounds and genders (30-40% black) Teachers and	Wix Primary School: Ethnic Minority Achievement Coordinator	Education	Role models addressed school assembly for 30 minutes as part of annual “Role Model Assembly”, followed by 20 minutes of Q&A with some 40 Year 5 and Year 6 pupils Focussed on importance of education (clear goals and hard work) and discussion of pupils’ own aspirations

10. Reaching Up: Welwyn Hatfield Ethnic Minority Group Event	09/10/09	Hatfield	K. Reynolds	<p>head teacher present</p> <p>INFLUENCERS</p> <p>Approx 25 people</p> <p>Mixed ethnic backgrounds, ages and genders</p> <p>Mixed profile: statutory and community and voluntary sector representatives with interest in ethnic minority issues in the area</p>	Welwyn Hatfield Ethnic Minority (WHEM) Group	Community development	<p>Use of props (saxophone to listen to, and fire fighter uniform for pupils to try on) and role play</p> <p>Visit from Clapham Blue Watch Fire Brigade</p> <p>Local newspaper (The South London Press) coverage of the event, arranged by REACH PR & Media agency</p> <p>Two hour evening event</p> <p>Presentation by leader of WHEN group on educational underachievement among black boys and young black men and call for action from local organisations to address issues</p> <p>10 minute presentation by role model on personal story</p> <p>20 minute presentation by a young black mentee (accompanied by his mentor) on his personal story and how mentoring transformed his life</p> <p>Short Q&A, dinner and informal discussions</p>
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11. Black History Month: Week of presentations and activities	20/10/09	Birmingham	K. George	<p>BENEFICIARIES</p> <p>Approx 40 black male prisoners</p> <p>Variable ages, mainly in 20s</p> <p>Large proportion of gang members</p> <p>Voluntary attendance</p>	HMP Birmingham: Diversity Officer	<p>Criminal Justice System</p> <p>Community empowerment</p>	<p>One hour talk, including 10 minutes of Q&A</p> <p>Introduction of REACH programme</p> <p>Focussed on rules for successful living (seven positive, inspirational messages), in the context of a week of talks and activities on “gangs and guns”</p> <p>Accounts of historical achievements by great black people</p> <p>Role model took along one of his mentees and introduced him to the audience</p>

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12. Ambassadors Leadership Programme: EMAS event	27/10/09	Chelmsford	L. Sulola	<p>BENEFICIARIES</p> <p>Approx 25 black young men and women</p> <p>Mix of African and Caribbean backgrounds</p> <p>All year 11 pupils</p> <p>Broad mix of educational achievements, ranging from gifted and talented to pupils with behavioural problems which nevertheless show potential leadership qualities</p>	African Caribbean Achievement for Education at Islington	Education	<p>REACH event including during a three day residential event in the context of the Ambassadors Leadership Programme, itself a two year programme to develop (black) talent through residential sessions, master classes in key topics, financial capability classes, an international trip, delivery of school assemblies, fundraising activities, etc</p> <p>Role model gave a 30 minute presentation of his life story, rules for successful living (and specifically, qualities of role models) and delivered his own poem, followed by video clips of motivational statements from black actor Will Smith and a 20 minute Q&A session</p>

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13. ARC Celebrates Black History Month: Positive role models and increasing your influence in the workplace	27/20/09	London	A. Matambo	INFLUENCERS Approx 35 ARC union members and other staff at HMRC Mixed ethnic backgrounds (mainly black and Asian) and genders	ARC Union at HMRC	Employment	All day conference Role model gave 20 minute presentation on detailed introduction of REACH programme, views on the meaning of success and rules for successful living, the importance of giving back and key black figures and role models, followed by Q&A Other activities included talks by high profile speakers: Sadiq Khan, Simon Woolley, Diversity Manager at HMRC and an Organisational Psychologist. Workshops addressed how to increase one's influence in the workplace
14. Rise Up and Wise Up: Have your say on "Stop and Search"	29/10/09	London	N. Bryce J. Crawford-Brown A. Rollins	INFLUENCERS Intended for young Newham residents disproportionately likely to be stopped and searched	Newham Community and Police Forum, Metropolitan Police Association, and Black Police Association	Criminal justice system Community empowerment	Open day for the general public to learn, raise questions and concerns around community policing 3 X 5 minute presentations by role models on personal stories and importance of

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15. The Value of Education: Why bother?	19/11/09	Gloucester	A. Beresford M. Ryder	<p>BENEFICIARIES</p> <p>Seven young black men (although planned for around 40), most aged 14-17</p> <p>Some black youth leaders</p> <p>Approx 25 adults: parents, teachers, members of Gloucester African and Caribbean Association , from mixed ethnic backgrounds</p>	<p>Gloucester African and Caribbean Association and Black Training and Enterprise Group</p>	<p>Education</p> <p>Community development</p>	<p>REACH presentations following Gloucester African and Caribbean Association Annual General Meeting</p> <p>1 X 10 presentation by Black Training and Enterprise Group on REACH programme</p> <p>2X 20 minute presentations by role models, focussed on personal stories and the importance of education: pursuing education, broadening range of disciplines, keeping options opened, surrounding oneself with positive peers, etc. Presentations followed by vibrant Q&A session</p>

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16. Young, Black and Successful Forum	27/11/09	London	L. Sulola	BENEFICIARIES Approx 70 young black men and women, aged 17-26 Mostly students from London universities and colleges Highly motivated	Keyworth Centre at London Southbank University	Education Employment	Four hour evening event Conference style, with 5 X 15 minute presentations by young black men and women (all under 25) Role model and four other speakers shared inspirational messages, personal stories, strategies to overcome barriers, views on the meaning of success, importance of community development and positive black identity

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17. Windsor Fellowship Junior Fellowship Programme: The job application process	28/11/09	London	B. Onwugbonu	<p>BENEFICIARIES</p> <p>Approx 25 people:</p> <p>Mainly Year 11 pupils from local school</p> <p>Mixed ethnic and gender backgrounds (three black boys in attendance during role model presentation)</p>	The Windsor Fellowship	Employment	<p>Full day event covering the job application process, with support from an Occupational Psychologist</p> <p>Key activity involved carrying out mock job interviews, with participants being issued application forms to complete ahead of event (none were completed)</p> <p>Event included verbal and non-verbal reasoning tests, presentations on rules to follow when meeting potential employers, and development of interviewing skills</p> <p>National role model gave a 15 minute presentation on “5Ps” (Planning, Power, Passion, Preparation and Persistence) in relation to careers</p>

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18. Supporting Parents to Support Pupil Behaviour	01/12/09	London	M. Ryder	INFLUENCERS Approx 50 people, mostly education experts and practitioners		Education Community development	<p>All day fee-paying conference</p> <p>Keynote speakers from range of education experts and practitioners: Sir Alan Steer, Kate Hayward, Steve Davies, Prof. Tanya Byron, Brian Lamb (OBE), Mark Scarborough</p> <p>Conrad Sackey (TWF) delivered a formal 10 minute presentation on the REACH programme</p> <p>Role model delivered a 30 minute talk on why, who and how to engage black parents, with personal anecdotes, evidence, discussion of the barriers faced by black boys in education and other aspects of their lives, and a range of practical measures for schools to consider in engaging black parents</p> <p>This was followed by a discussion of the geographical areas and age groups which the REACH programme should focus on.</p>

