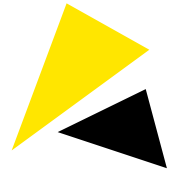




**BRING
THE
POWER**

**YOUTH
PROGRAMME
EVALUATION**

TABLE OF CONTENTS



Foreword	4
Executive Summary	6
I. Introduction	8
2. Main programme outputs	12
3. Delivery of the programme	26
4. Benefits and impacts for young people	32
5. Overall Assessment	51
Appendix A: Logic Chain of the Bring the Power Youth Programme	55
Appendix B: Programme short-term outputs and outcomest	56
Appendix C: List of all Partnerships Involved with the Youth Programme	57
Appendix D: Consultees	60
Appendix E: Glossary	61

WECD
Warwick Economics & Development
Two Snow Hill
Birmingham
B4 6GA
www.w-ecd.com

Warwick Economics & Development Ltd. is registered in England and Wales no. 7531279.
VAT Registration No: 116732721

This document is from WECD and is intended only for the use of the individual or entity to which it is addressed. The report may contain information that is privileged, confidential or proprietary. Information contained herein should not, in whole or part, be published, reproduced or referred to without prior approval by WECD. Any such reproduction should be credited to Warwick Economics & Development (WECD).

FOREWORD

“We may not all find common wealth but we can find common ground. If you all took a look inside yourselves you’d be amazed at what you found”.

This was the opening line of a spoken word poem written by Midlands based poet Ty’rone Haughton as he opened our Youth Summit at the University of Birmingham. The atmosphere was electric and the space full of inspirational young people from local secondary schools. Ty’rone’s poem set the scene for what was one of many flagship moments for the Bring the Power Youth Programme and saw hundreds of young voices engage with high profile changemakers, local heroes, athletes, artists, and national sport organisations in an event with youth voice at its core. This epitomised the beauty of Bring the Power, which brought together sport and the creative arts to connect children and young people with Birmingham 2022, the most significant global sporting and cultural event on UK shores since London 2012.

The Covid-19 pandemic has had wide-ranging impacts on young people across the globe, hugely affecting their ability to participate in sport, physical activity, culture and widening the gap in access for the most marginalised communities. As Europe’s youngest city, 40% of Birmingham’s population is under the age of 25. Young people have experienced increased mental health challenges, isolation and loneliness, they’ve also missed out on opportunities to develop and maintain friendships, participate in educational trips, group sport and creative activities. With many youth organisations feeling the strain of trying to adapt to new methods of delivery, young people have experienced less contact time with positive role models and the organisations they hold trusted relationships with. The presence of this Games in the West Midlands could not be timelier.

Launched in February 2022, Bring the Power aimed to create free participation opportunities that empowered, facilitated, and celebrated young people as leaders and changemakers in their communities, utilising the unique assets of the Games to do so.

This was the first time in the history of the Commonwealth Games that a fully integrated Games wide youth engagement programme has been embedded in an Organising Committee, and I’m pleased to say not only has Bring the Power delivered, it has also set the bar high, with nearly one million young people engaged and creating a blueprint for future Commonwealth Games that will continue to benefit young people across the globe.

Through our schools’ strand we’ve engaged young people and teachers within education settings, through our community youth strand we’ve engaged young people and youth practitioners within non-formal education settings, and through our youth voice and advocacy strand we’ve championed the voices of children and young people, ensuring their voices are heard.

We’ve worked to tackle inequalities and ensure engagement with young people furthest away from the Games, who typically experience multiple barriers to engagement. Our partnership with Birmingham Children’s Trust has provided tailored activity for young people in care, young care leavers and their families, bringing the Games directly to young people within their setting as well as providing 5,000 free tickets to watch sport live at Games venues. Our partnership with the British Council has seen 60 schools across the West Midlands twinned with 60 schools across 10 Commonwealth Countries, using sport and art to create connections between young people on shared Commonwealth values with fantastic results. Our workshop programme in schools saw high quality practitioners deliver more than 600 in-person workshops





Patch Dolan Photography

in school and youth settings across the West Midlands, building the excitement towards the Games whilst contributing to pupil learning, skills development, resilience, and confidence building whilst supporting curriculum outcomes and enhancing pupil enjoyment of education.

I could not be prouder of the achievements of Bring the Power. As a programme and as a team, we have achieved incredible feats in a relatively short space of time. It has taken perseverance, resilience, and tenacity to bring this programme to life in meaningful and tangible ways and it could not have been possible without the commitment and lived experience of the entire Bring the Power Youth Programme Team, our youth voice panel, head teacher advisory group, local youth workers as well as our funding partners.

As we move into a period of post Games delivery as part of the Legacy Integration Team, we have continued to bring the power of the Games to school and youth settings across the West Midlands, drawing on inspirational moments from the Games to ensure continued social benefit for the regions young people.

On the ground, there is a strong appetite for continued regional connectivity and capacity building, with an ongoing focus on combining the arts and sport to tackle inequality and support positive outcomes, an increased focus on women and girls in sport and physical activity provision for young people with special educational needs and disabilities.

The region now has a blueprint to ensure future major events positively impact young people and is in a strong position to better articulate what this must look like to ensure maximum social benefit for its young citizens. Even more exciting is the fact that young people are better equipped to advocate for and steer what that engagement looks like.

Alton Brown

Head of Youth Programmes & Policy
Birmingham 2022 Commonwealth Games

EXECUTIVE SUMMARY



Using the Games as a catalyst for youth engagement, the Birmingham Organising Committee for the 2022 Commonwealth Games and Games Partners sought to use the platform of the Commonwealth Games to inspire and engage thousands of children and young people through Games-wide youth engagement activities. This was about ensuring the social benefits from the Games are experienced by as many children and young people as possible across the West Midlands and beyond.

The evaluation has shown that the Bring the Power Youth Programme has met this objective in a relatively short period of time. It has used the assets of this major sporting and cultural event to connect children and young people directly with opportunities to gain new skills and grow in confidence; and deliver some impressive outputs.

The programme involved young people in every stage of its design and delivery, and the evaluation has shown that the programme reached diverse population groups and communities. Activities undertaken by participating schools and community youth hubs and organisations always aimed to encourage social mixing from diverse communities and groups to improve attitudes and perceptions held of people from different backgrounds. Programme activities also brought together sport and creativity, encouraging and inspiring young people for the next steps in their schooling and life development. The feedback provided by young people and teachers shows that young people grew in confidence and as peer leaders as a result of participation in the Bring the Power Youth Programme.



“I brought children that don’t always engage in PE and school sport or pupils that have not had many opportunities. I got there and thought I had brought the wrong sort of children, based on what the other schools brought. But our children genuinely loved it. If the aim of the day was engagement, participation and inclusivity then it definitely met the brief and our children got that message, as well as having loads of fun. If the legacy of the games is that more children engage in physical activity and find something that keeps them active and healthy then it will be a major success. We have had more children engaged in PE and school sport this year than ever before and we’ve also been able to give more, different pupils opportunities. So thank you again.”

Teacher, West Heath Primary School, Birmingham



BRING THE
POWER

YOUTH PROGRAMME
FOR 5-25 YEAR OLDS

0121 2022
birmingham2022.com/power

- @birmingham2022
- Birmingham2022
- Birmingham2022



1. INTRODUCTION

- 1.1 Warwick Economics & Development (WECD, www.w-eed.com) was commissioned by the Birmingham Organising Committee for the 2022 Commonwealth Games to undertake an evaluation of the 'Bring the Power Youth Programme', and support the Bring the Power Youth Programme team in their reporting to the funders of the Programme (and the Birmingham 2022 Commonwealth Games wide evaluation).
- 1.2 This document presents:
 - Outputs delivered by the programme, drawing on programme administrative data and evaluation reports provided by the main delivery partners – [chapter 2](#).
 - Feedback about the processes in delivering the programme and perceived benefits from the programme from partner organisations and organisations leading on the various activities of the programme – [chapter 3](#).
 - Feedback from participants in various programme activities (young people and teachers) – [chapter 4](#).
 - An overall independent assessment by Warwick Economics & Development and recommendations for future programmes – [chapter 5](#).
- 1.3 The remainder of this section provides an overview of the Bring the Power Youth Programme (the programme) and the scope of the evaluation.
- 1.4 The 'Bring the Power Youth Programme' was set up with the following two primary strategic objectives:
 - To bring the Birmingham 2022 Commonwealth Games to young people and use the Games as a catalyst for youth engagement, to ensure the social benefits from these Games are experienced by children and young people across the West Midlands and beyond; and
 - To engage with at least 1 million children and young people aged 5-25 (with the 1 million number set only as a guide to focus and inform activities and actions rather than a specific programme target).
- 1.5 More specifically, the programme aimed to:
 - Inspire and activate the dynamic voices of children and young people;
 - Offer opportunities for shared learning between youth provision practitioners;
 - Ensure pathways for children and young people furthest away from the Games;
 - Engage schools across England through national amplification;
 - Utilise the assets of the Birmingham 2022 Commonwealth Games as a source of inspiration;
 - Place sport, creativity and community celebration at the core;
 - Collaborate with children and young people, partner organisations and youth professionals; and
 - Deliver engagement activity for children and young people which provides multiple pathways to connect and be part of the Games.
- 1.6 To achieve these objectives, the programme was designed around three main strands of activities as follows, (and as depicted in Figure 1.1):
 - **Schools Engagement & Learning strand:** Engagement with children, young people and teachers across Key Stages 1 to 5: including primary, secondary, and tertiary education structures.
 - **Community Youth Participation strand:** Engagement activity with children & young people outside of formal education structures and within wider community settings alongside the youth professionals they hold existing relationships with.
 - **Youth Voice & Advocacy strand:** Engagement with children and young people that focuses on the creation of space for the voices of children and young people to be heard, platformed and reflected through this programme.
- 1.7 Delivery of these strands concentrated efforts within Birmingham and the West Midlands, with additional engagement projects and campaigns amplified across England and other Commonwealth Nations. The Department for Digital, Culture, Media and Sport (DCMS) also seconded a policy civil servant with a background in Education to support amplification of the Bring the Power Youth programme across England.

Overview of the Bring the Power Youth Programme

- 1.8 The aim of this seconded role was to amplify the regional programme to a national audience across England. The National Learning Campaign was launched with a successful Bring the Power School Festival Day for 186 pupils from across the

Figure 1.1 Bring the Power Youth Programme Strands



London Borough of Newham with Athletes, Perry the Mascot and Ministers sharing the National offer. Newham was the only Games venue outside of the West Midlands, which provided a fitting opportunity to engage local schools. On this day educational resources and learning activities were launched for schools nationally to access with the aim to bring their pupils closer to the Games. To increase engagement schools were also offered rewards and recognition as well as Teacher Insight sessions (which were warmly welcomed as demonstrated by the feedback received – included in Chapter 4 of this report).

- 1.8 The rationale for the programme and its design and delivery framework stemmed from early research and consultation work by the Birmingham Organising Committee for the 2022 Commonwealth Games (the Organising Committee). The development of a programme for learning and schools engagement was seen as critical in creating positive and long-term social impact from the Commonwealth Games for children and young people, their communities, and delivering a social legacy from the Games. Birmingham City Council (BCC) have been the lead Commonwealth Games Partner for 'education,' their focus has been on legacy planning and local schools activity (in addition, at the design stage of the programme, BCC was limited by resource and capacity to take on a comprehensive youth programme of the scale envisaged by the Organising Committee). Therefore, the Organising Committee commissioned a specialist learning provider to:
- analyse education landscape of the West Midlands and consult with stakeholders to identify priorities and focus;
 - review learning programmes from previous major events and identify critical success factors; and
 - develop a programme strategy and framework.

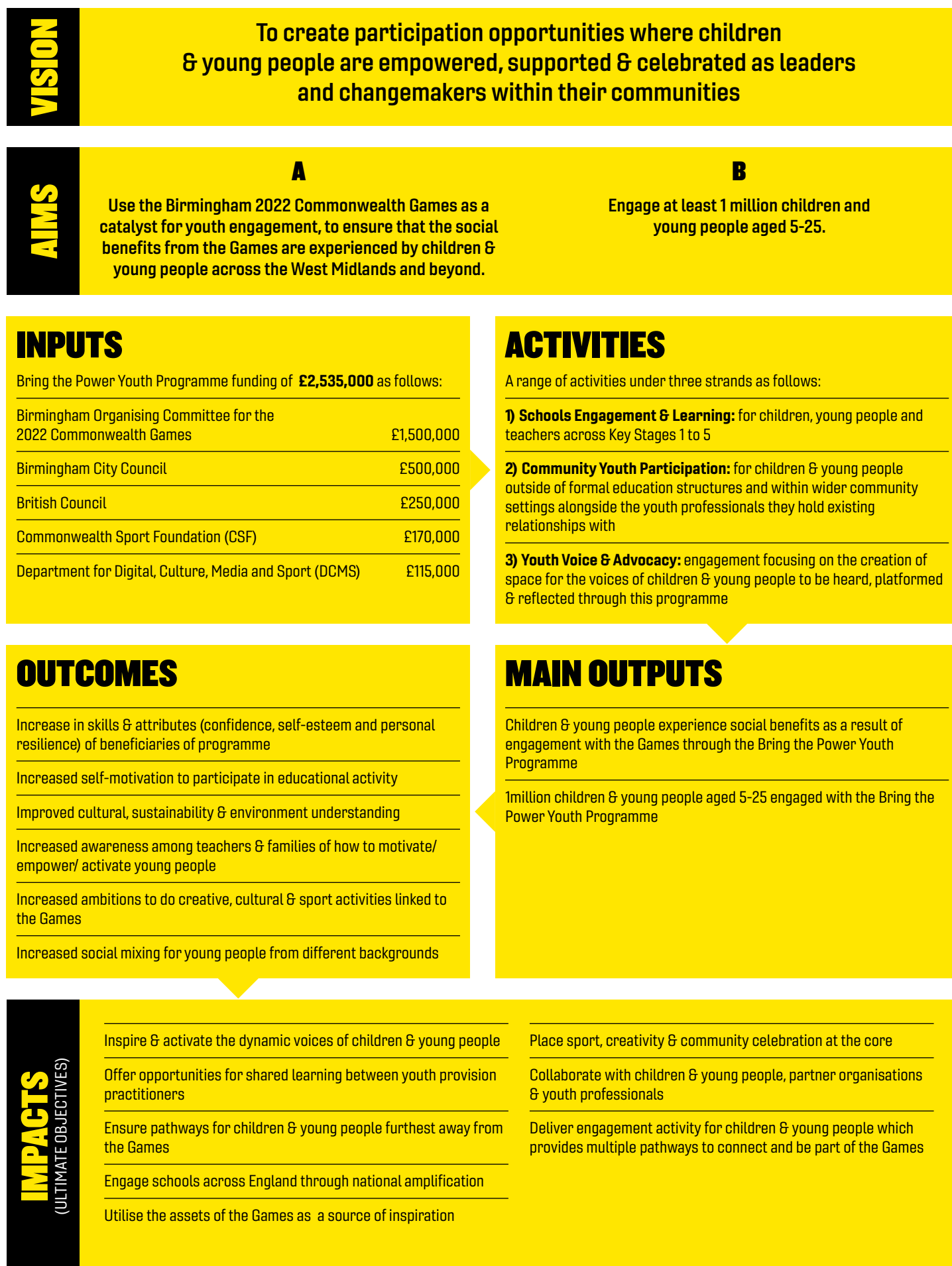
- 1.9 The funding model for the Bring the Power Youth Programme has been based on the following contributions:

Bring the Power Youth Programme Funders	Funding
The Organising Committee	£1,500,000
Birmingham City Council	£500,000
British Council	£250,000
Commonwealth Sport Foundation (CSF)	£170,000
Department for Digital, Culture, Media and Sport (DCMS)	£115,000
Total	£2,535,000

- 1.10 Drawing on the programme's background, Figure 1.2 presents a logic chain of the Bring the Power Youth Programme. The logic chain depicts the rationale and vision of the programme and the pathways to benefits for young people and communities. It also shows the short-term results that the programme was expected to deliver and how these link to the medium and long-term outcomes and impacts. Medium term outcomes and long-term impacts refer to behavioural and attitudinal changes expected to materialise in the longer term. Examples of these include; increase in skills & attributes, increased self-motivation to participate in educational activity, increased capacity to positively influence the community, particularly those of underrepresented groups, increase in well-being and increased community cohesion, inclusion, and civic pride. Although assessment of these benefits does not fall within the scope of this evaluation, early information from young participants and their teachers in relation to these outcomes has been collected and this is presented in Chapter 3.

- 1.11 Additional detail about the programme and individual activities can be found [here](#).

Figure 1.2: Logic Chain of the Bring the Power Youth Programme





Patch Dolan Photography

Evaluation Scope and Objectives

1.12 The evaluation was commissioned by the Organising Committee in March 2022, with the main objective to support the Bring the Power Youth Programme team in their evaluation activities to assess:

- the extent to which the 'Bring the Power Youth Programme' achieved its two core strategic objectives;
- progress and achievements against the short-term outcomes and impacts of the 'Bring the Power Youth Programme';
- how effective was the programme structure and associated processes in delivering the 'Bring the Power Youth Programme' and its commissions (and partnerships); and
- to what extent the 'Bring the Power Youth Programme' created a lasting legacy for the West Midlands and to identify examples of the programme that could be replicated or provide blueprint models of good practice for Youth Programmes for future Commonwealth Games or Mega Event programmes.

1.13 The evaluation activities have involved various formative, capacity building and summative elements as follows:

- review of processes in place to deliver the programme – to address the objective of the evaluation to assess how effective was the programme structure and associated processes in delivering the 'Bring the Power Youth Programme' and its commissions (and partnerships);
- review of monitoring data – to establish the extent to which the 'Bring the Power Youth Programme' **achieved its short-term outcomes and impacts**' (which is the focus of this evaluation) – a list of these can be found in [Appendix B](#);
- identification of lessons learned and replicability, i.e., identifying examples of the programme that could be replicated or provide blueprint models of good practice for Youth Programmes for future Commonwealth Games or mega event programmes; and
- (ongoing to November 2022) capacity building, support and knowledge sharing with regards to programme and project specific evaluation and monitoring requirements.

1.14 Methods used have included a) desk-based analysis of programme and project monitoring data; b) interviews with project leads and programme sponsors; and c) desk-based review of relevant literature and national data to complement the programme data analysis.

2. MAIN PROGRAMME OUTPUTS

2.1 This chapter presents an overview of the main outputs delivered by the programme, drawing on programme administrative data and feedback provided by funded projects and suppliers. Key messages from the information presented in this chapter are summarised below.

Key Messages

- Review of data collected before, during and after the Games indicates that the Bring the Power Youth Programme delivered approximately **980,000 youth engagements** (978,393) through a range of activities in school and community settings.
- The programme has engaged with young people in 2,046 schools across England. The programme has also engaged an additional 1,165 schools outside of England, bringing **the total of the schools engaged with the programme to 3,211**.
- Of particular importance, at a time of an increase in the proportion of pupils with a statement of Special Education Need/Education, Health and Care plan, the Bring the Power Youth Programme has directly engaged **with 200 schools with special education needs & disabilities (SEND) provision**.
- Through the Birmingham Connect project (funded by the Commonwealth Sport Foundation), the programme also targeted and **involved schools and pupils in areas within the 10% most deprived areas in England**. Activities undertaken by the participating schools aimed to encourage social mixing from diverse and segregated communities to improve attitudes and perceptions held of people from different backgrounds.
- Through various educational activities in school settings, the programme has engaged **7,446 teachers** in total from across England and other countries participating in the programme.
- 'Outside of England' engagement with the Bring the Power Youth programme includes Scotland and Wales in the UK and 15 countries overseas: Ghana, India, Jamaica, Kenya, Nigeria, Pakistan, Sri Lanka, Trinidad and Tobago, Uganda, Zambia, Australia, New Zealand, Singapore, Switzerland and France.

Main programme output: young people's participation and engagements

- 2.2 As noted in paragraph 1.4, the main aim of this programme was to bring the Games to young people – and use the Commonwealth Games as a catalyst for youth engagement, to ensure the social benefits from these Games are experienced and reach communities and **young people** across the West Midlands and beyond. To meet this aim the programme delivered a range of school and community (non-school) based activities in Birmingham, the rest of the West Midlands and the UK and other nations participating in the Commonwealth Games and the programme.
- 2.3 Review of data collected before, during and after the Games indicates that the Bring the Power Youth Programme delivered approximately **980,000 engagements** with young people through a range of activities in school and community settings, as shown in Table 2.1.





Table 2.1 Bring the Power Youth Programme - Young People's Engagement by programme strand

Main programme strands	Number of engagements with young people
1. Schools Engagement & Learning Strand (a range of school-based activities including festival and cultural activities in England and activities involving schools in Commonwealth nations overseas as well as production of resources for use by schools and pupils)	915,262
2. Community Youth Participation Strand (a range of activities that engaged children and young people in community youth settings including participation in neighbourhood festival sites, branded youth hubs, grant activity programmes and mass events)	42,014
3. Youth Voice & Advocacy Strand (including participation in the Youth Voice Panel and Games tickets specifically allocated to young people)	11,043
All young people engagements to mid-October 2022	968,319
Estimates of additional young people engagements in late October, November and December 2022 in school and non-school settings	10,074¹
Total young people engagements	978,393

¹ This figure includes: 1,457 students in rewards & recognition related activities including Virtual Athlete Visits in 5 schools, Face to face Athlete Visits (5 schools, 2 youth groups) and face-to-face poetry workshops (2 schools); 147 young people participating in Birmingham Race Impact Group (BRIG) Schools Race Summit ; 350 in Elevate22; and 8,120 in schools workshops in the West Midlands and 120 School Festival Days.

² explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

³ explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

⁴ 'Outside of England' engagement with the Bring the Power Youth programme includes Scotland and Wales in the UK and 16 countries overseas: Ghana, India, Jamaica, Kenya, Nigeria, Pakistan, Sri Lanka, Trinidad and Tobago, Uganda, Zambia, Australia, New Zealand, Singapore, Switzerland and France.

2.4 The total young people engagements (978,393) represents the aggregate number of young people engaging in a range of activities and settings, and with the involvement of schools and community groups. The following section presents 'itemised' information of youth engagements that lead to this total figure by programme strand. These also relate to the short-term outputs and metrics as listed in [Appendix B](#), i.e., number of schools and teachers engaged, partnerships involved, sessions, resources produced and downloaded, and youth engagements.

Schools Engagement & Learning Strand

2.5 Schools have participated in the Bring the Power Youth Programme through various learning activities such as workshops, festival days, and athlete visits. In addition, a range of resources have been produced by the Bring the Power Youth Programme team to be used in the schools. These activities and resources have been co-designed by young people from the Youth Voice Panel, as well as local Headteachers through a dedicated Headteacher Advisory Board of 15 participants from across Birmingham. This section presents information about the number and location of the schools and pupils participating in the programme and the activities they have been involved with.

a) Young people involved in the programme through school activities

2.6 The programme had (to October 2022) **820,052 engagements with young people across England through school programme-related activities**. This represents 9.1% of all 9,000,031 pupils across England².

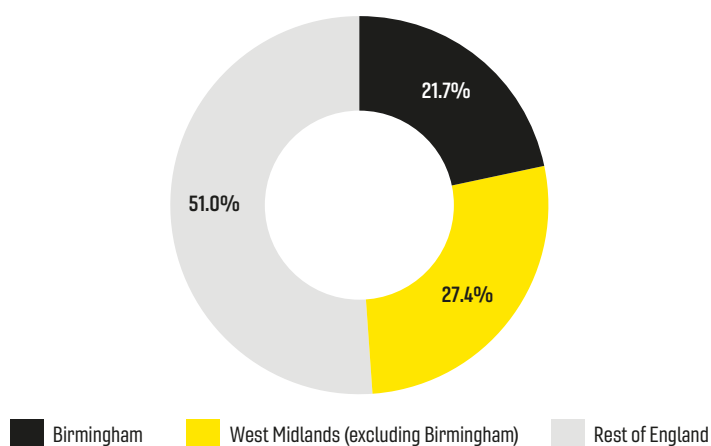
2.7 Figure 2.1 presents the geographical breakdown of this information and shows that:

- Of all students engaged through the school programme, 21.7% (177,836 students) were from Birmingham.
- An additional 27.4% (224,301 students) were engaged from the wider West Midlands (i.e., excluding Birmingham).
- Altogether, 402,137 students were engaged in Birmingham & the West Midlands and this represents 40.7% of all (988,352) students in the West Midlands.³
- In addition, a further 51% (417,915 students) were engaged across England outside of the West Midlands.

2.8 The programme had an **additional 95,210 engagements with young people** outside of England, as shown in Figure 2.2.⁴

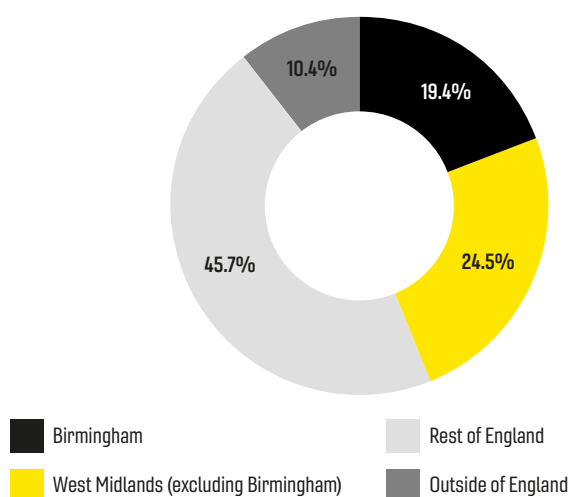
2.9 In total the schools engagement involves **915,262 engagements with young people**.

Figure 2.1 Geographical breakdown of young people’s engagement in school settings in England



Based on: 820,052 students engaged in the school programme across England

Figure 2.2 Geographical breakdown of all young people’s engagement in school settings (including in England and outside England)



Based on: 915,262 students engaged in the school programme across England (820,052) and outside of England (95,210)

b) Schools participating (numbers and location)

2.10 The programme has engaged with young people in **2,046** schools across England. This represents 8.4% of all 24,454 schools across England⁵. The programme has also engaged **an additional 1,165 schools outside of England**, bringing the total number of schools engaged with the programme to 3,211, as shown in Table 2.2

Table 2.2 Geographical breakdown of all schools involved in the programme

Area/Location of school participating	Number
Birmingham	330
West Midlands (excluding Birmingham)	294
West Midlands Including Birmingham	624
Rest of England	1,422
All schools in England	2,046
Outside England	1,165
All	3,211

2.11 Schools engaged with the programme in England (2,046) include **200 schools with Special Education Needs and Disabilities (SEND) provision**. This is particularly important at a time that the proportion of pupils with a statement of SEN/ Education, Health, and Care (EHC) plan increased to 4.0% in England in 2022, continuing a trend of increases since 2017⁶. The most prevalent need remains ‘Speech, language, and communication needs’ with 21.9% of pupils reporting these as primary needs. Building confidence, which was one of the objectives of the Bring the Power Youth Programme, contributes to supporting young people in building their confidence and improve their social connections and functional communication skills. A specific project related to SEND provision by the Bring the Power Youth Programme includes a dedicated grant bringing together SEND school pupils across Birmingham to participate in high quality, regular physical activity provision outside of school time. This was co-designed by pupils and parents/carers through the [Birmingham Special Schools Head Teacher Association](#) (which consists of 27 Special Schools in Birmingham).

2.12 A geographical breakdown of all schools engaged in the programme in England is also depicted in Figure 2.3, and shows that:

- Of schools engaged with the Bring the Power Youth Programme in England, 16.1% (330 schools) are in Birmingham. This represents 65.9% of all 501 schools operating in Birmingham⁷ (with 418 schools under Birmingham City Council’s responsibility⁸). An additional 14.4% (294 schools) were engaged from the rest of the West Midlands. Therefore, in total, 624 schools in the West Midlands were engaged in the programme representing 23.4% of all 2,663 schools operating in the West Midlands⁹.
- In addition, 69.5% (1,422 schools) were engaged from outside the West Midlands and across England including Nottinghamshire, Essex, Lancashire, Peterborough, and Plymouth.

⁵ The number of schools includes state-funded nursery, state-funded primary and secondary, state-funded special schools, pupil referral units and independent schools (see: explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics)

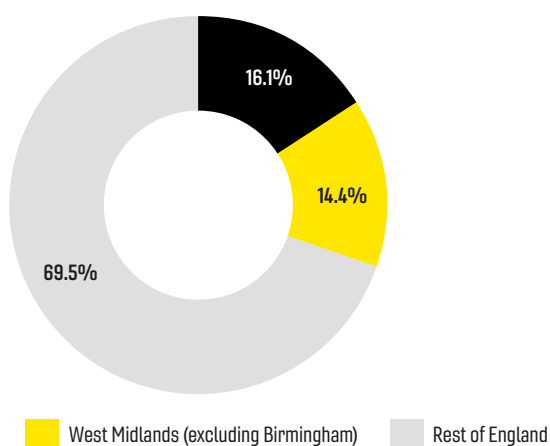
⁶ See: nasen.org.uk/news/new-data-shows-increase-pupils-sen-and-ehc-plans

⁷ See: explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

⁸ See: www.birmingham.gov.uk/directory/24/birmingham_schools. 418 number of schools in Birmingham includes primary, infant, junior, secondary, all through, special, alternative, and other.

⁹ See: explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

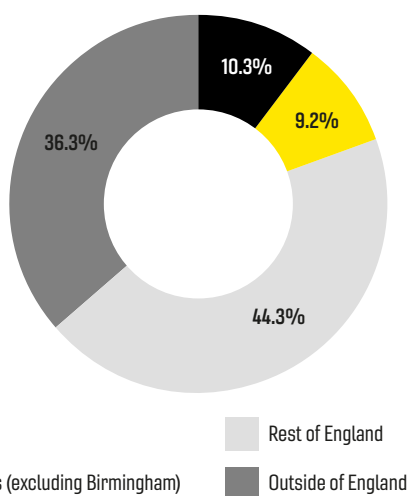
Figure 2.3 Geographical Breakdown of Schools Engaged in the Programme in England



Based on: National (all England) = 2,046

2.13 Figure 2.4 depicts a breakdown of all schools engaged in the programme (England and other nations).

Figure 2.4 Geographical Breakdown of All Schools Engaged in the programme



Based on: 3,211 schools in England and outside of England

c) Examples of schools' activities

2.14 One of the projects involving schools was the Common Ground Grant that aimed to facilitate important conversations influenced by being part of the Commonwealth, in order to explore common ground. Local schools had the opportunity to apply for a £1,000 grant which could go towards exploring artistic and creative responses to the themes of Common Ground and build opportunities for young people to develop their creative and critical leadership skills. The following case study is from Fox Hollies, a Special Education Needs school in Birmingham that was involved in the projects and enjoyed creating their own Common Ground Grant project.

Common Ground Grant Project

Region: West Midlands

Age range: 11 - 19

Phase of education: Secondary

School: Fox Hollies

School type: SEND

Number of pupils: 98



The students of Fox Hollies created mini conceptual portraits of self-expression which involved a range of artistic medium including, but not limited to, art, dance, and movement, sensory exploration, photography, interviews/short voice overs, narratives and videography culminating in a 3-day exhibition to present their work to the public through a public facing arts exhibition at the Midlands Art Centre.



2.15 Another example is from a Bring the Power commissioned school festival day where over 350 local primary school children had the opportunity to take part in the Woodland Wonder Festival in Cannock, as part of the local Chase Community Games initiative. Cannock Chase was the Birmingham 2022 Games venue for Mountain Biking.

Woodland Wonder Festival

Region: West Midlands

Age Range: 4 to 6

Phase of Education: Primary

Number Engaged: 350+

Link to film: [Woodland Wonder Festival](#)

Cannock Chase Council in partnership with Inspiring Healthy Lifestyles worked with the Cannock Chase Cultural Education Partnership (CCCEP) to deliver a 'Woodland Wonder Fest' for local school children, as part of the Chase Community Games initiative.

The Chase Community Games is a districtwide showcase to inspire the community and celebrate Birmingham 2022. The Woodland Wonder event took place at Cannock Chase Forest (Birches Valley), a host site for the Games. The event enabled children from Reception and Key Stage 1, to participate in a range of creative activities, in a beautiful outdoor setting, right on their doorstep. It also allowed Forestry England to promote their new 'Pedal & Play' trail. By using, it reinforced the message of how our green spaces and Cannock Chase AONB, when used with respect and sensitivity, can play a vital role in their culture and daily life, as a free health and wellbeing resource.

The commission fee allowed them to be ambitious in their provision and provide a quality event for local children. The day started with activities on stage such as an opening ceremony including a 'wake up, shake up style' dance to get the children excited and warmed up for the day ahead, a visit from Perry the Mascot and a talk by local Medal winning Squash player Sarah Jane Perry.

Along with a 'closing ceremony' for the event, reflecting the 'journey to the Games' there were walkabout performers, based on a magical forest theme, who were tasked to explain to children how they can look after green spaces and how they 'can change the world'. The activities provided at the event allowed children to



Woodland Wonder Festival

learn further about the Commonwealth through wild play, adventure, fun and friendly competitive opportunities all planned and designed around Commonwealth countries.

Cannock Chase CEP also committed to provide workshops in schools leading up to the event. Schools who participated were given a Commonwealth partner enabling them to explore through creativity and 'to find common ground'. The commission fee enabled the team to develop this work further and display the children's creations as a temporary art installation at the event. All primary schools across Cannock Chase District were invited to participate, as well as secondary school children (approximately 34 schools in total) who were given the opportunity to volunteer through marshalling, litter picking and event management.

**Woodland
Wonder Festival**

2.16 The Bring the Power youth programme also launched a National Schools Festival, supporting schools across England to deliver their own Bring the Power Festival Days and activities within their setting. All schools were provided with free access to Games-related resources (see paragraph 2.22) and the opportunity to win prizes along the way.

Pupils from Early Years to Key Stage 3 were given the opportunity to get closer to and learn about the Games, expand their horizons, and learn from others. The following example from the Woodland Community Primary School (in Lancashire) is provided as an example of a school outside the West Midlands that enjoyed a variety of activities as they celebrated the Commonwealth Games.

National School Festival

Region: Skelmersdale, Lancashire

Age range: 3 to 11

Phase of education: Primary

School type: Community school

Number of pupils: 381

Link to song: [Woodland Community Primary School Song](#)

Woodland Primary School created their own Bring the Power activities in their setting focusing on the upcoming Commonwealth Games in Birmingham. Throughout the week, children participated in a variety of Commonwealth Games sports, including badminton, judo, athletics, netball, cycling, and rhythmic gymnastics. In addition, Woodland introduced a range of new sporting opportunities such as fencing and karate.

Children took part in sessions at community venues, including a trip to The Village Pub in Old Skem to play Crown Green Bowls with some senior SASU (Scouts Active Support Unit) members. All children also experienced ABC



Boxing Gym Birch Green, while the youngest children from Nursery to Year 2 experienced swimming at Nye Bevan.

Woodland also picked South Africa as the Commonwealth country that they wanted to learn more about. The children had fun learning how to play the African drums and cooking and eating hertzoggies, a South African cake, while sipping Red Bush tea. A long-standing piece of tribal artwork was created by the children which will serve as a constant reminder of such an inspiring week.

At the end of the week, the children participated in a colourful closing ceremony where they all celebrated the week's accomplishments. The Woodland Commonwealth Song, written by a member of their staff and recorded at E Rooms Studio, was performed by the children. The song embodies the school's spirit and its values of equality, friendship, courage, inspiration, respect, determination, and excellence.



d) Resources, Curriculum Content, Lessons Tailored to Birmingham 2022

- 2.17 The Bring the Power Youth Programme provided educational resources to be used within the school curriculum or as part of home learning to increase students' understanding of the Birmingham 2022 Commonwealth Games through cross-curricular activities. These educational resources included ideas for a variety of activities for students to be involved, printable worksheets to be used by students and teachers, and guidance for teachers and schools to support them in disseminating and running these activities.
- 2.18 Bring the Power educational resources fell under three themes. Table 2.3 provides a list of all **free resources** split into themes. Included are also the resources from the Bring the Power School Festival, **which gave schools across England free access to materials about the Commonwealth Games along with information and guidance for teachers and schools to plan their own Games-inspired events within their setting**. Altogether, **27 resources** were developed for use in classrooms and educational settings. Classroom resources were housed on the Birmingham 2022 Commonwealth Games website and were accessed 742,444 times by young people who benefitted from these resources.



Table 2.3 List of Resources on Birmingham 2022 Commonwealth Games by Theme

Themes	Resources
Journey to the Games	<ol style="list-style-type: none"> 1. Countdown Challenges (Early years and KS1) 2. Queens Baton Relay (Reception, KS1 & KS2) 3. Athlete and Sports (KS1 & KS2) 4. Weekly Challenges (KS2) 5. Yes, I Can! (KS2) 6. Action Stations (KS2) 7. Word! (KS3)
Finding Common Ground	<ol style="list-style-type: none"> 1. Fly your Flag (Early years) 2. A Song to Celebrate (KS1) 3. Project Commonwealth (KS2) 4. Our home (KS2) 5. Welcome to the Commonwealth Games (KS3)
We Change our World	<ol style="list-style-type: none"> 1. Be a Kindness Champion (KS2) 2. One World, One Planet (KS2) 3. Make a Difference (KS2) 4. Bring your Voice (KS3) 5. Non-verbal drama Games
Bring the Power: School Festival Days	<ol style="list-style-type: none"> 1. Introductory Assembly (Primary) 2. Introductory Assembly (Secondary) 3. School Festival Pack (Primary) 4. School Festival Pack (Secondary) 5. School Festival Certificates 6. Workshop Resources (KS1) 7. Workshop Resources (KS2) 8. Workshop Resources (KS3) 9. Perry's Journey to the Games 10. Values Challenge

- 2.19 A few examples of what these resources have included are described below. The first example is from the **'Journey to the Games'** theme. This included resources to support children and young people to learn about, celebrate and feel part of the journey to Birmingham 2022. Among the resources was a **Queen's Baton Relay Resource Pack**, which contained age-appropriate themed activities and worksheets to encourage children and young people to learn about the Baton's journey and its significance. One activity inside the resource pack gave KS1 students the opportunity to design a board game around the idea of Journey to the Games, with the Queen's Baton Relay being the ultimate journey.



Patch Dolan Photography

Queens Baton Resource Pack: Journey to the Games – Board Game Worksheet

Curriculum links: Design and Technology

Omni and Harrison, Year 4 pupils at West Heath Primary School in Birmingham using the Queen's Baton Relay learning resources for KS2.2.20 Another theme was 'Finding Common Ground', which included resources to support children and young people to learn from, connect with and celebrate the similarities and differences between them and others in their community and around the Commonwealth. Among the resources was **Project Commonwealth**, which offered activities for KS2 students. Students were shown a PowerPoint presentation that featured a range of activities. In one of the activities, students had the opportunity to consider their own home backgrounds. Students were asked by their teachers to make lists of the various communities that people in the class might be a part of. Following that, these lists were utilised to have

discussions on the definition of diversity and its benefits for a community. In addition, students were asked to bring something that represented their heritage for a show and tell session. A copy of the PowerPoint slide is provided below.

Project Commonwealth Resource: Heritage show and tell

Key words:

Commonwealth; nation; territory; project; research; heritage; difference; diversity; mascot

Curriculum links:

English: research; information gathering and extraction; comprehension



2.21 The 'We Can Change our World' theme included resources to empower and support children and young people to take action to make their community and society a happier and healthier place to live. Among the resources was **Bring your Voice**, which offered activities for KS3 students. Students were shown a PowerPoint presentation with activities designed to inspire them to become agents of change in their communities. Students had the opportunity to learn what advocacy is and read case studies of three athletes who are advocates for societal issues. Students were then given the task to work on their own creative response to an issue they believed in. A copy of the PowerPoint slides is provided below.

Bring your Voice Resource: How to use your own voice to advocate for a particular cause

Curriculum links:

Citizenship

Key Words:

advocacy, change, society, humanity, equality, destiny



HERITAGE SHOW AND TELL



Heritage



Community



Diversity



2.22 **Bring the Power: School Festival** was a national engagement campaign that gave schools across England free access to Games-related resources. The Bring the Power School Festival Day resources allowed schools nationally to create their own Bring the Power School Festival Day so that students could experience and feel part of the Birmingham 2022 Commonwealth Games. Amongst the resources was a **School Festival Resource Pack** which included a range of activities geared towards planning a 'Festival Day' to get ready for the Birmingham 2022 Commonwealth Games. The pack also included teacher notes and printable worksheets and resources. One activity for KS1 and KS2 included planning a 'Bring the Power Unity Day' where they had the opportunity to

focus on celebrating the diversity of the nation's competing in the Birmingham 2022 Commonwealth Games. A copy of the slide from the PowerPoint presentation and a festival planning worksheet is provided below.

School Festival Resource Pack: Activities geared towards planning a festival day



Curriculum links:
Geography, Languages

BRING THE POWER UNITY DAY!

Hold a Bring the Power Unity Day in your school to celebrate the diversity (differences) across the competing nations and territories.

Here are some ideas to help you plan the day:

- Come to school dressed in the team or flag colours of one of the nations
- Learn about and celebrate the different languages spoken
- Create nation or territory fact files
- Listen to music from the different nations
- Make flags
- Look at world maps and plot the competing nations
- Try foods from the different nations

15 BIRMINGHAM2022.COM/POWER #BRINGTHEPOWER

SCHOOL FESTIVAL



FESTIVAL PLANNING SHEET

There are lots of things to consider when planning your Bring the Power-School Festival event.

TASK 1

Here are six things you need to think about when planning. Can you add two more of your own?

- 1 Date
- 2 Time
- 3 Venue
- 4 Who to invite
- 5 What to do
- 6 What to eat/drink

TASK 2

Write down why they are important.

	This is important because...
Date	
Time	
Venue	
Who to invite	
What to do	
What to eat/drink	



BIRMINGHAM2022.COM/POWER #BRINGTHEPOWER



Patch Dolan Photography

e) Exchanges between schools in countries participating in the Games

2.23 Commonwealth Connections was a joint project between the British Council and the Birmingham Organising Committee for the 2022 Commonwealth Games, twinning 60 schools in the West Midlands with 60 schools from the Caribbean, Sub-Saharan Africa, and South Asia. Using sport and art, the project created connections between young people on shared Commonwealth values. Table 2.4 shows the 10 participating countries in the project.

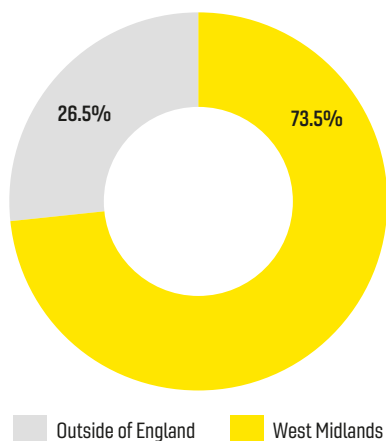
Table 2.4 Participating Countries in the Commonwealth Connections Project

Participating Countries in the Commonwealth Connections Project	
1. Ghana	6. Pakistan
2. India	7. Sri Lanka
3. Jamaica	8. Trinidad and Tobago
4. Kenya	9. Uganda
5. Nigeria	10. Zambia

2.24 In total, **34,200 young people** were engaged in the Commonwealth Connections project. A geographical breakdown of this information is depicted in Figure 2.5. This shows that:

- 25,148 young people were engaged in the Commonwealth Connections project in the West Midlands, accounting for 73.5% of the total number of young people engaged in the project.
- 9,052 young people were engaged outside of England, constituting 26.5% of the total number of young people involved in the project.

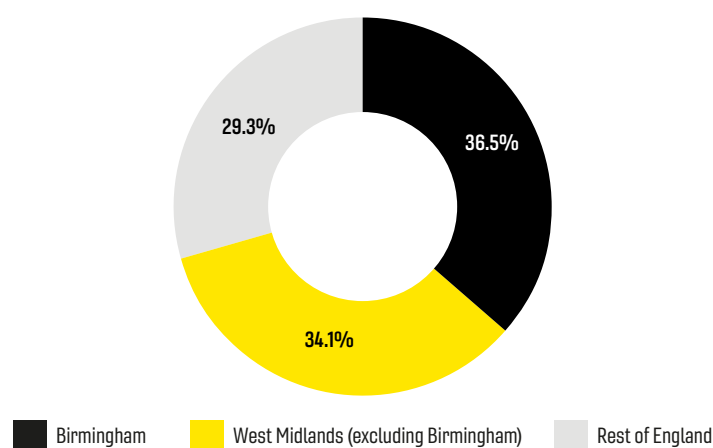
Figure 2.5 Geographical breakdown of young people's engagements in the Commonwealth Connections Project (Based on: Total number (across all countries) = 34,200)



f) Teachers' Engagement

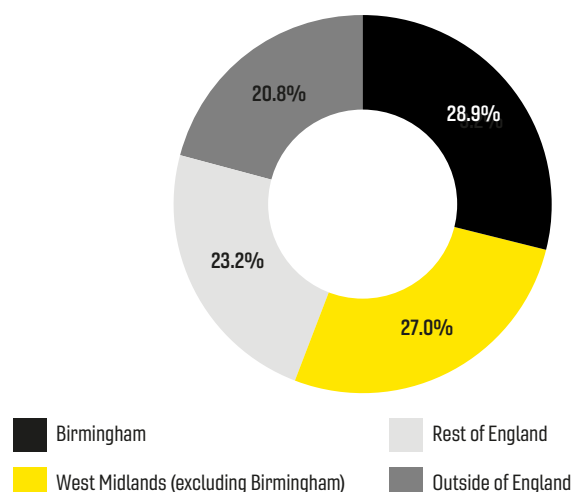
2.25 Through various educational activities in school settings, the Bring the Power Youth Programme engaged **5,897 teachers across England**. The geographical distribution of teachers engaged in the programme is depicted in figure 2.6 and shows that of all teachers engaged, 36.5% (2,155 teachers) were from Birmingham. An additional 34.1% (2,013 teachers) were from the rest of the West Midlands. Therefore, a total of 4,168 teachers from the West Midlands were engaged in the programme. In addition, 29.3% (1,729 teachers) were engaged from across England but outside the West Midlands.

Figure 2.6 A Geographical Breakdown of Teachers Engaged in the Programme in England (Based on: 5,897 teachers engaged across all countries)



2.26 The programme also engaged an **additional 1,549 teachers outside of England** as depicted in figure 2.7, bringing the total of teachers engaged in the programme to 7,446 teachers.

Figure 2.7 A Geographical Breakdown of All Teachers Engaged in the Programme (Based on: 7,446 teachers engaged across all countries)



g) Schools Participation through Birmingham Connect

2.27 The Birmingham Connect projects was funded by the Commonwealth Sport Foundation and used the power of sport, and excitement of the Commonwealth Games in Birmingham in 2022, to promote social integration of young people aged 11-14 years in Birmingham. Review of the available information about this project shows that:

- 12 schools across Birmingham participated in the project;
- A total of 26 teachers were engaged;
- 83 connectors (young leaders) were recruited; and
- An estimate of 1,581 young people aged 11-14 were engaged in the programme.

2.28 Activities undertaken by the participating schools aimed to encourage meaningful social mixing from diverse communities in Birmingham to improve attitudes and perceptions held of people from different backgrounds. Review of the areas of the 12 schools that took part in Birmingham Connect shows that a variety of schools have taken part including schools in areas falling within the top 10% of the most deprived areas in England (based on the Index of Multiple Deprivation¹⁰).

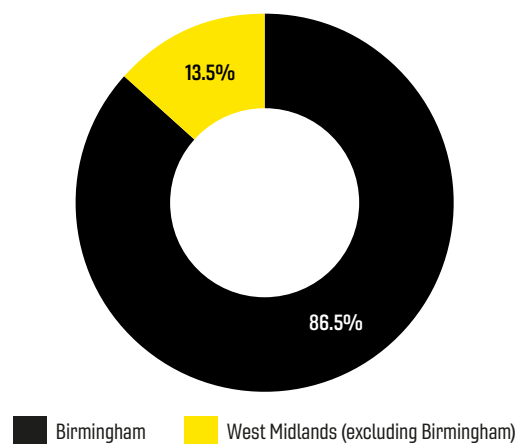
Community Youth Engagement Strand

2.29 A total of **53,057 young people participated in 583 non-school based activities**¹¹. As shown in figure 2.8, of the 53,057 young people engaged through community youth engagement:

- A total of 45,909 (86.5%) young people were engaged in Birmingham; and
- A further 7,148 (13.5%) young people were engaged in the West Midlands (excluding Birmingham).



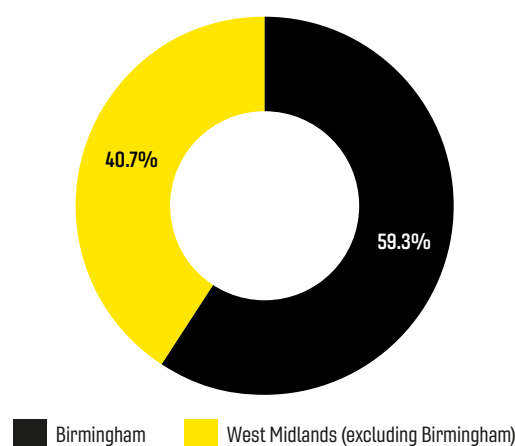
Figure 2.8 Geographical breakdown of Young People Engagements in Community setting (non-school settings) across the West Midlands (Based on: 53,057 engagements with young people in the West Midlands)



2.30 Specifically, Everfi engaged 1,435 young people in non-school based workshops across the West Midlands.¹² A geographical breakdown of this information is depicted in figure 2.9 and shows that:

- Across Birmingham 59.3% (851) young people were engaged in the non-school based Everfi workshops.
- 40.7% (584 young people) were engaged across the rest of the West Midlands (excluding Birmingham), and the majority of participants took part in Everfi workshops.

Figure 2.9 Geographical breakdown of Young People Engaged in Everfi Workshops (non-school settings) across the West Midlands (Based on: West Midlands 1,435 total: 851 settings in Birmingham and 584 settings in the West Midlands outside of Birmingham.)



2.31 Organisations involved in activities engaging young people in non-school (and school) settings is presented in Chapter 3 (Table 3.1).

¹⁰ The Index of Multiple Deprivation (IMD) measures relative deprivation based on a basket of indicators covering the following domains: Income; Employment; Education; Skills and Training; Health and Disability; Crime; Barriers to Housing Services; Living Environment.

¹¹ This includes the following workshops: 492 involving athlete visits, 56 conducted by Everfi, 24 related to Pat Benson Boxing Academy; 5 Kooth and 6 by EmployabilityUK

¹² In total Everfi engaged 18,098 young people: 16,663 in school settings and 1,435 non-school settings.

Youth Voice & Advocacy Strand

- 2.32 Youth Voice played an integral role in the Bring The Power Programme. Imbedded in the heart of all activity and the programme's strands, was a platform for young people's views, thoughts and opinions to be heard. For example, the programme collaborated with the [Youth City Board](#) to set up the Youth Voice panel and a dedicated board for the programme, which was made of 35 young people aged 14-17 from 12 different schools in Birmingham. Funding was allocated to the Youth City Board to run a range of initiatives. In October 2021, the Youth City Board played a key role in supporting the public facing launch of the Queen's Baton Relay, attending Buckingham Palace to participate as flagbearers. Two residential city tours to Liverpool and London were also organised and attended as young ambassadors. They were part of the Young Volunteers Process, shaping how young people could be a part of the Games as volunteers. Additionally, the group played a significant role in developing a variety of resources and competitions within the Youth Programme, including a spoken word contest and an athlete Q&A, which have been used in schools and youth centres across England.
- 2.33 Workshops with the Youth Voice panel were also facilitated by Birmingham Youth Service (and through them by the [Factory Young People's Centre](#)) to support the group to develop their youth voice delivery programme, with these sessions also providing the environment and opportunities that would enable the young people to develop and grow as changemakers. The evidence shows that the young people developed in confidence and as peer leaders and as a strong youth voice group (see Chapter 4, paragraph 4.23).

Cross-cutting activities and programme outputs

- 2.34 In support of the work of the three strands, several activities have taken place that cut across all three strands of the programme and have delivered important outputs. For example, the programme **rewards and recognition** play a key part in celebrating and acknowledging the learning, development, and achievements of young people, teachers and youth practitioners who have taken part in the Bring the Power Youth Programme. This included certificates, posters, badges, letters from athletes and branded equipment. The reward and recognition strategy raised the profile of Bring the Power Youth Programme by incentivising:
- engagement in the programme;
 - participation in specific campaigns and competitions;
 - sharing of activity across social media channels; and
 - repeat engagement.
- 2.35 A total of **1,457 young people** benefited from follow up engagement prizes as a result of their initial participation in rewards and recognition, including the following:
- 692 young people across 5 schools participated in virtual athlete visits;
 - A further 685 young people across 5 schools and 2 youth groups participated in face-to-face athlete visits; and
 - 80 young people across 2 schools participated in poetry workshops.
- 2.36 As a bi-product of Bring the Power Youth programme initiatives, external organisations and partners provided formal volunteering opportunities to young people and adults. Among these formal volunteering opportunities were those provided by the [Scouts Association](#). Across Birmingham, the Scouts Association engaged **1,140 young people** and **200 adults** across 6 districts in various Commonwealth Games-related events. A Beaver Baton Relay, for instance, took place which involved the Baton passing through several Beaver colonies across the districts. In collaboration with the Bring the Power Team, the Beaver Baton was handed to Artistic Gymnastics World Cup gold medalist Joshua Nathan, 22 years old and from the West Midlands, in a mass moment that culminated on Birmingham's Centenary Square.
- 2.37 Also involved in formal volunteering opportunities was [EmployabilityUK](#) that delivered 6 sessions over the course of 6 weeks with the aim to help young people reflect on their own future skills development and career prospects. EmployabilityUK engaged a total of **110 young people**, **50 Scouts** and **60 RAF Air Cadets** across all sessions. In addition, during the sessions, a total of **22 volunteers from a range of professions** (such as lecturers, police officers, and pharmacists) gave presentations and discussions about their own professional journeys, as well as industry insights and advice for young people regarding their prospects. Furthermore, throughout these sessions, other activities for young people included CV writing, interview techniques, motivational talks from a gymnast and the creation of vision boards by the young people involved.
- 2.38 In addition to the above outputs delivered by the Bring the Power Youth programme, other notable outputs reported include:
- **Facilitators recruited, trained, and upskilled to support the delivery of various workshops** (e.g., for the workshops conducted by Everfi 12 facilitators were recruited of which 5 were Lead Facilitators, 4 Assistant Facilitators, 3 Cover Facilitators).
 - **Mentoring sessions** were also provided, with Everfi logging 98 hours of mentoring and the core programme team amassing 160 hours of mentoring in support of the youth voice panel.





3. DELIVERY OF THE PROGRAMME

3.1 Table 3.1 provides a list of the **9 primary partnerships** involved in the Bring the Power Youth programme including a description of how these partnerships engaged with the programme. A list of all 44 partnerships that worked with the Bring the Power Youth Programme can be found in [Appendix C](#).

Table 3.1 School and Community Youth Partnerships and Projects Tailored to the Games

Partner	Involvement with the Youth Programme
Active Partnerships	Bring The Power worked with Active Partnerships across the West Midlands to support the reach of the programme and connect schools with the offer. 3 Active Partnerships also supported the distribution of Games tickets to local young people and families across the region.
Birmingham Children’s Trust (BCT)	Birmingham Children Trust created initiatives and projects for young people in care and young care leavers. A ‘Hub Model’ was devised whereby 4 familiar centres across Birmingham were chosen so that young people could utilize them for a multitude of purposes, particularly employability skills, mentoring, and guidance on transitioning into independent living.
Birmingham City Council (BCC)	Bring the Power received funding from Birmingham City Council to deliver a large part of the overall programme; this resulted in the delivery of Birmingham engagement workshops, sports roadshows, mass participation moments, athlete visits, a large-scale NEET project, and the amplification of school engagement.
Birmingham Youth Services	Birmingham Youth Service delivered Games-related activities in four flagship youth hubs across Birmingham in 2022, including a basketball skills award, multi-sports, workshops on food and music from the commonwealth, using the Games as a catalyst for violence reduction in the city, and celebration events.
British Council	British Council jointly funded the Commonwealth Connections programme alongside Bring the Power.
Commonwealth Sport Foundation	Commonwealth Sport Foundation generously funded the Birmingham Connect and Unlocking the Games portions of the Bring the Power programme.
Everfi	Everfi delivered the launch of the national campaign in Stratford, London, and set the scene for the 413 Bring the Power workshop sessions to 111 schools and 40 youth settings which followed. Downloadable resources were also produced to enable teachers nationwide to create Commonwealth Games themed activity within their setting.
Youth City Board	The Youth City Board were Bring The Power’s dedicated Youth Voice Panel, who were vital to our strategy and delivery. Made up of 35 young people between the ages of 14 and 17 from 12 different schools in Birmingham, they played a key role in supporting the programme, as well as creating their own large-scale projects throughout 2022.
Youth Sport Trust	Youth Sport Trust were grant-funded to deliver the Birmingham Connect project and were also a delivery partner on the Commonwealth Connections project.



Shine Pix Ltd

- 3.2 In addition, other organisations were involved in delivering parts of the programme, such as Aspire Active Education. They supported schools in designing activities that aimed to allow children to participate and try a range of sports in which the athletes involved in the Commonwealth Games would compete. These included netball, volleyball, boxing, athletics, and wheelchair racing. Highly Sprung, a physical theatre company, was involved in the delivery of creative School Festival Days, bringing together the Bring the Power Youth programme and the Birmingham 2022 Festival programme, and raising awareness among young people of global challenges e.g. climate change, and how these can be addressed.
- 3.3 As part of the evaluation, feedback was gathered from partner organisations around: the programme's main achievements, what worked well and lessons learned. A list of those interviewed is provided in Appendix D and main points raised during these discussions are summarised below.

Main achievements (as perceived by interviewees)

- 3.4 According to the majority of interviewees the Bring the Power Youth Programme was effective in **promoting participation in sport and physical activity**, and one of the key achievements of programme (as highlighted during the interviews) has been the **capacity of the programme to introduce a larger number of children and young people to new sports**. For example, the workshops covering both Paralympic and Olympic sports offered as part of the Bring the Power school sport workshop programme were particularly useful, with statements made by the interviewees including the following:

"The workshops gave children the confidence and encouragement to try different sports."

"Increased participation in sport and created an inquisitive buzz about the legacy of the Games."

“The workshop opened children’s eyes to the different sports available to them...and children are now more interested in new sports and wanting to participate, raising their physical activity”” (See: Aspire Sports, Impact Report, 2022).

- 3.5 This is reinforced by feedback provided from young people.
‘For me, it was the start of me finding the courage to share my voice and generate change. We are all proud to have produced the poem that was shared nationally to launch the Commonwealth Games Poetry competition’.
– Youth City Board member

- 3.6 Another highlighted key achievement of the Bring the Power Youth Programme has been the opportunity for children and young people to **experience the fully integrated para-sports programme of the Games**. By introducing children and young people to para-sports, they were able to better grasp an understanding of the inclusivity and diversity of the Commonwealth Games. As stated in the Aspire Sports, Impact Report, 2022:

“Children were able to experience para-sports and other non-traditional sports which they would not traditionally do”

- 3.7 According to the feedback provided, the programme also improved children and young people’s **understanding of Commonwealth Games heritage and history**. As stated in the British Council report (British Council, Evaluation of the Commonwealth Connections Project, Interim Report 2022):

[Most students and teachers], “Knew very little about the Commonwealth. It encouraged everyone to get to know more about the values as well as all the other countries involved”

- 3.8 Furthermore, young people not only gained a better understanding of the Commonwealth **but also a greater sense of pride in their own culture and individual contributions to global issues**. According to one of the interviewees: ***“They [young people] have reflected on their own place in the world and local community and shared heritage.”***



¹³ See examples: https://www.cipd.co.uk/Images/youth-employment-UK_tcm18-103279.pdf; <https://committees.parliament.uk/publications/7988/documents/82440/default/>; and <https://learningportal.iiep.unesco.org/en/library/what-works-in-soft-skills-development-for-youth-employment-a-donors-perspective>



3.9 The British Council Interim report also quoted the following ***“They have a great deal of pride in their heritage, and this enabled them to get a better understanding of how to become more assertive about their place in the world and contribute to solving worldwide problems”*** (British Council, Evaluation of the Commonwealth Connections Project, Interim Report 2022).

3.10 Additionally, through participation in the Bring the Power Youth Programme children and young people **gained new skills**. Partner feedback frequently mentioned the acquisition of soft(er) skills such as **problem-solving, collaboration, leadership, communication, and creativity** – in particular as a result of the **Bring the Power Youth programme**. The long-term impacts of these skills (which are often seen as key competencies by employers) on young people’s employability is well-researched.¹³ Gaining these through programme-related activities is recognised as a major future achievement of the programme by a number of interviewees, and captured by the following comment during one of the interviews:

“Young people gained new skills particularly soft skills that enhance their employability prospects.”

3.11 **More opportunities for greater connectivity between schools and between other organisations involved in the Games and between young people** was also major achievement of the programme. This included:

- **Development of local/regional links across schools and between young people.** For example, through the development of regional links, schools in the West Midlands had the opportunity to connect with other schools in their locality giving them

the chance to ***“Work together and run joint events.”*** One interviewee quoted in the British Council Interim Report stated that ***“We are fairly isolated in terms of the profile of our school, and we were keen to embrace the opportunity to link up with other schools to get the children working together and enable teachers to learn from each other”*** (British Council, Evaluation of the Commonwealth Connections Project, Interim Report 2022).

- The Commonwealth Games Youth Voice Panel, part of Youth City Board, also visited Liverpool to meet with another Youth Voice Panel called the ‘Young Inspectors’. The purpose of the visit was to give Liverpool valuable insight, into the way in which the young people had been working with the Commonwealth Games, and all the opportunities that comes with this type of large scale event that’s being held in a major city. Liverpool hosted the 2022 World Gymnastics Championships in the summer and the group wanted to share their journey so far with the Commonwealth Games Team and support Liverpool to show the potential for youth voice within the gymnastic event. The two youth groups shared good practice and ideas in terms of youth voice and engagement with regards to the big events that are happening in their cities. In addition to this, the Commonwealth Games Youth Voice Group visited London Hackney to meet [Rise 365](#). This city visit was an opportunity for the Group to explore how they can transfer the learning they experienced from Rise 365 into ideas, projects and programmes within Birmingham.
- **Development of international links across schools** - Through the development of international links, young people also had the opportunity to ***“Interact directly with peers from other nations in the Commonwealth.”*** According to another interviewee, projects delivered as part of Bring the Power Youth Programme ***“Helped build value in terms of internationalising by giving the opportunity for children to think internationally and develop meaningful engagement with other parts of the world leading to better connections and understanding.”***

- **Building connections between local areas** was also highlighted as a key achievement of the Bring the Power Youth Programme. By offering Games-related activities, for instance, local organisations were able to collaborate with groups in their surrounding areas. A few of the related comments are listed below:

“Districts were encouraged to engage more, which also promoted diversity by engaging children from different backgrounds in games activities.”

“Our involvement also increased communication with other local organisations about ways to come together to engage children to participate in additional sporting and community events in the future.”

What worked well for partners and project leads (as perceived by interviewees)

- 3.12 The relationship between the Bring the Power team and project leads and partners was in general seen as positive. As stated by one interviewee, ***“[we] experienced good engagement from the team, and we continue to work with their team.”*** While another interviewee stated the following: ***“Good working relationship with the team and a well-run Bring the Power programme.”***
- 3.13 However, as stated during one of the interviews, the Bring the Power Youth Programme team worked well despite its relatively small size and resourcing. In the future, additional resources should be accounted for, with ***“larger teams considered to carry out the targets set for the youth programme and community engagement programme.”***
- 3.14 The feedback provided also sheds some light into what partners and projects thought worked well for their own organisations in delivering programme-related activities as part of the Bring the Power Youth Programme, and there were a number of benefits highlighted.

- 3.15 For example, having to complete a programme activity in a constrained amount of time allowed one organisation to **gain new skills such as project management skills**. As stated by the project lead, ***“the short window of the project of this size allowed the team to learn project management skills, learning was then fed into future projects.”***
- 3.16 **Increased commercial opportunities** for organisations delivering programme-related activities as part of the Bring the Power Youth Programme was also regularly highlighted as something that worked well. For example, following their involvement with the programme, organisations now have the opportunity to work with new partners whom they may engage with in the future, all of which enhances ***“organisational profile and relationships”***. As one interviewee stated, ***“Usually work with schools and colleges, so it is a good learning experience to work with groups who we can engage with further in the future.”*** For another interviewee, the Bring the Power Youth Programme has allowed organisations to work with schools they had never previously worked with, and as stated by them, ***“new schools have become acquainted with our team and organisation.”***
- 3.17 It was also noted that since more adults participated in Games-related activities, organisations will find it **easier to finding volunteers in the future and as a result potentially reaching out to more families and young people**, as part of their main remit of work.

Lessons to learn from (as identified by interviewees)

- 3.18 Some interviewees highlighted lessons to learn from this programme for future programmes, as follows:
- More clarity and better communication in relation to various organisations’ roles and responsibilities. One interviewee quoted that ***“Since many partners were involved, finding a common consensus and roles and responsibilities was challenging because it was difficult to communicate with many of the partners online. In the future, this must be carried out in face-to-face settings”***.
 - Simpler system and processes. As stated by one interviewee ***“System issues in the future should be simpler to use and staff well trained to use them.”***
 - Earlier engagement and more clarity and support related to programme evaluation requirements.



4. BENEFITS AND IMPACTS FOR YOUNG PEOPLE

- 4.1 The benefits and impacts of the Bring the Power Youth Programme as seen by young people (pupils) and their teachers are summarised in this chapter. Feedback has been provided by young people and teachers based on an online survey established post-participation to gather views and insights as to the success or otherwise of various activities delivered as part of this programme. Organisations delivering various aspects of the programme (e.g. Everfi, Aspire, Birmingham Youth Service at Birmingham City Council) also gathered information about young people's experiences and this has been included in this chapter.
- 4.2 Key messages are summarised below.

Key Messages

Young People

- For young people of all ages, the workshops were a **resounding success** in terms of delivering an enjoyable experience which left pupils feeling happy and positive (with approximately 8 in 10 pupils stating that there were feeling happy and positive following attending the workshops).
- The majority of young people of all ages also stated that they would like to participate in similar workshops again in future.

Teachers

- Amongst teachers and youth workers the majority view was that the workshop and the activities **within it stimulated new ideas for them which would be used again in classrooms and youth club settings moving forward.**
- **Approximately 9 in 10 teachers surveyed felt that young people gained new skills** when participating in the workshop.
- Having attended the workshop, teachers felt that 9 in 10 young people were more keen to take part in **creative, cultural and sporting activities.**
- Teachers and youth leaders also stated that they would like to see **these workshops being part of a longer-term curriculum or programme.**
- **The majority of teachers** agreed that: a) young people **gained confidence** because of the workshop; b) young people's **motivation to participate in educational activities had increased**; and c) the workshop **helped young people better understand** the Commonwealth Games.

- 4.3 Workshops targeted at Key Stages 1-3 pupils (ages 5-14, years 1-9) were delivered throughout the West Midlands and across England. The workshops contributed towards the delivery of the following activities within the school engagement & learning activities strand:
- Classroom based activities
 - Curriculum content and resource development
 - School visits
 - Teacher development
- 4.4 Post-participation survey scripts were administered to gather feedback from pupils and teachers following the conclusion of the workshops. Each survey script was designed and pitched for the age of each respondent group to gather the most relevant and insightful feedback.

Young People's Feedback

a) Key Stage 1 (age 5-7, years 1 and 2): 290 respondents

- 4.5 The survey script for KS1 incorporated eight core questions and assessed the following:
- Benefit from and emotional response to workshop (Q1)
 - Repeatability of workshop (Q2)
 - Communication (Q5, Q6)
 - Learning (Q7)
 - Enjoyment (Q3, Q4, Q8)
- 4.6 As depicted in Figure 4.1, 82.1% of respondents reported that the workshop made them feel happy. Only 4.1% said that the workshop had made them feel sad. The remaining 13.8% did not feel happy nor sad about the workshop.

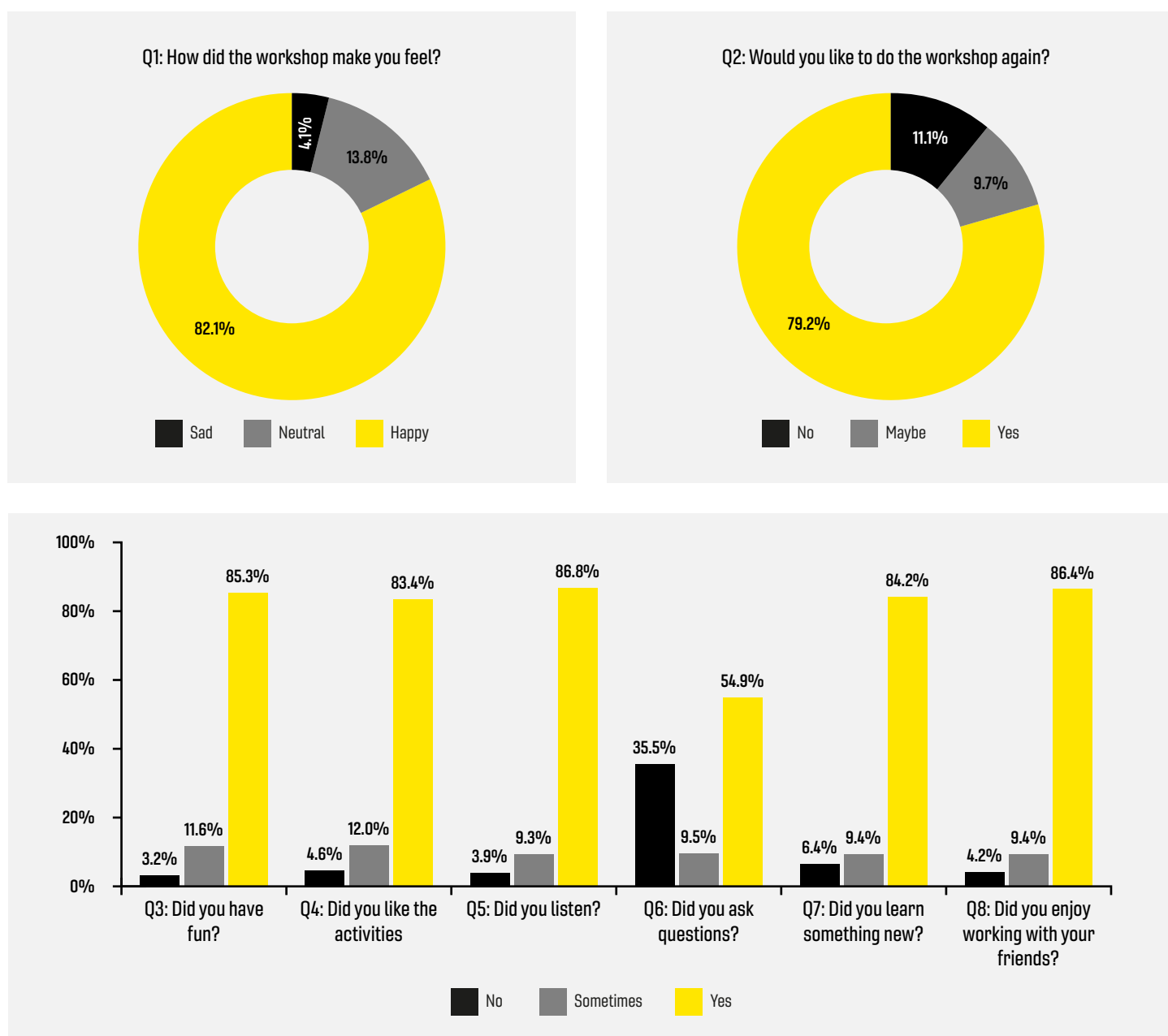


4.7 This feedback demonstrates the success of the Bring the Power Youth Programme workshops **in creating a positive feeling around the Commonwealth Games being held in the West Midlands amongst children aged 5-7**. The success of the workshops amongst this age group is further demonstrated by the 79.2% of respondents which said that they would like to participate in the workshop again, with only 11.1% stating they would not like to do it again. This suggests that **the workshops could be adapted for relevance and delivered again in future to engage children on the topic of the Commonwealth and the Commonwealth Games**.

4.8 More than 84% of respondents stated that they had fun, liked the activities, listened, learned and enjoyed working with their friends during the workshop.

4.9 Asking questions during the workshop was less common, with 54.9% of respondents indicating that they asked questions, whilst 36% of respondents said they did not ask questions. **However**, it is unclear as to whether participants were not given enough opportunities to ask questions, or whether the content of the workshop itself had an impact on the opportunity or likelihood of questions being asked.

Figure 4.1 Key Stage 1 Feedback on Workshops (Based on: 290 Responses)



b) Key Stage 2 (age 7-11, years 3,4,5 and 6): 568 respondents

4.10 The survey script for KS2 incorporated seven core questions and assessed the following:

- Benefit from and emotional response to workshop (Q1)
- Repeatability and recommendation of workshop (Q2, Q3, Q6)
- Communication (Q5)
- Learning (Q4)
- Pride (Q7)

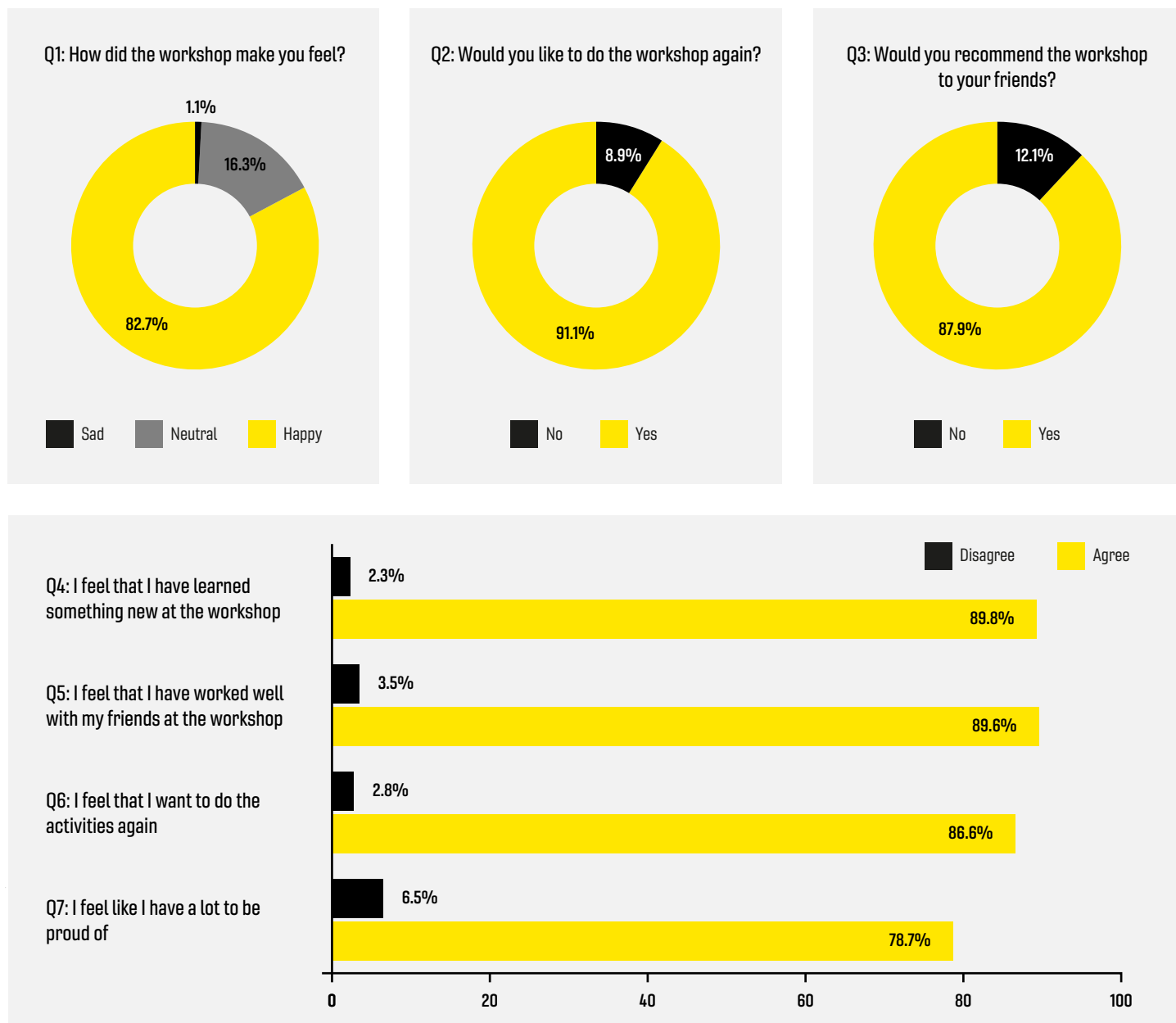
4.11 82.7% of respondents said that the workshop made them feel happy while only 1.1% said the workshop made them feel sad.

4.12 Repeatability and recommendation of the workshop also scored highly amongst KS2 respondents, with 91.1% stating that they would do the workshop again, while only 8.9% said they would not. 87.9% said that they would recommend the workshop to their friends, with 12.1% stating they would not recommend it.

4.13 Between 86% and 90% of respondents agreed that they learned something new at the workshop (89.8%), felt they worked well with their friends (89.6%) and want to do the activities again (86.6%).

4.14 There was also a high sense of pride amongst respondents, with 78.7% stating that they agree that they felt as though they have a lot to be proud of. Just 6.5% disagreed with this statement.

Figure 4.2 Key Stage 2 Feedback on Workshops (Q1-Q7) (Based on: 568 Responses)





Richard T Harris

c) Key Stage 3 (age 11-14, years 7, 8 and 9): 404 respondents

- 4.15 The survey script for KS3 incorporated seven core questions and assessed the following:
- Benefit from and emotional response to workshop (Q1)
 - Satisfaction and enjoyment of specific elements of the workshop (Q2, Q3)
 - Workshop improvement requirement (Q4)
 - Self-perceived engagement level (Q5)
 - Excited for Commonwealth Games having participated in workshop (Q6)
 - Repeatability of workshop (Q7)

4.16 Emotional responses to the workshop amongst those aged 11-14 varied widely within the survey responses. The most selected response option was 'interested' - 30.3% of all responses selected. 'Happy' was the second most selected response with 20.9% reporting feeling happy about the workshop. 18.2% of respondents felt inspired by the workshop.

4.17 In terms of overall enjoyment, 83.4% of respondents said that they enjoyed the workshop, while 16.4% said they did not enjoy it. Despite the high rate of enjoyment amongst respondents, 67.9% stated that the workshop could have been better, demonstrating that the workshop in its current form, although good, can be improved further to meet the expectations and needs of young people at Key Stage 3.

Figure 4.3 Key Stage 3: "How do you feel about the workshop today"
(Based on: 404 Responses)

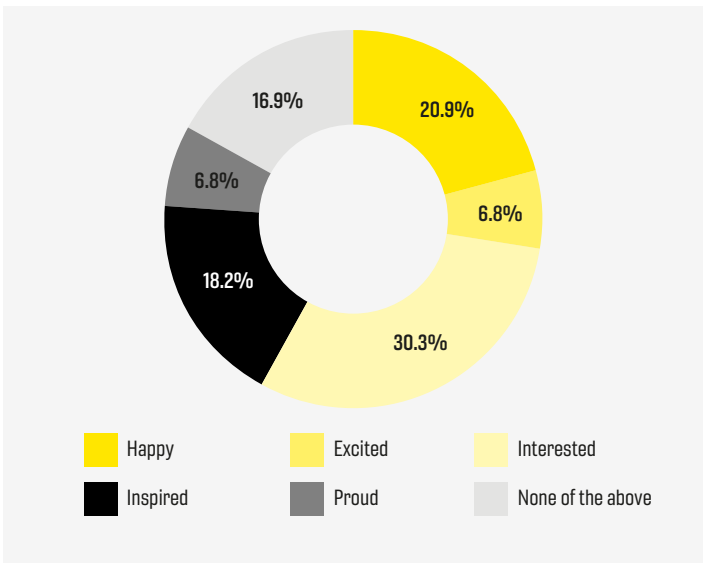
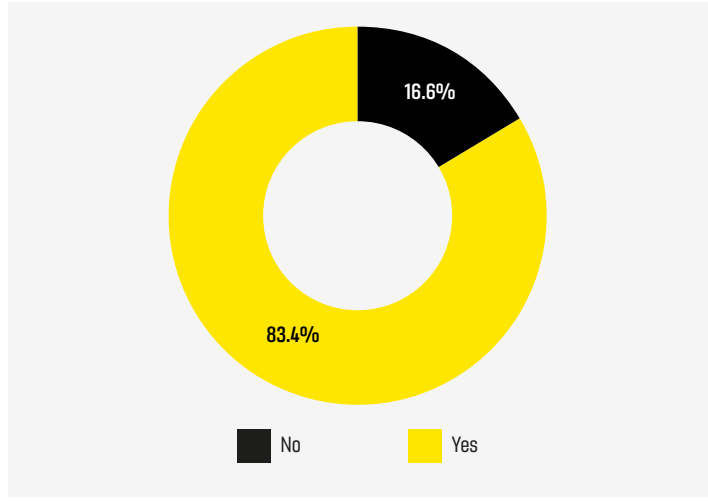


Figure 4.4 Key Stage 3 - enjoyment of the workshops
(Based on: 404 Responses)

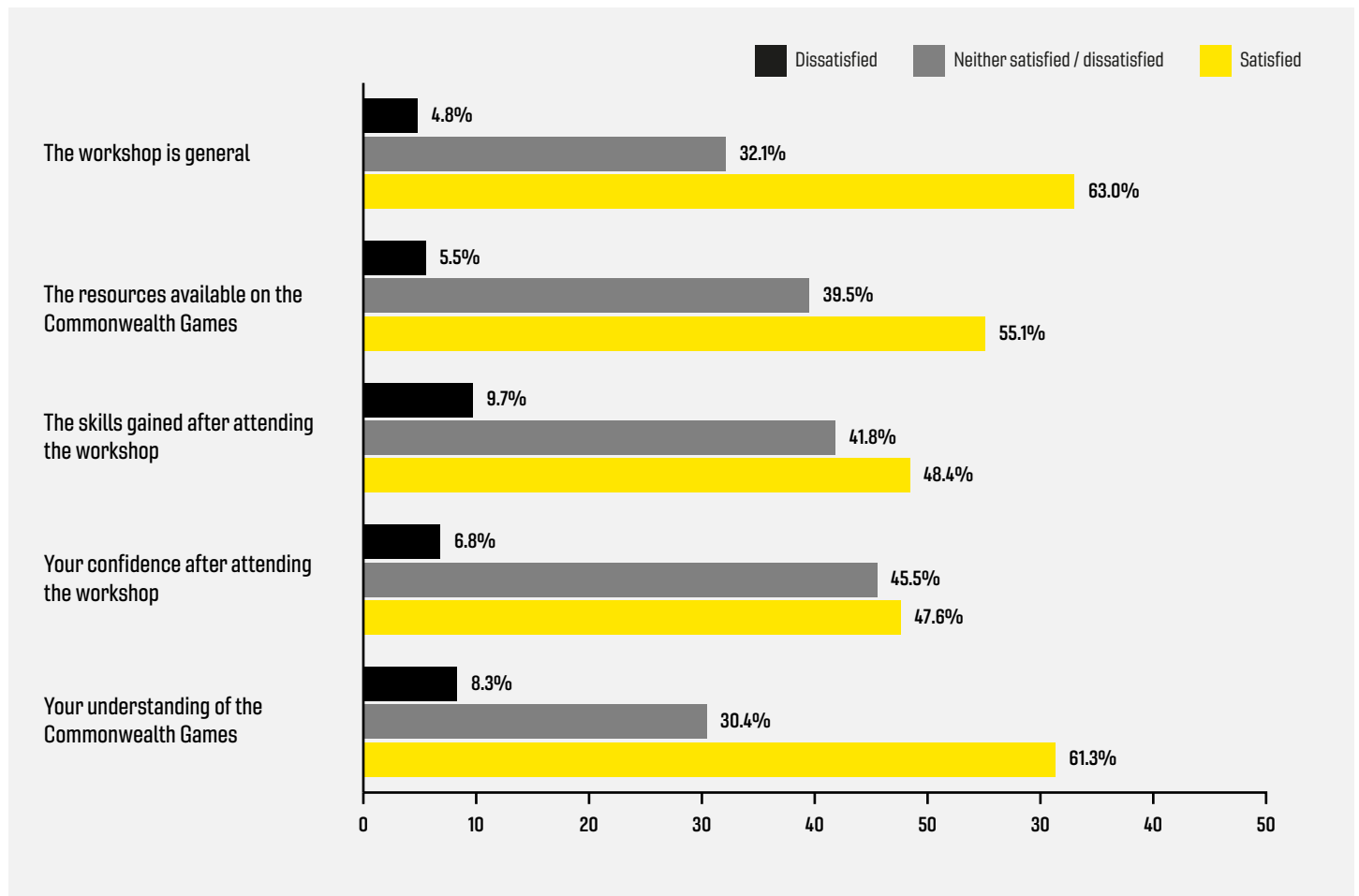




Richard T Harris

4.18 As shown in Figure 4.5, of the respondents, 63% expressed satisfaction with the workshop in general, while only 4.8% expressed dissatisfaction. There was majority satisfaction with the resources provided on the Commonwealth Games (55.1%) and respondents also reported satisfaction with the new skills they had learned during the workshop (48.4%). Improved confidence levels were also reported following the workshop (47.6%) alongside an improvement to the understanding of the Commonwealth Games (61.3%)

Figure 4.5 Key Stage 3 Satisfaction with the Workshops (Based on: 404 Responses)

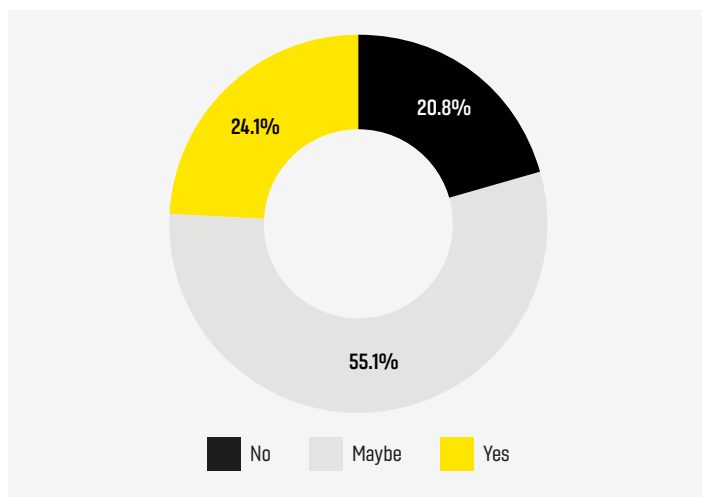




Shine Pix Ltd

4.19 The workshop did not deliver a sense of excitement amongst most KS3 young people participating, with only 24.1% of respondents stating that they were excited about the Commonwealth Games in Birmingham and the West Midlands. A large number (55.1%) stated that they were 'maybe' more excited following the workshop (see Figure 4.6).

Figure 4.6 Percentage of responses to "Are you more excited for the Commonwealth Games after participating in the workshop?" (Based on: 404 Responses)



4.20 Respondents from KS3 were offered the chance to leave comments as part of their feedback. The most common theme taken from comments made by respondents was that they would like to have more activities, features, and Games as this would enhance the workshop (x10 responses). Societal topics referenced by respondents included requests for more diverse content to cover items such as Accessibility, Diversity in the Commonwealth and LGBTQ Pride Month.

4.21 A few examples of the feedback received directly by Everfi that run workshops in **school settings** are listed below.

I'm more excited about the games coming to Birmingham now that I understand more about it.
- Yr 4 Pupil, St Chad's Catholic Primary, Dudley

The Hometown Heroes are really inspiring and it makes you realise we can all make a difference.
- Year 7 Pupil, St John Wall Catholic School, Handsworth, Birmingham

I really enjoyed learning all the information about the nations and other people in my class. - Year 3 Pupil, Goldsmith Primary Academy, Walsall

This was the best class ever! - Year 5 Pupil, Marlborough Primary School, Small Heath, Birmingham

Welcome [athletes], I hope you have a good time. Try and enjoy yourself because you must have travelled a long way!
- Year 1 Pupil, Hearsall Academy, Coventry



Shine Pix Ltd

I was worried I wouldn't fit in because everyone is white but it wasn't as scary at all I was feeling very welcome coming to the school – Year 4 Pupil (talking about his fear of coming to the UK from Nigeria), Berrybrook Primary School, Wolverhampton

I don't want this to end, can we do it again? – Year 1 Pupil St Bartholomew Academy, Coventry

I want to change discrimination and make people more accepting of others – Year 8 Pupil, Eden Girls' Leadership Academy, Small Heath, Birmingham

I am definitely going to speak to my teacher about setting up a club to support mental health in young people – Year 8 Pupil, Norton Canes High School, Cannock

4.22 Examples of feedback provided to Everfi by young people participating in non-school settings are also listed below.

I liked how we all started to make our own decisions during that exercise where we had to make choices. I didn't want to just follow my friends because they all agreed on something. It was really cool! – Scout, 64th Birmingham Cubs and Scouts, Handsworth, Birmingham

Thanks for coming and teaching us stuff but thanks for letting me teach you too! – Cub Scout, Third Walsall Sea Scouts (Cub Section), Walsall

I loved going under the parachute! – Brownie, Rainbows/Brownies, Stourbridge, West Midlands

I'd like to change the world by getting people to play more games, playing games brings us together. – Cub Scout, 10th Sutton Coldfield Cubs, Sutton Coldfield

I've already started working on the thing I want to change; last year I raised lots of money for Cancer Research. But this has encouraged me to do more. – Cadet, RAF Cadets, Rubery

Just like in the Cricket game at the beginning, working together is really important. If we work together we can do better. – Scout, 177th Scout Group - Erdington, Birmingham

I would change the world by trying to get rid of stereotypes in my community, in school and in the shops. – Girl Guide, Rainbows/ Brownies / Guides/ Rangers groups, Hall Green, Birmingham

I never knew I had so much in common with people – Brownie (Aged 7), Brownie Group, Kings Heath, Birmingham

Youth Leaders' Feedback

4.23 Youth Leaders participating in workshops delivered by Everfi also provided feedback and examples of their statements are provided below.

That was a wonderful workshop session and they all had so much fun! Thanks for coming. – Rainbow Leader, 238th Birmingham Rainbows, Hay Green, Birmingham.

They really enjoyed the sessions. It was nice for them to experience something new. We try to make our youth club educational and fun for them each week and you brought both those factors to your programme. I'm looking forward to seeing you work with our next bunch tomorrow! – Youth Club Leader, The Loft Youth Club, Walsall.



It was brilliant! Zoe and Japhet were excellent with the youths and it made for a very engaging and professionally delivered workshop. – Neal (Youth Leader), Stoke Heath Community Centre Youth Club, Coventry.

That was great tonight, I feel like I'm too old and tired to make too much of a difference anymore, so it's great that you're encouraging young people to speak up and make change.
– Scout Leader, Wolverhampton Sea Cadets, Wolverhampton.

Thank you so much for that, it was so good, the way you related to and interacted with the young people was great!
– Youth Leader, Oneighty Youth, Wolverhampton.

Thank you, that was great, I will continue these conversations with them, really useful and thought provoking.
– Rowan Coles, Youth Leader, 194 Squadron RAF Air Cadets, Balsall Heath, Birmingham.

Thank you so much, that was great. And pitched just right for the girls. – Rainbow leader, Rainbows/Brownies, Stourbridge, West Midlands.

I wish more people cared about the environmental action. It's good to see so many counties trying to tackle climate change.
– Girls Brigade Leader, 26th Birmingham Girls Brigade, Sandwell.

Facilitators' Feedback

4.24 Facilitators recruited and trained to help with the workshops conducted by organisations like Evefi provided positive feedback, as summarised below under the questions they were asked.¹⁴

Question: What have you enjoyed the most about working on the Bring the Power workshop programme?

The buzz of it all. It's really fun to teach in a variety of locations to a variety of children and the content was engaging and made the whole thing just enjoyable to work with.
– Assistant Facilitator

The great teamwork - as cover facilitator I've worked with a few of the teams and I've enjoyed every experience. – Cover Facilitator

Working with Tom / so fun touring around, it was a different experience every day! Great content, enjoyable work. The pupils' interaction with the activities, making an impact.
– Lead Facilitator

Working in different environments every day.
– Assistant Facilitator

Raising awareness of the importance of celebrating different cultures etc. celebrating both our similarities and our differences (KS2 workshop). Also having an impact on students who don't tend to get opportunities like this, in lower income areas etc. – Lead Facilitator

¹⁴ Extracted from the August 2022 produced by Everfi 'Headline Stats and Quotes', August 2022).





It has been a privilege to deliver workshops on topics I am passionate about (Sport and Geography). When you are passionate about something, it makes the job that much more fun. – Lead Facilitator

Getting to meet so many new people and have fun with the kids in an educational way. – Assistant Facilitator

Question: What facilitation and teaching skills have you developed through working on Bring the Power?

Public speaking, Confidence in myself and running sessions. As well as managing time and keeping to time. It's really helped me in my other jobs I have done since the programme and it all started here. It made me realise that I love helping others and teaching in fun engaging ways to a variety of people. – Assistant Facilitator

My presenting skills, making tasks fun and entertaining while still educational for children. – Cover Facilitator

Previously I have worked mostly at KS1&2 so this project gave me the opportunity to develop my knowledge and skills with KS3. – Lead Facilitator

I have developed my confidence especially when giving workshop to big groups. – Assistant Facilitator

Adapting the workshop to different lengths, for room sizes and dependant on what the needs of the students are, making sure we still get the key points across. – Lead Facilitator

I have always been quite confident at delivering workshops but this programme helped me to be more malleable with my approach and change the direction of the workshop if the students were giving interesting answers. This was particularly useful in the KS3 workshops. – Lead Facilitator

Having very little prior experience, I'd say I've developed a lot of skills. – Assistant Facilitator

Question: In what way (if any) has working on the Bring the Power workshop programme supported your career development?

Channelled me further into TIE work and touring work and working with young people. So much work in it as an actor presenter and that is the path I want to go down currently. I have been across the nation to various different places all because of this experience and I thank you. – Assistant Facilitator

It has given me a connection to a great company in EVERFI who I hope I can work with again post these sessions and makes me happy to say I am associated with the Birmingham 2022 Commonwealth Games. – Cover Facilitator

It has definitely developed my facilitation and communication skills across all Key Stages. – Lead Facilitator

Communication with both children and adults. Organisation and timekeeping. Knowing the material inside out so you could act on the spot. Finding new venues and meeting a cross section of people. Making new connections. Teamwork. – Lead Facilitator



I initially thought I wanted to go study a PGCE in the future, however getting the opportunity to work in a variety of learning environments has led me to consider other courses such as Art in Alternative Education and Art Therapy. – Assistant Facilitator

I'm now more experienced as well as more confident delivering workshops in this environment. The 3 different key stage groups all required different approaches and I'm now more confident in my ability to deal with whatever is thrown at me, thinking on my feet etc. – Lead Facilitator

I have been leading workshops for many years and am very passionate about creating events. It has been a wonderful experience to work with the Commonwealth Games and a brilliant insight on working in schools with such a high-level programme. The logistical side and the busy schedule has helped develop my skills which I will take into the future. – Lead Facilitator

Teachers' and Youth Leaders' Feedback (following workshops)

- 4.25 Following conclusion of workshops in schools and youth club settings, feedback surveys were distributed amongst teachers and youth leaders, collectively referenced here as teachers. Responses were submitted by 34 teachers in total.
- 4.26 Most teachers (88.2%) felt that young people gained new skills when participating in the workshop. Only 5.9% felt that this was not the case. As stated by one of the teachers responding to the survey: *The children learned about countries, continents but also about working together as a team to achieve.*



4.27 The following feedback was also received from teachers as part of the Everfi workshops¹⁵:

The pupils told me how they'd enjoyed it so much. They love learning about different places in the world, and about unity, and what brings us all together. – Year 4 Teacher, Milking Bank Primary School, Dudley.

They loved it. It was great for them to see the history all laid out for them to be able to relate to. When they got back to the classroom I asked them what they'd learnt, and all their hands shot up! So thank you. – Year 3/Deputy Head Teacher, St Francis Catholic Primary School, Dudley.

Thank you for coming and engaging with our students. They've had a difficult few years but to have outside speakers come in is really good for them. – Year 9 Teacher, Holly Lodge High School, Smethwick.

Thank you for a wonderful workshop, because none of us really knew what to expect, we thought they'd just be sitting down and you'd be talking for an hour but what an amazing way to educate us about the different nations and sports, and about the environment which I think is really important. – Year 5 teacher, Langley Primary School, Olton, Solihull.

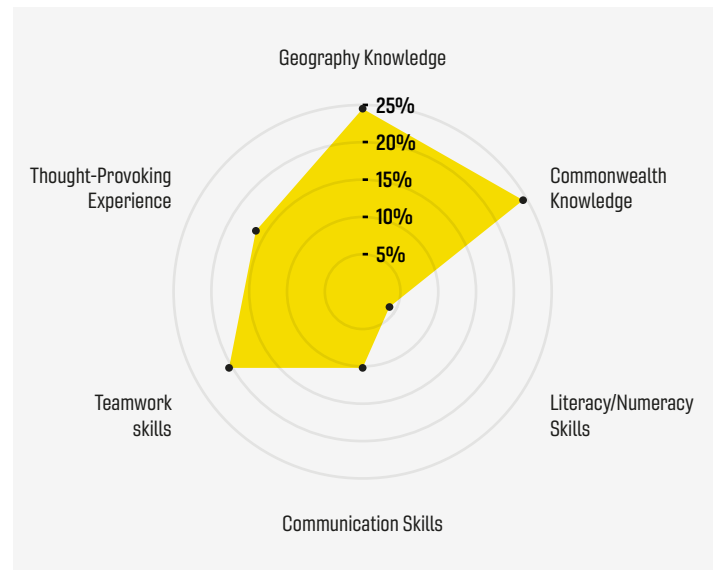
¹⁵ Extracted from the August 2022 produced by Everfi 'Headline Stats and Quotes', August 2022). Everfi run 7 Teacher insight sessions (6 for the Core programme and 1 for the National programme).

I loved that the students responded so well to the environmental section of that learning. I thought that they'd maybe take the easy option and go for the easy facts but they did make me proud today. – Year 4 Teacher, St. Mark's Catholic Primary School, Great Barr, Birmingham.

That was great, we really appreciate it. My son is autistic and it will be really great to bring him to one of the free sites so he can enjoy the atmosphere. – Year 8 Teacher, Moseley Park Academy, Bilston.

4.28 When asked to detail the new skills gained from participating in the workshop, responses were assigned a theme and analysed according to the frequency of these key themes being referenced. This analysis shows that, of all comments received, close to one-quarter of all responses referenced improved knowledge in geography of countries and of the Commonwealth. Teamwork skills were also frequently referenced (see figure 4.7).

Figure 4.7 Survey responses to “What skills do you believe young people gained because of their participation in the workshop?”



It was lovely to see my students so engaged and enthused. I liked that they all got involved and had lots to share. I'm very proud of them, – Year 7 Teacher, Eden Boys School, Perry Barr, Birmingham.

4.29 Four in five teachers stated that the workshop had provided them with new ideas about ways they can engage young people. Further feedback suggests that these new ideas revolved around new ways of conducting interactive activities and that teachers would repeat activities which the workshop delivered as the young people enjoyed them so much.

4.30 Questions relating to young people being more eager to participate in cultural, creative and sport activities related to the Commonwealth Games returned very positive responses (see Table 4.1). Creative activities were most likely to be of interest to young people (90.6%), however cultural activities and sport activities are also believed to be of interest (87.5% and 81.3%, respectively).





Table 4.1 Percentage of responses to questions assessing whether teachers gained new idea about ways to engage young people and whether the workshops increased ambitions to do creative, culture and sport activities linked to the Games

Question	Yes	No	Don't Know
Has the workshop given you any new ideas about ways to engage with young people?	79.3%	20.7%	0.0%
Do you believe young people are now more keen to participate in cultural activities related to the Commonwealth Games?	87.5%	6.3%	6.3%
Do you believe young people are now more keen to participate in creative activities related to the Commonwealth Games?	90.6%	3.1%	6.3%
Do you believe young people are now more keen to do sport activities related to the Commonwealth Games?	81.3%	6.3%	12.5%

4.31 There was **majority agreement** amongst teachers that young people had gained confidence because of the workshop (85.3%), that young people's motivation to participate in education activities had increased (76.5%) and that the workshop has helped young people better understand the Commonwealth Games (91.2%) – see Table 4.2.

Table 4.2 Percentage of responses to 'Agree' or 'Strongly Agree' to the following statements

% to 'Agree' or 'Strongly Agree'	%
Young people have gained confidence because of the workshop	85.3%
The workshop has increased young people's motivation to participate in educational activities	76.5%
The workshop has helped young people better understand the Commonwealth Games	91.2%



4.32 38.2% of respondents felt that young people's perception of their local community had changed because of the workshop. 35.3% responded 'Maybe' and 17.6% 'Don't know'. Only 8.8% of respondents felt that there was no perception change. Additional comments provided by respondents are presented below.

They now realise more of what is going on in our hometown and understand the cultural side of it, such as how many people in each country and favourite sports from that country.

They feel proud that the games is local.

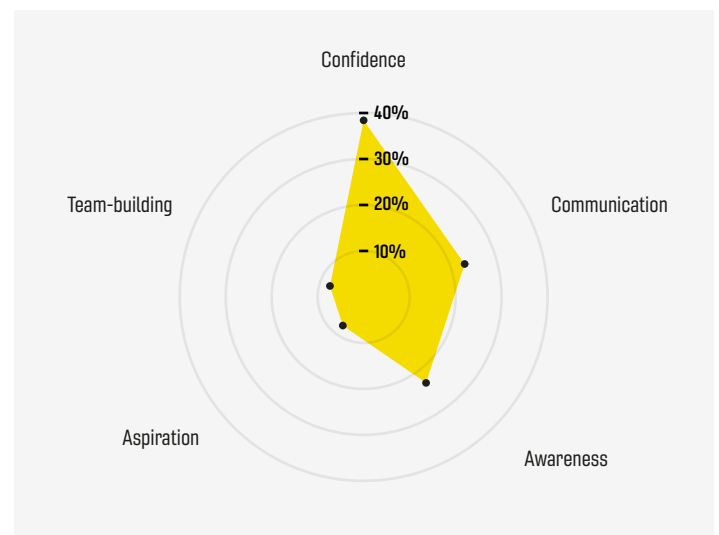
I think the children were thrilled to learn that athletes from all over the world are coming to their locality. They said 'I know that park! I've been there!' I think it makes elite sport more relatable and relevant to our children.

We linked the workshops with our Wolverhampton Baton relay and the two events together have helped create links with other schools in our area and the local community.

4.33 In terms of young people's ability to influence decision-makers following participation in the workshop, 76.5% of teachers feel that young people are better equipped to influence those in charge of decision-making after attending the workshop.

4.34 When exploring the ways in which young people are better equipped to influence decision-makers having attended the workshop, responses were categorised so that key themes could be identified. The most common theme referenced by teachers was the confidence that the workshop had instilled in young people (38.5% of all responses) as well as an increase in awareness of the topics discussed (23.1% of responses) and improved communication skills (23.1%). As stated by a teacher responding to the survey: **They seemed more confident in their knowledge of the commonwealth games and able to speak about it to both their peers and adults.**

Figure 4.8 Survey responses to "In what ways do you feel young people are better equipped to influence those in charge of decision-making after attending the workshop?"





Teachers' Feedback (Common Ground project)

4.35 The creative project aimed to facilitate a youth-led conversation and creative expression on the theme of 'Common Ground' (see paragraphs 2.14 and 2.20). Following the conclusion of the project teachers of the schools participating were asked for their feedback and thoughts on the impact the projects had on their pupils. There was consensus that young people developed new skills from participating in these creative projects. It also had a longer-term effect of improving confidence and increasing participation in future creative activities. As stated by one of the teachers: **Yes, as students were participating in a range of events during the day. We held the event on a day in July where students were involved in activities during lessons as well as being involved in performances which they would never have been confident to do before in front of peers as well as members of the local community. This encouraged them to go on to participate in the CHS Summer Showcase at the end of the academic year.**

4.36 Through the creative projects, teachers also developed new ideas and a renewed sense of motivation following participation in the creative projects. It has also led to participation in further creative activities within schools' annual calendars. Examples of feedback received include the following statements:

Yes, it has led us to now have an annual event moving forward to celebrate diversity.

Given us motivation, due to the pandemic all arts activities stopped for a while.

4.37 Amongst those teachers surveyed, all stated that they believed young people were now more interested in participating in creative activities related to the Commonwealth Games. There was also broad agreement that by participating in the creative project young people's perception of their local community had changed. This comes as a direct result of working with people from the local community. Where feedback was less positive, it was highlighted that perception change takes longer than participation in a single project, however, the project itself is a good start to achieve this aim.



Patch Dolan Photography

Athlete Visits

4.38 Athlete visits provided an opportunity for young people to engage with sports associated with the Commonwealth Games. As part of this engagement, schools and youth clubs collaborated with one another, providing successful opportunities for young people to participate alongside others within their local community that they may not otherwise mix with (pictured above Sarah McDonald: teamengland.org/team-england-athletes/sarah-mcdonald/).

4.39 Teachers and group leaders reported that the athlete visits helped young people to develop new skills such as teamwork and sport-specific skills. They also reported that young people gained confidence having participated in the visits as well as gaining motivation to participate in education activities. The visits also contributed to young people's knowledge and understanding of the Commonwealth Games. Teachers and group leaders believed that young people were more interested to participate in Commonwealth Games sports following the visits. It was also felt that collaborating with other groups as part of these visits was a good way to learn more about each other. As stated by one respondent: **We provided a range of activities so they have learnt more about their local community.**

5. OVERALL ASSESSMENT

Overview of programme achievements

- 5.1 The main objective of the Bring the Power Youth programme was to bring the Commonwealth Games to young people and use the Commonwealth Games as a catalyst for youth engagement, to ensure the social benefits from these Games are experienced by children and young people across the West Midlands and beyond. The evaluation of the programme has shown that this objective has been delivered through a range of activities in school and community youth settings across the West Midlands and beyond. In addition to engagement across England (Scotland and Wales), other countries participating in activities related to the programme have included Ghana, India, Jamaica, Kenya, Nigeria, Pakistan, Sri Lanka, Trinidad and Tobago, Uganda, Zambia, Australia, New Zealand, Singapore, Switzerland and France.
- 5.2 The evaluation has also shown that the programme has reached diverse population groups and communities. For example, through the Birmingham Connect project (funded by Commonwealth Sport Foundation), the programme involved schools and pupils in areas within the top 10% most and 10% least deprived areas in England. The programme also actively involved in its delivery organisations tackling mental health, race, gender, disabilities and faith discrimination and youth support organisations from across the country. Activities undertaken by participating schools and community youth hubs and organisations always aimed to encourage social mixing from diverse communities and groups to improve attitudes and perceptions held of people from different backgrounds.
- 5.3 Programme activities also brought together sports and creativity encouraging and inspiring young people for the next steps in their schooling and life development. The programme also involved young people in every stage of its design and delivery. For example, the Commonwealth Games Youth Voice Panel worked closely with the programme to help shape and advise many of its aspects. The feedback provided by young people and teachers shows that, during this process, young people grew in confidence and as peer leaders and a strong youth voice group.
- 5.4 Through various educational activities in school settings, the programme engaged many teachers, parents, and volunteers. Participation in the programme developed new skills and enriched existing ones for those participating. Amongst teachers' feedback comments there was a majority view that the workshop and the activities within it stimulated new ideas for them which would be used again in classrooms and youth club settings moving forward. Young people also gained new knowledge and skills, with young people reporting a better understanding of the Commonwealth history and context and the Commonwealth Games but also a more positive attitude for taking part in creative, cultural, and sporting activities in the future.



Recommendations

5.5 Organisations and individuals participating in the programme also provided recommendations for the way forward to maximise future benefits and ensuring legacy and sustainability of benefits. Their recommendations are summarised below.

Programme-related issues, including:

- More time needs to be allowed for activities to be set up but also legacy to be well-founded. As one interviewee stated: **“Start as early as you can...Legacy planning for the games should start as soon as possible”.**
- Incorporating more digital and virtual opportunities to engage (more) schools in the future. As stated by one partner: **“There are more digital and virtual options than ever before to engage schools, and they are better quality and more interactive.”**
- Capturing the voices of young people in a wider context through social impact story telling was also cited as a recommendation by one partner, stating that **“To properly capture the social impacts of the games, storytelling should be used, for instance, using digital storytelling through podcasts.”**
- The importance of bringing arts and sports together has also been emphasised. According to one interviewee from the British Council interim report **“Hopefully it is a bit of a blueprint for how we can engage young people more widely in the future by not just saying, right, we got this sports programme or we got this arts, this cultural programme, but we can integrate the two to really make more young people to feel engaged in different opportunities”** (British Council, Evaluation of the Commonwealth Connections Project, Interim Report, 2022). Therefore, it has been recommended to **“Integrate arts and cultural programmes into future games.”**
- However, according to one interviewee, Bring the Power Youth Programme and Birmingham 2022 Festival were too separate and therefore in the future **“More needs to be done to connect them at the top level and acknowledge that partners want to engage across both.”**
- The continuous importance of international collaboration and the recommendation that as much of it as possible be maintained and carried out in the future was emphasised many times in the partners’ feedback. According to one interviewee **“Commonwealth as an institute is all about international collaboration where countries in the commonwealth exist to collaborate...Future games having an outward focus is beneficial since the international element of the Commonwealth can add value to local focus.”**
- Interviewees also suggested that better volunteer management processes be adopted for future games. **“In the future, games must be better equipped to manage volunteer opportunities, particularly when working with young people. This can be accomplished by improving communication and effectively managing expectations.”**



Patch Dolan Photography



Getty Images

To maximise impacts:

- It was recommended that links between activities inside and outside of schools need to be strengthened to maintain participation of young people in extracurricular activities. As stated by one interviewee: ***“There needs to be a connection between children in schools and when they leave schools to participate in sporting activities. For example, by providing information on the nearest sports community centre.”***
- It was also recommended that for sports participation to increase and have a lasting benefit on more young people there should be greater collaboration between educators, athletes coaches, and volunteers, and in particular engage athletes more. As stated by one interviewee: ***“There should be better communication with athletes taking part in the Commonwealth Games to ensure they inspire the next generation of young people.”*** For another interviewee: ***“There is a need to find more ways to embed big sporting events such as the Commonwealth Games into the national curriculum.”***

5.6. In addition to these recommendations, the evaluation process has also identified a few more issues for consideration in the future. These relate to the approach taken to raising awareness about the ultimate impacts of similar events and capturing these impacts, and are summarised below.

- **Set relevant, measurable and consistent outputs for impact assessment – and do it early.** Specific and measurable KPIs used to assess the impact of any programme or initiative should not be imposed ‘top down’ and be discussed and agreed in consultation with the delivery organisations and suppliers but also those contributing (e.g. teachers). It is recognised that a lot of things related to the preparation stages of the programme had to happen in a very short period of time. However, the resources allocated and approach taken to the evaluation should have started earlier to allow for a common understanding of what is required and why.

- While the interest in understanding for the research and evaluation grew amongst stakeholders as the project progressed, it is felt that the overall purpose of the evaluation was not well understood **from the outset** (aside from key funding partner)s, which is why it is essential that all parties involved in the project, whether it be strategic funding partners the programme or those delivering or participating in workshops on the ground, are well briefed and informed of the requirements and purpose well in advance.
- **Provide a strategic approach to research and data collection.** Utilising the model of having a pool of suppliers capable of delivering various aspects of the required primary research and reporting creates efficiencies and spreads the impact amongst more suppliers and local businesses. However, without strong centralised monitoring, research and evaluation coordination, these efficiencies are not maximised and instead become barriers to project delivery. It is felt that the central planning and coordination of the myriad of workstreams was not as clear as it could have been to support the delivery of the scope of evaluation and assessment of impact work. Future evaluation projects involving several stakeholders and suppliers will require better structure and engagement with suppliers of research activities, and better management and communication.
- **Allocate resources to capture lasting and long-term benefits.** The evaluation has also shown that awareness and engagement with the programme was strong locally. However, further research is needed to capture the effects of the programme outside the West Midlands. This evaluation was also commissioned to focus and report on the short-term outputs of the projects. Nevertheless, the evaluation has also captured information relating to intermediate outcomes and benefits expected from the programme. Again, additional research will be required to capture the intermediate and longer terms impacts of the programme.



TY'RONE
HAUGHTON

POET



Birmingham City Council
BRITISH COUNCIL
commonwealth sport foundation
Department for Digital, Culture, Media & Sport

BRING THE
POWER

YOUTH PROGRAMME
FOR 5-25 YEAR OLDS

#B2022
birmingham2022.com/power

@birmingham22
@birmingham22
@birmingham2022

BIRMINGHAM
2022
CITY OF FRIENDSHIP
SPORTS

APPENDIX A: LOGIC CHAIN OF THE BRING THE POWER YOUTH PROGRAMME

Vision:

- To create participation opportunities where children and young people are empowered, supported and celebrated as leaders and changemakers within their communities.

Aims:

- Use the Birmingham 2022 Commonwealth Games as a catalyst for youth engagement, to ensure the social benefits from the Games are experienced by children and young people across the West Midlands and beyond; and
- Engage at least 1 million children and young people aged 5-25.

Activities, under the following strands:

- Schools & Learning Strand
- Community Youth Participation Strand
- Youth Voice & Advocacy Strand

Outcomes

- Increase in skills and attributes (confidence, self-esteem, and personal resilience) of beneficiaries of programme
- Increased self-motivation to participate in educational activity
- Improved cultural, sustainability and environment understanding
- Increased awareness among teachers and families of how to motivate/ empower/ activate young people
- Increased ambitions to do creative, cultural, and sport activities linked to the Games
- Increased social mixing for young people from different backgrounds

With the outcome indicators as follows:

- % Of young people who feel they have learnt new skills
- % Of young people who feel they have more confidence
- % Of young people who feel more motivated to participate in educational activity
- % Of young people who feel they have better understanding of the Commonwealth and its history and heritage
- % Of young people who feel they have better understanding of sustainability and environmental themes
- % Of participants (not young people) who report that they feel more aware of how to engage with young people
- % Of young people who report that they feel they have had greater ambitions to do sport activities linked to the Games
- % Of young people who report that they feel they have greater ambitions to do creative activities linked to the Games
- % Of young people who report that they have greater ambitions to do cultural activities linked to the Games
- % Of participants (young people and adults) who feel that different community groups get along

Impacts - Strategic Objectives

- Inspire and activate the dynamic young voices of children and young people
- Offer opportunities for shared learning between youth provision practitioners
- Ensure pathways for children and young people furthest away from the Games
- Engage schools across England through national amplification
- Utilise the assets of the Birmingham 2022 Commonwealth Games as a source of inspiration
- Place sport, creativity, and community celebration at the core
- Collaborate with children and young people, partner organisations and youth professionals
- Deliver engagement activity for children and young people which provides multiple pathways to connect and be part of the Birmingham 2022 Commonwealth Games





APPENDIX B: PROGRAMME SHORT-TERM OUTPUTS AND OUTCOMES

Schools participation

- Number of schools engaged, by geographical area
- Number of students participating
- Number of students participating from under-represented groups

Resources, curriculum content, lessons tailored to B2022

- Number of documents / resources shared with schools
- Number of classroom resources on Commonwealth distributed to schools
- Exchanges between schools in Games-participating countries (Commonwealth Connections only)
- Number of twin cities participating
- Number of young people engaged, by country

Teachers and families engagement

- Number of teachers engaged in programme
- Number of families reached

Schools participation (Birmingham Connect only)

- Number of schools participating in programme
- Number of 11-14 year olds engaged

Formal Volunteering opportunities

- Informal Volunteering Opportunities
- Number of mentoring places offered
- Partnerships and existing youth programmes tailored to the Games
- Number of partnerships
- Number of programmes/projects delivered, by type
- Number of young people engaged

Youth Engagement

- Number of sessions
- Number of participants to the sessions



APPENDIX C: LIST OF ALL PARTNERSHIPS INVOLVED WITH THE YOUTH PROGRAMME

Partner	Involvement with the Youth Programme
Active Partnerships	Bring The Power worked with Active Partnerships across the West Midlands to support the reach of the programme and connect schools with the offer. Active Partnerships also supported the distribution of Games tickets to local young people and families across the region.
Arts Connect	Arts Connect works with a variety of partners including education, arts, culture and local government in the West Midlands to ensure that all children and young people can benefit from engagement in high quality arts and cultural activities. Arts Connect seconded a member of staff into the Bring the Power Team for 2.5 days per week as the Cultural Education Manager. The purpose of this role was to make connections between two teams, the Birmingham 2022 Festival Team and the Bring the Power Youth team, and to identify where there were gaps and areas for innovation for Cultural Education. This resulted in activities that ranged from Bring the Power school festival days, and school trips to Birmingham 2022 Festival activities, workshops and artist talks. The role was particularly successful in creating engagement opportunities for SEND students to connect to both the youth programme and the Festival.
Aspire Active Education	Commissioned to deliver 65 school sport workshop days for primary schools in Birmingham.
Birmingham Art School	Birmingham Art School were a delivery partner on the Commonwealth Connections programme.
Birmingham Children's Trust (BCT)	Birmingham Children Trust created initiatives and projects for young people in care and young care leavers. A 'Hub Model' was devised whereby 4 familiar centres across Birmingham were chosen so that young people could utilize them for a multitude of purposes, particularly employability skills, mentoring, and guidance on transitioning into independent living.
Birmingham City Council (BCC)	Bring the Power received funding from Birmingham City Council to deliver a large part of the overall programme; this resulted in the delivery of Birmingham engagement workshops, sports roadshows, mass participation moments, athlete visits, a large-scale NEET project, and the amplification of school engagement.
Birmingham Education Partnership	Birmingham Education Partnership were a delivery partner on the Commonwealth Connections programme and also supported Bring The Power with connectivity into schools across Birmingham.
Birmingham Race Impact Group (BRIG)	Grant-funded key activations such as "racism in education" workshops which took place post-Games to help tackle key inequalities in school teachings.
Birmingham Wheelchair Basketball (BWB)	Bring the Power partnered with Birmingham Wheelchair Basketball on a number of activations: community roadshows delivering inclusive sport opportunities, SEND sport celebration events, and a grant.
Birmingham Youth Service	Birmingham Youth Services delivered Games-related activities in four flagship youth hubs across Birmingham in 2022, including a basketball skills award, multi-sports, workshops on food and music from the Commonwealth, using the Games as a catalyst for violence reduction in the city, and celebration events.
British Council	British Council jointly funded the Commonwealth Connections programme alongside Bring The Power.
Cannock Chase CEP	School Festival Day partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region.

Partner	Involvement with the Youth Programme
Canon	Canon delivered a social value project. Utilising an existing package, young people had the opportunity to create a piece of art using Canon cameras to tell a story close to them. In this instance, youth groups in Solihull focused on issues which affected them in society with a visual image attached to it.
Commonwealth Sport Foundation	Commonwealth Sport Foundation generously funded the Birmingham Connect and Unlocking the Games portions of the Bring the Power programme
Coventry Boys & Girls Club	Coventry Boys & Girls club is an independent youth establishment in Coventry which was utilised for athlete consultation, celebration events, and funded a charity youth boxing tournament.
Department of Work and Pensions (DWP)	The Department of Work and Pensions regularly held jobs fairs in the West Midlands. Bring the Power added value through the Birmingham 2022 Community Engagement Roadshow, and athlete visits.
Dudley CEP	School Festival Day partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region.
EmployabilityUK	Employability UK delivered workshop sessions linked to developing personal storyboards, future plans, resilience and goal setting. These included athlete visits in which young people explored the athlete's journey into sport, setbacks and overcoming challenges.
Everfi	EverFi were a lead delivery partner for the Bring the Power Youth Programme. Particularly supporting Educational Resources, Activations and Rewards and Recognition activity.
Finbarrs	Finbarrs is a Coventry-based sports complex which hosted community celebration events supporting local young people across Coventry to connect with Birmingham 2022 through Bring the Power.
Highly Sprung Theatre Co.	School Festival Day partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region.
IKON Gallery	School Festival Day Partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region. IKON Gallery also delivered CPD, school workshops and an artist talk supporting schools to engage with Hew Locke's work 'Foreign Exchange' in Victoria Square. This work acted as a catalyst for conversations about the Commonwealth.
InUnity UK	Commissioned to deliver workshops to secondary schools focused on resilience and empowerment of young women.
Kooth	Commissioned to deliver workshops to secondary schools and youth settings with a focus on mental health and well-being.
Liverpool Young Inspectors	Young people aged 8-14 from North & South Liverpool who meet weekly. Trained to quality assure young people's provision in the city and champion youth voice. This group was integral to the Youth Voice Panel's 'Tri-City' partnership.
Marston Green Scouts	The setting for a number workshops, athlete visits and a Birmingham 2022 themed Gala.
New Art Gallery Walsall	School Festival Day partner, working with local schools to generate excitement about the Games and to help students to learn about the Games coming to their region.
One Day Creative	One Day Creative were commissioned to create downloadable educational resources linked to the Queen's Baton Relay as well as deliver workshop activity within school settings with a focus on dance and drama.
Open Theatre	School Festival Day partner, working with local schools to learn about the Games coming to their region. Open Theatre also supported Bring the Power with a creative offer for students with special educational needs and disabilities. These included resources, and workshops.

Partner	Involvement with the Youth Programme
Pat Benson Boxing Academy (PBBA)	Pat Benson Boxing Academy delivered a 12-week programme to community youth groups with a focus on mental health, resilience, and channeling aggression. At the end of the programme, each participant received a certificate of completion.
Polarbear (Steven Camden)	Polarbear is an author and artist poet. As part of the Cultural Education offer, Polarbear hosted artist talks for teachers and worked with our virtual school network to run poetry workshops culminating in a short film.
RAF Cadets	Participated in EmployabilityUK workshops and athlete engagement opportunities at their North Birmingham base.
RISE 365	RISE 365 is a community social action youth group based in Hackney, London. This group collaborated with the Bring the Power Youth Voice Panel at their London-based food bank and played a key part in the panel's 'Tri-City' partnership.
Sandwell CEP	School Festival Day partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region.
Solihull Council	The collaboration with Solihull MBC resulted in a variety of small- and large-scale projects, including workshops and celebratory events with a Birmingham 2022 themed activities to local schools and community organisations.
Solihull Metropolitan Borough Council	The collaboration with Solihull MBC resulted in a variety of small- and large-scale projects, including workshops and celebratory events with a Birmingham 2022 themed activities to local schools and community organisations.
Sport Birmingham	A member Sport Birmingham's senior management team was seconded to the Bring The Power team on a full-time basis to lead on the schools engagement programme. This role was pivotal in creating the connectivity with local partners, sports providers and school networks across the city and wider region, enabling the programme to successfully connect into local priorities, build on existing relationships and set a platform for long-term legacy ambitions. The main successes of the role included the development of a positive engagement strategy to reach schools across the region, engaging Headteachers and senior leaders from schools to form an advisory group for the development and implementation of the programme, and provided the connectivity into local delivery providers.
Sport4Life UK	Sport4Life UK were commissioned to deliver a 6-month employability skills development project, with the aim of enhancing employment skills for 40, 17-year-olds who are currently not in education, employment, or training.
Street Games	Bring the Power granted £10,000 to subsidise the cost for 40 young people to attend physical activity and leadership summer camp held by Street Games in Birmingham.
Sunbelt	Bring the Power partnered with Sunbelt on 4-week employability programme, delivering a short workshop and signposting young people.
Titan Partnership	Titan Partnership supported connectivity into schools across Birmingham and also delivered a multi-day School Festival for primary schools in Birmingham.
Urban Heard	Together with Bring the Power and Canon, this Solihull-based youth centre worked with young people to create powerful artwork with public facing outcomes.
West Midlands Combined Authorities	As well as Birmingham and Solihull, collaboration took place across Walsall, Sandwell, Dudley, Wolverhampton and Coventry local authorities in order to support engagement and overall connectivity.
Wolverhampton Grand Theatre	School Festival Day partner, working with local schools to combine sporting and creative activities to generate excitement about the Games and to help students to learn about the Games coming to their region.
Youth City Board	The Youth City Board were Bring the Power's dedicated Youth Voice Panel, who were vital to our strategy and delivery. Made up of 35 young people between the ages of 14 and 17 from 12 different schools in Birmingham, this group played a key role in supporting the programme, as well as creating their own large-scale projects throughout 2022.
Youth Sport Trust	Youth Sport Trust were grant-funded to deliver the Birmingham Connect project and also were a delivery partner on the Commonwealth Connections project.

APPENDIX D: CONSULTEES



Birmingham City Council

Soulla Yiasouma	Youth Service Lead
Tara Verrell	Council Lead for NEET Programme
Jadieal Millwood	Lead for Youth Violence Project

British Council

Darren Coyle	Senior Responsible Officer for the Commonwealth Connections Project
Ellen Berry	Director of England and the UK in 2022 Programme

Kooth

Angela Jones	Lead for Kooth
Georgina Stokes	Lead for Kooth

Employability UK

Krystyna Nosek	Head of Employability UK Programmes
----------------	-------------------------------------

Aspire Sports

Andy Heald	Educational Consultant
------------	------------------------

Beavers Scouts

Richard Berry	Beavers lead
---------------	--------------

Birmingham 2022

Alton Brown	Head of Youth Programmes & Policy
Adam Stokes	Youth Engagement Manager
Helen Frost	Cultural Education & Engagement Manager (Seconded from Arts Connect, as described in Appendix C)
James Grinsted	Schools Relationship Manager (Seconded from Sport Birmingham, as described in Appendix C)
Nishita Patel	National Outreach Relationship Manager (Seconded from DCMS – see paragraph 1.7 of this report)
Olivia O'Connell	Programme Delivery Manager
Francesca Bagley	Project Officer
Jamaal Otto	Project Officer

APPENDIX E: GLOSSARY

Term	Definitions
Athlete Visits	Athletes made virtual and face-to-face visits to children and young people in schools and youth settings in preparation for the Commonwealth Games.
Birmingham Connect	Birmingham Connect funded by Commonwealth Sport Foundation (CSF) used the power of sport, and excitement of the Commonwealth Games, to promote social integration of young people (11-14 years old) from diverse and segregated communities in Birmingham.
Birmingham 2022 Festival for Schools and Community Groups – Cultural Education	The Cultural Education strand of the Birmingham 2022 Festival supported young people (including schools, teachers, and students) to experience the Festival, alongside the sporting action at the Commonwealth Games. Students engaged in creative activities from dance, to performing arts, to drawing and sculpture in response to art works within the festival.
Birmingham Youth Service	Birmingham 2022 worked with a number of youth services to provide a variety of workshops and engagement projects. Working with Birmingham City Council and Birmingham Youth Services, four youth centers were chosen as hubs to celebrate the games. The four chosen youth hubs were all at the heart of a series of six-week programmes that allowed young people to participate in a variety of activities. Each youth centre participated in a different Commonwealth Games sport.
BRIG Schools Race Summit	Birmingham Race Impact Group (BRIG) is a consortium of people, activists, academics & amateurs that promote racial justice and equality in Birmingham. Birmingham Schools Race Summit included live experience contributions from students, teachers, educators, school leaders, teaching unions, and academics. The aim of the summit was to understand better what needs to change and the best practises to ensure race equality in Birmingham schools.
Bring the Power	Bring the Power is the youth engagement programme of the Birmingham 2022 Commonwealth Games, engaging children and young people aged 5-25 across Birmingham, West Midlands, nationally across England, and the Commonwealth.
Common Ground Grant Project	The Common Ground Grant formed part of the Bring the Power programme to facilitate youth-led conversation about their 'common ground' and encourage them to turn that conversation into a creative response.
Commonwealth Connections Project	A joint project between the British Council and the Birmingham Organising Committee for the 2022 Commonwealth Games. The project paired West Midlands schools with counterparts in the Caribbean, Sub-Saharan Africa, and South Asia to foster relationships between young people based on common Commonwealth values using arts and sports.
Community Youth Engagement Programme	A range of Commonwealth related activities that engaged children and young people in community youth settings.
Community Roadshows	To promote the Commonwealth Games to various communities, Birmingham 2022 hosted community roadshows across the West Midlands. Two vans loaded with sporting equipment visited local communities and offered activities including cycling, table tennis, badminton, boxing, and squash.
Educational Resources (core resources)	The Bring the Power Youth Programme provided educational resources to be used within the school curriculum or as part of home learning to increase students' understanding of the Birmingham 2022 Commonwealth Games through cross-curricular activities.

Term	Definitions
Elevate 22	Event celebrating the young people who took part in the Commonwealth Games and the Games legacy. Dancing, spoken word, music and inspiring speeches celebrated the impact the Games had on projects they were delivering across the community.
Everfi Workshops	A range of Commonwealth related workshops run by <u>Everfi</u> (an education technology company) that engaged children and young people both in school and youth settings.
Games Tickets	Game legacy tickets were given out to young people and their families for participation outside of school settings and in summer holidays.
Good Luck Challenge	Bring the Power invited young people aged 4 to 14 to send in artwork and letters to welcome athletes to the Commonwealth Games and wish them 'Good Luck'
Headteacher Advisory Board	A dedicated Headteacher Advisory Board of 15 participants from across Birmingham to help provide the best possible legacy for children and young people.
Headteacher Conference	Birmingham schools headteacher conference was run by Birmingham 2022 and Sport Birmingham. The purpose of the headteacher conference was to provide opportunities for headteachers to interact with and learn about the Bring the Power programme through a variety of methods, including guest speakers and breakout rooms. Headteachers at the conference also had the opportunity to discuss pre-determined issues that would help provide the best possible legacy for young people after the Commonwealth Games.
Neighbourhood Festival Sites	Festival Sites were free to access and included live performances, entertainment and special events, as well as giant screens where people can gather to watch the sporting action and the Opening and Closing ceremonies. Usually city centre based, this is the first time a Games has delivered Festival Sites in neighbourhood settings across a city, with seven across wards of Birmingham, including the first 'relaxed' site for those with sensory and access needs.
Perry Mascot Visits	Perry the official mascot for the Birmingham 2022 Commonwealth Games, delivered live and online recorded assemblies to schools to raise awareness and attention to the Commonwealth Games, all in a fun and inclusive way.
Queens Baton Relay Flagbearers	Young people from the West Midlands had the opportunity to be young flagbearers at the Queen Baton Relay launch at Buckingham Palace in Oct 2021.
Schools Engagement Programme	A range of Commonwealth related school activities that engaged children and young people.
School Festival Resource Pack (national resources)	Schools across England had access to free exciting Games-related materials, along with information to organise their own Games-inspired events within their setting.
Schools Baton Bearers	Bring the Power programme offered schools in the West Midlands the chance to nominate a student to be a Baton bearer and carry the Queen's Baton during its relay
The Bring the Power: School Festival	Bring the Power launched a National Schools Festival, supporting schools across England to deliver their own Bring the Power Festival Days and activities within their setting.
Workshops for young people in schools and youth settings	A range of themed workshops for children and young people in schools and youth settings. Workshops offered interactive ways to develop children and young peoples' knowledge and skills, for example through incorporating sports and creative activities bringing them closer to the games.
Youth City Board (Youth Voice Panel)	Birmingham 2022's Bring The Power Programme collaborated with The Youth City Board. The Youth City Board acted as springboard to provide input on policy and service between September and game time. The aim of the Youth City Board was to guarantee that the voices of young people were heard throughout the process and to develop avenues for young people to get closer to the Birmingham 2022 experience.

**THERE IS NOTHING MORE POWERFUL THAN A FLASH OF INSPIRATION
A STRIKE OF LIGHTNING THAT SHINES THROUGH YOUR COMMUNITY
LET INSPIRATION BREW LIKE A STORM
AND WATCH THE SPARKS FLY
BE BRAVE IN YOUR ABILITY TO AMAZE
YOUR POTENTIAL IS GOLDEN
NEVER BE AFRAID TO BECOME YOUR GREAT
BRING THE POWER**

**#BRINGTHEPOWER
BIRMINGHAM2022.COM/POWER**

A report produced by