

Working Assets Toolkit



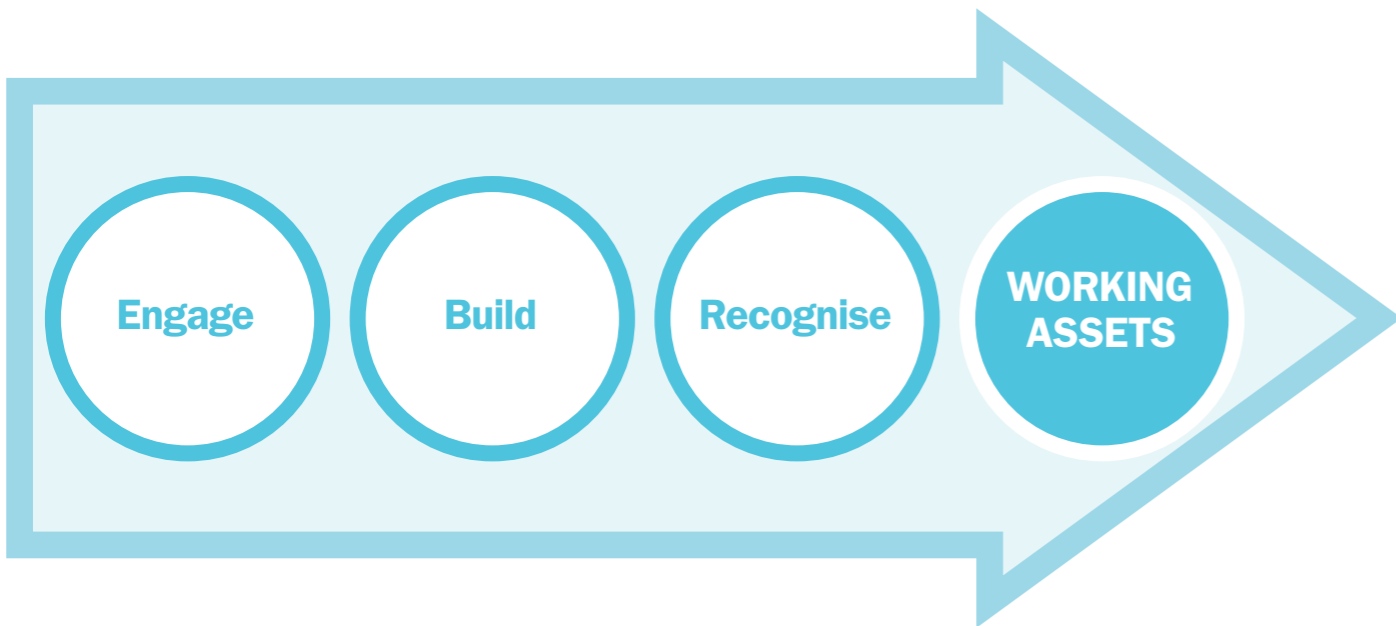
WORKING ASSETS

Challenging

service providers, communities, employers, funders and Government, to make a positive investment in young people.

Empowering

young people with the skills, resources and opportunities they need to achieve a positive transition into future employment.



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UNDERSTANDING WORKING ASSETS



“Living in a Foyer has boosted my confidence and enabled me to live independently while continuing my education.”

Chanelle, Foyer resident

Background to Working Assets

Working Assets was funded by The Tenant Services Authority (TSA) through the Innovation and Good Practice Grant Programme established under the Housing Corporation in 2008. The project set out to explore the theme of young people tackling the problems associated with employability.

The Foyer Federation collaborated with Axiom Housing Association to create Working Assets as a pilot programme over 2008-09. Learning from the programme was replicated across other housing associations and Foyer service providers, forming a final Working Assets Model published in this Toolkit.

Aims of Working Assets

Working Assets sets out to shape sustainable routes into future employability. The approach looks at improving outcomes associated with work readiness by equipping young people and their supporting services with a positive-based framework.

The framework includes:

- Engaging young people and the local community in an inspirational activity;
- Using the activity as a means to build skills and resources within both the young person and the service supporting them;
- Challenging negative approaches to disadvantage through a positive emphasis on developing ability and potential;
- recognising the achievements of young people and identifying future opportunities.

As the framework demonstrates, Working Assets focuses on what young people have to offer their communities, and what communities can offer to young people. This two-way offer forms a ‘deal’ that expresses the way in which young people can find a role in their community, and the way in which communities enable access for young people to make a valuable contribution as engaged citizens. How services can help develop the terms of the deal lies at the heart of what the Working Assets Model is all about.



Purpose of the Toolkit

The Foyer Federation want to encourage organisations to use the Working Assets Model in their service, and to influence policy and decision makers to invest in better outcomes for young people through its approach. The Working Assets Toolkit supports this endeavour by illustrating, in a practical way, how a Working Assets programme can be established.

Key Messages:

The success of Working Assets highlights the importance of using volunteering as a means to engage young people in meaningful activities of their own choice that can tie in to their individual needs, future goals and interests.

The core activities of supported housing, in terms of assessment, support planning, training and resettlement, can be structured into asset-building approaches that build the behavioural competencies for future employment and positive activity.

The Foyer ‘contract’ provides a strong foundation to engage young people in a positive process to identify and secure the assets needed to be more employable. Conditionality, in this context, is an enabling force that matches young people’s commitment with greater opportunities to achieve.

The Foyer’s staff team, community-based setting, and external relationships, all offer vital sources for young people to explore and utilise their asset base. This is particularly important for those who may not possess other environments in which to develop their asset base, such as a secure family and social background.

Young people must be able to understand their asset base in order to promote what they have to offer as a future employee. Young people will possess a number of assets, with the latent potential to develop specific strengths in new areas. However, assets can sometimes be lost and forgotten through lack of confidence, negative

experience, and an over-emphasis on weaknesses and gaps in traditional forms of assessment. Opportunities that challenge and support the use of skills and resources are critical to young people’s growth.

The Foyer Federation has long campaigned that the issues affecting young people cannot be simply understood as a question of solving homelessness, or eradicating the numbers defined as Not in Education, Employment, and Training (NEETS). Young people classified as NEET and homeless are often individuals who have not been able, for a host of social and personal reasons, to develop and demonstrate the asset base required to support their transition. Working Assets provides a positive platform for young people to demonstrate who they are, beneath and beyond the stereotypes.

Targeted investment in asset-building approaches can reap significant, on-going returns. Working Assets is not simply a one-off project that uses funding to support itself. It is a creative force, aimed at nourishing the skills and resources of young people and the Foyer service, at the same time as attracting additional community resources as part of a dynamic process.



“I have spent the last three years living on my own with the help of my Foyer and because of this I am not going to university to find out who I am, but to become who I want to be.”

Jeremy, Foyer resident

The Foyer Federation

Since 1992 the Foyer Federation has helped turn young people’s experiences of disadvantage into solutions that support their transition into independent adulthood.

We develop transformational programmes and campaigns that fill gaps in community services and inspire policy and decision makers to make a more effective investment in young people. Successful examples range from supported housing, training and employment projects to homeless prevention initiatives, transitional learning and health programmes, to a university bursary scheme and campaigns for welfare reform.

Our campaigning and advocacy work draws on the experience of young people and provides opportunities for them to share their ideas and experiences directly with decision makers at every level, while our membership, training and consultancy packages motivate and inspire those who commission and deliver services for young people to do better.

Established in 1992, at a time of high youth unemployment, the Foyer Federation was set up to promote and develop a radical, holistic service model for young people who were both unemployed and in need of housing. The Foyer concept was shaped to offer a ‘something for something’ deal, expressed through a formal commitment between a young person, their accommodation and support service and the local community.

Until now, our work has largely been channelled through a network of integrated learning and accommodation centres, known as Foyers. Foyers now operate in over 130 urban and rural communities across the UK.

We are supported by a network of partners who help us to test new approaches and to replicate what works in order to influence the lives of the many other young people experiencing disadvantage. These partners include housing associations, training and development providers, charitable trusts, research organisations, employers and social entrepreneurs. Their diversity enables us to take a lead in shaping and campaigning for solutions which are truly holistic.

Foyers

Foyers are integrated learning and accommodation centres which provide safe and secure housing and support and training for young people aged 16-25. Foyers provide safe, quality assured environments where experts reconnect around 10,000 young people every year with personal development opportunities and guide them back into education, training and employment.

In exchange for services tailored to their needs, young people entering a Foyer are expected to actively engage in their own development and make a positive contribution to their local community. The nature of this exchange depends very much on the individual, where they have come from, the barriers they are facing and their aspirations for the future. This can mean picking up the threads of education, developing skills for independent adulthood and encouraging greater resilience to overcome barriers. It can also mean rebuilding family relationships, overcoming mental health issues or developing stronger self-confidence and self-belief.



“This is the place to come and get supported with any issues. I have made good friends and settled well in Aberdeen. There are many opportunities here for young people.”

Debbie, Aberdeen Foyer resident

Project partners in Working Assets

Axiom Housing Association delivered the first pilot phase to establish the Working Assets Model, working with its flagship Foyer in Peterborough and involving its other service providers in St Neots, Market Rasen and Wisbech.

The following additional Foyers were selected to be involved in the second pilot phase, which ran from September 2009 until spring 2010 to scale up delivery beyond the Axiom Group and complete the final Working Assets Model.

- **Bedford Foyer** (Bedfordshire Pilgrims Housing Association)
- **Grantham and Loughborough Foyer** (Nottingham Community Housing Association) and Retford Young Persons Housing Scheme.
- **Hereford, Ross on Wye and Leominster Foyers SHYPP** (Herefordshire Supported Housing for Young People)
- **Swindon Foyer** (Jephson Housing Association Group)
- **Worcester YMCA Foyer** (YMCA England)

Young People

For the past 18 years, the Foyer Federation has helped over 150,000 young people to overcome dependency and achieve more independent lives. 75% of young people entering Foyers are able to find pathways into work, housing and education (Foyer Benchmarking Review, The Foyer Federation, 2008). But we want to achieve more.

There are 14 million 14-30 year-olds living in the UK today¹. At least one in five (2.8 million) will struggle to realise their potential as active and engaged citizens. The worrying trends in youth unemployment suggest that young people are, once again, being disproportionately affected by economic factors and a new generation of young people will face a more uncertain future.

Crime and anti-social behaviour, teenage pregnancy, unemployment, poor health and well-being, low educational achievement, rising debt and declining social

mobility are all as much of a concern for young people today as street homelessness was when Foyers first came into being back in the 1990s. The evidence points to a society that continues to struggle to cope with the implications of economic, social and cultural change for a generation of young people.

An answer to this problem lies in finding investments that can encourage and match the aspirations of young people for the skills, resources and opportunities they need to change their lives. Working Assets represents one such investment model because it supports young people to develop the positive habits and behaviours, as well as the practical skills and tools, that can contribute to being work ready and aware.

The young people participating in Working Asset programmes come with a range of multiple needs, as illustrated in Foyer Federation benchmarking data in the table below. They are likely to have negative perceptions of employability formed through past experiences of education, work, and from poor careers advice, but often remain positive about finding relevant future employment. What they need to reach that future is the chance to develop and demonstrate the attributes that meaningful employment brings, within a context more closely aligned to their day-to-day interests and broader life needs. Group work, leadership, communication, time keeping, planning, risk taking, being creative, getting it wrong and getting it right, are all experiences generated through Working Asset programmes. Critical to these are three things that characterise young people’s potential:

- Having the confidence to do and achieve amazing things;
- Showing commitment to change through initiative and effort;
- Wanting to work with others for a common community goal.

Current benchmarking data about the diversity of needs across Foyers (Foyer Benchmarking Review, The Foyer Federation, 2008)

Aged 16-18	55%
Aged 19-25	45%
NEET	40%
BME	24.7%
No recognised qualifications	33%
Excluded / suspended	14.5%
Offending history	24.6%
Mental health issues	18.7%
Used illegal drugs	30.6%
Alcohol problems	14.9%
With disability	5.1%
Suffered parental abuse	14.4%
Single parents	4.6%
Asylum seekers	3.0%
Refugee status	4.0%
Care leavers	11.9%

The Worklessness Context

Working Assets introduces a more holistic and sustainable approach to issues of worklessness experienced by young people.

The innovation of the Working Assets Model forms part of the Foyer Federation’s response to the growing policy focus on conditionality and personalisation over recent years, and in particular the concerns over high levels of worklessness in social housing following the John Hills Review in 2007, (*Ends and Means: The Future Roles of Social Housing in England*, Centre for Analysis of Social Exclusion).

Against this background, Working Assets tries to demonstrate how young people can shape the terms of an aspirational deal that links together housing and employability with education, training, well-being and personal development. The model focuses on the behavioural attributes and external supports that young people need in the form of ‘assets’ to develop future employability. Instead of an emphasis on just finding a job, Working Assets offers volunteering experiences that have a broader and longer term impact through the skills, resources and opportunities they help a young person to develop.

Since the Working Assets Model was established in 2008, the UK has experienced a recession which has changed the employment landscape for young people, leaving between 800,000 and 1 Million 16-24 year-olds not in employment, education or training (NEET) in England at any one time. The recession has been particularly severe on young people. While unemployment rates for over-50s and 25-29 year-olds has increased by 1.9% and 2.3% in the period from January 2008 to February 2010, youth unemployment has risen by 5.4% – more than double other age groups (from statistics provided by Centre for Economic and Social Inclusion, 17/2/10)².



¹Age Structure of the United Kingdom, Office for National Statistics: http://www.statistics.gov.uk/population/estimates/flash_pyramid/UK-pyramid/pyramid6_30.html

²The DCSF NEET Statistics: Quarterly Brief for February 2010 indicates that the number of 16-24 year olds who are NEET dropped from 1,074,000 in the third quarter of 2009 to 895,000 in the final quarter of 2009. (NEET Statistics Quarterly Brief, London, DCSF February 2010)

In March 2009 the Foyer Federation conducted a survey to determine the impact of the economic downturn on young people in Foyers. The survey looked at service referrals, access to employment and training, difficulties with income and behaviours associated with stress and staff comments about the impact of the downturn.

- **37.5% of Foyers** saw an increase in referrals to their service.
- **55% of Foyers** experienced an increase in the referral of young people not in education, employment or training at the point of referral.
- **74% of Foyers** reported an increase in the number of young people who are ‘work-ready’ but unable to find employment.
- **31% of Foyers** reported an increase in the number of young people in rent arrears.
- **33% of Foyers** reported an increase in the number of residents who lost their jobs whilst living at the Foyer.
- **31% of Foyers** reported that residents had been forced due to economic circumstances to give up their studies.
- Responses to the survey also suggested that young people in rural areas were hit hardest by the impact of the recession.

Other observations made by Foyer staff during the survey were:

- Fewer job opportunities, greater competition for the jobs available and increased demand for training programmes;
- The rising cost of living means that young people who were prepared and able to move out are more likely to be prevented from doing so;
- Increasing numbers of new claims at Job Centre Plus means that claims are taking longer to process – in some cases 8-12 weeks, and there are more errors. This impacts upon emotional well-being and on eating properly in particular;
- An increase in young people accessing health services as a result of stress-related illness;
- A number of young people who moved on from the Foyer asked if they could come back.



“I was appointed as a volunteer co-ordinator at my Foyer and I’ve amazed myself at how far I have come. My confidence has improved no end and I’ve got lots of ambition and drive which I never had before I came here.”

Robert, former Rugeley Foyer resident

The Government response to the recession has introduced a number of initiatives for young people, outlined in *Investing in Potential: our strategy to increase the proportion of 16-24 year olds in education, employment or training*, DCSF, DWP, BIS 2000.

These have included:

- The September and January Guarantees to offer 16 and 17 year olds a suitable place in learning;
- The Young Person’s Guarantee, offering all 18-24 year olds unemployed after 6 months guaranteed access to a job, training or work experience;
- The 14-19 reform programme to provide all young people with learning opportunities which suit their needs and interests;
- Creation of additional Apprenticeships and employer subsidies to support more places;
- Investing in financial support for 16-18 year olds, including increased numbers able to claim weekly Education Maintenance Allowances;
- Funding more places in higher education;
- Providing fast track entry to support for 18 year old job seekers;
- Making jobs through Local Employment Partnerships available to young people as soon as they claim Job Seeker’s Allowance;
- Making available over 100,000 additional government funded training, internship, work experience and job opportunities, including 16,000 apprenticeship places through the Future Jobs Fund;
- Supporting a *Backing Young Britain* campaign to create more opportunities for young people.

It is too early to measure the lasting impact of such measures on Foyers. While all have a direct and useful relevance to the operation of Working Assets, particularly in terms of progression pathways, they do not provide mainstream support for establishing a Working Assets approach within a Foyer service. What they do mean is that Foyers and Housing Associations must ensure they continue to build strong working links with Local Authorities, local strategic partners, employers and education providers, to show how the underpinning fabric of Foyer provision can support and fit within local funding priorities around education, employment and training. To this end, Working Assets offers an exciting, cost effective model that demonstrates how Foyers can help to drive up participation and achievement rates, and prepare young people for a changing employment environment.

What are assets?

A focus on building assets

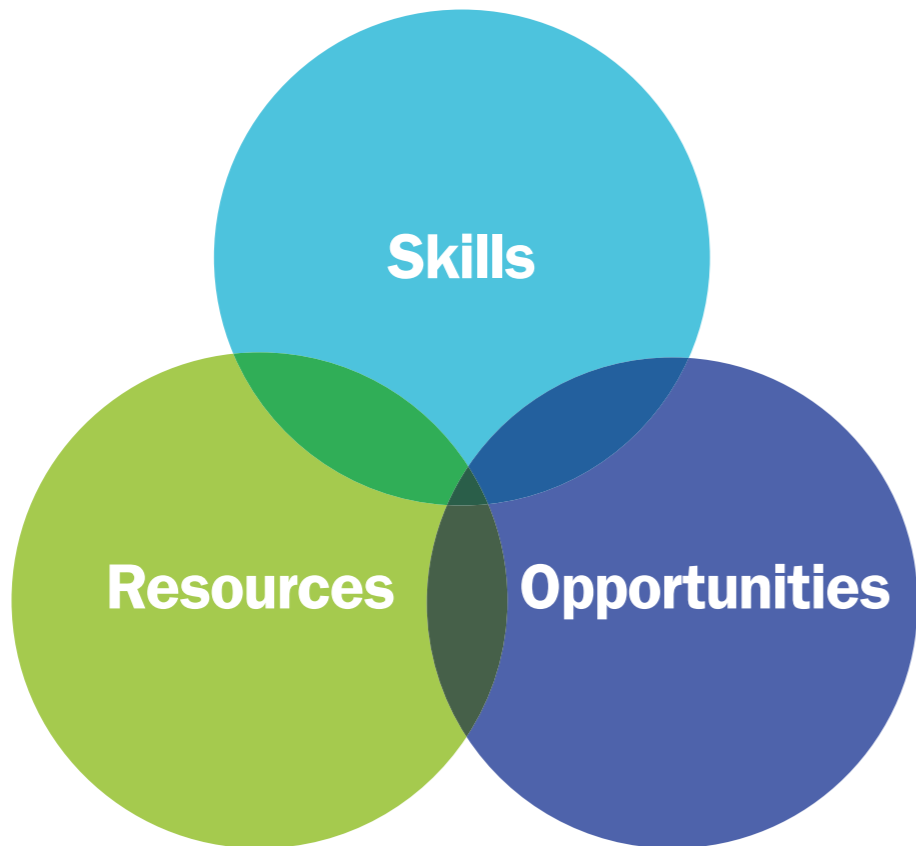
Assets are the capacities and capabilities we have in our lives which enable us to do and to be.

They define:

- 1. Who we are ▶
- 2. How we behave ▶
- 3. What we can achieve

With the right asset base the transition into independent adulthood is relatively smooth. However, for young people without a secure foundation it often becomes much harder for them to navigate their journey. Knowing which assets they possess, recognising the ones they need to develop and knowing what they want to use their assets for, both today and tomorrow, and where they can find help to build their assets over time, is critical if they are to take greater control over their lives.

At the heart of Working Assets is a conceptual model which demonstrates how people in transition can achieve independent adulthood by building up a positive asset base of skills, resources and opportunities which are resilient enough to transform social disadvantage. This pro-social model of aspiration and achievement offers an alternative to negative, deficit-based assessment and support processes in the public and third sectors.



“When we started the project we thought the young people may not have all the assets to complete it, but what they actually needed was the chance to show and believe in the assets they already had.”

Angie, Peterborough Foyer Manager

The Asset Matrix

Based on extensive international research conducted by the Foyer Federation, we have created an Asset Matrix to assist young people, the staff who support them, and the communities in which they live, to assess asset strengths, potential for growth and gaps for development.

Skills	Resources	Opportunities
Social: interaction with individuals and communities, developing relationships, using public services, making a positive contribution.	Physical: a safe place to live, means of and access to transport, material goods.	Education: mainstream qualifications and institutions, lifelong and informal learning.
Personal: secure identity, emotional, mental and physical well-being habits, learning habits and abilities, confidence and self expression.	Financial: income, future savings, access to support during times of transition.	Employment: full, part time and temporary employment. Volunteering, social enterprise development.
Agency: emotional resilience, ability to make commitments, making positive goals and choices, exploring positive risks, engaging with options.	Social and cultural: positive networks of friends and families, relationships, cultural experiences and voices of inspiration and knowledge.	Personal and public: social interests, activities and participation.

What can we learn from the Asset Matrix?

- 1 If we want young people to succeed in employment, we must invest in their skills and resources first, and shape employment opportunities that can add to these assets.
- 2 A positive approach must begin with what assets young people have to offer, and what assets can be unlocked in the future.
- 3 Projects and local communities must understand their own asset offer, and consider their own asset gaps and strengths, in order to provide an environment that is 'asset rich'.
- 4 Young people must be able to understand their asset base in order to feel in control and be able to promote what they have to offer to others
- 5 Without a deeper investment in a secure asset base, merely providing the means to remove a young person from a category of being homeless or NEET will not achieve long term stability or social change.

Thriving not surviving

Foyer residents tell their stories



“The Foyer has helped me believe in myself, I never felt capable of doing any of this before I came here. My family never believed in me and without the Foyer I’d never have carried on at college or thought about applying for university which is what I’m going to do next.

My Support Worker helps me look at what where I want to go next, and I get advice and lots of guidance and support. With the help of staff, I have been working towards my Learning Power Award (LPA) at the Foyer.

The LPA modules I chose were time management, building confidence and money management and I decided to put these into practical use by taking part in a fundraising live music event for Swindon Young Carers as part of our Foyer’s Working Assets Project.

It’s a great way of working towards my LPA and I have been helping to set up the event ever since. I’ve been coming to project meetings for the event once a week, writing notes and lists of things to do next at the meetings, contacting local bands to play at the event and putting the order of the performances together. We have already secured 19 acts and lots of willing MCs.

It has been a lot of work. We’ve had to negotiate a discount on the venue and PA and learn to work as a team. Before I started this I didn’t know what I was good at, and if I’d be

able to do it, but working in the group and coming up with ideas means I’ve got much better at speaking out loud in a group. I’m not scared about talking in front of people now, especially not if I’m passionate about what it is I’m doing, like organising this event.

I’m really looking forward to the event, and the workshop we’ve got planned before it where we’ll be working on a poster and invitation design with someone from a local business. I’m also running a workshop on makeup and this is going to be great experience.

I want to go to Bristol to do a creative arts therapy degree; I think music has the power to help people and that’s something I’d like to do. Living at the Foyer has helped me realise what I’m good at, and that I can go to university.”

Laura, Swindon Foyer Resident

“This Foyer has totally turned my life around. I have a direction now, and I think that’s the most important thing for any person.”

Stephen, Ross Foyer resident

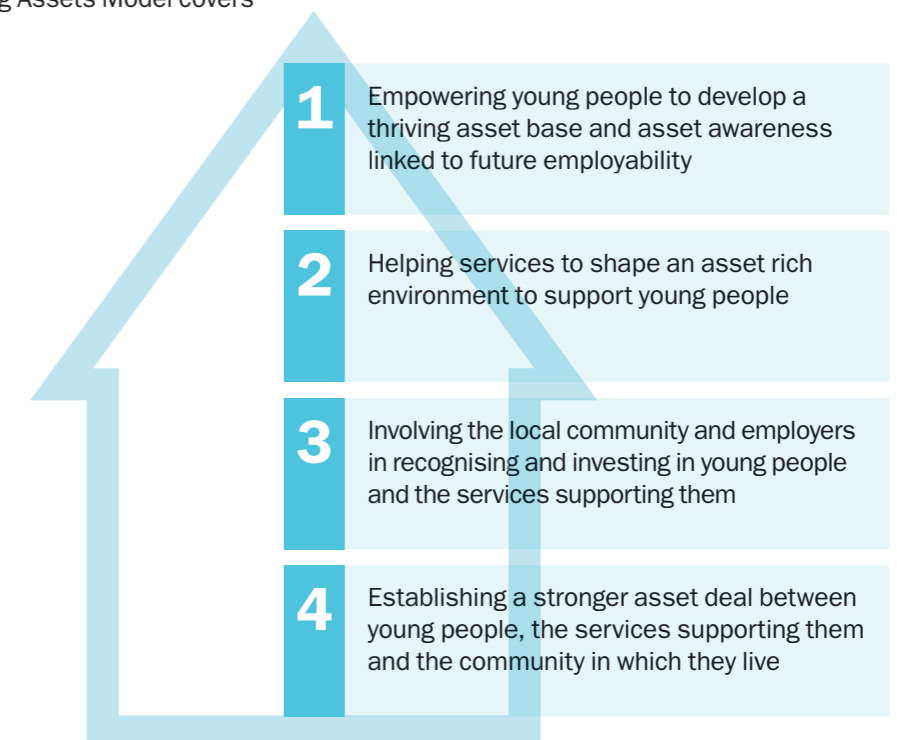
The Working Assets Model

The Working Assets Model is shaped around the need to provide a better deal between young people, the services that support them, and the communities in which they live.

The emphasis on developing an asset base, investing in and supporting an asset base, and applying that asset base, forms the nature of the deal at a local level.



This focus means that the Working Assets Model covers four levels of intervention:



The Working Assets Model incorporates each of the four levels of intervention through a programme that follows three simple phases:

PHASE ONE: Engage

Engage young people, staff, and the local community, through an inspirational project.

PHASE TWO: Build

Develop young people's asset base to complete the project and achieve more independent, employment focused skills and resources; develop the approach of the service to cultivate more asset and employment focused assessment and support processes.

PHASE THREE: Recognise

Recognise the achievements and potential of both young people and the Foyer service, and promote a positive image in the wider community.

The following sections of the toolkit detail each phase, offering signposts to specific activities, resources and help that will enable services to achieve its aims.

These include:

- **applying** an asset and employability approach to assessment and support processes;
- **accessing** mentoring opportunities;
- **verifying** achievement and quality assuring delivery;
- **involving** young people as ambassadors and volunteers.

Worcester YMCA Foyer Community Cafe



Worcester YMCA Foyer's Working Assets Project involved them setting up a community cafe which would be open to the public and staffed by Foyer resident volunteers.

Foyer staff and residents designed a cafe plan and refurbished an existing dining area within the Foyer. The project gave residents the opportunity to gain valuable work experience and learn new skills such as budgeting, project planning, how to cook healthy and nutritious food, basic food hygiene, customer service skills, literacy and numeracy, confidence and communication and team building and leadership.

The purpose of the project was to open the doors of the Foyer to the local community and improve the food on offer to local businesses.

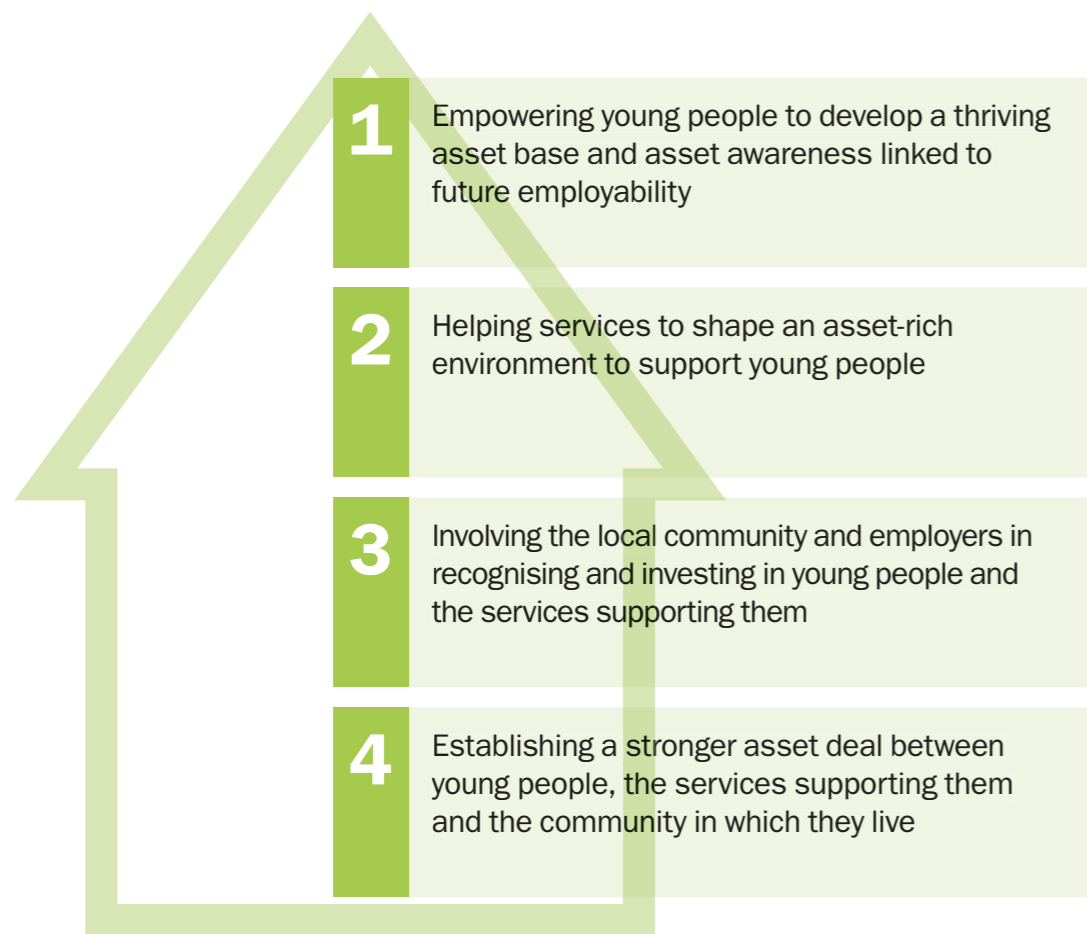
The community cafe is a place for Foyer staff and residents to meet members of the local community, cook for them, eat with them and socialise with them.

The project has enhanced the residents' skills and equipped them with valuable resources and learning experiences to further develop their future training and work prospects.

PHASE ONE – ENGAGE



PHASE ONE – ENGAGE



FOCUS

Working at all four levels of intervention, young people, the services supporting them, and the local community, are engaged together through an inspirational ‘Working Assets’ project.

Choosing a Project

The choice of a project should pose a challenge for young people to play a greater role in their local community, with the offer of an investment including financial resources, training and support to help them to develop and deliver the project.

A good project should:

- Bring young people, staff, and the wider community together;
- Involve young people in choosing the project;
- Help to build connections between support services and local stakeholders;
- Attract volunteers to support the ambitions of young people;
- Provide a stage for young people to demonstrate their asset potential to the community and to inspire each other;
- Reinforce the vision that young people’s experiences can be turned into social solutions with the right support and opportunity;
- Promote the role of the Foyer as a community hub for young people;
- Try to look at what types of assets young people need to develop and can demonstrate to others.

Project Examples:

- To develop a community cafe at the Foyer.
- To work with local youth organisations to plan and host a community talent event.
- To set up a community enterprise running a Christmas card scheme.
- To build a community garden.
- To fundraise and plan a future trip for young people to go to South Africa to support the work of Habitat for Humanity.
- To set up a bike recycling scheme.
- To run Christmas parties for young people with disabilities.

Funding Projects

Projects do not need to be expensive.

In order to set up and run the Working Assets Pilot Projects, each of the services involved were given an allocation of £2,500. This was supplemented by central support and development costs from the Foyer Federation paid for by the project funder, TSA, and additional staff time from the participating Foyers, up to £5,000.

Pilot projects were able to utilise funding as an enabler to identify and harness local opportunities. Funding was used creatively.

Grantham Foyer used £600 of their budget to kick start their fundraising initiative; SHYPP Foyer used it as a float for materials for their Charity Christmas Card campaign. Some projects spent funds on external facilitators to help shape the projects locally, some on external support to help with resources and filming, and others used it to give young people more direct control of budgets for their project from the outset. In each case, local businesses gave free resources, and in some cases additional funding, to support projects.

In Working Assets, a little financial investment can go a long way to build skills, unlock resources, and support transformational opportunities.

“When you are all working towards a shared goal it motivates you. Also, the chance to go to South Africa was an added incentive.”

Loughborough Foyer resident

Toolkit Activity

Develop an engagement activity in partnership with staff and young people to establish what the Working Assets Project will be and generate enthusiasm and commitment to the project.

This could be:	
A Dragon’s Den style event to pitch ideas	A fundraising event for young people to raise money for a project of their choice
Establishing a steering group/project board for young people to manage a project	A meeting to explore an issue in the local community, which could be the source of a project idea

Example 1 – Axiom Housing Association Dragon’s Den

The Axiom Dragon’s Den event was held in the evening at a city centre venue in Peterborough popular with young people. The event began with local music groups playing different sets, followed by the main Dragon’s Den pitches. The event was used to raise money for a local charity. Dragons included a local councillor, an ex staff member working for an international homeless charity, and a senior member of staff from the Foyer Federation.

A Dragon’s Den Template

Prior to the event, encourage young people to draw on their own life and community experiences to identify and develop project ideas which could impact on the range of skills, resources and opportunities available to them. What things would they like to see developed that will improve their sense of wellbeing? Or, give each team of young people the same project theme – eg, to build a community garden – and allow them to come up with different ideas about how that might be realised.

Each group of young people should be given 5-10 minutes to make their project pitch, to include: the aim of the project, why it has been identified, who will be involved, what will be the impact on young people and the local community, what skills will the young people be able to develop through the project, what the project will cost, and what additional support and resources the project might need.

Dragons are chosen who can offer feedback on the young people’s ideas. Ideally, this should include some useful partners to the Foyer – such as someone in the housing association, a local councillor, a local employer, a potential mentor for the project, etc.

Dragons are assigned a pot of start-up funding to offer the project or share between different projects across more than one Foyer. The funds can be raised by contributions from housing associations and other organisations who want to invest in the programme, or through local sources. The event itself could be used to raise additional money, either for the pot or for another charitable cause in the community. At the end of the event, each project, or the best project idea, or an amalgam of the ideas presented, is given a proposed funding allocation and practical suggestions for the young people to ensure its success. The allocation represents an investment in young people’s asset development, and a commitment from the community for young people to achieve their aspirations. It reinforces the notion of the ‘something-for-something’ deal which lies at the heart of the Foyer message and the modern ‘social-contract’.

The Dragons and those present should be invited back to the celebration event to be planned as part of the project’s conclusion.

“Before all this people looked at us like we were going to cause trouble. Then when we were fundraising they actually talked to us and asked us about what we were doing.”

Resident from Retford Young Person’s Housing Scheme

Top ten tips for running a successful Dragon’s Den

1. Check diaries and make sure you can get a venue (if you’re not using the Foyer) when you need it and one that is appealing to your audience.
2. Chose your Dragon’s wisely – they need to be enthusiastic, encouraging and genuinely interested in supporting the young people.
3. Staff – make sure you have enough staff involved to help run the event.
4. Get everyone involved – even if they aren’t presenting an idea, so it feels like a real team effort. Get those young people not taking part to come along as members of the audience. Perhaps they could design the invitations, welcome people as they arrive or even take photos or film the event?
5. Budget wisely for your event - never make a ‘guesstimate’ but rather always over estimate. It’s always nice to have money left over, and if there is money left over then you can add this to your project pot.
6. Presenting your ideas is a daunting prospect so make it as easy as possible for the young people. Offer them the option to draw their ideas creatively, to use pictures, cue cards, to present in pairs or to have handouts.
7. Recognise the young peoples’ achievements – certificates of achievement always work well.
8. Capture and measure your success – do you want to have questionnaires at your event or afterwards? Do you want an electronic feedback from? Getting feedback, opinions, ideas and suggestions from the people at your event is always useful – and it will help you to plan your Celebration Event at the end of your project.
9. Get your invites out early. Think about who you want to come? Young people – if they get excited about their friends’ project ideas then they might want to get involved in the project at a later stage. Local business and funders - people might be inspired by the ideas they hear and see and offer to lend their support to the project.
10. Accessibility – always bear this in mind when running an event.



“The young people at our service have been surprised and interested in some of the information we have provided about local social enterprises as well as those run by other Foyers. This is something they are keen to take forward. The Working Assets Project has sparked an interest in further ideas for social enterprise and ways to link with local businesses.”

Sam Pratley, Herefordshire SHYPP staff member

Example 2 – NCHA Big Fundraising Challenge

As part of the Nottingham Community Housing Association (NCHA) Build for Better Lives initiative – which, every year, sees members from the NCHA maintenance department volunteer with Habitat for Humanity in South Africa to build homes – Grantham Foyer, Loughborough Foyer and Retford Young Person’s Housing Scheme teamed up to deliver their own Working Assets Programme to build the skills of the young people on the Build for Better Lives steering group.

Their engagement activity was based on a challenge to get the young people involved in fundraising to contribute to the final target of £30,000 for a group of staff and residents to travel to South Africa in 2011 and work with Habitat for Humanity.

Once the young people were signed up, the engagement activity then moved to the local community as the young people sought to interest them in their challenge.

The three NCHA projects, who had previously never worked in partnership with one another, decided to compete to see who could raise the most money over a 6 – 8 week period.

Example 3 – Herefordshire SHYPP Christmas Cards

Herefordshire SHYPP young people set up a Working Assets Project selling Christmas cards. In order to engage young people fully from the outset, they were encouraged to submit a Christmas card design. There were 30 entries to the card design competition, and the winning designers received a 5% share of the profits from card sales.



With a core steering group taking charge they went on to develop their project, selling Christmas cards in the local community and reinvesting the profits from card sales, enabling staff and young people to run similar projects in the future.

NCHA wrote to supermarkets to encourage them to allow them to fundraise on site.

NCHA Nottingham to Loughborough sponsored walk

Engage Planning Tool

What ideas do you have for a Working Assets project?

Large empty text box for writing ideas for a Working Assets project.

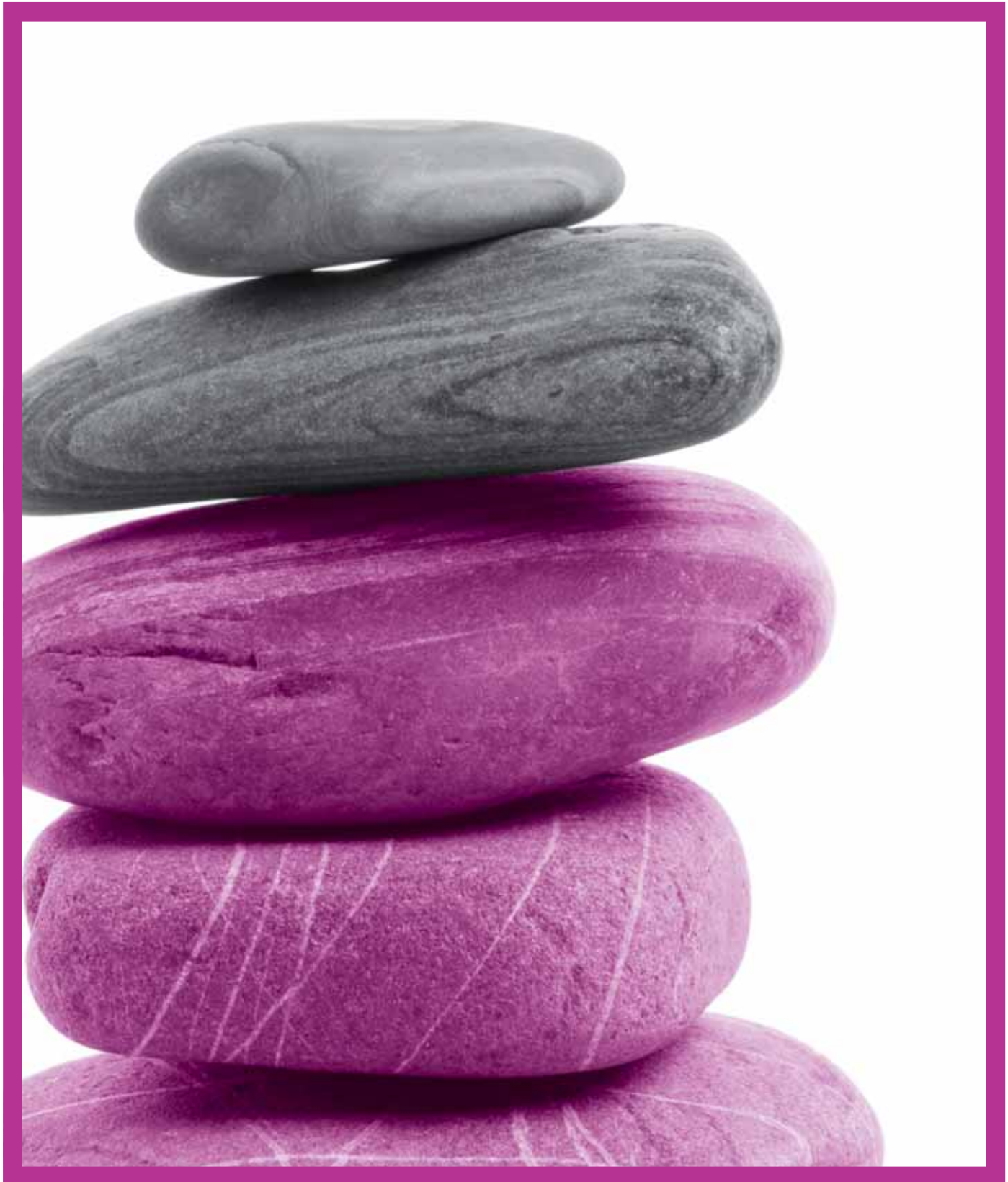
What young people, community groups, organisations and individuals will you seek to involve in the project?

Large empty text box for listing people and groups to involve in the project.

What sort of activity will you plan to engage people in the project?

Large empty text box for describing planned engagement activities.

PHASE TWO – BUILD



PHASE TWO – BUILD



FOCUS

Working at intervention levels one and two, and ideally level three, the young people and the service supporting them are helped to build and explore their asset base as part of the process of delivering their chosen Working Assets project.

Building assets to build the project

Development and training activities should include:

- training for young people to develop a project team;
- training for staff and young people to plan the project;
- training on techniques to record learning and distance travelled;
- training for young people on presentation skills;

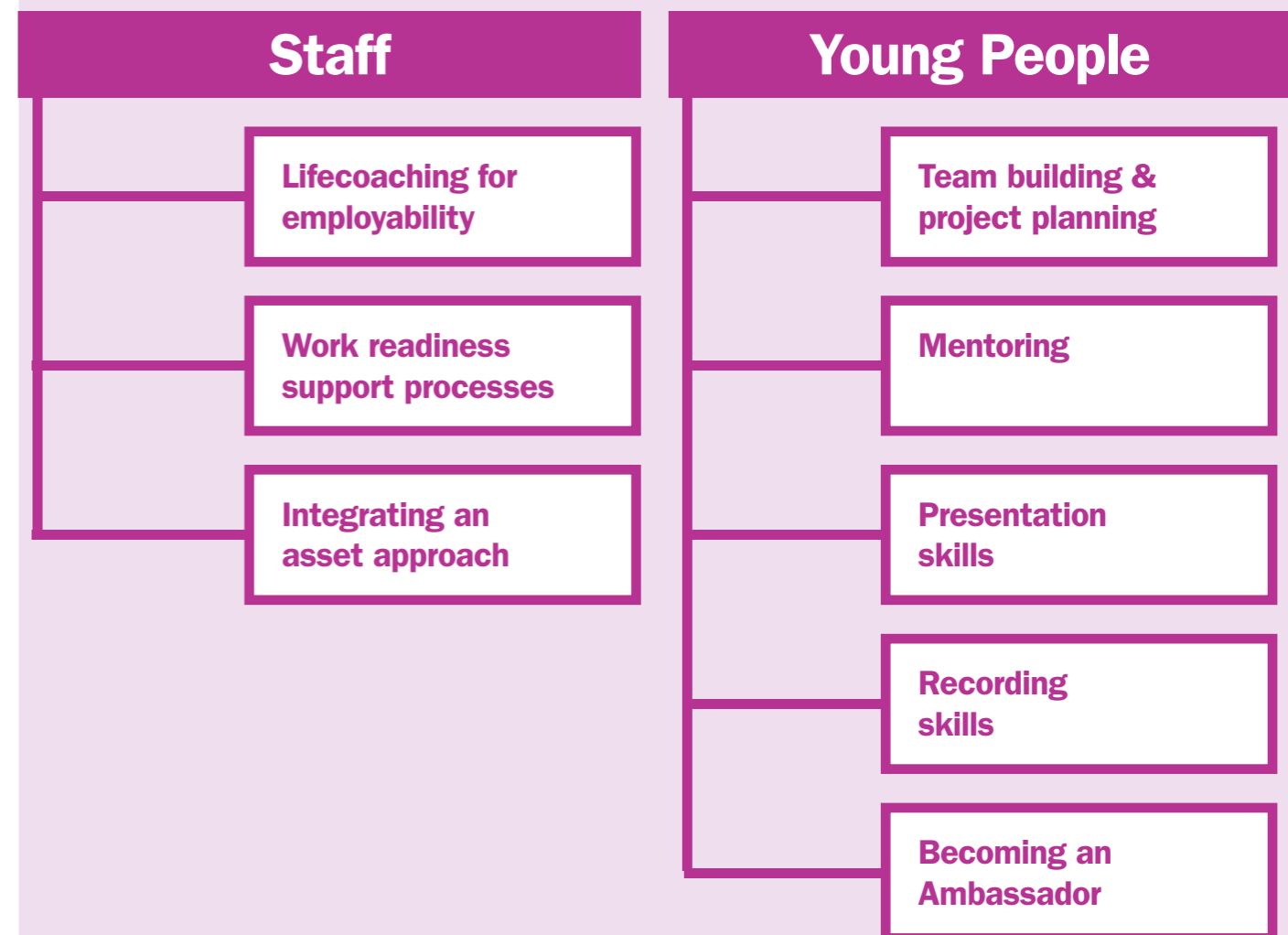
- training for staff to develop coaching approaches;
- development of internal processes to ensure that young people are better equipped to be ready for work;
- development of internal processes to establish a sustainable asset-rich environment;
- involvement of volunteer and mentoring support from the local community.

Toolkit Activity

Design an 'Asset building' programme to be implemented over a period of up to twelve – sixteen weeks to drive and support the delivery of the project. The programme should, ideally, include eight areas that cover training and support for both staff and young people (see diagram over page)

Looking at the Toolkit Examples that follow, think about:
What can a service offer in house to develop each area?

Where can a service find external help to develop each area?
How might these areas be structured within an overall programme to help deliver the targets set for a project?





Example 1 – Lifecoaching training for the main staff co-ordinator responsible for the Working Assets project.

The training should investigate how the support worker role can adapt a coaching methodology to empower young people to develop an asset base and achieve future employability goals.

Many people engage the services of a life coach for support with wider education, career and personal development goals. The coaching process is designed to enable individuals to bring about change of their own choosing. Its key characteristics are:

- Effective questioning
- Attentive listening
- Building trust
- Personal or professional goal setting
- Positive action

Staff involved in one-to-one work with young people can use a life coaching approach to strengthen their focus on empowering young people to set and achieve goals that are:

- Meaningful and significant to the young person
- Enable positive life and employment choices
- Have a greater future impact

By integrating this approach into the support planning process, with a focus on coaching the skills and resource assets required for future employability, young people should be able to develop their ability over the course of the Working Assets project to:

- Identify life and personal goals related to employment
- Agree specific interventions to achieve employment goals
- Utilise broader activities to meet these goals
- Access local employment related opportunities
- Progress, achieve and sustain goals
- Coaching skills practice



Staff views on Lifecoaching:

“It’s made me really examine the way I work with young people. Previously, I had always found solutions for them and did not allow them to make mistakes as I saw that as me failing them and as a result, they did not learn. I now encourage them to find their own solutions.”

“I have used coaching skills to encourage one of my residents to re-enter education. I asked her to look at the options she had if she did not return to education, which she did. She then informed me she would go to explore new courses at the college, which she did. She then got herself onto a child care course. It was all her own initiative.”

“I am enjoying using the coaching skills with the young people. I love the self directed questions, getting the young people to think of solutions for themselves. I have had success stories with those who had been non engagers.”



Lifecoaching has been widely promoted among the Foyer network through a Big Lottery funded Healthy Transitions programme, which means there are a number of Foyers who can share their learning and practice on using lifecoaching.

The lifecoaching training model developed by the Foyer Federation covers:-

- Principles of a coaching approach applied to one-to-one work
- Using the GROW model as a ‘key-work’ tool
- SMART goal-setting in support plans
- Helping motivate reluctant clients
- Different learning styles in action

A bespoke course with a focus on coaching for employability can be purchased through the Foyer Federation’s training and consultancy offer.

Example 2: Work-readiness training to help a service integrate a focus on work-readiness elements into assessment, support and training processes.

Services should be able to ensure that each young person has the required documentation and knowledge to be better prepared for future employment, from CV writing to job search and interview preparation. This can be verified by formally demonstrating that a young person is ‘work-ready’.

A ‘work-readiness’ checklist has been developed by the recruitment agency Prospectus Ltd to help this. www.prospect-us.co.uk

The checklist identifies a series of areas that need to be addressed during a young person’s stay at a Foyer to ensure that they are work ready. The checklist can be used by young people as a tool to track progress and gain the confidence that they are ready to seek entry into the world of work.

An additional ‘passport’ has been devised by the Foyer Federation which staff can use to help them assess and recognise young people’s ability to succeed in work, based on the top skills that employers look for in a new recruit.

Together, these tools can help a service’s assessment, support and training processes to increase their focus on employability outcomes.

Support to embed the work-readiness approach in service delivery can be purchased through the Foyer Federation’s training and consultancy offer. Alternatively, services can use the tools directly within their practice, or as a prompt for staff to reflect on current practice.

Services may wish to seek volunteers from local businesses to help support different stages of the work readiness process. For example, help with CV writing, understanding the needs of employers, and interview preparation.

Ready For Work Checklist



Name of young person:

Practicalities

Ready for work Criteria	Addressed (tick)	Not Applicable (tick)	Not Addressed/Further Action Required
-------------------------	------------------	-----------------------	---------------------------------------

Cv Contents

Contact details correct? Phone email and postal supplied?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Personal Profile showing objectives & showcasing any unique selling points?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Work Experience and Employment History addressed fully? Dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Education and Training History (including any one-off courses or programmes) addressed fully? Dates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Bank Account

Proof of right to work in the UK	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
----------------------------------	--------------------------	--------------------------	----------------------

REFERENCE 1 is checkable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---------------------------	--------------------------	--------------------------	----------------------

REFERENCE 2 is checkable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---------------------------	--------------------------	--------------------------	----------------------

Labour Market Awareness

Realistic goals in terms of job types + positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Reasons for choices identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---------------------------------	--------------------------	--------------------------	----------------------

Transferable skills base identified and young person aware of?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
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Ready for work Criteria	Addressed (tick)	Not Applicable (tick)	Not Addressed/Further Action Required
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Labour Market Awareness (cont'd)

Realistic salary or wage goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---------------------------------	--------------------------	--------------------------	----------------------

Realistic location goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---------------------------	--------------------------	--------------------------	----------------------

Differences understood part-time/full time/temp and perm?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Benefits Implications of the above types of work understood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Job Searching and Application Skills, Interview Skills

Awareness of how to source appropriate vacancies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Job searching plan in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
------------------------------	--------------------------	--------------------------	----------------------

Awareness and capability around application procedures including covering letters, emails and application forms?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Communication and interview skills discussed and action plan in place to address any development areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Awareness of how to approach application follow-up and feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
--	--------------------------	--------------------------	----------------------

Motivation

Priorities list completed and position of employment objective on this list is clear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Views on entering employment discussed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Views on employment barriers addressed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
---	--------------------------	--------------------------	----------------------

Step objectives in place to address barriers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
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Ready for Work Passport

Name of young person:

The top ten skills preferred by UK employers (LSN 2008)³ are listed in the table below. Please tick where appropriate

	Has shown a level of confidence and ability suitable for the workplace?	Can identify and discuss previous experiences of this skill?	Understands what the skill means in a work context?	Has identified a personal goal to develop the skill further?
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm & commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Customer care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

³ Employability Skills Explored, Learning and Skills Network, 2008

“The chance to experience new things and build up my CV means I can take what I’ve learnt and try to get a place at college or get a job.”

Grantham Foyer Resident

Example 3 – Training and development to review existing assessment and support procedures to ensure that the Foyer adopts a positive, asset building focus that challenges negative deficit-based approaches.

The training and development process should enable a service’s management to question how far its environment can empower young people to understand and build their skills, resources and opportunities, and to make amendments to relevant assessment, support and resettlement processes.

An ‘Asset Development Tool’ to assist this has been developed by the Foyer Federation.

The tool incorporates seven ‘step questions’ to help services strengthen their approach to developing young people’s asset base. This covers:

- Identifying assets
- Measuring assets
- Supporting assets
- Recognising assets
- Passporting assets

The tool can be utilised to help staff prepare for a Working Assets project by applying it to think about how their service functions and what can be done to develop their service’s future approach.

Help to apply the tool can be accessed through the Foyer Federation’s training and consultancy offer.

Reflecting On Assets – Staff voices

“Residents have so many assets that they don’t know about. For many of them it is just that at school or college they have not been taught to understand how to extract these assets and put them into practice. For others, they have never had the chance to utilise and build their asset base through valuable work experience.”

“It’s about creativity, understanding that what young people are interested in can help them to build skills for college or the workplace.”

“The Foyer community can be a great asset when young people share their skills and experiences with each other.”

“Understanding how we use our assets as staff can help us think more about how we can maximise what is on offer for young people.”

“Connecting young people with assets available in the local community is important. We need to identify what is around us.”

The Foyer Federation ‘Asset Development Tool’

1 What assets do young people have, and what are the gaps that need to be filled to support their transition?

2 What assets can be accessed and supported from within the local community and where are the gaps?

3 What assets can be accessed and supported from within the service, and where are there gaps?

4 What programme is in place to help young people understand the assets they have, and articulate what assets they need to achieve their future goals?

5 How is asset development measured and tracked on an ongoing basis during a young person’s transition?

6 Can the assets young people achieve be verified at move on to ensure that they are properly equipped to complete their transition?

7 Are the assets achieved by young people recognised by external individuals, organisation and institutions the young person will depend upon for their future transition?



“ Our Working Assets Pilot Project has seen residents, many of whom would usually struggle to engage, develop their communication, project management and leadership skills ”

Colette O’Neill, Grantham Foyer Manager

Example 4 – Team building, project planning and mentoring for young people to develop the confidence and leadership skills required for the project.

Training activities should be focused on enabling staff and young people to harness their collective resources, identify support within the community, and develop a delivery plan to realise the project.

Key areas are:

- **Understanding how to develop a project plan** – including budgeting, resources, timelines, what would success look like, setting and achieving goals.
- **Team working skills, and building a strong team** – including understanding who is good at what, delegating tasks, and communication with others.

- **How to contact local businesses for support** – including sponsorship, in kind donations, and volunteering.
- **Capturing what works** – including measuring progress and presenting lessons learned.
- **Running a launch event** – including organisation and presentation skills.
- **Local press and media** – including how to attract support and interest.

Training can either be delivered in-house, or be accessed through support from external agencies and volunteers, such as a local business or University SIFE team.

“ At the outset of the project residents were asked to think about what assets they had – and what assets they needed. This activity gave them the opportunity to take stock of where they were at and allowed them to think about what skills, resources and opportunities were available to them, how they could access those, and where they could look to progress. There was a wide variety of skills already held by many of the residents, and the process of allocating roles for the café project was aided by this information. ”

Worcester YMCA Foyer

Foyer Federation Project Plan Template

Project Title:

Project Leads (staff):

Project Ambassadors (young people):

Project Aim:

Project Objectives:

Intended Outputs:

Intended Impact/Outcomes:

Risk Assessment

- What are the risks?
- What actions can I take to prevent/ manage the risks?
- Who will be responsible for managing the risks?

Project deliverables and timeline

Deliverable	Responsible	Budget Implication	Deadline
Recruit residents – Word of mouth – Poster – Flyer	LP	50 for flyers and posters	Thursday 1st October
Deliver training workshops			
Complete main project activities – 1 – 2 – 3			
Recognise achievements			
Hold celebration event			

Team building session developed by Future Foundations

A one day event was delivered by Future Foundations to cover team games, social enterprise case studies, presentation, project planning and fundraising skills. The training session included an interview activity to help young people talk about themselves in the context of the project and their approach to employment, identify aspirations and support needs, and get used to applying their experiences to interview style questions.

Future Foundations



Interviewer:

Resident:

- 1) Why do you want to start this project? What are your aspirations?
- 2) How would you describe your thoughts/feelings about the world of work?
- 3) What are your aspirations for your future?
- 4) It's this time next year, the project is finished. What did you get from the project?
- 5) What do you intend to accomplish from this project?
- 6) What are the challenges for you in getting this from the project? How are you going to overcome them?
- 7) What might threaten your success this year? Think about what has held you back most when trying to complete a project, or a situation or a skill which you find consistently challenging.

SIFE (Students in Free Enterprise)



Photo from the Training Day with Cambridge University SIFE Team and Foyer residents

The SIFE Story

A better world starts with better people – people who have the ability and are willing to put forth the effort to make a meaningful contribution to their communities and the lives of others. SIFE is a unique network of people who answer that call – a global network of business executives, academic leaders and university students sharing the common view that business, practiced ethically and responsibly, creates stronger communities and greater opportunity for everyone.

Working in teams, and mentored by a university adviser, SIFE students make a difference by taking what they learn in the classroom and teaching it to others.

Their real-world projects must hit at least one of the SIFE criteria:

- Market Economics
- Personal Success Skills
- Entrepreneurship
- Financial Literacy

- Business Ethics
- Environmental Sustainability

Their projects work with a range of community groups, ranging from aspiring entrepreneurs, low income families, charities, the homeless and many, many more. The teams pass on their knowledge and equip these individuals with the skills and knowledge that they require to help them prosper. Additionally, one vital thing that all SIFE Teams must also consider is the sustainability of their projects as well as of the team as a whole, thus ensuring that future generations of their Team can continue their good work well into the future.

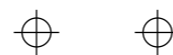
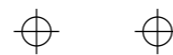
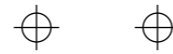
SIFE students change the lives of others and in the process develop the valuable skills they will need to be successful in business, together with a sense of responsibility towards their community.

As they assume roles of leadership and influence, they will be the key to creating a better world for everyone.

The opportunity to inspire and help develop these young people brings together a circle of business executives and academic leaders as mentors, advisers and supporters.

Recognition for the students' hard work is found at annual National Competitions, where they present the impact they have achieved through their projects to judging panels of business executives. Competitions also serve to share best practice and inspire the teams to improve the impact and sustainability of their programmes.

The team that is judged to have achieved the most impact during the academic year is announced as National Champion. Each National Champion team then goes forward to represent their country at the SIFE World Cup, competing against the champion teams from all other SIFE countries, while the runner-up represents the UK at the European Symposium.



Employability Sessions at Bedford Foyer

Tuesday evenings were set aside at Bedford Foyer to support residents who were planning and putting together the Working Assets project. The aim of these sessions was to support residents by helping them explore and develop their existing skills base as well as helping them to learn new skills by working with one another.

The session structure provides a useful template for a service to develop its own in-house programme.

Introductory Workshop

- Explore the skills required to communicate and work effectively as a team
- Discuss the concept of the Working Assets project so far and how the team can plan for its success
- Explanation of how the workshops will be structured to incorporate learning and planning

Publicity and Advertising

- Introduction to both of the terms and exploration of their importance in the working world
- Examples of advertising campaigns and what makes them successful
- Considerations for publicity
- Apply learning to thinking about a publicity and advertising strategy for the Working Assets project.

Organisation

- Introduction term and exploration of their importance in the working world
- What is good organization and how can it be achieved
- Personal/team and workplace organization the differences and similarities
- Apply the ideas of being organized to the Working Assets project and its planning

Design and Branding

- Introduction to both of the terms and exploration of their importance in the working world
- What is a good brand and how are they created
- How to use colour, design and creativity in creating a good logo
- Apply this knowledge to creating a logo/brand concept for the Working Assets project.

Time management

- Introduction of term and exploration of their importance in the working world
- Personal time management- ways to improve/managing workloads
- How to create a timetable and allocate jobs to it (in a workplace context)
- How you can use this knowledge in the Working Assets project

Presentation skills

- Introduction of term and exploration of their importance in the working world
- Personal presentation- how to come across in the way you want.
- Confidence skills for talking in front of others
- How to use presentation skills in the final Working Assets project event

Managing Money- Budgeting

- Introduction of term and exploration of their importance in the working world
- How to use excel to manage a budget
- Working out how to spend your money – how to estimate and research costs
- Application of knowledge to managing the Working Assets project budget.

Negotiating and decision making

- Introduction to both of the terms and exploration of their importance in the working world
- Negotiation activity – How to get your point across assertively (not aggressively)
- Decision making – Strategies to help you weigh up options and make informed decisions
- Apply knowledge to making some important decisions regarding the Working Assets project.

Being Professional

- What is professional?
- Boundaries in the workplace versus personal boundaries
- Professional skills audit- what do we need to work on as individuals to become 'professional'
- How being professional relates to the Working Assets project.

Example 5 – Ongoing mentoring support for young people to complete their Working Assets project

Mentoring support to help young people achieve their project aims offers a good volunteering opportunity for local businesses, for staff within different areas of the housing association, or among other local stakeholders. This could include either specialist support for specific aspects of project activity, or general mentoring around skills and learning to help young people maintain their development focus.

Peterborough Foyer Garden Project



In addition to initial coaching support, Future Foundations supported volunteers from Cambridge University to help young people set up the project through follow up 1-1 mentoring sessions.

A local builder volunteered specialist support to the young people throughout the design and building of the community garden.

Example 6 – Presentation skills to help young people utilise different communications techniques and media to capture and tell the story of the project to others and promote its impact.

Often, valuable learning and life experiences are not utilised by young people to present their asset potential to employers. The focus on telling the story of the project encourages young people to reflect on their experiences and communicate them to others – a skill critical to help young people apply their learning from the project to future job applications and interview questions.

One way to achieve this is to work with young people to film or record the progress of the project and produce a project documentary that can be shown in the final recognition event.

A video guide has been created by the Foyer Federation, together with an example project video from Swindon Foyer. This is available through the Foyer Federation website, www.foyer.net, in the projects section. Other methods to record the project in this way can include establishing a website and recording podcasts, or using photographic displays.

Reflecting On Assets – Staff voices

“Our overall assets can go up and down in life, but it’s our ability to draw on certain assets, the skill of being able to keep on going, the resource of a positive social network, that enables us to deal with difficult challenges. That’s an important lesson for young people.”

“Do we do enough to understand what assets young people have? We need to help young people think more about what skills and resources they can develop at the Foyer.”

“We can embed asset approaches into our assessment and support planning to ensure young people living in the Foyer can build a secure base for their future.”



Foyer Federation Video Guide

Using Video to document and enhance a Working Assets Project

1. Planning a video: The pre production stage

This is an important part of the process as it is a way to bring the group together and gets everyone involved regardless of their skill set.

Some ways to begin this, depending on time frame might include:

A. Discussion – TV Formats/Types

- Ask participants to discuss two programmes one factual/reality e.g. X Factor and one non fiction programme e.g. EastEnders and what they like/don't like about it
- Write this up on large sheets of flip chart paper. Disregard nothing at this point!
- Ask the group to discuss the differences between factual and non factual programmes. Write this up. (Larger groups can work in pairs)
- Get the group to discuss similarities between the two formats and write this on post it notes.
- Keep all of this information for future reference

B. Watching TV programmes

- Get the group members to bring a TV programme or film they like, show their favourite part of it and to give three reasons why the group should watch it (Preferably standing up)
- Anyone who doesn't like or agree with the programme needs to give three reasons why not to watch it. Those watching may not interrupt or disagree until the person has finished speaking. When they give their reasons they need to say why they disagree not just 'it's crap' or 'it's boring'. The person receiving the feedback can't interrupt until the feedback is over.
- Then start a group discussion – if you were making this programme, what would you do? What would you change? How would you improve it?

C. Brainstorming – Generating ideas through brainstorming (Support worker and/or confident resident to lead)

- This is another important part of the process and a good way to bring everybody's ideas together.

A great follow on from previous discussions on TV Formats, likes/dislikes etc

- What documentaries have you seen? What did you like about it? (Brainstorm)
- What is it about this documentary that you find interesting?/Like
- What is your story (e.g. a Garden Project) Why do you think people would want to see it? Each group member to give three reasons why (negativity not allowed at this point!) and record this on the flipchart
- Brainstorm ideas referring to former discussions on TV Formats (info on flipchart)
- Decide as a group which of these ideas you will be going with for now and write, or draw these on to post it notes
- Keep everything at this point – it may be useful to refer back to ideas if the direction is lost, if people drop out, to refresh memories and to track the progress of the project
- Useful to watch, or discuss extracts from a documentary or TV show and to look at what works and what doesn't work.



D. Roles in film

- Brainstorm or use post it notes to look at the different roles in film e.g. Director, Producer, Camera Person, Sound Recordist, Actors, Presenters, Production Assistant, Production Manager, Runner, Editor, Story Boarder, Script Writer etc. What skills do you need to perform these roles?
- Write or draw these roles on post it notes.
- Check who is interested in which role to ensure that everyone who wants to gets try out the role of their choice.
- Rotate the roles so that you can assess who is best sorted to which role. People usually fall naturally into the roles. Ensure that the quieter members of the group get a turn (A personal observation: the best Directors are not necessarily the ones who shout the loudest. The best tend to be good listeners who see the whole picture.

E. Story boarding (use post it notes)

All of the above will be brought together to plan the documentary production.

- Using the post it notes and flipchart paper from the earlier sessions put together a brief story board showing what will go into your film.
- Post it notes are a great way to help organise your ideas in a sequence. Assign one person to draw the story board – rough stick people will do and another one to write what is happening underneath it.
- For those less interested in this activity, show them the equipment and get them to start documenting the process.

Remember...

Every minute of film shoot is a minute spent watching it. So shoot carefully! Plan ahead. At the same time, keep your eyes open for interesting shots that will add to your video.

Storyboarding

Putting together a storyboard is the first step in setting out your film. It is a sketch of all of the different parts on your film accompanied by a commentary on the way it all fits together.

It doesn't have to be a work of art, and once laid out your ideas aren't set in stone – just see it as a rough guide to how you want your film to look and feel, and an effective way of visualising all of the different 'layers' of your film.

The storyboard process will help you outline the film shot by shot and make sure that your story makes logical sense – both in the shots you choose, and the narrative techniques you use to tell the story.

When storyboarding always remember to imagine yourself as the viewer – with no prior knowledge of what the film is about, ask yourself if your film follows a logical sequence and if it makes sense.

Below is a sample storyboard for you to use. There is space for you to write out what the visual and audio elements of the shot include, and also to sketch out a visual representation of what will be going on on screen. It is also good to bear in mind some of the following things:

- What transitions (fading-in, wipe, dissolve, etc) to move from shot to shot will you be using?
- Will there be any effects being used in the shot?
- What soundtrack will be playing, or will there be a voiceover commentary telling the story?
- Think about the props that you will be using on screen, and what the characters in the shot will be doing.



D. Sound

Good sound quality is so important in film and often overlooked. Achieving decent sound is easy if you take just a few minutes to prepare. Bad sound can ruin all your beautifully shot film and careful planning and make all the hours of interviews unusable if you can't hear it. So take care to prepare.

- Use an external microphone if possible and try to shoot interviews away from noisy areas, particularly main roads and places with a lot of human traffic.
- Always do a sound check with the external microphone before using it - never leave it to chance. It may sound obvious but if it doesn't work, check it is switched on and/or connected to the microphone. If it still doesn't work, change the batteries.
- Playback your sound, preferably through headphones to check that you can hear it properly and that there are no major distracting noises in the background
- Be aware of background noise. When interviewing people, noise like people chewing, lighting cigarettes, laughing even quietly etc can all be picked up by some microphones.
- Also be aware of where you interview people. Try to avoid noisy locations like by the side of roads, next to pubs, in areas with lots of people walking by.
- Check the microphone is properly attached to the camera and is not in the shot. Be aware of dark shadows at the top of shots – it could be your microphone!

E. Directing and Production Management

The best Directors are not the people who shout the loudest or order everyone about. The best Directors are often good listeners who can see the whole picture and how all the small details come together. The Directors role is to ensure that everyone is prepared, ready, knows what they're doing and brings everything together.

The Production Manager or Production Assistant helps the Director get everything together and to also check for background details.

- Rehearse shots and sequences before you film them so that the camera person can check everything is in shot and that the sound is good.

- Get your Production Manager to help you get everyone together and keep everyone quiet. Delegate tasks to them so they can deal with the actors while you talk to the camera person. Come together and feedback what you are going to do.
- Be relaxed and listen to what people say. If people are getting stressed out, calm them and don't get annoyed.

F. Shooting Procedure

The best way to bring everyone together is to have a shooting procedure. This is the best way to ensure that people are ready and most importantly keeping quiet when they need to.

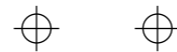
- You need to allow a little bit of extra film at the beginning and end of each sequence. This is because you lose a few seconds of footage when you stop and start the camera. When you edit you will need more film than you will use to make sure all the cuts are smooth.
- The best way to do this is to follow the procedure below.
- It's useful to write this down or to practice it a few times so that everyone follows it and knows what they are doing.

G. Getting ready

- 1 Quiet please!
(Everyone, except the person leading should be quiet at this point. You may have to ask a few times!)
- 2 Actors ready (Check that they are)
- 3 Camera ready (Director, check your person is ready to go. When they are, get them to start recording)
- 4 Recording (Tell everyone)
- 5 Ready (Pause for 2 seconds)
- 6 Action! (Away we go)

You can follow this procedure whether you are filming fiction or non fiction.

This may seem a little over the top but it works and means that the shoot runs smoothly and ensures that everyone is working together.



H. Conducting Interviews

The key to conducting good interviews is preparation. This is so important. A few minutes spent thinking about and writing questions means you can go in prepared.

If you seem knowledgeable when you are interviewing the people they are more likely to be open and relaxed with you and to treat you as an equal.

- It's always useful as well to do some research – e.g. by researching on the internet if you don't know them or by going to the library if it's a subject.
- Approach potential interviewees politely and always tell them what you are doing and what you want them to do. If they don't want to participate, don't force them.
- Let interviewees know how long you think the interview will take if you are interviewing people in the street.
- Plan a rough outline of your interview questions before hand so you can guide the interview.
- At the same time, listen to the replies your interviewee gives as they may be answering questions you were going to ask already. Ask them to expand on answers or add questions that relate to what you are asking.
- Try not to interrupt your interviewee but instead listen to their response. This makes it easier when you come to edit. If you are having a debate it's fine to interrupt but pick your time well.
- Be relaxed yourself to put your interviewees at ease. Take your time and remember, your interviewee could be nervous too.

3. Post Production

Introduction to final cut and timeline based video

Participants will get a chance to review and look at what they have shot and make a basic video structure.

Editing is where all the hard work comes together – and all the hard work begins!

A. Preparing to edit

- Make sure you set the 'capture location' (the place where the video is saved to) to the external hard drive – this is because video takes up a lot of hard drive space and can slow down and even crash the computer.

- Name and save your video file as soon as you begin to download footage.
- Ensure you have set the right video capturing standard set on the edit package which should be PAL (the standard used in the UK)
- Check that the audio capture rate on the edit software (the number beginning with either 32ghz or 48ghz) is set to the same rate as on the camera.
- Every time you log on or off check these settings

B. Capturing and logging

- Log the material you get carefully so that you can find it when you come to edit it. Name the clips plainly and simply e.g. 'Phil running down corridor 1' 'Phil running down the corridor 2' etc
- If you have similar clips and notice one is better than the others, some edit packages allow you to mark this. Or you can simply say 'Phil running down the corridor BEST ONE'
- Make sure you capture, or download the beginning and ends of clips so that you can pick exactly what you want when you come to edit your film.
- Save the clips into folders as you go along.
- Save as you go along and also save a copy of what you are doing

C. Timeline based editing

Digital editing systems use timeline based media. Downloaded, or captured clips are opened, the relevant parts selected and then dragged to the timeline.

The timeline consists of two or more visual tracks and up to six audio tracks. This is to allow you to add visual effects such as fade ins/outs and titles and also different sounds. For instance, you might have an interviewee talking with music you have added on in the background.

Choosing which clips you are going to use is done by selecting 'in' and 'out' points – that is, where you want the clip to start (in) and when you want it to end (out). This allows you to see your film as it is created.

D. Editing tips

- Be harsh when you edit – it may have taken you ages to do something but if it is badly shot or doesn't go with the rest of the film you may not be able to use it.
- Create a folder called 'delete' for clips you don't want to use.
- Think about if you really need the footage in your film. Does it add to the story? Does it take away from the story?
- When you are cutting from one shot to another, try to cut on movement. This avoids static or unnatural movements.
- A shorter film that leaves people wanting more is better than a long film that people can't wait for it to end
- Try making long sequences more interesting by adding images or cutaways over the top of them.

- Be careful to check the sound on your film as you edit. It's much easier to do this as you go along. Bad sound can ruin a film.
- You can import files like music, photographs and graphics into your film. Use different tracks on the timeline to add music, sound effects, photographs, graphics and titles.
- When adding titles, check that they are the right size for the screen and that the text is readable.
- Every time you log off, check the settings on the computer
- Save as you go along.
- Final word: don't be afraid to experiment and enjoy yourselves

Filming at Swindon Foyer



In order to capture the progress of their Working Assets Project Swindon Foyer teamed up with Create Studios to film their 'Day and Nite' Event.

Four young people attended a tuition day where they were shown how to use the filming equipment and put together footage to use on the final DVD.

Young people worked on their own storyboard outlining how they wanted to tell the story of their project and showcase all of their hard work.

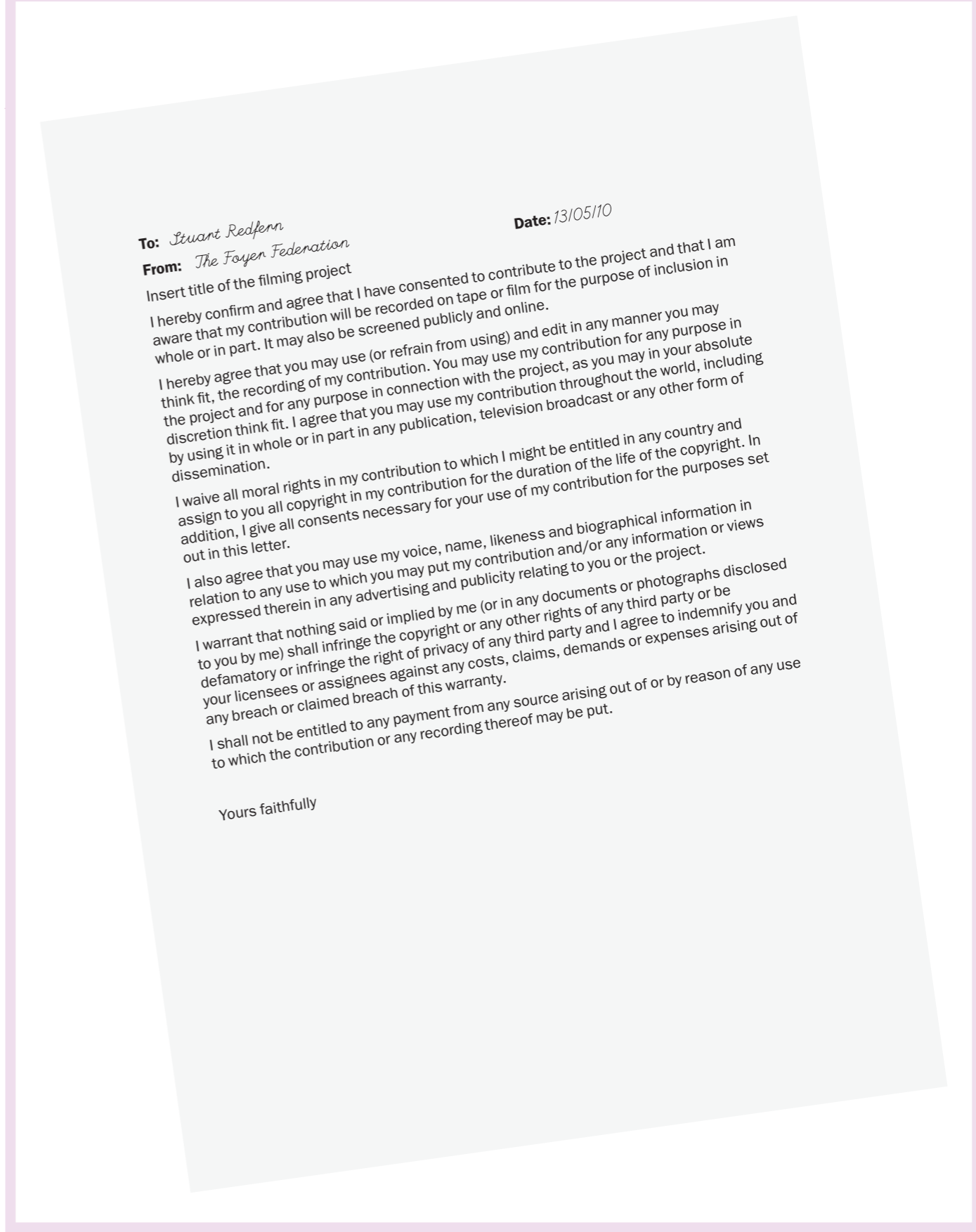
The local council were so impressed with the work that they allowed the final film to be screened in the town centre.

"The great thing about making a DVD is that you have a visual representation of everything you have done. It is great for the young people to be in charge of telling their story and it is a record for them to show to other people and be proud of."

Amanda Driscoll, Swindon Foyer

Letter Of Release SAMPLE

It is important to get a letter of release giving you permission to use the footage that you have taken of people. The following offers a template letter for use.



Example 7 – A process for individuals to record learning and reflect on skills development.

A diary log format was developed by Peterborough Foyer to help residents and staff track progress.

This can help young people to put together a portfolio of achievement to reflect on the skills and resources they are developing during their involvement in the project.

My Diary

Name

Date

This week I feel I have used the following skills:

Team working <input type="checkbox"/>	Communicating <input type="checkbox"/>	Planning <input type="checkbox"/>
Discussing ideas <input type="checkbox"/>	Decision making <input type="checkbox"/>	Time keeping <input type="checkbox"/>
Managing money <input type="checkbox"/>	Positive behaviour <input type="checkbox"/>	Problem solving <input type="checkbox"/>
Positive thinking <input type="checkbox"/>	Confidence building <input type="checkbox"/>	Meeting challenges <input type="checkbox"/>
Meeting deadlines <input type="checkbox"/>	Good organisation <input type="checkbox"/>	Following instructions <input type="checkbox"/>
Negotiating skills <input type="checkbox"/>	Staying safe <input type="checkbox"/>	Cooperating <input type="checkbox"/>

Please explain how you have used these skills

I feel I could improve on:

I feel the team could improve on:

Another approach to recording progress and distance travelled is to measure the impact of the project on young people’s sense of wellbeing. A strong sense of wellbeing, in terms of resilience and agency, is critical to a young person’s ability to engage, make positive choices, and achieve.

As part of a Big Lottery funded Healthy Transitions project, the Foyer Federation introduced a wellbeing survey which can be used to assess how far positive activities, including volunteering and work experiences, can improve a young person’s emotional wellbeing. This has been adapted for use in Working Assets

Wellbeing Survey – adapted for Working Assets

The survey is designed to be used two times:

- 1** At the beginning of the project
- 2** After the celebration event

The survey focuses on questions that relate to how far a young person feels ‘in control’ as part of their overall sense of emotional wellbeing.

The survey can be used by support workers to help assess how far a young person’s involvement in positive activity has an impact on their emotional wellbeing, and can be used alongside other assessments that form part of a young person’s support planning process.

The survey can help a service begin to better measure overall impact on young people’s well being, with particular emphasis on the percentage of young people demonstrating behaviours that show stronger resilience skills.

This type of evidence can help a service meet requirements for the Foyer Federation’s Benchmarking Performance Data in the Foyer Status Mark.



Well Being Survey



Young person's name:

1. When you do well at something do you think it is only good luck?

Yes No

2. How often do you lose your temper?

Very often Often Not often Almost never

3. How far do you agree with this statement: 'I have an idea of what I would like to be doing in two years time'?

Strongly agree Agree Disagree Strongly disagree

4. Do you ever feel that you don't succeed no matter what you do?

Yes No

5. Do you believe that planning ahead makes life easier?

Yes No

6. How far do you agree with this statement: 'When I feel uncomfortable in a situation I know how to handle it'?

Strongly agree Agree Disagree Strongly disagree

7. When someone else is struggling in a situation do you tend to think it is their fault?

Yes No

8. How much do you agree with this statement: 'I have lots of skills'?

Strongly agree Agree Disagree Strongly disagree

9. Do you find it easy to get up in the morning?

Yes No

10. Would other people describe you as having close friends?

Yes No

11. Do you agree with the statement that 'I can do almost anything if I put my mind to it'?

Yes No

12. Do you think that people you are close to like to hear about your ideas?

Yes No

13. How often do you find it tricky to focus on a difficult task?

Very often Often Not often Almost never

14. Do you think you get blamed for things that aren't your fault?

Yes No

15. How much do you agree with this statement: 'I find it easy to talk in front of a group of people'?

Strongly agree Agree Disagree Strongly disagree

16. Are you someone who would like to change lots of things about themselves?

Yes No

17. Would you describe yourself as being confident in a new situation?

Yes No

Well Being Survey (cont'd)



18. How easy do you find it to trust people when you first meet them?

Very easy Quite easy Quite hard Very hard

19. Do you agree that: 'There are lots of opportunities for someone like me'?

Yes No

20. Would you describe yourself as anxious?

Yes No

21. When you are absorbed in something do you lose track of time?

Yes No

22. If you argue with someone is it usually their fault?

Yes No

23. How much do you agree with the statement that 'things never turn out well for me'?

Strongly agree Agree Disagree Strongly disagree

24. Open questions (to be asked only the second time the survey is completed)

What was the thing you enjoyed most about the activity you have been involved in during the project?

What was the thing you enjoyed least?

Thinking about what you enjoyed most, can you see any future work areas you'd like to be involved in? Why/why not?

What if anything has changed for you as a result of the Working Assets project?

Do you feel more able to overcome obstacles and make positive choices and goals in your life? Why/why not?

Well Being Survey (cont'd)



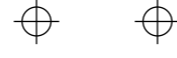
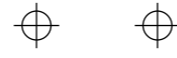
Looking at your answers to the two surveys, do you feel any more 'positive' and 'in control' of your life than at the outset of the project?

25. Staff Worker observations: (to be completed the second and third time the survey is done)

Have you noticed any changes to the young person (positive or negative) as a result of the Working Assets project? If so, what are they?

Can you see any changes in the young person's responses to the survey?

If so, how do these relate to their sense of wellbeing in terms of their ability to overcome obstacles, make positive choices and goals, and feel more positive and in control of their life?



“ Within the Foyer volunteers have increased their own profiles amongst their peers. ”

Dave Knatt, Worcester YMCA Foyer staff member

Example 8 – Supporting young people wanting to take a greater leadership role to become ambassadors for the project and help the Foyer Federation to promote lessons from Working Assets to policy and decision makers.

Each Working Assets project should identify young people who wish to take on an ambassadorial role to lead the project and liaise with the Foyer Federation on getting involved in policy and promotional opportunities.

Ambassadors are young people champions who can speak to decision makers, policy makers, businesses and members of the community, and inspire others through the activities and events they are involved in.

Foyer Federation Ambassadors form a national network of young people committed to improving their own lives as well as the lives of the young people they are representing, speaking up for and campaigning on behalf of.

They are given the opportunity to showcase their achievements as well as those of their peers, and to get involved in campaigning issues on key policy topics that matter to young people.

Further information on the Foyer Federation Ambassador Programme is available from the Foyer Federation's website, www.foyer.net

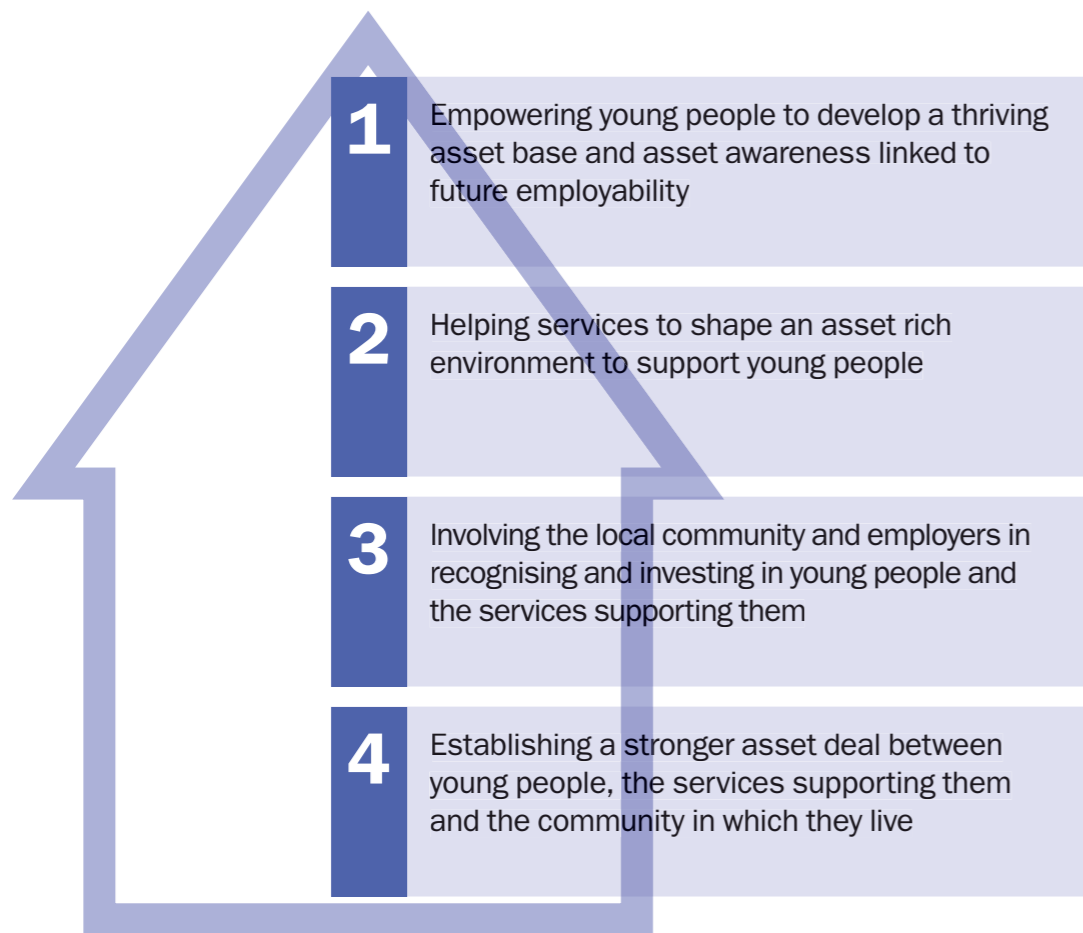
During the pilot project in Peterborough, Ambassadors acted as a core delivery and consultation group. They took part in national research undertaken by the Joseph Rowntree Foundation, quizzed Government ministers at a Foyer Federation policy event in 2009, participated in local promotional activities, and assisted the Federation in promoting the project to other Foyers at the national practice event.

At the Foyer Policy Event and Number 11 Anniversary Reception in March 2010, ambassadors from Working Asset projects were able to speak to a range of influential people, including housing associations, funders, and politicians.

PHASE THREE – RECOGNISE



PHASE THREE – RECOGNISE



FOCUS

Working on intervention levels three and four, the asset achievements of young people and the service supporting them are recognised, creating a stronger deal at the local level that helps to secure better routes into future employment .

The big event

A key part of Working Assets is a celebration / launch event to present the completed project to the local community. This enables young people to tell the story of the project through photography, film, and words, etc, as well as to show what their efforts have achieved.

There are four things which not only need to be verified at the end of the project – but ‘be seen’ to be verified within the local community:

- Young people’s asset development
- Young people’s work readiness and future potential
- Young people’s project involvement and individual achievements
- The Foyer’s positive community role and service innovation

The event provides a forum to offer the young people formal recognition for the hours they volunteered to deliver the project and to acknowledge their progress in terms of work-readiness and achievement.

The involvement of the community serves as a means to recognise what the young people have invested back in terms of their own asset development, and the contribution to the assets of the community through the project.

Young people can also be offered additional opportunities to validate their work-readiness potential, including:

- Completing the work readiness checklist and passport
- Demonstrating 50 hours of volunteering to receive the v50 award certificate, or an additional 100 hours for the impact award.

Further details of these awards can be found at: <http://www.vinspired.com/awards>

Toolkit Activity

Plan a celebration event for the Working Assets project which recognises young people’s achievements and involves the local community.

Example 1 – Swindon Foyer Day and Night Event

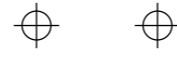
Swindon Foyer residents arranged a twelve hour charity music event which took place at a local pub. The residents were involved in all aspects of the planning down to sourcing the venue, bands and djs to designing posters, t-shirts, sending invitations, promotional packs, risk assessments, resident contracts and filming. They also helped out on the day to manage the door and show people around the venue.

All the residents involved brought different skills and assets to the project. Swindon Foyer used weekly planning meetings to discuss each individual’s level of involvement. They had sub-meetings where residents would get together to come up with ideas for the t-shirt designs, put together behavioural contracts, risk assessments etc... This was then fed back to the Wednesday planning group. It meant that all residents were able to be involved as part of the team and contribute fully at times which suited them and doing the things they were most interested in or work in the areas they wanted to develop their skills in.

The Music event required a large amount of motivation and commitment from the residents to make the day a success. They were asked to attend weekly planning meetings; they would volunteer to take on tasks and be expected to work to a deadline. The skills used for the planning included project management, design, marketing, negotiation, and budgeting, Speaking to the media, time management, taking notes and feeding back information to the group. In addition to this a few residents got the opportunity to work with a local film crew, learning about how to use the equipment and useful tips on making a short film.

During the planning meetings the residents were encouraged to think about the contacts they had and their experience to make the event a success.

One resident, Laura, utilised the contacts she had with local bands by arranging the line-up for downstairs in the venue. She successfully liaised with the band members to ensure they had the necessary equipment and a clear



understanding of what time they were performing on the day. She also encouraged all the bands to promote the music event at their gigs and on the internet.

Laura also used her skills as a media make-up student to set-up a media make-up stand at the venue to raise money. She used this opportunity to show the community her portfolio which she displayed next to the stand.

Ben attended the t-shirt design session. He enjoys art and his ambition is to become a graffiti artist. His t-shirt was selected for the event; he used this opportunity to add the t-shirt to his portfolio. As a result of the recognition he received from his designs his confidence increased and he took his portfolio to local graffiti shops and consequently secured himself an apprenticeship.

There were a number of residents who used the computer room to send out invitations to their contacts on the internet. This generated over 700 acceptance responses.

Kerry used her assets to put together the line-up of DJ's and MC's for the event. She also managed to source the sound equipment and wristbands for the day. Kerry has since been asked to help organise another event due to the professionalism she displayed during the programme and the contacts she has made.

The working Assets Programme has highlighted to the residents what they are capable of achieving and created a strong sense of ownership, each resident's role was important to the success of the whole project and they understood this.

Everyone's hard work was acknowledged in the local newspaper and also by the public who attended the event. A few of the residents involved have managed to secure future work opportunities some directly and some indirectly as a result of the programme (as mentioned above). All residents will receive further 1-2-1 sessions with the training team to discuss what they have got out of the programme and how the skills and assets they have developed can be transferred into the workplace.

All the residents involved have or will add the Charity Music Event onto their CV to highlight their achievements to prospective employers.

The residents led the planning of the event from start to finish through the weekly planning meetings. The initial idea was to stage a talent contest; this idea developed into a charity music event by the residents who felt this would attract more people as well as gaining more support from local performers and would give the event a positive focus.

The number of residents involved in the planning meetings increased over the weeks due to the enthusiasm of the people involved. The event created a team environment where everyone had a common goal and felt their ideas were being listened to and appreciated.

All the residents involved sent invitations to their friends and handed out leaflets to local agencies, youth groups colleges etc... The event appeared to create a real buzz in the community, people made comments about how ambitious they felt the event was. The programme diminished a few of the preconceptions the community had about residents who live in a Foyer.

The local paper wrote a positive piece in the paper about what young people can achieve and the event has helped Swindon Foyer to build a good partnership with Young Carers; they have suggested doing some future projects together.

Swindon Volunteers have started to send through lots of information on voluntary opportunities as a result of residents working towards their v50 awards and the Foyer plan to keep up this communication with regular visits from their co-ordinator.

The level of involvement demonstrated fresh practice. Residents had full access to the budget and decided on the allocation of funds. They also contributed to the risk assessment and behavioural contract. Full disclosure of all aspects of the event helped create a good understanding of event planning as a whole.

The programme created a positive atmosphere in the Foyer because the residents felt proud of their achievements and took ownership over the event. This created a good working relationship between residents and staff. Residents were encouraged to work outside of their comfort zones to take on task that were pivotal to the success of the event. The programme allowed the residents the opportunity to come up with ideas and problem-solve using their skills and assets as well as team work.



Laura commented that her confidence has increased due to the responsibility of her task.

Alex volunteered to make a contribution on the DVD and asked to perform on the night. When the film crew arrived he became increasingly worried about saying the wrong thing. We encouraged him to see the interview through, which he did reluctantly. After the interview Alex admitted he felt great about pushing himself and couldn't wait to get on stage.

The programme challenged and pushed residents to overcome some of their own barriers and to develop skills which they can take forward into the workplace. The success of the event was mainly due to residents taking pride and ownership over the event; therefore the Foyer plans to use resident's skills and assets to drive forward future activities. ”

Manager, Swindon Foyer

Example 2 – NCHA – recognition through fundraising

Residents at NCHA fundraised by running baked potato lunches at NCHA Head Office, walking 17 miles from Nottingham to Loughborough, bag packing in Morrison's supermarket and running bake sales. They hosted tombolas, ran a 'buy a brick' event and charity car wash.

In total the projects raised a total of £3300, enough money to send one resident to South Africa next year, and staff and residents who had never had the opportunity to work together are now planning to continue with their team fundraising challenges to raise the remainder of the money needed for their trip.

Residents canvassed local businesses for donations for their raffles, including local hairdressers, printers and supermarkets. Where before residents felt they were isolated and misperceived by their local communities, their fundraising efforts helped them to break down barriers and engage with their local communities in a positive way.

Thriving not surviving – Foyer residents tell their stories

“The month before I moved in I was very low an in a bad place. Home was an unbearable place to live because we were all very low. I was hardly stopping at home I was always out. I had no self esteem or confidence. Before I moved in I was a wreck I had no real confidence and self esteem. I was always out and I was on self destruct mode, I didn't care. I was hurting myself and at one point I didn't want to live anymore.

I applied for Grantham Foyer so I could keep myself safe. I moved in on the and for the first two months I was very shy, I didn't join in with anything. I felt really uncomfortable around other tenants. I started the Working Assets programme. This helped to gain my confidence again by talking to local businesses and our stake holders. My key worker encouraged me to join the programme so it could help with my self esteem and confidence. It also looks good on my CV for future jobs.

We have done lots of things for Working Assets programme! On the 16th December we did a cake sale at Clumber Ct (head office), then on the 15th January we

were at Pelham St (Head offices) selling jacket potatoes and soup. These fundraising activities helped with my confidence as I was dealing with people.

We then held a Victorian Tea party and a raffle on the 25th January at Grantham Foyer. This helped me to develop my skills because I had written letters to local businesses asking them to donate raffle prizes which I delivered by hand. When delivering the raffle prizes I spoke to the local businesses about our fund raising course and also the role of Grantham Foyer in the local and wider community. I had also designed and written out the invites to the local stake holders inviting them to the Victorian tea party. On the 28th January we held a tombola stall outside Morrison's (Morrison's had donated the stall for free). All the prizes on the stall were donated by local businesses and staff that I had approached.

I have been living here for 8 months now and it has helped me change my life around. I have more self esteem and confidence now than I have ever had!”

Young Person, Grantham Foyer

Example 3 – Peterborough Foyer Celebration Event

The Peterborough Foyer celebration for their community garden project included a number of ingredients for a successful event:

- Invitations for local foyers, service providers, trustees, funders and decision makers, businesses, local media, and other community stakeholders to attend.
- T-shirts for all the young people and staff involved in the project to help recognise their collective achievement.
- Display boards showing each stage of the project for visitors to look at to help ‘tell the story’ of how the project progressed.
- Presentations by staff, the young people, and the Foyer Federation, on the Working Assets model and its achievements at the Foyer.
- Presentation of a project video.
- Awards of volunteer certificates for participants.
- Unveiling of the community garden.
- Celebration of red nose day at the same event by releasing red balloons with a wish attached to them.
- Private evening celebration event for young people with local Foyer band.
- Having a photographer present to capture the day.



Peterborough Foyer’s Invitation to the launch event of their Community Garden



Peterborough Foyer Community Garden Launch event Photographs

Other Forms of Recognition

In addition to recognition for the young people involved in the project, the service can also gain recognition for its work to ‘embed’ the positive Working Assets model into its delivery approach.

To deliver this, the Foyer Federation has developed ‘The Transformational Innovation Mark’ to recognise transformational practice that enables young people to build a future asset base and achieve a thriving level of independence.

The Transformational Innovation Mark looks at three key areas of practice: impact, inclusion, and innovation.

Transformational Innovation Mark

The Foyer Federation’s Transformational Innovation Mark has been designed to recognise transformational practice that enables young people to build a future asset base and achieve a thriving level of independence.

It is the principal means of evaluating how far a navigation service; developed through the use of the additional evidence areas and promises, has reached a transformational level.

The Transformational Innovation Mark looks at three areas of practice: **impact, inclusion and innovation.**

All pilot projects in Working Assets were reviewed using the Transformational Innovation mark to evaluate the project overall, recognise best practice where achieved, and support further development.

The Transformational Innovation Mark is available through the Foyer Federation’s quality recognition offer. Projects demonstrating excellence can be recommended for an award through the scheme.

Impact	Asset offer Asset achievements Asset understanding Asset recognition
Inclusion	Excluded groups Involvement Community integration Accessibility and progression
Innovation	Inspiring Challenging Enterprise and risk taking Sustainability and replication

Foyer Federation Transformational Innovation Mark Working Assets Evaluation and Recognition model



Impact

How has the programme made a difference to the range of skills, resources and opportunities on offer to young people through the Foyer?

What skills, resource and opportunity assets have young people developed which will support their future employability?

How have young people improved their understanding of the assets they possess and the assets they need to develop and demonstrate in order to achieve future employment?

How have young people's achievements been recognised in ways which will improve their future employment opportunities?



Foyer Federation Transformational Innovation Mark Working Assets Evaluation and Recognition model



Inclusion

What beneficiary group has been engaged by the programme?

How far have young people been involved in the development and delivery of activities and to what effect?

In what ways have young people been able to integrate more with the Foyer and wider local community?

What partnerships, access routes or progression opportunities has the project been able to develop or strengthen?

Foyer Federation Transformational Innovation Mark
Working Assets Evaluation and Recognition model

Innovation

How has the programme promoted fresh practice within the service?

How has the programme challenged existing perspectives within the service and community?

How has the programme encouraged more enterprising approaches, such as risk taking, creativity and new partnerships, among staff and young people?

What practice from the programme will be sustained and developed in the future and how?



Next Steps

The completion of the community project is not the end of the Working Assets model. With a new approach embedded in the service, promotional recognition in the community and a team of ambassadors in place, a number of progression opportunities can be explored.

These include:

- Gaining interest to repeat the community project for someone else. This could develop into its own form of social enterprise.
- Identifying a follow up project at the service to utilise the skills and experiences from Working Assets.
- Involving the ambassadors in disseminating learning from their experiences and the approach of the Working Asset model to other services in the community, for example planning a future Dragon's Den event for a follow up round of local/regional projects and securing more investment funding for this type of activity.
- Looking for more local volunteer and business partnerships to strengthen the acquisition and promotion of future employability skills among young people.
- Looking for local opportunities for apprenticeships and enterprise support.
- Engaging with the Foyer Federation to promote the role that Foyers can play in supporting the needs of young people in a worklessness context.
- Approaching partners and funders to integrate the Working Assets approach into local priorities for learning and employability – for example, local authorities, local strategic partnerships, and local skills learning agencies.

Work Experiences through Volunteering

To support progression opportunities, the Foyer Federation has explored the development of work placement 'volunteering' experiences that can test out and enhance a young person's work readiness. Volunteering experiences do not offer a wage, but do normally support travel costs.

The model recommended for work placement volunteering experiences follows a number of key steps, which services can use to set up their own placements with potential local partners:

- Recognize that young people are work ready through a completed work ready checklist and passport;
- Make sure any organisation offering a volunteering experience can meet its legal obligations to provide a safe volunteering environment offering protection for insurance cover, equal opportunities and health and safety, and to treat the young person as a volunteer rather than an 'unpaid placement' worker;
- Provide young people with a list of volunteering options to enable them to identify an experience that matches their interests and potential;
- Prepare young people for the expectations of the placement experience, including appearance, hours, responsibilities and travel;
- Provide young people with access to support should any issues arise from the work experience, including someone to check on and feedback their progress – and make sure that the service has the staff capacity to support the numbers of young people involved;
- Ensure that the work placement organisation can communicate with a named contact at the service should any issues arise, and vice versa, and make sure that the work placement is kept informed of any problems;
- Carry out a well-being survey with young people before and after the work experience period as part of the research to measure impact.
- Gain feedback on the work experience to help add to a young person's CV, references, and future work and learning goals.

Next Step Examples

NCHA

NCHA are working to set up a work placement within the Housing Association permanently as a result of the residents work to date.

Staff at NCHA are now involving residents in all interview panels.

NCHA also now run a takeover day where residents can take over a job at Head Office for a day.

Staff at NCHA have been working with TNG (www.tng.uk.com) to conduct ready to work assessments for the residents and this is a process that is being built into support planning process at the whole Foyer.

SHYPP

SHYPP are planning to continue the success of their Working Assets Project with a 'Working Assets' group through their YAB. They are currently in the process of arranging visits to other Foyers and social enterprises, as part of their research. They have also spoken to their local CAB director and wife of their local MP, who is interested in working with the Foyer to develop links with employers.

“ We will also continue to promote young people to local employers, to take forward the Working Assets theme of young people in receipt of support being an asset rather than a problem person. We have arranged for DVD case histories recorded, so that they can be presented to multi agency groups and businesses, as a way of highlighting the barriers and difficulties faced by young people trying to move into education and employment, with a view to getting local support and sponsorship (e.g. for travel costs to college, which in our county can be over £5 per day, with no bursary available, or for placements and volunteer opportunities). ”

Sam Prately, SHYPP

Never judge a book by its cover

We are 57 candles looking for our flame, no two individuals ever the same.

57 individuals trying to grow: putting our talents out on show.

Whether it's music, poetry or dance; trying to show the world our creative stance.

Within the outside world we're misperceived with stories of wasted youth, drugs and violence.

Believe me this is wrong and misled and if published would be misread.

If we were to listen to everything that's being said, we would be lost,

And shown down the wrong road and our talents would diminish and slowly erode.

But given all the support and training we receive we are motivated and taught to believe.

Thanks for this we take the right turn and our candles will forever burn.

Our journey is here for all to see.

Never judge a book by its cover.

Stephen Baker, Swindon Foyer resident

For further information on Working Assets, please go to the Foyer Federation website, www.foyer.net, or contact the Foyer Federation to register your interest in using The Working Assets Model.

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