

# IMPACT REPORT 2023

EMPOWERING THE NEXT GENERATION OF SOCIALLY RESPONSIBLE LEADERS

## LETTER FROM OUR CHAIR



**Robin Lassiter**

Chair of Trustees, Enactus UK

A handwritten signature in black ink, appearing to read 'Robin Lassiter'.

This, our ninth full year as a charity, has once again tested the ingenuity of our changemakers as well as our executive team. As you will see from the results, we have responded to these challenges magnificently as we restarted our NextGenLeaders programme for a full year after the lockdown. Once again, I would like to thank our funders, volunteers and sponsors for their support in making this possible.

Promoting youth social action and social enterprise is at the heart of what we set out to do, encouraging and harnessing the energy and drive of our participating changemakers while leveraging the capabilities and skills of industry and commerce through our sponsors and partners. The combination helps us deliver the fulfilment of good deeds and intentions on an ever-larger scale.

Importantly, the individual project beneficiaries in our communities, of all ages, both gain confidence and gain directly from learning and acquiring new skills; this helps increase their employability as well as their own capacity for self-help.

Young people are our key target in helping create and deliver their projects; critically they also benefit themselves from developing their own talents and social enterprise capabilities. Our aims for creating more of a fair and engaged society while developing our young people are more critical than ever.

I would like to thank all those involved - the students, our business partners and their employees, our funders, our Enactus UK alumni and also the many individual mentors and school staff for the encouragement of the students. I would also like to thank the executive team for their dedication. They may be small in number, but their impact is massive. Whatever we ask of them they respond positively with creativity, speed and always with a smile on their faces.

You will find a summary of the impact of the very wide range of activities undertaken in 2022/23 in order to successfully deliver against our aims and objectives, within this report.

# VISION AND MISSION

## OUR VISION

To create a society where young people feel empowered through project-based learning and youth participatory action. Where SDG education is a compulsory part of the National Curriculum enabling all young people to gain the skills and knowledge they need to tackle the impending climate crisis.

## OUR MISSION

To implement a student-led and free-to-access programme into schools across social mobility coldspots. Encouraging young people to develop curiosity, creativity and empathy while challenging the status quo and developing sustainable, community-facing projects which create positive change to livelihoods.



One of our changemakers working in their local care home supporting a resident.



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## IMPACT OVERVIEW

**16** participating schools

**32** teams in mixed age groups from Year 7 to 12

**264** hours of lessons, workshops and events

**9** projects awarded grant funding

**5,619** beneficiaries impacted

**64** mentors supporting teams in project acceleration

**9** events hosted by partner organisations

**27** educational professionals supported in Project-Based Learning and Sustainable Development Goal education.

**83** community-based project partners

**304+** changemakers involved in the programme

**12,465** social media impressions

**564** website visitors

**758** YouTube views

**2** parliamentary mentions

**8.5** minutes of regional TV coverage

**3** print media coverage

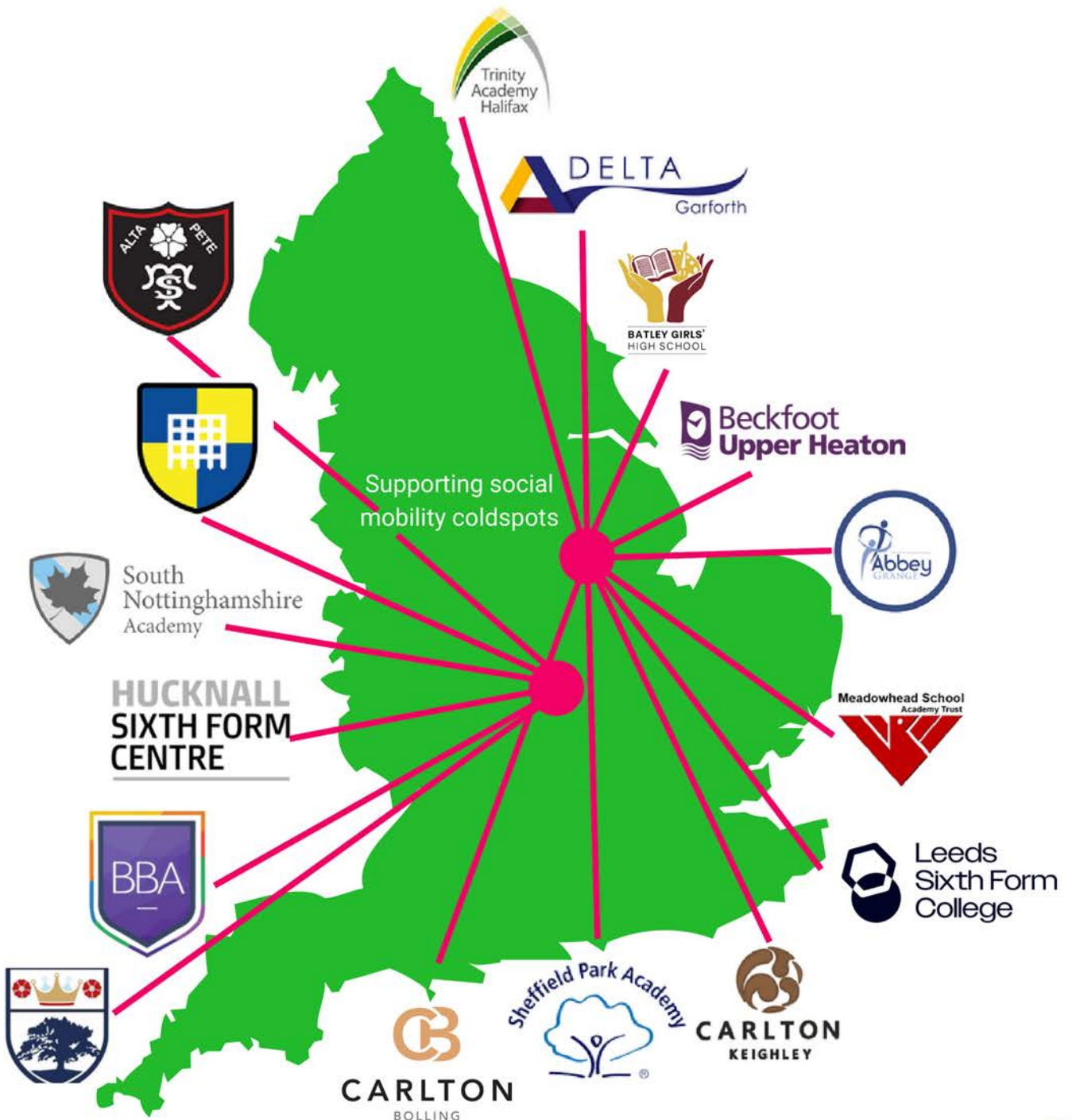
**581** LinkedIn views

**4** MPs engaged

# ENGAGEMENT

<b>100%</b>	<b>36%*</b>	<b>5:9</b>	<b>36%**</b>
State Schools	Pupil Premium	Male : Female	BAME

\*National average of pupils eligible for Free School Meals is 19.7%  
 \*\*National average of people in the UK that are Black, Asian or Minority Ethnic is 18%



# CHANGEMAKER IMPACT



Before joining the programme 70% of changemakers stated that they experienced a barrier to learning.

After participating in the programme 58% of our changemakers saw their attitude to learning scores increase with an average of 16% increase per pupil.

Before joining the programme only 6% of changemakers had heard of the UN SDGs with 0% being able to accurately define them.

After participating in the programme 71% of our changemakers can now confidently define what the UN SDGs are.

Before joining the programme only 9% believed that they were capable of creating sustainable change in their local community.

After participating in the programme 88% of our changemakers now believe they are capable of creating sustainable change in their local community.

Before joining the programme the average attendance of our changemakers was 91.25%.

5% average attendance increase for a student enrolled on the programme.





# PROGRAMME OUTCOMES

- 50%** of schools run the programme as an extra curricular about the SDGs and community impact.
- 58** employers pledged to better support employees and candidates with disabilities.
- 90** community-facing hours dedicated to reducing social isolation.
- 60** beneficiaries were taught preventative strategies to protect their mental health.
- 80** individuals were able to access affordable and sustainable hygiene products.
- 200kg** of food saved from landfill and composted to grow fruit and vegetables.

## MOST COMMONLY TACKLED PROJECT GOALS



Changemakers attending a project accelerator at Specsavers.

Changemaker attending our East Midlands launch event at Notts County FC.



## TEACHER TESTIMONIALS

"The NGL programme has developed SDG awareness amongst our students and has brought an awareness of the breadth and depth of how we can support our school and local community. It has been a great journey for our students that we have only just started on. There is a real appetite to ensure that these groups are long running and encourage students from different year groups and backgrounds to work together."

**Peter Goulding, Assistant Principal, Abbey Grange Academy**

"The NGL programme has created a positive learning experience for not only our students that have taken part, but also the beneficiaries. Our students have developed leadership skills, confidence, organisation and planning skills, the ability to build relationships, research issues and present to an audience, all of which have been encouraged and supported every step of the way."

**Anna Spencer, Assistant Achievement Lead, Heanor Gate Spencer Academy**

"The NGL programme has helped impact the local area by creating a cleaner environment and getting more people involved in taking care of the local community. It has engaged our young people in local issues through educating them about the SDGs and showing them that they can make a change. They have taken part in educating others, organising clean ups, recycling and upcycling which shows they can be active citizens. The programme has created a positive learning experience by making our students passionate for a cause and [also make] a change in the local community."

**Anesa Hussain, Teacher, Beckfoot Upper Heaton**



Changemakers conducting speed checks on the road outside their school with West Yorkshire Police.

## CHANGEMAKER TESTIMONIALS

"I have loved this new experience; it has shown me that I can stand up for something I am passionate about. I have developed [my] confidence to speak and share my ideas with others."

### Year 8 Changemaker

"I have learnt about issues affecting our community, local and wider. It has been an invaluable experience for me. Teamworking and sustainable intervention. [A] life-changing experience, I will never be the same again!"

### Year 12 Changemaker

"Next Gen Leaders has had a huge impact on us as it has allowed us to progress and become fearless in front [of] others. It has also created an opportunity to make new friends, as well as tackling the Sustainable Development Goals to truly make a difference in the world as well as our local communities."

### Year 9 Changemaker

Changemakers in their community garden which they have adapted for people with limited mobility to connect and enjoy.



## COMMUNITY TESTIMONIALS

"The team has been coming every week, I've been saving eggshells, coffee grounds and tea bags for them. They have been taking it seriously and it's been really good. I've never seen young people do an initiative like this. Previously, all our waste went straight to landfill, so it's been a worthwhile partnership and helped us make a positive change."

**Deborah Wilson-Challans, Manager, Hucknall Café and Coffee Shop.**

The considerate approach of the students, their adaptability, and inclusivity have further enhanced the impact of this project. The lasting effects will continue to uplift our residents. We are confident that this initiative will make a lasting impact and serve as a shining example of intergenerational engagement for our other care homes too."

**Laura Davenport, Activities and Events Manager, Ashmere Care Home**

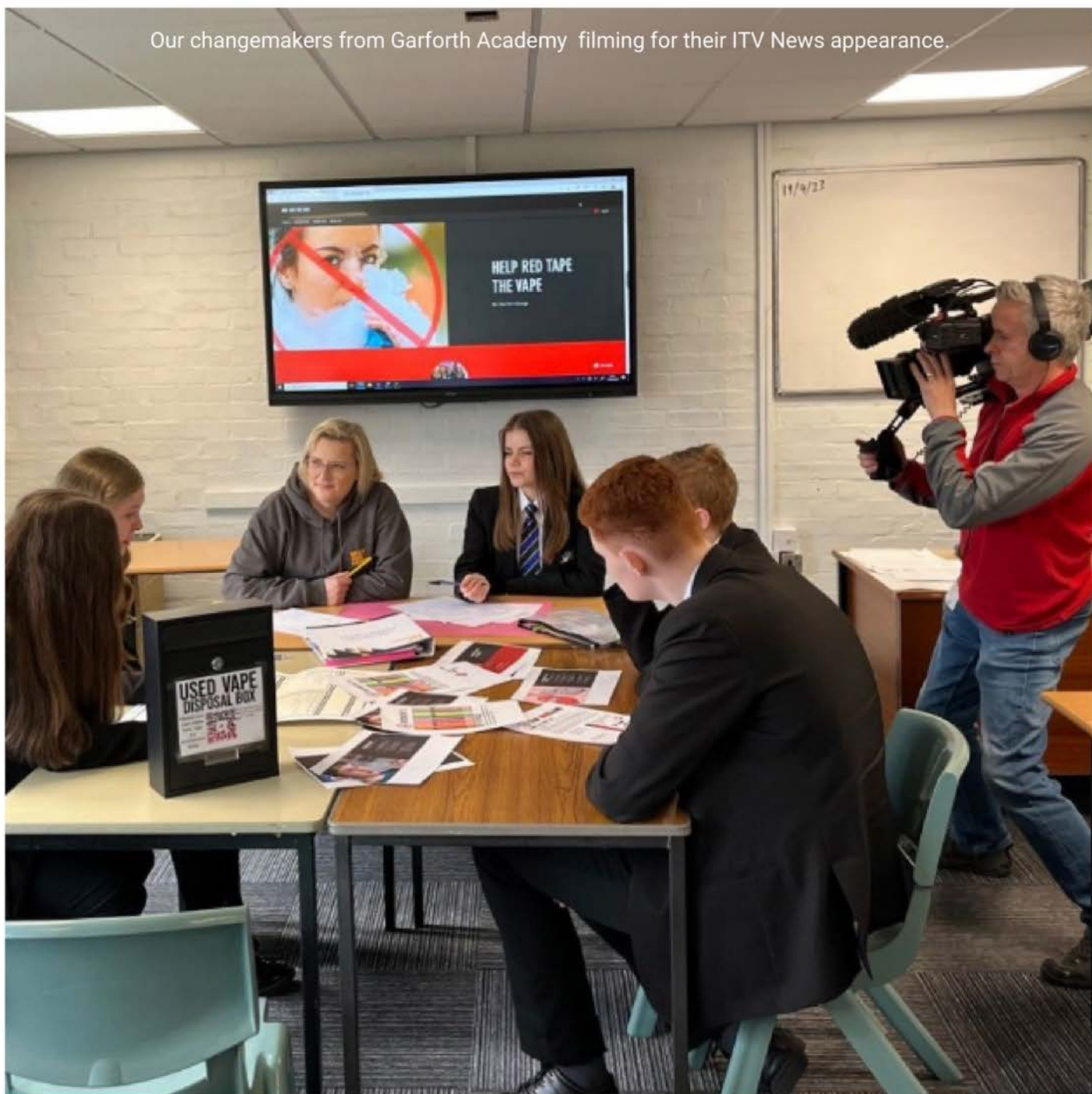
"The team have identified a real concern for many children and produced a real plan to tackle it. It's a brilliant plan and it's practical."

**Paul Blomfield, MP, Sheffield Central**



Changemakers connecting pupils from their local primary school with residents from their local care home.

Our changemakers from Garforth Academy filming for their ITV News appearance.



## PROJECT SHOWCASE

### RED TAPE THE VAPE, GARFORTH ACADEMY



"Our mission is to prevent vaping by raising the awareness of its dangers and encourage responsible disposal."

### PROJECT OVERVIEW

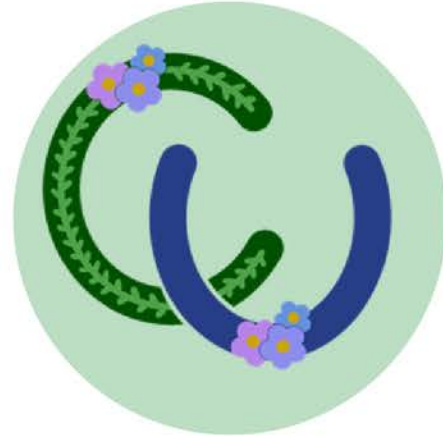
The team were passionate about preventing young people from vaping as well as raising awareness about the harmful effects. They quickly realised through research that today's youth find the habit fashionable, mainly due to the colours and flavours. They are also keen to lobby government legislations surrounding vaping as currently police are unable to confiscate and destroy vapes from children. Their research showed children as young as 8 were vaping with discarded vapes from the streets and bins and they want to make a positive difference in their community.

### KEY ACTIONS

The team started their project delivery by creating a peer-awareness stall to their peers during break time which included pin badges and an amnesty box. They then created their website to reach a wider community-based audience. Their research included a survey among their peers and interviews with professionals such as a school nurse, local health care centre nurse and local police officers. The team have met with their MP who supported their creation of disposal boxes within the local community. Their plan is to take this project further by creating resources and delivering workshops to a primary school audience.

## PROJECT SHOWCASE

### CONNECTU, SWANWICK HALL SCHOOL



"Our mission is to reduce social isolation within the community by "joining generations"

### PROJECT OVERVIEW

The team were impacted by COVID so we understand the effect of social isolation and loneliness and feel passionate about improving it. When devising their project idea, they thought "Who else was really negatively impacted by COVID?" and our minds went straight to those in care homes. The residents were unable to see their loved ones and their interactions with the other residents were limited. They also identified that there was also a lot of pressure on the carers.

### KEY ACTIONS

The project is centred around bringing fun activities to the elderly at a local care home and forming meaningful friendships with them, as well as sharing their stories and advice with secondary school students and members of the public via a presentation. This project is beneficial to everyone involved as it takes pressure off the carers, boosts morale and reduces loneliness in the care home, and allows the residents to have fun and speak to others. It is beneficial to us and the people we deliver the presentation to as we all get to learn from their stories and advice. The team are collaborating with the local History Society and their school's Trust to coordinate a Stories of Swanwick afternoon where the individuals' stories from the care home will be shared.



# PROJECT EXAMPLES

School Name	Project Name	Age	Summary	SDG
Garforth Academy	Local Love	Mix	Reducing social isolation in care homes by upcycling fabric to create dog toys for rough sleeper's companion animals.	
	Red Tape the Vape	Mix	Prevent the misuse of vaping among children by raising the awareness of the dangers and encourage responsible disposal.	
Swanwick Hall School	The Bright Side	Y12	Providing children with skills to protect their mental health in stressful times.	
	ConnectU	Y12	Reducing social isolation within the community by "joining generations".	
Sheffield Park	Safe Together	Mix	Making the streets in Sheffield safer by providing creating resources and a safe word.	
South Notts	SNAid	Mix	Tackling employment inequality for people with disabilities through lobbying employers to create meaningful opportunities.	
Carlton Bolling	Road Revivers	Mix	Making Bradford's streets safer by raising awareness of dangerous driving.	
	Girls 4 Greatness		Providing Muslim girls with an opportunity to socialise and develop skills.	
Hucknall 6th Form	Fair Necessities	Y12	Combatting hygiene poverty by providing affordable and refillable hygiene products.	
	Via Bio		Collecting food waste for compost.	
Batley Girls	Bookworms	Y12	Increasing literacy skills of primary school pupils and reducing food waste and hunger.	
	Change the 7ycle		Reducing period stigma by creating reusable period products from waste textiles.	
Heanor Gate	Vite	Y12	Connecting socially isolated elderly people with primary pupils to share skills.	
Tibshelf	Cyber Guardians	Y8	Educating children and their parents on cyberbullying through a board game.	
Leeds 6th Form	Autism Aware	Y12	Raising awareness of the barriers to diagnosis for girls with autism and destigmatising autism by showing the positive side.	
	Dental Heroes		Encouraging children from deprived areas to brush their teeth while providing access to sustainable dental products.	

# PROJECT EXAMPLES

School Name	Project Name	Age	Summary	SDG
Abbey Grange	Meatless	Mix	Encouraging local families and eateries to reduce their meat consumption for animals and the planet.	
	MHS	Mix	Advocating for better mental health services and for mental health to be treated with the same urgency as physical health.	
	Help for the Hungry	Mix	Redistributing surplus food to the community while teaching members of the community nutritious, affordable recipes.	
	Positive Memoir	Mix	Repurposing surplus textiles to give them a new life. Hoping to create a cat walk experience at a local children's hospice.	
	The Recyclists	Mix	Collecting disposed plastic and upcycling to raise money to fund creative resources for local primary schools.	
Beckfoot Upper Heaton	Litter Lifters	Mix	Raising awareness of the harmful impacts of single-use plastic by educating the younger generation.	
Bluecoat Beechdale	Rays of Hope	Mix	Creating a safe place for refugees and asylum seekers to connect through gardening and access to affordable food.	
	Help for the Homeless	Mix	Running a programme for veterans at risk of homelessness to connect with one another and play accessible sports.	
The D.V.P.	Educating primary school pupils on healthy relationships and how to recognise the signs of domestic abuse.			
Meadowhead	Grow	Y12	Developing an accessible garden for members of the community experiencing social isolation to visit and connect.	
	Nurture Aid		Helping young girls to realise their potential and pursue a career in STEM by delivering workshops.	
Carlton Keighley	Operation Car Take Down	Mix	Encouraging members of the community to pursue more sustainable transport options.	
	Literacy 4 Life		Supporting local refugees by providing literacy workshops.	
Halifax Trinity	Bee Food Smart	Mix	Developing an edible garden with bee hives to produce food and honey to fight hunger and hayfever within their community.	
	Street Flow		Supporting local homeless women by developing a washable period plastic product.	
	REcover		Through the collection of plastic bottles the team are upcycling them into maths resources to engage hospitalised learners.	

# NEW RESOURCES

## ISSUE CARDS



The issue cards were developed to help gamify the experience of questioning the status quo.

Changemakers are encouraged to develop their critical thinking skills to decide which issues they feel most passionately about and share this with their group.

The issue cards demonstrate the connection between multiple issues that can be resolved through one creative solution.

## CHANGEMAKER JOURNEY LOG



The changemaker journey log was developed to encourage the pupils to record and reflect on practice.

The young people are encouraged to develop curiosity, creativity and empathy by documenting their research and thinking of one beneficiary first.

The changemakers can also find out about their own skills and assign their role using materials inspired by the 'True Colors' personality test.

"I am more willing to make changes within my community after discussions with my team. Looking at the issue cards [helped me] to think about the different issues communities face [and] helped our team develop our project idea."

**Changemaker, East Midlands.**

# RESEARCH AND POLICY

Our evidence-based and research-backed programme has been supported by universities such as Leeds Beckett University, Winchester University and most recently, York St John. It has informed our approach to encompass our core values of creativity, curiosity and empathy.

TOPIC	UPDATE
<p><b>Project-based learning and Youth participatory action research</b></p>	<p>Working alongside Professor Tom Dobson, our programme is built upon research and encourages both project-based learning and youth social action. Here is a link in relation to one of our published articles.</p> <p><a href="https://www.timeshighereducation.com/campus/how-community-projects-can-promote-students-critical-thinking-skills">https://www.timeshighereducation.com/campus/how-community-projects-can-promote-students-critical-thinking-skills</a></p> <p><b>"Project-based learning has engaged me more in learning as it is more enjoyable as we can decide what our goal is. It has helped me develop research and communication skills which has meant I have grown in confidence and loved the experience" Year 9 Changemaker.</b></p>
<p><b>SDG education</b></p>	<p>Throughout the programme our aim is to educate the changemakers on the UN Sustainable Development Goals, however, we want to fight for SDG education to be included in the curriculum. We have worked with MPs, posed questions to the government, met with key stakeholders at OCR and have become supporters of the OCR National History GCSE.</p> <p><a href="https://teach.ocr.org.uk/gcse-natural-history-stakeholders">https://teach.ocr.org.uk/gcse-natural-history-stakeholders</a></p> <p><b>"Initially, I saw the SDGs as unachievable and not plausible goals. However, I have realised how easily I can help the community and the SDGs seem more realistic and easy to create a change" Year 10 Changemaker.</b></p>



# THE FUTURE OF NEXTGENLEADERS

## PEDAGOGY AND CONTENT

1. Continue to onboard more schools and deliver our programme to educate more changemakers throughout the East Midlands and Yorkshire.
2. Develop our resources which will support project ideation, SDG education and the understanding of what they mean, along with reviewing our changemaker journey log.

## CURRICULUM AND RESEARCH

1. Continue to work with York St. John University to strengthen the programme through their research on project-based learning and research skills.
2. Fight for Sustainable Development Goals to be part of the curriculum by continuing to work alongside key stakeholders, including the government.

## NETWORK AND COMMUNITY

1. Continue to work alongside our corporate partners and programme supporters to deliver project accelerators, project dens and events on our annual calendar.
2. Build positive relationships with key stakeholders within the education system to promote the programme and well as encourage the implementation of a curriculum that hosts project-based learning and SDG content.



Changemakers from Beckfoot Upper Heaton attending our Yorkshire Launch event at Arla House.

## OUR TEAM

### MANAGEMENT



Andrew Bacon OBE  
CEO



Abigail Whitehead  
Programme Manager



Sarah Steel  
Programme Manager

### TRUSTEES



Robin Lassiter



Julia Dobson



Donna Miller



Mel Fuller



Ian Ellis



Chris Lane

# PARTNERS AND SUPPORTERS



