

# ***Doing Politics, Changing Society***

***A Toolkit for Engaging and Empowering  
Under-Represented Groups to Become  
more Involved in Political and Civic Life***



# Doing Politics, Changing Society

## A toolkit

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# 1. The Doing Politics, Changing Society toolkit

## Background

Between 2007 and 2011, Dr Khursheed Wadia<sup>1</sup> (with Prof. Danièle Joly), at the University of Warwick carried out a research project comparing Muslim women's political and civic engagement in Britain and France.<sup>2</sup> The aim of the research was to increase understanding of Muslim women as autonomous social and political actors in two West European countries. There has been interest in this research both from academics and policy makers, about the barriers preventing under-represented groups (racialised minorities, women, young people, LGBTQI+ people, those with a disability) from participating in political and civic life.

In the UK BAME (Black, Asian and Minority Ethnic) women are under-represented in political life and institutions at local and national level. According to a 2019 report by Operation Black Vote (OBV), women of BAME background constitute only 38.4% of identified BAME local councillors who in turn account for 14.04% of all councillors.<sup>3</sup> In the House of Commons, BAME women make up 5.7% of all MPs.<sup>4</sup> This overall under-representation may be explained by the intersecting adverse effects of gender, race / ethnicity, class, caste and religion which diminish women's capacity for fighting elections, participating in political meetings, contesting opinions, feeding into policy making, representing the interests of their community and advancing gender equality.

As a result, Khursheed Wadia (University of Warwick) and Faeza Vaid (Director of Muslim Women's Network UK) collaborated to develop a programme to explore practical ways of supporting young women from racialised minorities to overcome some of the barriers to active participation in political and civic life, and to produce a 'doing politics' toolkit to help other activist groups wishing to develop and deliver similar programmes.

The organisers believe this was a unique programme and do not know of a similarly structured and designed capacity-building programme on citizenship / political and

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<sup>1</sup> <https://warwick.ac.uk/fac/soc/sociology/staff/wadia>

<sup>2</sup> Joly, D. and Wadia, K. (2017) *Muslim women and power: political and civic engagement in West European societies*, Basingstoke: Palgrave Macmillan.

<sup>3</sup> OBV (2019) *BAME Local Political Representation Audit*, London: OBV, p.5. Available at: <https://www.obv.org.uk/sites/default/files/images/pdf/BAME-LOCAL-POLITICAL-REPRESENTATION-AUDIT-FINAL.pdf>, accessed 9 December 2019

<sup>4</sup> Uberoi, E. (2020) *Ethnic Diversity in Politics and Public Life* (Briefing Paper), House of Commons Library, p.9. Available at: <https://commonslibrary.parliament.uk/research-briefings/sn01156/>, accessed 30 March 2020.

civic participation for young women from minority communities elsewhere in the UK. Most programmes involving a single group of participants (such as those launched by the Uprising Programme, OBV and the Fawcett Society<sup>5</sup>) have been run over a shorter period of time, often in the evenings or at weekends or have taken the form of one-off, freestanding themed workshops or events with some including an online learning element. For a fuller list of organisations offering such programmes, see Section 4 “Useful links and resources”.

### Who is it for and how will it help?

The toolkit is designed to help organisations working in local communities and / or at national level which wish to engage and empower under-represented social groups to become more involved in civic and political life. Such groups may include women and girls, people from racialised minority backgrounds, people with disabilities, people from LGBTQI communities, young people.

The aim of the toolkit is to help organisations aiming to increase political and civic participation among under-represented groups to:

- plan and prepare a programme
- recruit and engage participants and speakers
- design and deliver an effective programme
- provide support to participants
- publicise and promote the programme
- evaluate the programme.

### Using this toolkit

This toolkit provides step-by-step guidance for organisations wishing to design and develop a programme which is relevant and suitable for their target audience. The toolkit can be read from beginning to end but you can also dip into sections depending on what stage of the process you are at. The toolkit is broken down into a number of steps as shown below.

<b>STEP 1</b>	<b>Planning and preparation of the programme</b> Look for funding, set out a detailed budget and decide who to involve.
<b>STEP 2</b>	<b>Recruitment of participants and speakers</b> Be clear about your target group and consider the barriers to recruitment. Think about which speakers will be most relevant and helpful.
<b>STEP 3</b>	<b>Planning the workshops</b> Think about the structure and content of workshops as well as resources that are accessible to all.

<sup>5</sup> See: <https://www.uprising.org.uk/programmes>; <https://www.obv.org.uk/what-we-do>; <https://www.fawcettsociety.org.uk/equal-power>

<b>STEP 4</b>	<b>Delivery of the workshops</b> Research venue options and organise catering. Make sure speakers are given advance notice of workshops and know what to expect.
<b>STEP 5</b>	<b>Support for participants</b> Build in time outside the workshops to support participants.
<b>STEP 6</b>	<b>Showcase event</b> Consider whether you want or need a showcase event and what this will achieve and involve.
<b>STEP 7</b>	<b>Post-event closed debrief meeting</b>
<b>STEP 8</b>	<b>Evaluation of the programme</b> Evaluating the programme is important in reporting to funders as well as in attracting new funders. It also gives participants a sense of their achievement and highlights benefits for partner organisations. Think about the outputs, outcomes and impact of the programme and how these will be measured.

A number of terms and abbreviations have been used in this guide. They include:

- DPCS - Doing Politics, Changing Society
- BAME – Black, Asian and Minority Ethnic
- MWNUK – Muslim Women’s Network UK
- OBV – Operation Black Vote
- LGBTQI - Lesbian, Gay, Bisexual, Queer and Intersex

## Acknowledgements

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- Joy Warmington MBE, CEO Brap, Birmingham
- Shani Dhanda, disability rights campaigner
- Jess Phillips MP, Birmingham (Yardley)
- Khalid Mahmood MP, Birmingham (Perry Barr)

## 2. The Doing Politics, Changing Society programme

This section provides an overview of the DPCS programme. It includes what the programme set out to achieve, the values inherent in setting it up as well as a summary of the outcomes of the programme.

### Aims and objectives of the programme

The aims of the DPCS programme were to enable participants to:

- increase their knowledge and understanding of the political and civic landscape;
- increase their knowledge and skills in initiating and sustaining social action campaigns;
- gain confidence and be able to pitch campaign ideas to stakeholders.

In the longer term, the programme hoped to make an impact on participants' political awareness and engagement in political and civic arenas.

The programme was designed to provide both a theoretical grounding in politics and citizenship as well as an opportunity to focus on practical campaigning work. It achieved this by:

- delivering a 10-month programme of 10 day-long workshops<sup>6</sup> for young women from racialised minority communities;
- engaging with various networks of local and national third and public sector organisations, activists, politicians, academics and the media;
- holding a public event at which participants presented the results of their work.

The workshops were designed to combine knowledge updates about the political landscape and insights into the experiences of activists with skills development in negotiating relationships and conflict, team-building, marketing, using social media, public speaking and presentation. Participants worked in small groups to apply this learning and conceive and develop campaigns around issues they cared about deeply. The campaigns were presented at a final public event attended by friends, family and political and civic stakeholders.

### Principles of good practice

Underpinning the programme was a set of values which played a crucial role in the success of the programme:

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<sup>6</sup> The workshop programme lasted 10 months. However, the entire DPCS project ran over 14 months giving the organisers time to set up the workshops, recruit participants and speakers, run a debrief session with participants after the workshop programme and final public event had ended, make a short film about the programme and report to funders.

- Embracing a person-centred approach which takes into account each person's capacity to engage in public, political and civic spaces;
- Respecting cultural background, beliefs, experiences and self-defined identity
- Rejecting stereotypes based on gender, race / ethnicity, class, disability, sexual orientation and so on
- Promoting inclusion, equality and autonomy;
- Involving and consulting with participants during the course of the programme.

## **Key outcomes**

The evaluation of the programme revealed benefits for both participants as well as partner organisation.

### **Benefits for participants**

#### *Increased knowledge about UK civic and political life*

The programme has enabled many of the participants to gain insights into the realities of working within the existing political structures (whether formal or informal; mainstream or unconventional) and the compromises required. They have also seen ways of influencing change from within organisations and had exposure to people, including women activists, who have been able to create change. They felt that they had gained a better understanding of the challenges facing racialised minority women in the existing structures.

#### *Increased confidence and ability to pitch campaign ideas to stakeholders*

A consistent message from participants was that the programme had given them the confidence to commit to engage in action to change society and make a difference. Most of the participants felt that being involved in the programme had increased their confidence and believed that what they had to say was worth sharing. They also felt that they had increased their creative, communication and problem-solving skills and felt more motivated.

#### *Increased knowledge and skills to initiate campaigns*

Learning how to develop a campaign has provided participants with a strong understanding of the process of campaign development and given them exposure to a set of tools which will help them with future campaigns. Many of the participants expressed a desire to continue working, beyond the workshop programme, on their chosen campaigns.

### **Benefits for partner organisations**

The main partner organisation was MWNUK. The benefits of the DPCS programme for the partner organisation are outlined below.

- The DPCS programme led to increased theoretical knowledge and deeper understanding of the topic of political and civic engagement and provided MWNUK with insights into engagement with young women, and particularly those from non-Muslim minority communities who want to change the world around them.
- More specifically, the DPCS programme enabled MWNUK to bridge the gap between what they knew of the lived experiences of Muslim women and ways of articulating that experiential knowledge in public and policy debates. In other words, MWNUK felt that the programme had demonstrated the value of integrating theory with practice - something they had not considered in workshops they had run previously.
- Being part of the DPCS programme raised MWNUK's profile as an organisation which is experienced in running a capacity-building programme in increasing women's political activism. They have since been invited by the Fawcett Society to be one of the partners in the 'Equal Power' training programme aimed at encouraging women into political office at every level.

### **3. Step by step guide**

#### **Step 1: Planning and preparation of the programme**

We found that planning and preparing for our programme involved several key elements including seeking funding, setting a sensible budget and having a realistic and achievable plan.

##### **Funding**

The first step in planning any programme is to identify how it is going to be funded. If you are going to need external funding, it is important to start the process several months before you want the programme to start as many funders have long application processes and several cycles of funding.

Research a range of funders who may be interested in different aspects of your programme. For example, if you are seeking funding for a women's programme, look for funders who may be interested in funding training that empowers women as well as those who would be happy to fund core costs such as salaries.

Take time to research each funder carefully and make notes on what they fund, when the deadline is, how much they are likely to give and when they make their decisions. It is often useful to call and speak to funders directly so that you do not waste time applying to funders who have criteria that your programme will not meet. When applying to run a capacity-building programme, it is important to bear in mind that applying for smaller grants can often be as time-consuming as applying



for larger ones. Therefore, it is worth being ambitious and applying for a larger pot of money in order to run the programme you plan without having to cut corners. For information on some sources of funding see Section 4 “Useful links and resources” at the end of this toolkit.

### **Budget**

Setting a realistic budget is key to successful funding and programme delivery. Plan and develop a detailed budget with budget lines for every aspect of the programme, however small. If possible, allow for a contingency to cover unexpected costs.

### **Realistic and achievable plan**

Seek out partner organisations which may be interested in being involved in the programme. Working in partnership with other organisations allows you to share the responsibility of seeking funding and delivering the project. We found that working in partnership also helped us to share learning and expertise as well as gain access to useful networks.

Make sure that your programme runs for long enough to achieve sustained change. Our workshop programme was designed to run over a 10-month period so that change was more likely to be sustained and that the skills learnt could be practically applied during the programme.

When planning the delivery of the programme, take into account your beneficiaries’ availability. For example, most of the participants on our programme were undergraduate students. We therefore designed the programme so that most of the workshops ran during the summer vacation period, from the end of their exams in late May to the start of the academic year in early October. We also avoided the inter-semester January exam period which occurs in some higher education institutions.

### **Evaluation**

As it is necessary to assess the benefits of a capacity building programme such as DPCS, to understand whether or not it has been carried out effectively and met its aims and objectives, we included a budget line for the independent evaluation of the programme in our funding proposal. An independent evaluator was engaged on recommendation and they undertook evaluation from the planning stages of the programme (April - May 2018) to the final event and debrief session (March 2019).

## **Step 2: Recruitment of participants and speakers**

The process of recruiting participants and speakers can take up a great deal of time however, it is important to set aside time at the start of the project to do this as the success of your programme will depend on the positive qualities of the participants and speakers you attract. We built in a two-month period before the workshop

programme in order to plan the workshop sessions, recruit participants and invite speakers and facilitators

### **Personal contacts**

Our experience showed that simply sending out leaflets to a list of people and organisations did not attract much interest. Instead, we found that using personal contacts to publicise the programme worked much better. The reputation of our project coordinator meant that she was able to secure the commitment of a range of quality speakers, which in turn, helped to spark interest in the participants. In addition, many of her contacts were happy to make personal recommendations to those they felt might benefit from the programme. In fact, many of the participants on the programme mentioned that their university lecturers had suggested that the programme would be of interest to them. This encouraged them to read the information in more detail.

### **Reputation**

Having a recognised funder and /or partner can also help attract both speakers and participants. The participants on our programme commented that the programme looked credible because it was funded by the Economic and Social Research Council and the University of Warwick, through the Higher Education Innovation Fund.

### **Recruitment and retention**

One of the challenges of delivering a programme of this type is recruiting the right people and gaining their commitment. As we were delivering a 10-month programme, we made sure that participants were made fully aware of the amount of time and commitment that was expected of them. For example, we gave participants the list of dates in advance and asked them to commit to the dates in question.

Having a rigorous application process meant that we were able to recruit participants who demonstrated a high level of commitment and filtered out those who were unable to commit to what was required of them.

Having a concrete agreement in place can be useful in attracting serious participants and securing their commitment. We asked for a small deposit (£30) from all our participants which was refunded once they completed the programme. Although we lost a couple of participants who had to leave the programme, our exit interviews helped us to explore whether anything could have been done to retain them on the programme.

Building in a practical element to the programme also seemed to appear attractive to participants on our programme as they were seeking opportunities to increase social action and political skills and improve their strengths.

### **Step 3: Planning workshops**

Making sure that the workshops are successful relies on detailed planning, a robust structure and useful and interesting content and resources. We spent a great deal of time on this element of the programme and found that this helped in making the workshops educational and interesting.

#### **Structure and content of workshops**

Pulling together a programme of workshops involved five key elements. You must have:

- thorough knowledge of the UK's formal political and civic landscape; i.e. of key institutions and processes in which power resides and must be challenged and in which people can 'do politics' to transform the world around them;
- knowledge and experience of grassroots activism, organisation and campaigning;
- experience of working with young women from racialised minority communities; understanding the constraints they face but also being aware of the alliances they can build and of political opportunities they can exploit;
- links with political and social actors who may be invited to contribute to the workshop programme;
- adequate funding.

It was very important for us to make sure that the first workshop was a success as this was the first opportunity for participants to get to know each other, explore their expectations of the programme and understand how they could get involved. Subsequent workshops were designed with the aim of developing participants' knowledge, skills and confidence and providing support for the development of their social action campaigns.

Key to delivering an effective workshop is to have clearly defined learning outcomes. This helped us to decide the content of each workshop and who to involve in the programme as speakers or workshop co-facilitators. It also helped us to focus on the skills being developed in each workshop and how these could be transferred into the campaigning work.

## **Developing workshop resources**

Making sure resources are relevant, useful and accessible requires a great deal of planning and time. Feedback from participants showed they had appreciated the amount of effort we had made to make sure the resources were helpful.

Nonetheless, the following suggestions were made and are useful to consider when planning workshops:

- Provide details of all the workshops in well advance so that participants can prepare themselves ahead of time;
- Include more interactive elements within the workshops and in particular, provide more time for debate and discussion;
- Provide plenty of opportunities for participants to network with a range of people. Participants particularly enjoyed meeting people such as politicians who they would never have otherwise met;
- Involve a wide range of people in the programme so that participants are exposed to a range of ideas and perspectives.

## **Step 4: Delivery of the workshops**

### **Venue: location, environment and cost**

The venue should be centrally located with multiple transport (train, bus, tram) links, which can be reached quickly. Our venue was located in Birmingham city centre and was within 5 to 7 minutes walking distance from the main railway stations of New Street, Moor Street and Snow Hill and all tram and bus stops in the city centre.

The venue should provide a spacious, calm and comfortable environment. It is worth investigating venues which offer a full 'day conference package' which combines meeting room hire, food and beverages, audio-visual equipment, technical support and stationery for a daily flat rate per attendee. The venue we chose offered a number of day conference packages from which we chose the mid-range option. Our venue also offered two secluded garden spaces which we could use at lunchtime and as break-out areas when doing group activities; this worked especially well during the summer and autumn months of the programme.

The venue should be reasonably priced. There are a number of organisations which offer discounts to charities and educational institutions and we benefitted from a reasonable discount on the selected day conference package. We were provided with comprehensive AV facilities and a technician on call at all times. Photocopying was extra and could add to your final bill so it is best to avoid last minute photocopying if possible. The staff were friendly and helpful, got to know us very well over the time we were there and went out of their way to make sure we always had all that we needed.

## **Catering**

Providing participants with tasty and nutritious food is important. It is one way of showing we value their participation in the programme and that we are not cutting corners by offering basic sandwiches and crisps. When they arrived in the morning they were provided with a good breakfast of cereals, fruit, toast and Danish pastries, available an hour before the start of the workshop. A buffet lunch (cold or hot) with plenty of salads and a choice of desserts was also offered and always went down well. Coffee / tea / juice and selection of biscuits were available throughout the day. Bottles of still and sparkling water were topped up at all times and bowls of sweets and chocolates were also available in the workshop space.

## **Speakers**

It is important to ensure there is sufficient funding to cover speakers' / facilitators' transport (including taxi) and subsistence costs, although it is equally important to make clear to speakers and facilitators that not all taxi fares may be claimed (funding bodies will question and not cover certain fares); e.g. we had a speaker who claimed a taxi fare from their home to an easy-to-reach mainline London station at a cost of £60+ which was refused. Consequently, we were obliged to include it as part of the speaker's fee which caused a different set of problems.

In order to avoid disappointment and making do with your second or third choice, speakers and workshop facilitators should be booked well in advance; the experienced and engaging ones are likely to have a full diary and be booked up far in advance.

Make sure you invite speakers / facilitators on recommendation from trusted contacts. Invite those you know have the ability to engage young people and who understand the constraints facing young women from minority communities.

Do not rely on politicians to keep their promise to contribute to your workshops. If you are inviting a politician, do not invite those who are members of the incumbent Cabinet or even Shadow Cabinet at Westminster unless you know them personally as they will invariably cancel due to last minute political developments. Invite 3 or even 4 to make sure that at least one will turn up; usually local councillors or an MP from a local or nearby constituency is a better bet. However, expect some to be downright careless. One local councillor made effusive promises over the phone and by email that they would speak at a workshop but then did not answer by telephone or email when repeatedly contacted nearer the date of the workshop session.

### **Feedback from participants**

It was important for us to gather feedback from participants on what they thought about the workshops and what difference the workshops had made to them. As we wanted to avoid survey fatigue, we asked participants to complete feedback forms for a set of 3 workshops rather than after each one.

Participants felt that it was better not to have to complete a form at the end of each workshop because many had to rush off at the end of the day to catch their train etc. They were told in advance which workshops would end with form filling and that we would finish 10 minutes early in order to do this. It worked well. However, evaluation forms rarely yield rich information and many participants simply ticked the yes/no questions and left out the field for open comment.

### **Step 5: Support for participants**

Providing support to participants is resource intensive but critical to ensuring that they are able to meet the requirements of the programme and remain committed through to the end. This was particularly the case for us as our programme required participants to commit over a ten-month period. We provided both individual support to participants as well as group check-ins. Individual check-ins were carried out on the telephone / Skype while group check-ins were face-to-face. In addition, we ran group tutorials while each group was developing their campaign. Again, these were carried out face-to-face and via Skype. We also set up a WhatsApp group so that participants could provide peer support and exchange ideas.

The majority of the support focused on managing:

- participants' expectations and helping them to balance the time they needed to put into the programme with their other commitments;
- the emotional needs and personal issues of participants that were impacting on their ability to maintain or increase their level of commitment to the programme as it progressed;
- the dynamics within and between the 4 campaign groups.

It is clear that the effective delivery of the programme required high levels of support to be given to participants. It is therefore important to be realistic about the amount of time required and identify who is going to be providing the support and by what means.

Running a programme like DPCS over 10 months requires significant built-in 'person time' as among the many organisational responsibilities was the maintaining of frequent contact between the programme coordinator(s) and the Impact Assistant (an employee of MWNUK) on the one hand and the participants on the other hand.

Apart from the face-to-face interactions with participants which took place during the 10 workshops held between June 2018 and February 2019 and the final event of March 2019, several individual and group check-ins took place. The discussions during these check-ins or tutorial meetings centred on:

- how the programme was working and what were its good and bad points;
- the development of group campaigns;
- intra-group conflicts;
- personal issues and emotional needs.

Over 10 months, 21 calls to do with personal issues were logged, on average 20 minutes long. In addition, during the third month of the programme, each participant had a 30-minute telephone slot during which their individual development and campaign interests were discussed. Thirdly, group check-ins took up about 1.5 hours. Finally, in the fourth month, the face-to-face group tutorials took up 6 hours as each of the four groups were allocated a 1.5-hour slot.

### **Step 6: Showcase event**

We believe it is important to publicise the achievements of participants who have committed to a capacity building programme such as DPCS through some form of public-facing activity or event.

As part of the DPCS programme, we planned a final event which provided an opportunity for participants not just to present their campaigns to a wider audience of their friends and families and public stakeholders but also to network with a variety of people. The event brought together a panel of speakers of whom some had been involved in the programme previously and it was hosted by the then Lord Mayor of Birmingham, Councillor Yvonne Mosquito.

Because this event constituted the highlight of the DPCS programme and because it involved a large audience of stakeholders / local dignitaries and, most importantly for the participants, their family and friends, it was crucial that we got things right.

Hence the venue was significant and grand - we chose Birmingham City Council's Banqueting Suite. We booked it far in advance due to its popularity and the fact that it is booked for all manner of public and private events throughout the year. Birmingham City Council also give discounted rates for venue hire and catering to charities and educational institutions. Nevertheless such venues are never cheap and must be properly costed in any funding proposal. The venue was a few minutes walk from Birmingham New Street, Moor Street and Snow Hill stations and very close to bus and tram stops, so excellent in terms of transport links. It provided excellent access to those with a physical disability.

The venue included a stage, a PA system, audio-visual equipment for PowerPoint presentations by the participants and technical support throughout the duration of the event. It was a convenient venue for the councillors we had invited as they were able to attend from their offices in the same building. The Lord Mayor's office is also in the building and she was able to open the event and stay throughout its duration and talk to the programme participants.

The event was held on a Wednesday afternoon, chosen because it was best for those participants who were at local universities - normally universities do not run classes on Wednesday afternoons. It was also convenient for the Sixth Formers who were invited because many schools reserve Wednesday afternoons for extra-curricular activities. Finally, Wednesday afternoons are the most available booking slots at the Council House.

The catering included a generous hot and cold buffet lunch with refreshments available throughout the event. The venue reflected the sense of occasion and again providing a grand buffet was one way of showing appreciation to those who attended. Sixty people participated in the event which proved to be a highly positive experience for the participants who had clearly grown in confidence and felt they had the right to speak up in support of their beliefs and values.

### **Step 7: Post-event closed debrief meeting**

This debrief meeting marked the end of the DPCS programme. It was a closed meeting and involved only the programme coordinator and participants. The aim of this meeting was to allow participants a space in which they could speak freely about their future plans and, most importantly, about how it felt for them, as women from racialised minorities, to have a protected space in which to recount and exchange personal histories, gain political knowledge and skills and hear their voices without fear of being judged or silenced. They all stated without reservation that they would not have applied for the programme had it not offered a protected space for women like them. Equally they were all convinced that things would not have worked out well had it been a mixed space, suggesting that there could have been a high drop-out rate. None of the participants felt they were disadvantaged in any way, with many stating that as they were in mixed spaces most of the time, they did not feel any need to listen to other (more privileged) voices yet again. It should be noted that the debrief meeting was not included as another element in the evaluation of the programme; it was designed to allow the participants to reflect on how their 10-month journey in the DPCS programme might shape their plans for the future and on the benefits and disadvantages of being in a space protected for women from



racialised minorities. All the participants agreed that such reflection was necessary and that it was a good way to end their collective journey.

### **Step 8: Evaluation of the programme**

Evaluating a programme such as this involves gathering feedback from the different people involved at various points in the programme. For our programme, we wanted to evaluate both the process (i.e. how the programme was delivered, what were the barriers and what worked well) as well as the outcomes and impact of the programme. As such, feedback was gathered from participants, speakers as well as programme staff, by an independent evaluator. This involved:

- Participants being asked to complete an online survey at the start of the programme to find out about the social and political issues in which they were interested as well as their knowledge of current affairs;
- Participants being asked to complete individual workshop surveys and an end-of-programme survey to gather their views on the effectiveness of the programme;
- One-to-one interviews with participants at the end of the programme to find out what difference the programme had made in terms of increasing their skills and knowledge as well as how they felt about themselves and their confidence to intervene in political spaces;
- Exit interviews with participants who left the programme before it ended;
- Interviews and surveys with external stakeholders involved in the project to explore their views of the programme and how it could be improved;
- Observation of the presentations made at the public event to capture the impact of the campaign presentations;
- Reviewing data from each of the campaigns to assess the reach and engagement of the campaigns;
- Interviews with programme staff at MWNUK about the successes and challenges of running the programme.

### **Key learning points**

- It takes time to plan and structure an effective programme;
- Recruitment is important - the right mix of people make a successful programme;
- Make sure that participants are able to attend workshops throughout the programme; are they able to fit in workshops with their university studies? Will their employer allow them time off to attend workshops?
- Find the right speakers and facilitators;
- Provide administrative support to the coordinator;
- Provide sufficient support to participants to overcome individual barriers to participation;
- Put in place a robust financial plan to cover venue hire, speaker / facilitator costs, catering, travel, evaluation etc.;

- Take into account the overall time required of participants, especially those who are in full-time education or employment; i.e. time is required not just for workshop attendance but also for extra preparation and actual campaign work;
- Allow long enough time for participants to be able to apply skills learned during the programme and to be able to see sustained change in knowledge and confidence;
- Design a programme which has a good balance of learning through workshops and activities and discussions with practical work in small groups.

## 4. Useful links and resources

### Activism training

- Doing Politics, Changing Society, <https://doingpolitics.weebly.com/>
- Muslim Women’s Network UK, <https://www.mwnuk.co.uk/>
- Muslim Women’s Network UK – WeRise, <https://mwnwerise.co.uk/>
- Uprising UK, <https://www.uprising.org.uk/programmes>
- Operation Black Vote, <https://www.obv.org.uk/what-we-do>
- The Fawcett Society Equal Power Programme, <https://www.fawcettsociety.org.uk/equal-power>
- The Parliament Project, <http://www.parliamentproject.co.uk/>
- 5050 Parliament, <https://5050parliament.co.uk/askhertostand/>
- Unleash your Potential: Global Citizenship (University of Bristol), <https://www.futurelearn.com/courses/global-citizenship>
- Campaign Bootcamp, <https://campaignbootcamp.org/training/?gclid=EAlaIQobChMI3dr41di46gIV2-7tCh0pjAgnEAAAYAiAAEgZl D BwE>
- The Social Change Project (Sheila McKechnie Foundation), <https://campaignbootcamp.org/training/?gclid=EAlaIQobChMI3dr41di46gIV2-7tCh0pjAgnEAAAYAiAAEgZl D BwE>
- The Politics Project, <https://thepoliticsproject.org.uk/>

### Funding sources

- Funds Online, <https://fundsonline.org.uk/>
- Grants Online, <https://www.grantsonline.org.uk/news/education-and-training/>
- National Lottery Community Fund, <https://www.tnlcommunityfund.org.uk/>
- Comic Relief, <https://www.comicrelief.com/funding/>

For additional resources see appendices. We developed a programme guide which outlined the activities of each of the 10 workshops and was distributed to the programme participants. If you are interested in the programme guide please contact the Programme Coordinator at [khursheed.wadia@warwick.ac.uk](mailto:khursheed.wadia@warwick.ac.uk).

## 5. Appendix

### Appendix 1: DPCS programme application form

#### Black, Asian, Minority Ethnic Women and Activism: Doing Politics, Changing Society Workshop Programme 2018-2019

#### APPLICATION FORM

##### Section 1: Personal Details

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

##### Please answer all of the following questions:

- We will be carrying out group interviews **two weeks before** the programme, in the week commencing 4<sup>th</sup> June. Are there any dates on which you will not be available?

- Are you available to commit to 10 workshops between June 2018 and March 2019?
- Are you able to pay a £30 returnable deposit if you are successful?

If no, please note concessions are available. Please outline why a concession is required:

**Section 2: Education and Training**

Please start with the most recent.

Educational/Training Establishment	Qualification	Dates Attended

**Section 3: Employment and Voluntary Work**

Please start with the most recent.

Employer	Position	Dates Employed

#### **Section 4: Political and Civic Engagement**

Please answer the following questions:

- 1) How much do you feel you know about current affairs/what's in the news?  
(Maximum 150 words)

- 2) What does being engaged in a political and civic way mean to you? (Maximum 150 words)

3) Can you remember any particular campaigns which have moved you to act? What made the campaign gain and sustain your interest? What action did you take as a result? (Maximum 200 words)

4) If you could wave a magic wand and change 3 things to improve the lives of other women like you, what would they be and why? (Maximum 200 words)

### Section 5: Social Media and IT Skills

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

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

### Section 6: Declaration and Signature

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

**Signed:**

**Date:**

Please email completed application by 12pm on Friday 25<sup>th</sup> May 2018 to [contact@mwnuk.co.uk](mailto:contact@mwnuk.co.uk)

## Appendix 2: Workshop facilitator / speaker evaluation form

### Workshop Facilitator Feedback

**What did you observe about the engagement levels of participants in this workshop?**

**What most satisfied you about this workshop?**

**Did you have any concerns about any aspect of the workshop? Any other comments?**

### Workshop Objectives

It would be useful for the overall evaluation to have a sense of how the different objectives are covered across the workshops. You may have become involved in an unplanned activity or discussion which means you have unexpectedly covered an outcome. Please give each outcome a score from 0 – 5 to indicate the degree to which this was covered, with 0 meaning not at all and 5 meaning it was comprehensively covered. Do not worry about the 0s! We are not expecting every workshop to cover every outcome.

How much was this covered in your session – both by planned activities and unplanned activities or discussion	
Knowledge and Understanding - by the end of the session the participants should be able to understand:	0 -not at all 5 - comprehensively
Skills Development - by the end of the session the participants should be able to:	



### Appendix 3: Workshop participant evaluation form

#### How were workshops 1 – 3 (June 18<sup>th</sup>, July 13<sup>th</sup>, July 27<sup>th</sup>)?

SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

	SA	A	N	D	SD
The topics and discussions were of interest to me					
I was able to participate fully					
I feel I have learned something					
What I particularly liked					
What I think could have been done better					

#### How was the Fawcett Event at Westminster?

	SA	A	N	D	SD
The themes of the event were of interest to me					
I was able to participate fully					
I feel I have learned something					
I feel I was able to network and make some useful contacts					