



Anna Freud
National Centre for
Children and Families

'Make Our Rights Reality' programme evaluation

Final report

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Executive summary

Background: Make Our Rights Reality (MORR) is a multi-faceted legal rights education and social action training programme designed for 15 to 25 year-old disadvantaged and vulnerable young people (e.g., care leavers, mental health problems). The MORR program comprises a) 2-5 core legal rights training sessions covering 9 hours and 18 activities and b) social action projects.

Aim: The current evaluation approach was designed to help gain a better understanding of: 1) Who engages with the programme and how 2) What the core rights training looked like 3) What the social action projects looked like and 4) Whether there was evidence to suggest the rights training was successful on its own terms. An additional aim was to suggest a research strategy for evaluating the impact of the programme (or parts of the programme) on outcomes for young people (to be addressed in the final version of the report).

Method: A mixed method realistic process evaluation was conducted. Young people who took part in MORR completed self-report measures of demographics and prior legal rights issues, reasons for engaging in MORR, outcome measures (self-efficacy, empowerment and well-being) and knowledge of the core rights training. Qualitative data were collected by interviews and focus groups with 20 young people and all 6 staff facilitators, in addition to 8 site observations.

Findings:

1) Who engages with the programme and how? Hub facilitators recruited young people through three main sources: 1) young people currently engaged with services delivering the programme ($n = 37$), 2) young people in other organisations/groups (e.g., LGBT groups, care leavers) not delivering the MORR programme ($n = 30$), 3) mixed groups of both current service users and non-service users ($n = 15$), and 4) young people in education settings where training was delivered in schools to classes of students ($n = 42$) ($n = 2$ missing). Of the 126 young people who took part, 60% were female, 52% had prior legal issues in the past twelve months, 29% were in receipt of benefits and 11% were in care or another institution. Of these 126 young people who started the core training, 82 completed the core training (65% completion rate). Young people were more likely to complete the course if they had higher levels of well-being or self-efficacy at the start of the course. Young people were less likely to engage in the course, and more likely to exit early, if they did not perceive it as relevant to their daily life (i.e., they had no prior or current experience of legal rights issues), if they had chaotic life circumstances and if they were concerned about being able to comprehend the course). As anticipated, in the timescale of the evaluation few hubs had full social action projects in progress but in interviews and focus groups, young people expressed enthusiasm for taking part in social action projects in general and there was evidence of use of informal social action (see 3 below). Still, young people in interviews suggested

areas of interest for future projects, including reaching out to young people in schools and colleges to teach them about rights-based issues, working with service commissioners and campaigning.

- 2) What did the core rights training look like?** The core training programme involved 9 hours of 18 modules delivered in 2-5 sessions in a group format of 4-12 young people. Facilitators adhered to the core training manual according to observations and interviews in general but adapted the material in three ways: 1) handouts were condensed or restructured, 2) the order or activities was changed and 3) the pace of activities was altered. Facilitators reported that these adaptations were essential to meet the needs of young people in the groups, and young people reported that the flexible format of the course was very important to ensure it was comprehended by all participants (e.g., by repeating content that was not initially understood).
- 3) What did the social action projects look like?** In the timescale of the evaluation, social action projects were fully underway in two hubs, related to LGBT and mental health. Twenty young people described in interviews and focus groups more informal social action pathways, ranging from providing advice and support to friends and family about rights-based issues to informing ongoing social action activity they were involved in. For example, one young person had set up a group for young people involved in probation services since being involved in MORR. Although not part of formal MORR social action projects, young people described MORR as helping them to have the knowledge, confidence and empowerment to participate in these social action activities.
- 4) Was there evidence to suggest the rights training was successful on its own terms?** Triangulating the questionnaire and interviews findings suggested that the majority of young people and staff reported that the MORR programme had increased young people's problem-solving skills by empowering them with the knowledge, skills and confidence to handle challenging situations more effectively. Young people gave a number of examples of how the programme had impacted their lives, from applying to University, managing finances, housing issues and dealing with the police; as one young person describes, for example: "you need to know your rights to be able to take that back and not have them mess you about... it's just informative, it's key information that's got to be there, you know, without it you're just like lost, you're just kind of guessing." (Young Person 6).

On average, young people remembered 77% of the six RIGHTS. The highest average score for the eight knowledge based questions asked at the end of the programme related to how to act if stopped and searched by the police (almost 90%). When examining those young people with complete data at T1 and T2 ($n=64$), mean levels of wellbeing, empowerment and self-efficacy significantly increased from T1 to T2. The sub-group analysis of young people with complete data at T1 and T2 by education ($n=27$) vs. non-education ($n=37$) setting revealed that, while increases in wellbeing, empowerment or self-efficacy for young people taking part in MORR in education settings were not statistically

significant, we observed significant increases in all three domains when young people took part in MORR in non-education settings. Thus young people recruited from outside of formal education settings benefited more than those participating in formal education settings. However, these differences could be due to a lack of power in the education setting as there was less data, or because those taking part in the education setting perceived the material as less relevant to them as they were less likely to have prior experience of legal-rights issues. Moreover, the findings could also be due to other activity young people were taking part in through the hubs, however young people recruited through hubs included former service users or those recruited from groups or services (e.g., LGBT groups, care leavers) not part of services delivered by the hubs. Given the sample sizes, further sub-group analyses of young people with complete data at T1 and T2 taking part in non-education settings (e.g., service users vs. non-service users) were not possible.

Limitations: Limitations should be considered when interpreting this report. Self-selection bias may mean that young people most likely to engage with MORR and the evaluation may be most likely to be interested in rights-based issues. For example, young people likely to engage in MORR social action projects were already engaged with social action activity, meaning the social action projects were a valuable vehicle for those already passionate about rights, but social action projects were less likely to be taken up by young people less passionate about rights. The aim of the evaluation was a realistic process evaluation to inform a full impact evaluation. Although the observational design of this evaluation was appropriate, without a randomised control trial, inferences about causation cannot be made. There were some missing data and analyses revealed that those young people who completed the programme and had complete data had higher levels of well-being and self-efficacy than those without complete data. In the larger impact evaluation, follow up interviews with those exiting the programme would provide further information on young people who do not complete the programme. As expected from the outset of the evaluation, given the timeframe of the project, there was little time for sites to fully develop their social action projects. Therefore, it did not prove possible to evaluate the social actions aspects of the programme as fully as the Core Legal Rights Training.

Conclusion: The target group for MORR is disadvantaged or vulnerable young people. This evaluation found that young people indeed benefitted from MORR – and vulnerable young people recruited from hubs demonstrated greater benefits than young people recruited from schools. We conclude that the vulnerable young people, are likely to benefit from MORR the most, yet they are also the most difficult to engage and retain in the programme given the chaotic circumstances they often face.

Overview of the intervention

Make Our Rights Reality (MORR)

MORR is a multi-faceted legal rights education and social action training programme designed for 15 to 25 year-old disadvantaged and vulnerable young people (e.g., care leavers, mental health problems). The MORR program has been developed by Youth Access and is currently being delivered in 3 hubs across the UK (YPAS/42nd Street in the North-West; No Limits in Southampton; and MAP in Great Yarmouth).

MORR theory of change

According to the MORR theory of change (Appendix 1), the ultimate aim of this program (in terms of its direct impact on young people) is to cultivate 'a community of young people empowered to use their rights as a force for positive change'.

Desired long-term outcomes include:

- increased resilience
- increased confidence/self-esteem
- increased health/wellbeing
- increased employability

Desired intermediate outcomes include:

- knowledge of legal issues; rights; sources of help
- awareness as citizen with rights
- increased problem-solving ability
- increased sense of agency/self-efficacy/confidence
- improved communication skills
- collective influence over social policy/practice; community involvement; local communities working better together

Key components of the MORR

The MORR programme has two main elements; core legal rights training and social action projects.

In the report we consider the two elements separately as relevant. ¹

¹ As expected from the outset of the evaluation, given the timeframe of the project, there was little time for sites to fully develop their social action projects. Therefore, it did not prove possible to evaluate the social actions aspects of the programme as fully as the core legal rights training.

Evaluation overview

Realistic process evaluation approach

We have taken a realistic process evaluation approach. Realistic evaluation is a theory-driven framework that aims to explore “what works, for whom, in what context and to what extent” (Pawson & Tilley, 1997). It focuses on the ways that the context (i.e., settings) of a social intervention interacts with a mechanism of action (i.e., underlying processes or structures) to produce outcomes, and how outcomes in turn impact on subsequent contexts and mechanisms. Multiple methods and data sources are used to help provide a comprehensive understanding of what mechanisms for change are triggered by an intervention and how they have an impact on the existing social processes sustaining the behavior or circumstances that are being targeted for change.

Aims

The current evaluation approach was designed to help us gain a better understanding of how young people engage with the activities planned during the first ten months of the MORR programme and to suggest a research strategy for evaluating the impact of the programme (or parts of the programme) on outcomes for young people.

There were six specific aims of the evaluation²:

- i) A better understanding of how the various elements of the programme operate in practice, captured in a process map describing the programme³.
- ii) A better understanding of who engages with the programme. We were interested in collecting data on the numbers of young people that engage, their reasons for engaging in particular aspects of the programme, their individual characteristics (e.g. gender, ethnicity, highest level of educational qualification, levels of health and well-being, whether they are currently/have recently experienced a legal or rights based problem). We wanted to be able to explore correlations between individual attributes and engagement with the programme, which could be interrogated robustly in a second stage evaluation.
- iii) To collect information relating to the way in which young people engage with the programme how do they become involved (proactive recruitment by youth worker, word of mouth) which parts of the programme do they take part in (the

² Outputs were also specified, which the evaluation addresses, however they overlap with the aims (see Appendix).

³ The process map is currently under revision and will be included in the January 2018 report.

core course, the social action projects or a mixture of both) how do they move between the core course and the social action elements of the work and, if they disengage from the programme at what point do they disengage and why?

- iv) To collect data on the precise nature of the activities young people participate in as part of the social action work, what are the young people doing? How do they carry out their peer education, social policy and campaigning projects, and what does this involve? This needs to be captured in some level of detail in order to enable us to understand the way in which skills and knowledge gained as part of these activities can be mapped to the skills and knowledge research indicates are necessary components of legal capability.
- v) To develop an understanding of whether the core materials are successful in delivering the outcomes prescribed by Youth Access in relation to knowledge and improved problem solving skills, and a better understanding of how the skills and knowledge developed through this training prepare young people for engagement in the social action projects.
- vi) To propose a set of recommendations for the ways in which the impact of the programme (or discrete elements of the programme) on a range of outcomes for young people can be captured robustly. This will form the basis of a second stage impact evaluation.⁴

The findings of the evaluation are presented in relation to the first five aims.

⁴ This aim is not addressed in this report and will be addressed in the final version Dec 2017.

Methods

Multiple methods and data sources were used to address the aims above. A favorable opinion from University College London Research Ethics Committee was granted and all participants gave informed consent before taking part in the evaluation.

Quantitative data⁵

A MORR Common Measurement Framework was developed with input from the implementation teams, which involved the production of two questionnaires (see Appendix for questionnaires). Group facilitators administered Questionnaire 1 to all young people at initial contact with the programme (regardless of whether this was the core RIGHTS programme or social action element). This questionnaire included questions about the young person's demographic characteristics, reasons for participation in MORR, experience of prior legal rights issues, and three outcome measures (below). Group facilitators administered Questionnaire 2 at the end of the core programme, and included the same three outcome measures, as well as eight knowledge-based questions, and three open-ended questions about what the young person had gained from MORR.

Facilitators were also provided with guidance for administering the questionnaires throughout the social action element of the programme, however no sites were yet at the point of data collection within their social action projects when data collection for the current project ceased.

Outcome measures⁶:

- General Self-Efficacy Scale (GSE; Schwarzer & Jerusalem, 1995): assesses the strength of an individual's belief in their ability to respond to novel or difficult situations and to deal with associated obstacles and setbacks; 5 out of the 10 questions were selected for the MORR CMF; responses are provided on a 4-point scale, with total scores ranging between 5 to 20; higher scores indicate more self-efficacy.
- Youth Empowerment Scale (YES; Walker & Powers, 2008): only the 'system' subscale was chosen for the MORR CMF, which measures youth perceptions of efficacy with respect to using their experience and knowledge to help peers and improve service systems, across 8 items; responses are on a 5-point scale, with

⁵ Please note, as standard operating procedure in evaluation projects, sites were instructed that questionnaires across all hubs should be completed in the same way; specifically, they should be completed independently by the young people. However, some sites retrospectively reported that they had been assisting young people in filling out the forms (i.e., by reading the forms out or having the young person dictate the answers to them) due to concerns about literacy levels. For the analyses of the impact of the programme (aim 5), only data collected after this period were included.

⁶ The internal consistency reliability of all outcome measures was acceptable (.75-.91).

total scores ranging between 8 and 40; higher scores indicate higher empowerment.

- Short Warwick Edinburgh Mental Wellbeing Scale (SWEMWBS; Stewart-Brown et al., 2009): a shortened version of the WEMWBS, designed to measure psychological wellbeing across 7 items; responses are on a 5-point scale, with total scores ranging from 7 to 35; higher scores indicate higher positive well-being.

Qualitative data

Semi-structured interviews with group facilitators and young people were conducted by evaluators. Separate interview schedules were developed for young people and group facilitators (see Appendix for interview schedules). Interview schedules for the young people covered topics including engagement with the programme (e.g., recruitment pathway, reasons for engagement), experience of the core rights training programme (e.g., what happened during the programme, helpful and unhelpful elements of the programme and suggestions for improvements), outcomes of the core rights training programme (e.g., previous and current experience with rights-based issues and approaches to resolving them), engagement with social action (e.g., interest, supports required), and experience of the evaluation process. Interview schedules for staff included open questions about their role in the programme (e.g., how they became involved), implementation of the core rights training programme (e.g., approaches to recruitment, facilitators and barriers to young people's engagement), outcomes of the programme (e.g., how young people approach real-world situations), implementation of the social action element of the programme (e.g., how it was introduced, current projects), pathways between the core rights training programme and the social action element of the programme, and the evaluation process.

All group facilitators across the hubs were interviewed (n = 6). All young people were asked by group facilitators (or evaluation team members when observing sessions) at the end of the core rights training programme as to whether they would be willing to participate in an interview. Participants were recruited for interview by facilitators or directly by researchers when conducting observations of sessions. Many young people were reluctant to be interviewed due to the additional time commitment for taking part in an interviews/focus group; in total 20 young people participated in an interview or focus group (11 individual interviews and one focus group). In addition, a focus group was run with one of the two social action groups that has been established to-date (n = 4 young people). A breakdown of the characteristics of young people who took part in interviews or focus groups is provided below.

Table 1: Breakdown of interviews/focus groups with young people.

One-to-one interviews	
<i>N</i>	11
Gender	5 female, 6 male
Setting	2 x college, 1 probation, 1 care leaver external, 1 care leaver service user, 3 youth ambassadors/service user, 3 service users
Role	3 x youth ambassador
Prior experience with social action	3 x prior social action
Prior legal/rights issues	6 x prior rights issue/s
Focus groups	
<i>N</i>	5
Gender	2 female, 3 male
Setting	Care leavers
Prior experience with social action	2 x prior social action
Prior legal/rights issues	2 x prior rights issue/s
<i>N</i>	4
Gender	All female
Setting	Social action group
Role	All youth ambassadors
Prior experience with social action	2 x prior social action
Prior legal/rights issues	2 x prior rights issue/s

Where evaluation team members were present, interviews were conducted in person. Otherwise, interviews were conducted over the telephone. All interviews were recorded and transcribed verbatim either professionally or by the evaluation team.

TIDieR frameworks

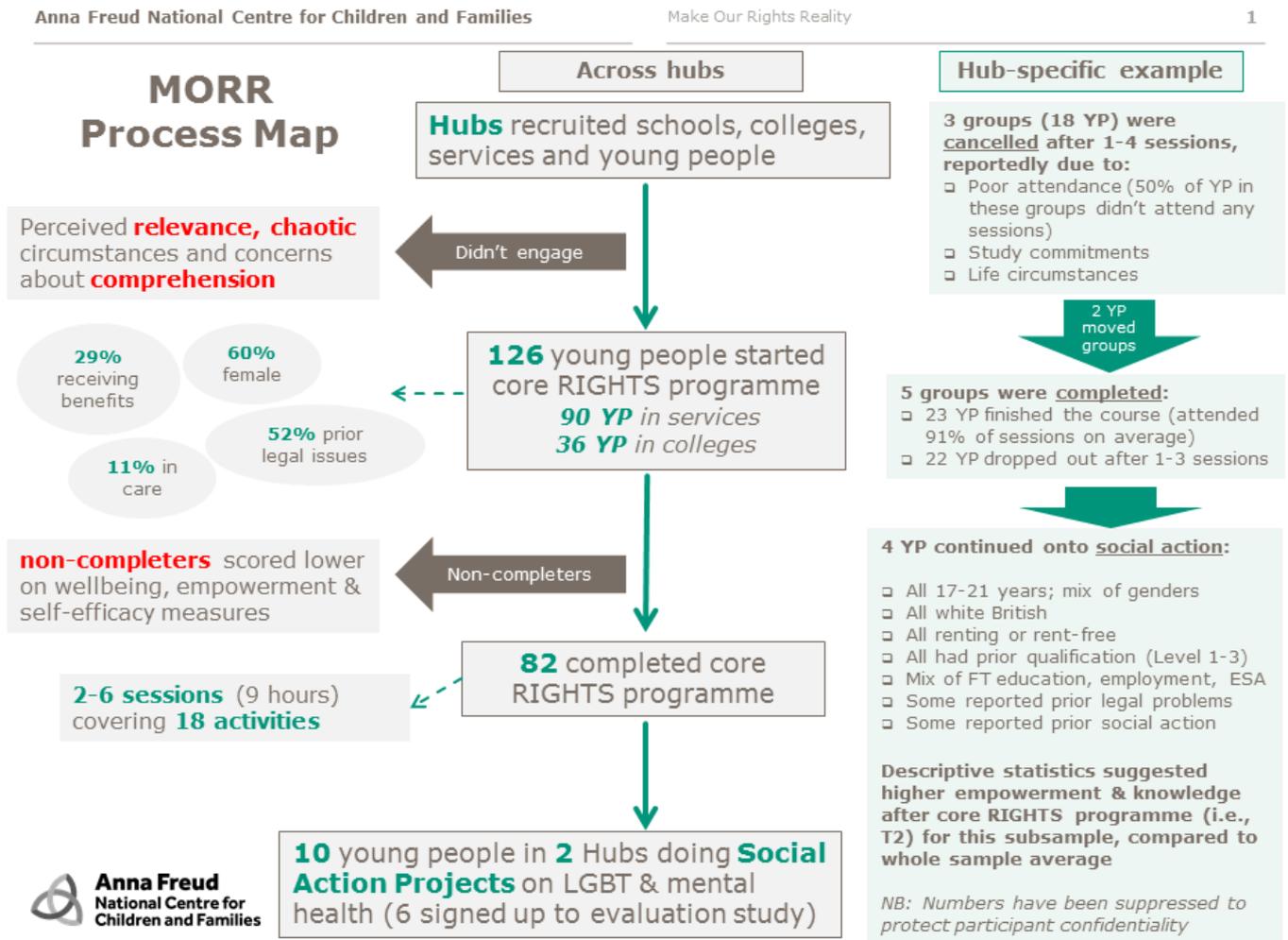
We worked with sites to support them to complete the 'template for intervention description and replication' form (TIDieR framework; Hoffmann et al., 2014), which includes ten questions used to elicit specific descriptions of the programme in order that it could be replicated. Group facilitators were asked to complete the TIDieR frameworks once for each social action project, and once for the core RIGHTS programme as a way to capture adaptations from the manualised version of the programme.

Site observations

Field notes were taken during observations of the core training programme at each hub to capture fidelity to the programme, and also a social action project session (n = 8).

Aim 1: Mapping the programme

The process map below summarises all of the data collated through the evaluation and capturing the way in which the programme operates as a whole. The subsequent sections of the report discuss areas of the process map in detail, but an overview is provided below.



Aim 2: Who engages with the programme and how do they engage with the programme?

Table 2 overleaf summaries the key demographic details of all those who took part in the programme and those who completed the programme.

Table 2: Data on the characteristics of young people who engaged with the programme and their pathways to engagement.

	Started the core legal rights training	Completed the core legal rights training
Participants	126	82
Age, Mean (SD)	17.87 (2.50) years	17.95 (2.67) years
Age, Range	15-26	15-26
Gender	60%(75) female 28% (35) male 6% (7) non-binary 3% (4) transgender 3% (5) not reported	62%(51) female 28% (23) male 4% (3) non-binary 3% (4) transgender 3% (5) not reported
Ethnicity	84% (106) White 6% (7) Black 4% (5) Asian 6% (7) Other 1% (1) Not reported	87% (71) White 7% (5) Black 1% (1) Asian 6% (5) Other N/A
English as 1 st Language	94% (119)	94% (77)
Registered as disabled	11% (14)	10% (8)
In full time education	70% (88)	74% (61)
Highest levels of completed education	Level 1 10% (13) Level 2 (GCSE) 23% (29) Level 3 (A-Level) 26% (33) No qualifications 2% (2) Higher level education 1% (1) Not reported 27% (33)	Level 1 15% (12) Level 2 (GCSE) 22% (18) Level 3 (A-Level) 23% (19) No qualifications 2% (2) Higher level education 1% (1) Not reported 37% (30)
Accommodation	Most lived in rented or owned accommodation, or with friends and family, but 11% (14) were in care or another institution and 3 young people were homeless or had no fixed abode	Most lived in rented or owned accommodation, or with friends and family, but 15% (12) were in care or another institution
Recipient of benefits	29% (37)	33% (27)

MORR process evaluation – final report

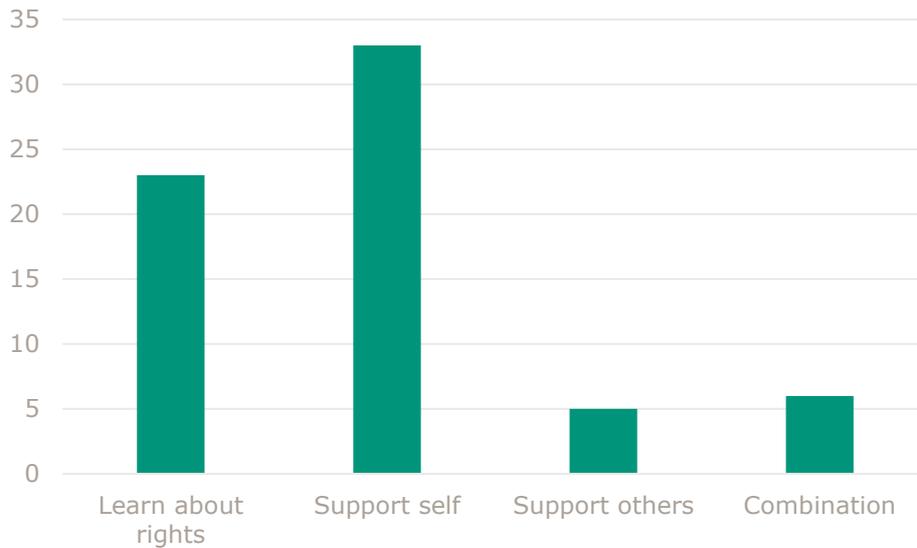
Route into MORR	67% (84) in non-education setting (e.g., care leaver, service user, probation service, LGBT group) 33% (42) in education setting (e.g., college)	64% (52) in non-education setting (e.g., care leaver, service user, probation service, LGBT group) 36% (30) in education setting (e.g., college)
Prior legal rights issues	52% (66) had experienced legal rights issues in the last 12 months	54% (447) had experienced legal rights issues in the last 12 months

Table 3: Data on the characteristics of young people who engaged with the programme by recruitment source.

	Hubs (and other services)	Education
Participants	84	42
Age, Mean (SD)	18.56 (2.70) years	16.43 (1.01)
Age, Range	15-26	15-20
Gender	44%(37) female 38% (32) male 8% (7) non-binary 5% (4) transgender 4% (4) not reported	91% (38) 7% (3) 2% (1) not reported
Ethnicity	83% (70) White 7% (6) Black 2% (2) Asian 7% (6) Other	86% (36) White 2% (1) Black 7% (3) Asian 2% (1) Other 2% (1) Not reported
English as 1 st Language	96% (80)	93% (39)
Registered as disabled	14% (12)	5% (2)
In full time education	63% (53)	83% (35)
Accommodation	Most lived in rented or owned accommodation, or with friends and family, but 12% (10) were in care or another institution and 3 young people were homeless or had no fixed abode	Most lived in rented or owned accommodation, or with friends and family, but 10% (4) were in care
Receipt of benefits	36% (30)	17% (7)
Prior legal rights issues	67% (56) had experienced legal rights issues in the last 12 months	24% (10)

The most commonly reported reasons for participating in MORR were to learn about rights and how to support oneself, as shown in Figure 1.

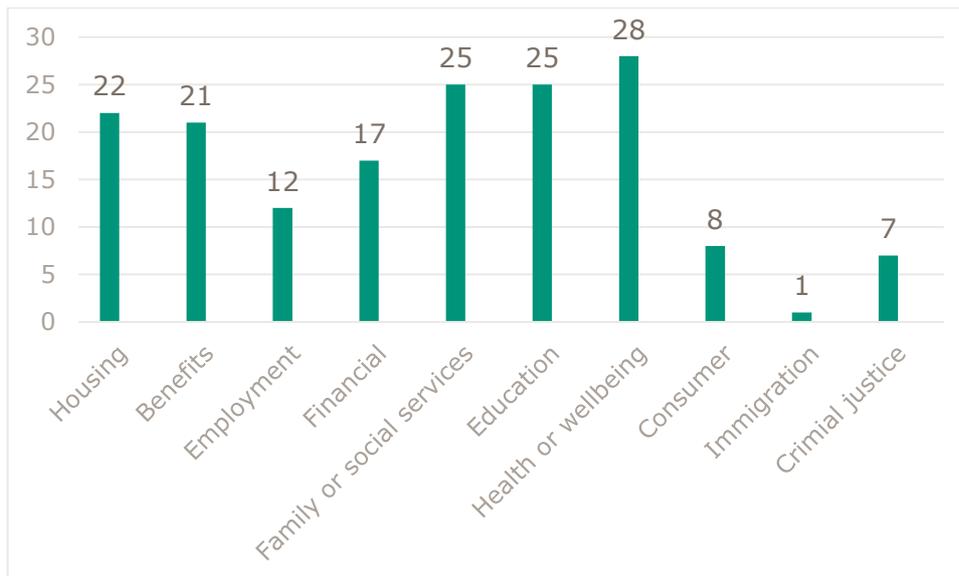
Figure 2: Reasons for participating in MORR.



Note. $N = 67$.

The frequency of legal rights issues young people had experienced in the last twelve months is shown in Figure 2.

Figure 3: Frequency of prior legal rights issues (please see questionnaire items in Appendix).



Note. $N = 166$.

Young people and staff reported three main recruitment pathways in interviews/focus groups: 1) young people currently engaged with services delivering the programme ($n = 37$), 2) young people in other organisations/groups (e.g., LGBT groups, care leavers) not delivering the MORR programme ($n = 30$), 3) mixed groups of both current service users and non-service users ($n = 15$), and 4) young people in education settings where training was delivered in schools to classes of students ($n = 42$) ($n = 2$ missing). Participants reported that it took some time and perseverance to demonstrate the value of the programme to organisations not involved in MORR delivery (e.g., colleges) but, once this was clear, they were keen to engage. This mirrors the barrier to engagement reported of participants as young people needed to see the relevance of the programme to their lives to engage with the programme.

Three key related barriers to recruiting and retaining young people into MORR were consistently reported by staff. One of these were communicating the relevance of the programme to young people – taster or drop in sessions were described as giving young people a flavour of the programme so they could see the relevance to their lives. Relevance of the programme to young people was particularly described by both staff and young people as a barrier when delivered in schools to classes of students, as these young people were less likely to have experienced rights-based issues than young people recruited via services, meaning the content of the programme was less directly applicable to their prior experiences.

“one or two that just weren’t really receptive and proper brushing it off like it’s information they didn’t really need to know, like they were a little younger...it’s a completely different thing when you’re out there on your own sort of thing, you’re kind of lone wolfing it, trying to make the best of situations as you can. I guess it’s just yeah experience, you know, not quite scoped the reality yet....about recruitment’s the biggest problem facing these young people, it’s like they won’t know they need it ‘til they need it” (YP 9)

The second of these barriers was young people being able to commit to a 9-hour programme in addition to other school/work commitments, particularly as the target audience of disadvantaged/vulnerable young people are generally more likely to have chaotic life circumstances, making such commitment all the more challenging, as reported by both young people and staff.

“they come late, then of course they’ve got to settle down, and we’ve got to keep them on track, then we’ve got to feed them” (Staff 2)

“the staff who were doing it, they gave me a recap of what had gone on, what’s been discussed, and what was going to be discussed. So I got a recap of it all....I missed the first two because of my health conditions. And then, on the third one I joined in and I’ve been coming since.” (YP 4)

“our target audience was, the demographic is young people who are leaving care, disadvantaged young people, and young people with mental health issues. Often those roles overlap as well, those groups overlap. The idea really is to try and get the professionals who are working with them already on board, and the majority of them are very receptive, however it would appear that when they are trying to recruit and spread the word on our behalf, the young people aren’t engaged probably because it’s not on the top of their list, they’ve got other things to deal with, like leaving care, or um the mental health issue that is the only thing that is dominating their life at the moment.” (Staff 1)

“Some things I find very difficult, which are trying to engage young people and getting through the apathy that is prevalent with the demographic group that we’re trying to target. And we might get young people that will come along for one, and then we won’t see them again, for various reasons but some of that is because it’s a big commitment for some young people’s lives really. So that’s the hardest thing because we can see that it’s a worthwhile program, it’s just trying to get that message across in quite a short period of time.” (Staff 1)

Young people’s ability to engage with the course was the third of these barriers. Given the target audience, understanding and literacy problems are more likely. Some staff described young people’s concerns about their ability to understand the course as a barrier to recruitment of existing service users and non-service users as some young people were concerned the course would be too challenging or they would be negatively evaluated if unable to keep up with the course. In interviews and focus groups, young people generally reported being able to engage with the materials, largely due to facilitators altering the pace of delivery to ensure any sections not understood were repeated and that, if a young person missed a sessions, staff recapped material so they were able to engage with the current session.

“it wasn’t in a way that was like full-on, it was all very much at our own pace, and we learnt it in a fun way, and if one of us didn’t get something it was fine because there were other ways to explain it which was so nice” (YP 11)

“We did three 3 hour sessions, and then a one hour session at the end of it where we just kind of like went over everything we did and signed some forms and made sure we all understood everything. Like we did that at the end of every session anyway...Sometimes you were learning, sometimes the sessions they were really packed with information, and other times they were more like how would you apply that information, so when you’ve got a session where it’s just complete information that’s just a bit too much for some people, so having it broken down a little bit is a lot more helpful” (YP 11)

“I don’t know there’s sometimes quite a barrier there I don’t know if because they think it’s gonna be too difficult or they’re gonna be judged but if they’re not able to understand it but yeah.” (Staff 4)

Delivering the MORR programme in a flexible way was described as essential by staff, mainly to enable disadvantaged/vulnerable young people, living in chaotic circumstances, the most opportunity to engage with the programme. In addition, pace of delivery had to be adapted if some areas were not understood by young people. Staff mainly described managing this by adapting sessions to the time available. It was also challenging for young people to be able to commit to attend the entire course, and some staff suggested that a more modular programme, where young people could attend one session on a particular topic for example, may help to mitigate this: “the single-issue sessions, and I really think we need to push on with those” (Staff 1)

For the following analyses, where differences between these groups were examined to explore characteristics associated with whether or not young people were likely to exit the course early, data were filtered to include only those young people taking part in MORR and the evaluation after the initial cut off period (June 2017) therefore the sample was restricted to 106 young people with complete data at time 1 (T1) or the start of the programme, of whom 66 young people also had complete at time 2 (T2) or the end of the programme. The differences between young people with only complete data at T1 and those with complete data at T1 and T2 are shown in Table 4 below. There were no significant differences between those young people with T1 complete only and both T1 and T2 complete regarding age, gender, ethnicity, number of prior legal problems and empowerment at T1. However, young people with both T1 and T2 complete data had significantly higher levels of well-being and self-efficacy than young people with T1 complete only. This may suggest that young people with higher levels of well-being and self-efficacy may be more likely to remain in the core legal rights training programme than young people with lower levels of well-being and self-efficacy where young people may need additional support to remain in the programme.

Table 4: Differences between young people who completed the core legal rights training and those who exited early.

	T1 complete only	T1 and T2 complete
<i>N</i>	40	66
Age, Mean (SD)	17.72 (2.19)	18.05 (2.67)
Gender (female)	21 (66%)	44 (72%)
Ethnicity (White vs. BAME)	31 (78%)	56 (85%)

MORR process evaluation – final report

Number of prior legal problems	2.50 (1.70)	2.05 (1.84)
Wellbeing	2.50 (.80)	3.24 (.79)***
Empowerment	3.0 (.93)	3.12 (.79)
Self-efficacy	2.38 (.54)	2.78 (.61)***

Note. *= $p < .05$, **= $p < .01$.

Aim 3: What activities do young people take part in as part of the Core Legal Rights Training?

The core rights training programme was delivered as a 9-hour, group-based programme. Sessions were delivered in a face-to-face group setting, led by one or two group facilitators who were MORR project workers. Group sizes ranged between four to 12, with larger groups typically occurring in the context of educational settings. The number of sessions varied between two, three, or five. Group facilitators left the format open to the young people where possible, and found that the most popular format was five 2-hour sessions. The two session format was typically delivered on two consecutive days. The three or five session format was typically delivered weekly or fortnightly, with some groups running during the day and other groups running during the evening. Sessions took place at the location where group members were already meeting (e.g., college, probation service), or at the location where the service who delivered the programme was based (e.g., mental health/legal charity advice centre).

Sessions involved working through the MORR core rights training manual (and handouts) provided by Youth Access, which was divided into 18 activities. Each activity included timing (in minutes), aims, key learning points, explicit step-by-step instructions for delivering the activity, and facilitators checklist (e.g., with key points to mention to young people). Multiple activities were typically scheduled per session, with each activity typically including an introduction of the key learning concepts, an exercise to facilitate learning (e.g., problem solving a case study, role play etc.) and then a group discussion to consolidate key learning. However, adaptations in the manualised programme that young people received were noticed through observations of the sessions by the evaluation team and also written (TIDieR frameworks) and verbal feedback (informal or during qualitative interviews) from the group facilitators; key deviations will be outlined below.

Observations indicated that staff followed the manual relatively closely for each activity. The main deviation was in the timing of activities; this was likely due to the early stage of the programme's delivery. One group facilitator stated: "as we've been delivering them, we've realised that the timings are out, that as you start to work with a group you realise that they're either picking it up really quickly so you can move forward quite quickly, or you need to just go over something a little bit more. So, really it's just trial and error, just see how it goes, because all you get is the booklet and the resources, and it's only as you start to run it that you see how it actually works."

Observations also indicated that the pace and style of delivery by the group facilitators varied depending on the type of group. In accordance, written and verbal feedback from group facilitators indicated that they all adapted the pace and style of delivery to some extent, based on the young people in the group. For example, one facilitator wrote: “We have tailored to suit learning needs and attention/group dynamics. We tailor by having short sessions, making sure written activities become group discussions. We focus on delivering content that can be interactive, keeping sitting still time for participants to a minimum where needed.” Another facilitator stated: “Trying to minimise how much reading material that you actually give them, and obviously not putting them on the spot, because there’ll probably be quite a lot of learning difficulties like dyslexia, and trying to use visual cues more than literacy.” Facilitators also indicated changing the order or structure of some of the activities.

Group facilitators also reported changing the order or structure of activities. For example, one group facilitator stated: “the group agreement I always bring that forward so I can only do like if it’s a new group just have a general chat and then I do an ice breaker and then I do the group agreement. Because I feel that needs to come before people are willing to open up about their personal lives and things...”. Another facilitator wrote: “Some [activities] simplified such as 7 (only do final bit, structured as a discussion).” Adaptations were also reported out of practicality: “we had to tailor the delivery each week due to young people not attending for weeks or new young people attending each week making it very difficult this led to having to chase people up to complete or trying to catch young people up to the rest of the group.”

Materials were also adapted. For example: “We’ve condensed the... the handouts for that activity into one rather than five different pieces of paper because they were really confused, um, and it didn’t naturally flow at all. So, we created a separate sheet of paper with all of the sections of the rights approach on it with the key question prompts, um, which they can fill out.” In one observation, it was noticed that rather than providing young people with separate handouts, group facilitators had copied the handout onto large sheets of A3 paper for the group to work on together.

The adaptations reported above appeared to be well justified by the facilitators and were clearly based on the needs of the group members. Other observations indicated by the evaluation team were that fluency with the materials and experience of delivering sessions resulted in higher levels of engagement and learning from the young people, and better time management; poor fluency with materials had the opposite effect. Reiteration of the key learning points and discussion questions also appeared to result in higher levels of engagement and learning from the young people, with the group appearing to lose focus when this was not done.

Aim 4: What activities do young people take part in as part of the Social Action Projects?

To-date, two out of the three hubs are running one social action group each (n = 10), and the third hub is currently trying to set one up. Members of both groups are current or previous users of the services that are delivering the MORR programme. One group is part of a Youth Ambassadors programme already established at the service, which now incorporates social action into their fortnightly meetings. The other group is formed of a variety of service users. These groups are geared toward establishing a social action project around campaigning and/or social policy change.

Young people were asked on the final page of the questionnaire administered after the core rights programme 'Will you be taking part in a MORR social action project following the RIGHTS course? If so, what ideas do you have and what do you hope to gain from this?'. Many young people left the box blank – it is unclear whether they didn't see the question, didn't want to answer any more questions, didn't learn about social action throughout the course, or weren't interested. For those who responded, 34 expressed some interest; 5 referred to wanting to learn more about their own rights or what to do in certain situations; 10 said 'no'; 2 wrote 'N/A' and one left a question mark in the box. Of the 34 young people who expressed some interest, some young people said they weren't sure whether they would or not, and some other young people said they would like to in the future. Many young people didn't specify the type of social action they wanted to engage in, however some young people mentioned educating others about their rights, improving mental health education and services for young people, and addressing housing and homelessness. Some young people expressed wanting to engage in social action to increase their own knowledge. Two young people wrote that they were already engaged in social action.

Youth Access has developed three social action packs for group facilitators to use with young people who want to engage in the social action element of the programme. This element of the programme is designed to support young people in designing and delivering their own social action projects on an issue that is important to them, either through peer education, campaigning, or trying to change social policy. One of the packs is a general 'Action pack' that is designed for facilitators to guide young people in narrowing down their project idea, regardless of the type of social action. The other two packs are relevant to either campaigning or peer education and help facilitators to provide additional support for these specific types of projects, once young people have a specific project idea.

The format for the social action element of the programme is face to face group delivery with one or two group facilitators from the MORR project, with groups

typically meeting weekly or fortnightly. The social action element of the programme is very flexible in terms of delivery, and young people can meet for as many sessions as they require to choose, plan and execute their social action project (within the confines of what is feasible for the service and facilitators). One group facilitator stated: "I try to keep this project moving as effectively as I can. Although I have found the issues surrounding young people are so broad this often lead to the issue needing to be discussed and broken down repeatedly until the young have identified an issue that is actually a realistic goal to tackle. So I allow as many sessions that is required to get to a point where young people feel confident to make change!"

To-date, two out of the three hubs are running one social action group each, and the third hub is currently trying to set one up. These groups are geared toward establishing a social action project around campaigning and/or social policy change. Neither group has yet moved beyond the general action pack. Further, no end-date has been set in terms of the number of sessions.

The activities included in the general 'Action pack' are described well by one group facilitator: "The main activities in the ACTION pack is following flow charts to see what young people knowledge is around the issue that they would like to create change. Some activities that can help young people do this is the film poster- creating a poster without using a title and only using visual representation of the problem the create awareness of an issue. Another is the problem tree using a tree template discover the root causes of the issue chosen. And pillars of power which helps break down the larger issue to smaller more manageable pieces." In addition to working through the general pack, group facilitators have described a range of other activities that they engaged in with young people, including: "Explaining youth-led action projects to get inspiration. Considering local contacts and allies." Further, during an observation of one of the social action sessions, a social worker external to the MORR project but from one of the services that delivers the MORR programme, came as a guest speaker to talk about their experience of creating achievable and targeted social action projects, and pitching social action project ideas to external bodies to gain their support.

Group facilitators did not describe any ways in which they have altered the content or structure of the packs themselves, however they did describe ways that they have had to adapt the delivery of the programme. For example, "The delivery of this course has changed since it started as when it first started there was two members of staff supporting the young people. This has since changed as a member of staff has now left the organisation. I also had to alter my delivery as I have young people who are of all different abilities so take longer to gain understanding of the activities we have been doing. Meaning I have had to slow the sessions down."

All hubs are also talking to their young people about formal peer education, where young people who have completed the core rights training programme then go on to educate other groups of young people about their rights. This involves group facilitators training up young people using the resources for the core programme and helping them to share their knowledge with other young people. However, the exact structure of this component of the programme is not yet clear. It is worth noting here that informal peer education has been occurring naturally and without guidance following young people's participation in the core rights training programme, so does not come under this framework.

In the interviews and focus groups, staff discussed a number of examples of topics for social actions projects and how they were disseminating social action projects to young people. Topics for social action projects included LGBT and mental health, awareness raising of students mental health with teachers, informal peer education, peer-lead training and awareness raising of general rights in young people. Social action projects were described as enabling young people in diverse areas to engage with the MORR programme and as a means of enabling young people to continually engage and discuss rights-related issues (e.g., through social media).

"Yeah initially straightaway it's been mental health/LGBT and obviously I think that all ties in with mental health and stuff initially so it's worked really well." (Staff 4)

"for social action we have recruited people that have completed the course. Um, we also advertise it half way through the course as well. So, if it's over the five week programme we say week three social action's happening, explain what it's about. Um, and we've been promoting it on social media." (Staff 3)

In the interviews and focus groups, young people expressed enthusiasm for taking part in social action projects. In two hubs, young people were taking part in formal social action projects related to LGBT and mental health. Young people not yet involved in formal social action projects suggests areas of interest for future projects, including reaching out to young people in schools and colleges to teach them about rights-based issues, working with service commissioners and campaigning. Young people described more informal social action pathways, ranging from providing advice and support to friends and family about rights-based issue to informing ongoing social action activity they were involved in (e.g., "I've got a friend living with me who just got kicked out of their house erm so I kind of erm used it to know erm like different kinds of support they could access" (YP 5)). For example, one young person was involved in training police community support officers in engaging with young people and another had set up a group for young people involved in probation services. Although not part of formal MORR social action projects, young people described MORR as helping them to have the knowledge, confidence and empowerment to participate in these social action activities.

“it’s just tryna improve it for little me’s, coz I don’t wanna [sic] know a single young person, like I’ve made literally like a line of dominoes of bad choices, you know, a lot of people just know things aren’t right, but some people have to really learn from their mistakes [laughter], and I just don’t want anyone to go on such like a savage learning curve that I had to” (YP 9)

“I’ve got this thing I’m doing with the head of police in Southampton. We’re gonna be teaching her how to teach PCSOs coz those are the first people that chat with young people when they’re out on the street.” (YP 6)

“it’s actually given me the confidence to start a group. I’ve registered to help probation services in about December time to teach people that have been in similar situations to me with mental health like myself. And I’m going to try and keep them on the right course, give them that bit of confidence like I was given.” (YP 4)

Both young people and staff described social action projects as a vehicle for young people already engaged in rights-related activities to engage in social change. Young people already engaged in social action activity, prior to taking part in MORR, tended to be more likely to be passionately engaged with rights-related issues and therefore, social action to take these issues forward. Staff noted that maintaining momentum for social action projects, after groups dispersed at the end of the core training, was a barrier to social action projects.

“the young people that are really, really passionate about a subject in particular, um, collectively will go on to do the social action, and I think that comes from the passion inside them and the enthusiasm of really wanting to make a change for other young people as well, yea” (Staff 5)

“it has to be something that’s relevant to them, it has to be something that they care passionately about, to invest that extra time in.” (Staff 1)

“The social action aspect of it is most appealing to me because I work in a youth-centred way, I’m used to working in a youth-centred way, and so I like the fact that young people can really direct their own project.” (Staff 2)

Aim 5: Does MORR improve knowledge, problem solving skills, and well-being?

When examining those young people with complete data at T1 and T2, mean levels of wellbeing, empowerment and self-efficacy significantly increased from T1 to T2, as shown in Table 5 below. The sub-group analysis by education setting (where training was delivered in colleges) vs. non-education setting (where training was delivered in hubs) revealed that, on the one hand, there were no significant increases in wellbeing, empowerment or self-efficacy for young people taking part in MORR in education settings, on the other hand, there were significant increases in wellbeing, empowerment and self-efficacy for young people taking part in MORR in non-education settings. Thus young people outside of formal education settings benefited more than those in formal education settings. However, these differences could be due to a lack of power in the education setting as there was less data, or because those taking part in the education setting perceived the material as less relevant to them as they were less likely to have prior experience of legal-rights issues. Moreover, the findings could also be due to other activity young people were taking part in through the hubs, however young people recruited through hubs included former service users or those recruited from groups or services (e.g., LGBT groups, care leavers) not part of services delivered by the hubs. Given the sample sizes, further sub-group analyses of young people with complete data at T1 and T2 taking part in non-education settings (e.g., service users vs. non-service users) were not possible.

Table 5: Differences in outcome measures over time.

	<i>N</i> ⁷	T1	T2
Whole sample			
Wellbeing	64	3.24 (.79)	3.47 (.72)*
Empowerment	61	3.13 (.79)	3.49 (.82)**
Self-efficacy	63	2.78 (.61)	2.95 (.45)*
Education setting			
Wellbeing	27	3.42 (.77)	3.54(.67)
Empowerment	24	2.82(.80)	3.07 (.85)
Self-efficacy	26	2.93 (.54)	2.92 (.45)
Non-education setting			

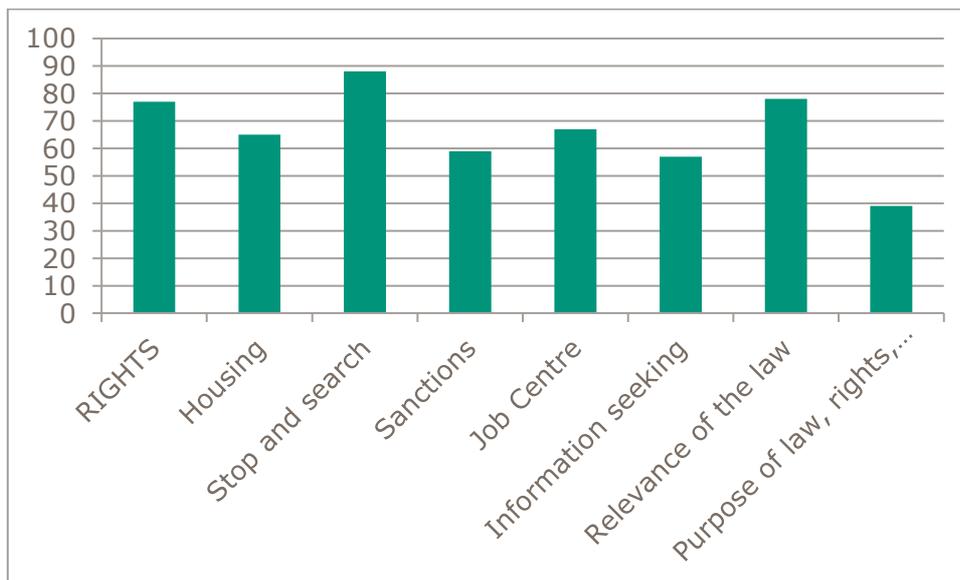
⁷ In total, 66 young people had complete data on at least one measure between T1 and T2 but some young people did not have complete data on all three measures.

Wellbeing	37	3.12 (.79)	3.42 (.76)*
Empowerment	37	3.33 (.73)	3.76 (.69)**
Self-efficacy	37	2.67 (.64)	2.97 (.46)**

Note. *= $p < .05$, **= $p < .01$.

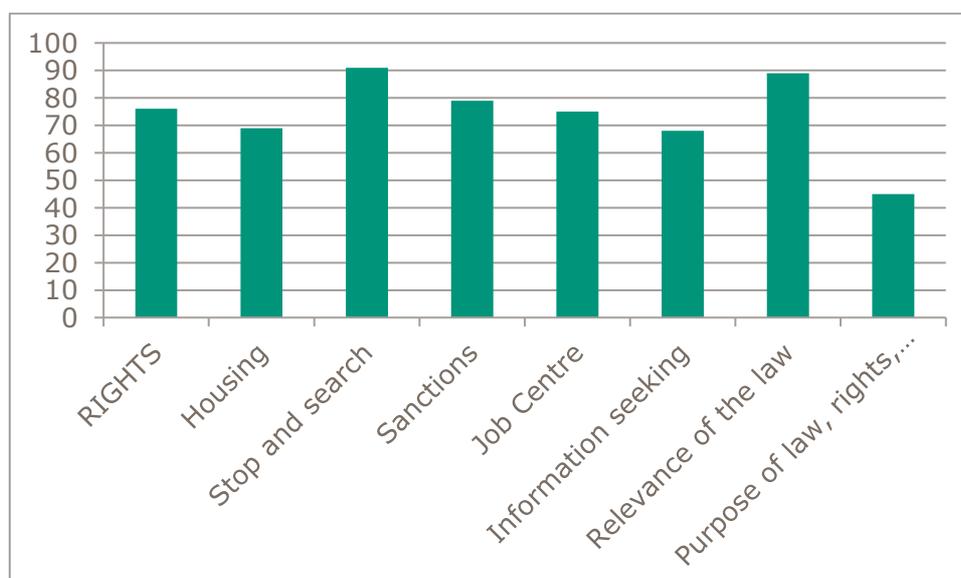
The average scores for the eight knowledge based questions asked at the end of the programme are shown in Figure 3. The highest average score was for question three on how to act if stopped and searched by the police. On average, the score recollections of the six RIGHTS was 77%, and the most common mistake was for 'S' where young people often responded with 'Stay in control' whereas 'Stay calm, was the correct responses. Young people struggled most with the last question and particularly found it challenging to distinguish between a right (i.e., 'To receive a contract of employment), a responsibility (i.e., 'To turn up to work on time') and neither a right nor a responsibility (i.e., 'Getting your hair cut').

Figure 4a: Average number of correct responses to the 8 knowledge questions.



Note. N=60-66.

Figure 4b: Average number of correct responses to the 8 knowledge questions for young people with experience of prior legal problems.



Note. N=30-36.

In the interviews and focus groups, participants commented on the high quality materials used in the course. Still, some young people described there being too much papers (although it was seen as useful to refer to in the future). Quick reference materials, such as the rights care young people can keep in their wallet, were described as useful. Young people described the videos, activities and websites as valuable aspects of the programme. Delivering the programme in an interactive and flexible format, meeting the issues young people raised as important, was described by young people as empowering and ensuring the programme was engaging.

“That video that had the three different scenarios with the cops, that would have been sick when I was 13. Like, that would have really helped man.” (YP 6)

“I’ve just been shown an awesome housing website called ‘Shelter’ which has my... I’ve been given an eviction so I’m looking at my notices and stuff, and what I can do about it. It’s really good. And it’s like a seed, it makes me want to learn more; I learnt enough in the program, but I want to know more, you know, I want to be like certain on what I’m saying to these people, not just having an idea.” (YP 6)

“I think the most useful things were definitely when like [staff] puts up films about people getting sanctions from the job centre or people losing their homes.” (YP 1)

“little one’s good [rights information card], yeah, coz it’s just on your person constantly, it’s not like, you know, a big book or a folder to carry around in your bag” (YP 9)

Triangulating findings from the interviews and questionnaires suggests that the majority of young people and staff reported that the MORR programme had increased young people’s problem-solving skills by empowering them with the knowledge, skills and confidence to handle challenging situations more effectively. Young people gave a

number of examples of how the programme has impacted on their lives (e.g., applying to University, managing finances, housing issues and dealing with the Police). Some young people in the non-educational settings also found the social interaction with other young people a particular benefit of the programme.

“I’ve just applied for like uni and housing and finance and everything, so being organised, like a lot more organised than I would have been with all of it has definitely helped me get it done faster and panic a lot less than me not knowing what to do, and not knowing who to go to help for, and not knowing what documents I need, whereas with this I’ve been like, ok I need to talk to this person, I need these documents, I need this then, I need to apply by this time. It’s been a lot more, like less stressful.” (YP 11)

“I really saw how you react to a situation, how that affects the outcome... It’s a bit like the whole RIGHTS acronym, just find out what you need, who you can go to for help, what you can do if something doesn’t go right, and things like that. Just try not to panic, because that will make the situation worse.” (YP 11)”

“And then they’re demanding with me. So I’ve always... A good few police officers I’ve either bit their nose or I’ve head-butted them in the past because I’ve not known how to handle situations. Now, I know how to handle the situations, I know not to head-butt a police officer or try and bite his nose. Instead, record, write down, ask for a receipt.” (YP 4)

“I wouldn’t even have known that I could get legal aid and such like that. You know, there’s little websites they gave us like, you know, ‘if you’re unsure about something, and if we don’t know something, go on .gov’ and things like that, you know, sort of, ‘with housing related stuff, go on shelter.gov’, and there’s just pages and pages of legislation and things, and so much of that helped me when I was applying for housing” (YP 9)

“I suffer with anxiety a lot in my life, you know kind of it’s really nice to have these things to go back to, to be able to give myself confidence, like it’s very hard in this crazy maze of a head I have to find like you know where the confidence comes from, the motivation and such, and the self-belief as well. But it’s kind of coming with from having sessions with like informed experts and stuff, and you know, learning the information and its... I just, as soon as I heard about it, I had a keen interest, coz I was like, you know, some of this isn’t right, some of this needs to change, and I now wanna [sic] change myself, I wanna [sic] better myself. You know, and it’s kind of it’s actually provided me a route through that maze” (YP 9)

Summary of findings

Key findings are summarised, followed by limitations and conclusions.

Aim 2: Who engages with the programme and how do they engage with the programme?

Hub Facilitators recruited N=126 young people from schools/colleges (n=42) and services (n=84) to take part in MORR. Young people and staff reported three main recruitment pathways in interviews/focus groups: 1) young people currently engaged with services delivering the programme (n = 37), 2) young people in other organisations/groups (e.g., LGBT groups, care leavers) not delivering the MORR programme (n =30), 3) mixed groups of both current service users and non-service users (n =15), and 4) young people in education settings where training was delivered in schools to classes of students (n=42) (n = 2 missing). Participants reported that it took some time and perseverance to demonstrate the value of the programme to organisations not involved in MORR delivery (e.g., colleges) but, once this was clear, they were keen to engage. This mirrors the barrier to engagement reported of participants as young people needed to see the relevance of the programme to their lives to engage with the programme.

Of the 126 young people who participated in MORR, 60% were female, 29% were in receipt of benefits, 11% were in care or another institution and 52% had prior legal issues in the past twelve months mainly involving health and wellbeing, housing, benefits, education and family or social services. Young people recruited from services were already in contact with or receipt of services. Anyone aged 15-25 years was eligible to take part but disadvantaged young people or those with prior legal rights issues were prioritized. Of these 126 young people who started the core training, 82 completed the core training (65% completion rate). Young people who completed the programme has higher levels of well-being and self-efficacy than young people who did not complete the programme, suggesting that further work to continuously engage the most vulnerable in the programme would be beneficial.

Aims 3: What activities do young people take part in as part of the Core Legal Rights Training?

The core rights training programme was delivered as a 9-hour, group-based programme. Sessions were delivered in a face-to-face group setting, led by one or two group facilitators who were MORR project workers. Group sizes ranged between

four to 12, with larger groups typically occurring in the context of educational settings. The number of sessions varied between two, three, or five. Group facilitators left the format open to the young people where possible, and found that the most popular format was five 2-hour sessions. The two session format was typically delivered on two consecutive days. The three or five session format was typically delivered weekly or fortnightly, with some groups running during the day and other groups running during the evening. Sessions took place at the location where group members were already meeting (e.g., college, probation service), or at the location where the service who delivered the programme was based (e.g., mental health/legal charity advice centre).

Facilitators adhered to the Core Training manual in general but adapted the material in three ways: 1) handouts were condensed or restructured, 2) the order or activities was changed and 3) the pace of activities was altered. Facilitators reported that these adaptations were essential to meet the needs of young people in the groups, and young people reported that the flexible format of the course was very important to ensure it was comprehended by all participants (e.g., by repeating content that was not initially understood).

Aims 4: What activities do young people take part in as part of the Social Action Projects?

Youth Access has developed three social action packs for group facilitators to use with young people who want to engage in the social action element of the programme. This element of the programme is designed to support young people in designing and delivering their own social action projects on an issue that is important to them, either through peer education, campaigning, or trying to change social policy. One of the packs is a general 'Action pack' that is designed for facilitators to guide young people in narrowing down their project idea, regardless of the type of social action. The other two packs are relevant to either campaigning or peer education and help facilitators to provide additional support for these specific types of projects, once young people have a specific project idea.

In the interviews and focus groups, staff discussed a number of examples of topics for social actions projects and how they were disseminating social action projects to young people. Topics for social action projects included LGBT and mental health, awareness raising of students mental health with teachers, informal peer education, peer-lead training and awareness raising of general rights in young people. Social action projects were described as enabling young people in diverse areas to engage with the MORR programme and as a means of enabling young people to continually engage and discuss rights-related issues (e.g., through social media).

In the interviews and focus groups, young people expressed enthusiasm in taking part in social action projects. In two hubs, young people were taking part in formal social action projects related to LGBT and mental health. Young people not yet involved in formal social action projects suggests areas of interest for future projects, including reaching out to young people in schools and colleges to teach them about rights-based issues, working with service commissioners and campaigning. Young people described more informal social action pathways, ranging from providing advice and support to friends and family about rights-based issue to informing ongoing social action activity they were involved in. For example, one young person was involved in training police community support officers in engaging with young people and another had set up a group for young people involved in probation services. Although not part of formal MORR social action projects, young people described MORR as helping them to have the knowledge, confidence and empowerment to participate in these social action activities.

Both young people and staff described social action projects as a vehicle for young people already engaged in rights-related activities to engage in social change. Young people already engaged in social action activity, prior to taking part in MORR, tended to be more likely to be passionately engaged with rights-related issues and therefore, social action to take these issues forward. Staff noted that maintaining momentum for social action projects, after groups dispersed at the end of the core training, was a barrier to social action projects.

Aim 5: Does MORR improve knowledge, problem solving skills, and well-being?

When examining those young people with complete data at T1 and T2, mean levels of wellbeing, empowerment and self-efficacy significantly increased from T1 to T2. The sub-group analysis by education vs. non-education setting revealed that, on the one hand, there were no significant increases in wellbeing, empowerment or self-efficacy for young people taking part in MORR in education settings, on the other hand, there were significant increases in wellbeing, empowerment and self-efficacy for young people taking part in MORR in non-education settings. Thus young people outside of formal education settings benefited more than those in formal education settings. However, these differences could be due to a lack of power in the education setting as there was less data, or because those taking part in the education setting perceived the material as less relevant to them as they were less likely to have prior experience of legal-rights issues. Moreover, the findings could also be due to other activity young people were taking part in through the hubs, however young people recruited through hubs included former service users or those recruited from groups or services

(e.g., LGBT groups, care leavers) not part of services delivered by the hubs. Given the sample sizes, further sub-group analyses of young people with complete data at T1 and T2 taking part in non-education settings (e.g., service users vs. non-service users) were not possible.

The highest average score for the eight knowledge based questions asked at the end of the programme was for question three on how to act if stopped and searched by the police. On average, the score recollections of the six RIGHTS was 77%, and the most common mistake was for 'S' where young people often responded with 'Stay in control' whereas 'Stay calm, was the correct responses. Young people struggled most with the last question and particularly found it challenging to distinguish between a right (i.e., 'To receive a contract of employment), a responsibility (i.e., 'To turn up to work on time') and neither a right nor a responsibility (i.e., 'Getting your hair cut').

The majority of young people and staff reported that the MORR programme had increased young people's problem-solving skills by empowering them with the knowledge, skills and confidence to handle challenging situations more effectively. Young people gave a number of examples how the programme has impacted their lives, from applying to University, managing finances, housing issues and dealing with the Police. Some young people also found the social interaction with other young people a particular benefit of the programme.

Limitations

Limitations should be considered when interpreting this report. The aim of the evaluation was a realistic process evaluation to inform a full impact evaluation. Although the observational design of this evaluation was appropriate, without a randomised control trial, inferences about causation cannot be made. There were some missing data and analyses revealed that those young people who completed the programme and had complete data had higher levels of well-being and self-efficacy than those without complete data. In the larger impact evaluation, follow up interviews with those exiting the programme would provide further information on young people who do not complete the programme. As expected from the outset of the evaluation, given the timeframe of the project, there was little time for sites to fully develop their social action projects. Therefore, it did not prove possible to evaluate the social actions aspects of the programme as fully as the Core Legal Rights Training.

Conclusions⁸

The MORR programme was sufficiently coherent to provide the basis for a robust process map that was drawn up, tested and is found to be sufficiently clear to permit replication and further evaluation. Triangulating all of the findings of the evaluation and considering the limitations identified above, there was evidence of promise that the core legal rights training was effective in improving young people's knowledge, problem-solving skills and self-efficacy to empower them to manage rights-based issues. In delivering the core legal rights training, facilitators adhered to the manual whilst adapting delivery to meet the needs of the young people in the group.

Flexibility in delivery of the programme appears to be an integral feature of its effectiveness. This is not surprising given the variation of young people in terms of current life challenges, mental health, education level, and disability, which resulted in substantial variability in terms of the delivery methods that were most conducive to engagement and learning. Facilitators' prior experience working with vulnerable populations, as well as their fluency with the programme materials, provided them with the skills and capacity to adapt the programme to the needs of the young people in the group. Therefore, the ability of facilitators to recognise the unique needs of a particular group and adapt the programme accordingly (e.g., pace, structure, handouts) is likely to be an important moderator for the programme's effectiveness.

The core legal rights training could be further adapted to meet young people's needs by taking a modular approach, where young people could attend specific sessions based on topics of relevance. Given the range of young people in terms of life circumstances and reasons for engaging in the programme, there was substantial variation in terms of the content that they found useful. In addition, staff reported that many vulnerable young people have chaotic life circumstances or are currently in crisis, which prevents them from signing up to a multi-session programme. As a result, they may miss out on receiving information that they could apply to improve their immediate circumstances. Rather than waiting until these young people have the capacity to complete a full programme, a modular approach may allow them to engage with important information at a more critical time. Further, it might provide a gateway into the rest of the programme, as young people may see the value and have reduced anxiety about attending. As a result, a modular approach may increase the impact of the programme on the intended target group by reducing the upfront commitment as well as increasing the relevance to their lived experience.

⁸ Please note, the conclusions and recommendations reported in this section were co-authored with our public and patient involvement partner, Common Room Consulting.

There are likely to be a range of relational, safety and practical factors that can increase the likelihood of vulnerable young people engaging in the programme. Engagement may be increased through involving people who the young people already know or who have shared lived experiences; these people could co-deliver the programme, as well as be present at the time of recruitment for an informal conversation to build rapport, address anxieties, and clarify the key issues of relevance for the young person/group. Certainly, the peer education component of the MORR programme will be well-suited to address this. In addition, group facilitators worked hard to ensure the location was familiar and comfortable where possible (e.g., provided food, travelled to young people, ran groups after hours). Practical barriers such as child care, travel costs, and remembering to attend sessions also need to be addressed for each group. It is important to acknowledge that this level of input and tailoring by staff is time and resource intensive and needs to be built into the ongoing delivery model.

Young people and staff expressed high levels of interest and enthusiasm in the social action projects, with young people in some hubs starting projects. Informal social action, through related activities young people were already engaged with (e.g., youth ambassadors), or through informally providing information and resources to peers, was more common than formal MORR social action. Interviews with young people and staff suggest that more structure and processes to support social action may help to capitalise on the rich interest and enthusiasm. A more concrete and immediate pathway between the core programme and social action will likely increase participation in social action.

A modular approach for the core programme may also lead to increased involvement of young people in social action, by providing a direct pathway between the issue that is most relevant to them (i.e., the content of the module they are attending) and the structures and resources to enable them to do something about it (i.e., MORR social action packs and facilitators). Further, the attendants of a module are more likely to be passionate about the same issue and have had shared experiences, which may increase the likelihood of momentum building toward social action. This approach may benefit from an expansion of the available modules, based on areas of interest raised by young people. For example, LGBT and mental health were frequently mentioned as areas of concern where young people's rights are not respected, and where young people would be interested in engaging in social action. There is also scope for these groups to team up across hubs, to engage in a cross-hub social action programme.

Self-selection bias may mean that young people most likely to engage with MORR and the evaluation may be most likely to be interested in rights-based issues. For example, young people likely to engage in MORR social action projects were already engaged with social action activity, meaning the social action projects were a valuable

vehicle for those already passionate about rights, but social action projects were less likely to be taken up by young people less passionate about rights. Similarly, the target group for MORR is disadvantaged or vulnerable young people who may also be the most difficult to engage and retain in the programme given the chaotic circumstances they often face. This evaluation found that young people benefitted from MORR and vulnerable young people recruited from services demonstrated greater benefits than young people recruited from and trained in schools.

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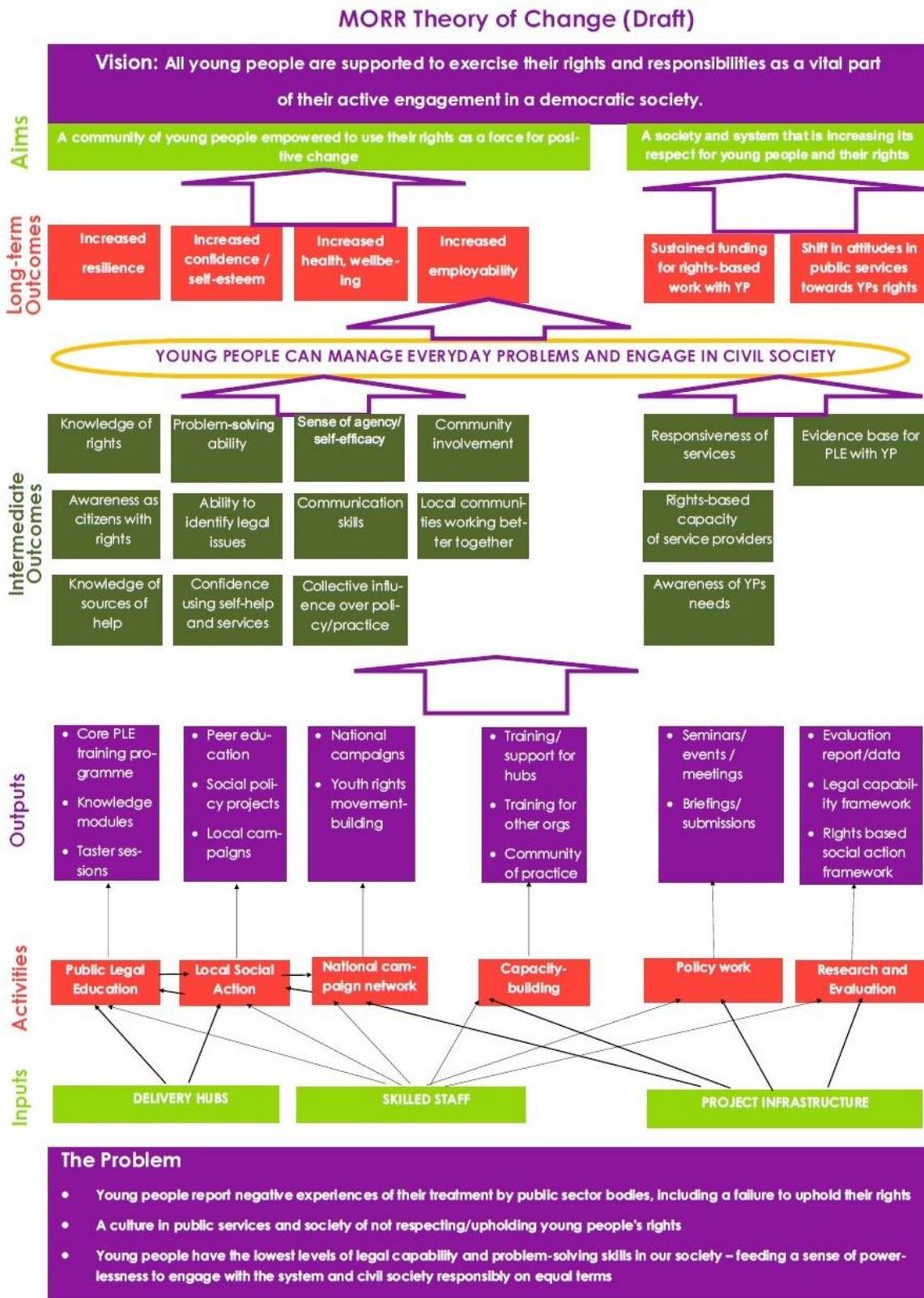
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Appendix A – MORR Theory of Change



Appendix B – Evaluation Outputs

Recent discussions between the evaluation team and funder suggest that a full impact evaluation will not be feasible for future stages of the programme. Therefore, options for a full impact evaluation outlined in the initial tender have been revisited below to focus on options that could be possibly embedded within programme delivery.

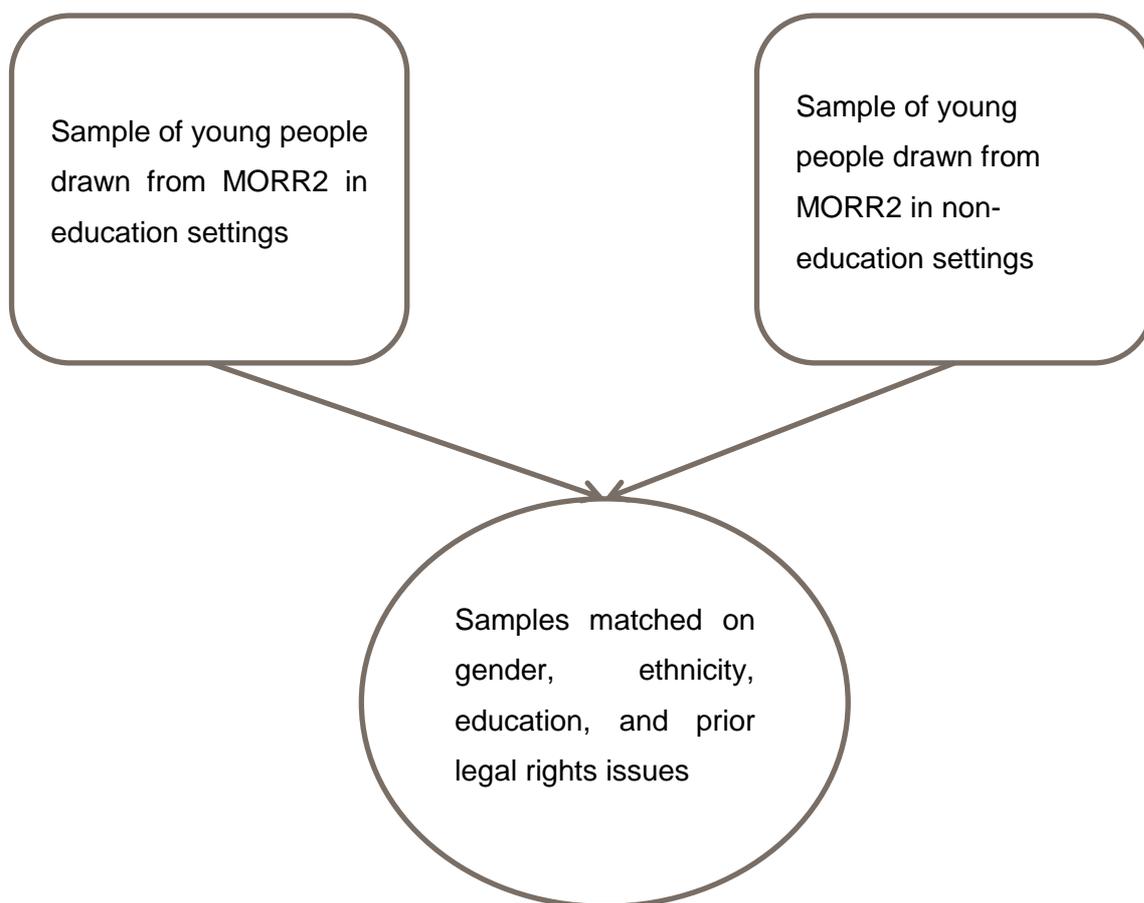
1. **ROUTINE OUTCOME AND EXPERIENCE MEASURES.** Questionnaires used in the present evaluation could be implemented and analysed as part of programme delivery. For example, the knowledge test and questions on satisfaction with the programme could be administered at the end of training whether delivered as a full programme or in a modular format, as the evaluation concluded that the core legal rights training could be further adapted to young people's needs by taking a modular approach, where young people could attend specific sessions based on areas of relevance, with sessions tailored to meet their learning needs.. Here, knowledge and satisfaction could be compared across different modules to examine which modules result in greatest knowledge retention and satisfaction. In addition, the wellbeing, self-efficacy and empowerment outcome measures could be administered before and after training for sites to continue to examine changes in outcomes associated with training.
2. **QUASI-EXPERIMENTAL (QE) ASSESSMENT OF IMPACT – A WORKED EXAMPLE**
Our starting point, following (Gottfredson et al., 2015) is that while the RCT (and its variants – e.g., SMART) is clearly the optimal design for summative evaluation, the QE model can offer a pragmatic solution that still produces credible results provided that certain conditions are met; e.g., initial group differences are minimised by identifying a comparison group that are local to the intervention group and are well matched on pre-test measures. We believe that the MORR second stage evaluation (MORR2) dataset is likely to enable such conditions to be met and as such the QE design is a feasible approach, particularly in the first few years when areas may still be refining their approach and experimenting with a wide range of programme elements. To maximise the rigour of this approach, the following approaches could be considered: the principles of retrospective matched control methods (Davies, Cariti, Georghiou, & Bardsley, 2015), propensity score matching techniques based on the above demographic characteristics (i.e., the propensity score) (Rosenbaum & Rubin, 1985), and/or synthetic control methodologies (Craig, 2015). Essentially, these are all approaches in which the effects of a specified intervention on a group of participants are compared to a comparison group that is identified using statistical matching techniques that ensure they are 'similar' to the group of interest on characteristics that are known or believed to be important in the context of the evaluation. Although this method of evaluating interventions using nonrandomised designs does not eliminate bias (Deeks et al., 2003), it can offer a credible indication of the impact of a given intervention when randomisation is not possible.

This design could, in principle, be implemented at any point in the overall project timeline. In this hypothetical example, we consider a QE design to assess the impact MORR on young people accessing MORR in non-educational settings (e.g., service users, carer leavers) compared to young people accessing MORR in educational settings where MORR is delivered to classes of students in a school or college (see Figure below). In this example, the first wave

(2018) of MORR CMF data provides the study baseline, and the second wave (2019) provides the study follow-up. Overall, 50 young people in from the MORR2 cohort who meet pre-specified inclusion criteria are referred to MORR2 and participate in programme. The MORR2 CMF data are used to identify a comparison group of young people in educational settings from within the MORR2 cohort that are matched to those in non-educational settings on a range of observable characteristics (e.g., gender, ethnicity, educational attainment, prior legal rights issues). Two methods could be of use here. The first, 'nearest neighbour', involves 1:1 matching of individuals in the group of interest to the individual from within the pool of potential comparators (in this case, those without prior legal rights issues in the full MORR2 cohort) who is most similar to them in terms of the characteristics of interest. The second, 'caliper matching', involves a similar process but one in which any number of individuals whose characteristics match those of an individual in the group of interest to within a certain degree of similarity are included (thus, caliper matching may produce a larger comparison group than nearest neighbour) (Austin, 2014).

Following the identification of a suitable comparison group from within the MORR2 cohort, application of techniques to assess changes in wellbeing, self-efficacy and empowerment between baseline and follow-up in the two groups allow for a robust estimate of impact.

Illustrative examples of a quasi-experimental assessment of impact.



3. ECONOMIC EVALUATION WITHIIN A QE DESIGN

Economic evaluation compares the costs and outcomes of two or more alternatives to help decision makers determine the best course of action in terms of “value for money”. Three options for economic evaluation can be considered for the evaluation of MORR in the context of a QE design.

Cost-consequence analysis describes costs associated with the alternatives being evaluated and contrasts this with their respective outcomes.

Cost-effectiveness analysis compares the costs for the intervention and comparison groups relative to their outcomes (for example, change in wellbeing), and presents a summary metric such as “cost per improvement in outcome”, or an incremental cost-effectiveness ration (ICER).

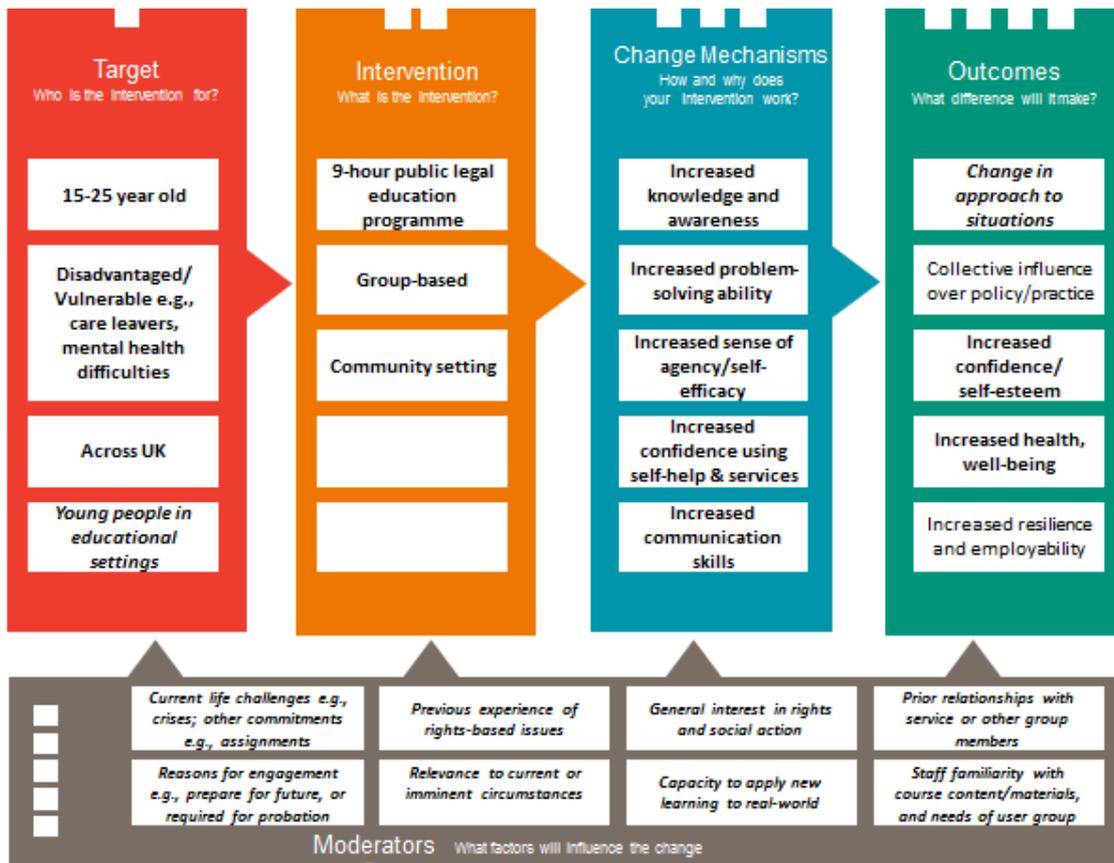
The choice between these options will depend on the opportunity within the evaluation for collecting data on costs. Costs here could either cover a) the costs of the MORR intervention or b) the costs of the intervention, plus costs associated with wider service use in both groups.

If only the costs of the intervention can be determined, a cost-consequence analysis would be considered more appropriate. If both intervention costs and costs associated with service use can be collected, an individual-level cost-effectiveness analysis is feasible, provided the sample size is deemed sufficient. Service use information could be collected as part of the MORR2 CMF.

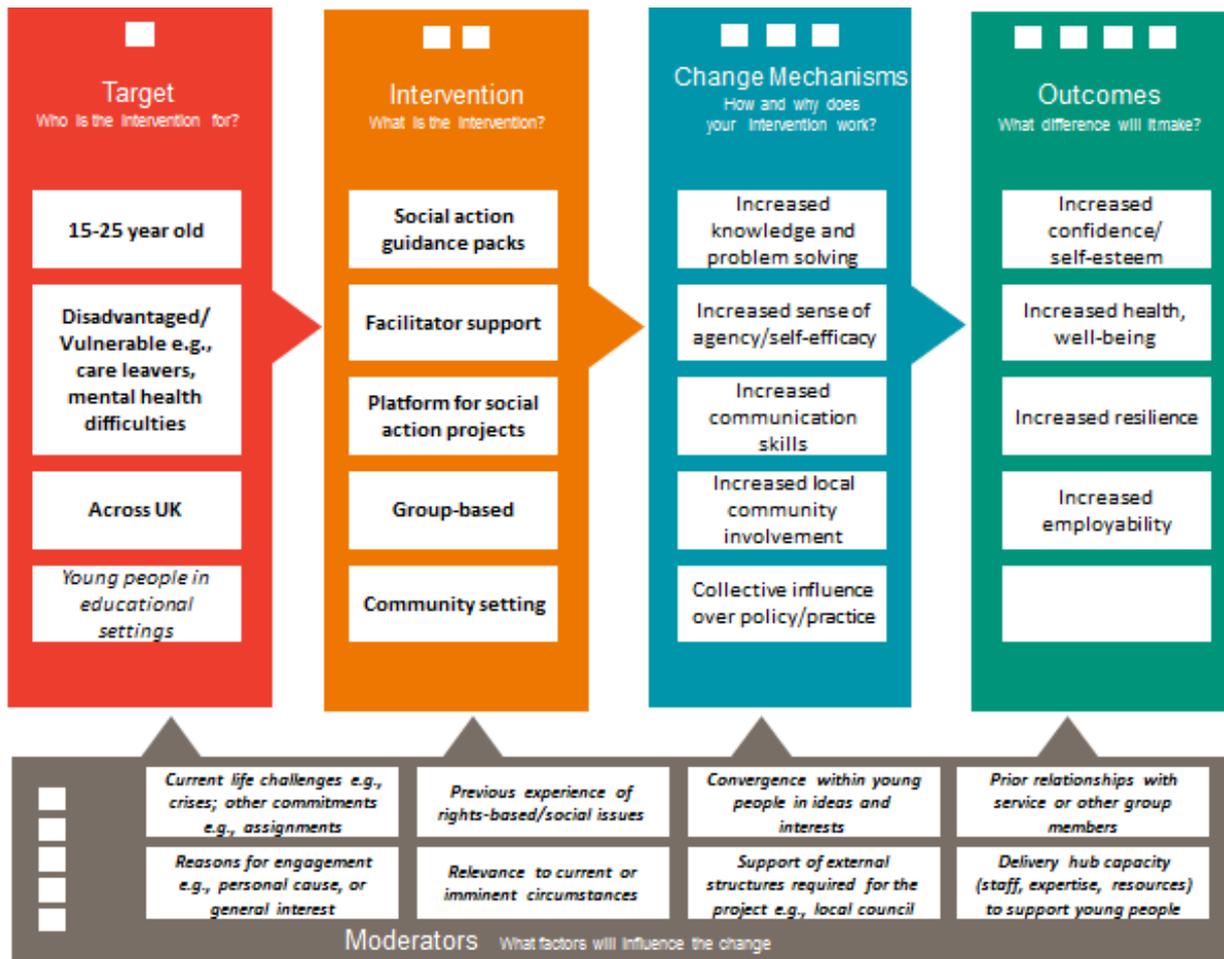
Cost-effectiveness analysis is recommended where there is no statistically significant improvement in outcome in the intervention group over and above changes in the control group, as an intervention may be considered cost-effective if no additional effect is accompanied by lower overall costs, for example stemming from a reduction in the use of additional services. This type of analysis is the most demanding in terms of data requirements, but also considered the most credible of the options presented here.

A third option can be termed “cost-savings analysis”. Cost-savings analysis sets the cost of the intervention against estimated savings arising over the longer term from improved outcomes. This type of analysis involves the use of evidence synthesis (to determine potential longer-term benefits beyond the time horizon of the evaluation) and economic modelling techniques (to link positive changes in outcomes to potential savings. This option is recommended where there is reason to believe that a short-term evaluation may not fully capture the benefits arising from an intervention.

Appendix C – Core Legal Rights Training Logic Model



Appendix D – Social Action Logic Model



Appendix E – Time 1 Questionnaire

Thank you for taking part in the Make Our Rights Reality evaluation. As you read in the information sheet, you don't have to take part but it would be really helpful if you did.

Please answer the best you can. If you are not sure how to answer, please mark what seems the best fit. There are no right or wrong answers and your answers will be kept completely confidential.

Section A: About you

1. How old are you?

2. How would you describe your gender?

Male

Female

Non-binary

Transgender

Prefer not to disclose

Other (please specify, if you would like to)

3. How would you describe your ethnicity?

White (English / Welsh / Scottish / Northern Irish / British; Irish; Gypsy or Irish Traveller)

Black or Black British (White and Black Caribbean; White and Black African)

Asian or Asian British (Indian; Pakistani; Bangladeshi; Chinese)

Other (please specify, if you would like to)

5. Are you ...? Please tick all that apply

- In full-time education
- In paid employment or self-employed
- On a Government scheme for employment training e.g. Talent Match
- Doing unpaid work
- Intending to look for work but prevented by temporary sickness or injury (up to 6 months)
- Permanently unable to work because of long-term sickness or disability (6 month or longer)

6. Are you...? Please leave blank if not applicable

- Looking after a child
- Caring for a sick, elderly or disabled person
- A refugee or asylum seeker
- Other (please give details, if you would like to)

7. Which of the following best describes your home?

- Rent it
- Live in relatives'/friends' property
- No fixed abode (e.g. sofa surfing)
- Homeless
- In care or other institution
- You own it outright
- Buying it with help of a mortgage/loan
- Part own and part rent (shared ownership)

8. Are you registered as disabled?

- Yes
- No
- Prefer not to say

9. Is English your first language?

- Yes
- No
- Prefer not to say

10. What is your highest qualification for which you received a certificate?

11. Are you receiving any benefits?

- Yes
 - No
 - Prefer not to say
- If yes, please specify (if you would like to)

Finally, why did you decide to participate in MORR?

Section B: Legal rights- prior problem experience

In the last 12 months, have you experienced any of the following problems (please indicate all that apply):

- A Housing problem** – e.g. being evicted or threatened with eviction; applying to the council as homeless; rent arrears; difficulties over a tenancy agreement; difficulties getting the landlord to do repairs; harassment by your landlord
- A Benefits problem** – e.g. Understanding your entitlement to welfare benefits or tax credits; applying for benefits; having your benefits stopped or sanctioned; challenging a decision
- An Employment problem** – e.g. Being unfairly rejected for a job; being sacked or made redundant; getting the right amount of pay; bad working conditions; being harassed, treated unfairly or discriminated against at work; zero hours contracts
- A Money/Debt problem** – e.g. Being refused a bank account; Getting into arrears with bills (incl. credit card, store card, payday loans, bank loans, utility bills, council tax, court fines); harassment from debt collectors
- A Family or Social Services problem** – e.g. domestic violence; getting your care and support needs assessed or addressed (as a young person in care or care leaver); difficulties getting a complaint about a social worker taken seriously; difficulties over maintenance, child support, residence or contact arrangements for children
- An Education problem** – e.g. getting excluded from school or college; understanding your rights to financial support as a student; being bullied
- A Health and well-being rights problem** – e.g. inadequate access to services; difficulties registering with a GP or getting mental health treatment; or difficulties getting a complaint taken seriously
- A Consumer rights problem** – e.g. problems with dodgy goods and services, mobile phone contracts
- An Immigration problem**- e.g. sorting out your immigration status, applying to stay in the UK, applying for asylum, human trafficking
- A problem with the police or criminal justice system**- e.g. being treated unfairly by the police or by prison officers; problems with your probation worker; being charged or convicted of an offence

Section C:

This scale measures the strength of your belief in your own ability to respond to novel or difficult situations, and how you deal with obstacles and set-backs.

In answering the questions, please think about the prior legal problem experiences from Section B.

Statement	Not at all true	Barely true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough				
If someone opposes me, I can find the means and ways to get what I want.				
It is easy for me to stick to my aims and accomplish my goals.				
I can remain calm when facing difficulties because I can rely on my coping abilities.				
When I am confronted with a problem, I can usually find several solutions.				

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks.

STATEMENTS	None of the time	Rarely	Some of the time	Often	Always
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling close to other people					
I've been able to make up my own					

mind about things					
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Short Warwick–Edinburgh Mental Well-being Scale (SWEMWBS)
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This scale asks how you feel you can change or improve service systems. There are no right or wrong answers.

STATEMENTS	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
I feel I can help improve services or supports for young people.					
I have ideas about how to improve services for young people.					
I know about the legal rights young people have.					
I feel that trying to change services and supports is a waste of time.					
I take opportunities to speak out and educate people.					
I feel that I can use my knowledge and experience to help other young people.					
I tell people in agencies and schools how services for young people can be improved.					
I help other young people learn about services or supports that might help them.					

Thank you for completing this questionnaire!

Comments on the Questionnaire

Please tell us how you found completing the questionnaire

Appendix F – Time 2 Questionnaire

Thank you for taking part in the Make Our Rights Reality programme. Below are the same questions you filled in before the start of the course, plus some questions about things you learnt over the course. This is to see if anything has changed for you after the programme.

Please answer the best you can. If you are not sure how to answer, please mark what seems the best fit. There are no right or wrong answers and your answers will be kept completely confidential.

Section A

This scale measures the strength of your belief in your own ability to respond to novel or difficult situations, and how you deal with obstacles and set-backs.

In answering the questions, please think about your feelings since taking part in MORR.

Statement	Not at all true	Barely true	Moderately true	Exactly true
I can always manage to solve difficult problems if I try hard enough				
If someone opposes me, I can find the means and ways to get what I want.				
It is easy for me to stick to my aims and accomplish my goals.				
I can remain calm when facing difficulties because I can rely on my coping abilities.				
When I am confronted with a problem, I can usually find several solutions.				

Below are some statements about feelings and thoughts.

Please tick the box that best describes your experience of each over the last 2 weeks.

STATEMENTS	None of the time	Rarely	Some of the time	Often	Always
I've been feeling optimistic about the future					
I've been feeling useful					
I've been feeling relaxed					
I've been dealing with problems well					
I've been thinking clearly					
I've been feeling close to other people					
I've been able to make up my own mind about things					

Short Warwick–Edinburgh Mental Well-being Scale (SWEMWBS)

© NHS Health Scotland, University of Warwick and University of Edinburgh, 2008, all rights reserved.

This scale asks how you feel you can change or improve service systems either individually or as a group. There are no right or wrong answers. In answering the questions, please think about how you feel since completing MORR training.

STATEMENTS	Always or almost always	Mostly	Sometimes	Rarely	Never or almost never
I feel I can help improve services or support for young people.					
I have ideas about how to improve services for young people.					
I know about the legal rights young people have.					
I feel that trying to change services and support is a waste of time.					
I take opportunities to speak out and educate people.					
I feel that I can use my knowledge and experience to help other young people.					

I tell people in agencies and schools how services for young people can be improved.					
I help other young people learn about services or support that might help them.					

Section B

Now, a few questions around everyday problems and how you would solve them. Please note, this is not a test it's to help the team learn what's good about the training and what needs to be made better for other young people.

1. What is the RIGHTS approach and how would you use it to help you if you found yourself unable to repay a payday loan?

- R.....
- I.....
- G.....
- H.....
- T.....
- S.....

2. If you were living in unsafe housing (e.g. in which there is mould that could affect your health), where the landlord won't do repairs:

a) what would be the first thing you would do to resolve the problem?

b) what would you do to keep a good record of what was happening?

.....

.....

.....

3. If you were stopped and searched by the police, how would you act in this situation?

.....

.....

.....

4. If you were facing benefit sanctions for turning up late to appointments, what words or phrases would you put in when searching online for information?

.....

.....

.....

5. In your next meeting in the job centre the advisor seems to be in a hurry and isn't really listening to what you've got to say.

a) Can you identify which response is Aggressive, Passive and Assertive?

Statement	Response
Go along with it and give as brief answers as possible to his questions – if he's not really interested in you then there's no point, right?	<input type="checkbox"/> Aggressive <input type="checkbox"/> Passive <input type="checkbox"/> Assertive
Say to the Advisor 'I can see you're really busy, but it's really important to	<input type="checkbox"/> Aggressive <input type="checkbox"/> Passive <input type="checkbox"/> Assertive

me that we get this sorted – so can you take proper notes please?	
Say 'Am I keeping you from your lunch or something?' very loudly and storm out?	<input type="checkbox"/> Aggressive <input type="checkbox"/> Passive <input type="checkbox"/> Assertive

b) Which of the statements above is most likely to get you the best outcome?

6a. Can you think of 2 websites that you used during the training that you would go to if you had a legal problem?

.....

b. what types of problems would you look for information on these websites for?

.....

7. How much do you agree with the following statement?

a. The law is relevant to almost everything I do
 Strongly agree Mainly agree Mainly disagree Strongly disagree

b. Public services are legally required to respect my rights
 Strongly agree Mainly agree Mainly disagree Strongly disagree

8. Next, some questions about the legal knowledge covered in MORR. Please don't worry if you don't know the answers!

a. What do you think the main purpose of the law is in this country? Please tick all that apply.

- To resolve disputes
- To protect the rights of the individual
- To punish people
- To regulate the actions of those in positions of power

b. Can you identify which of the following is a 'right' a 'responsibility' or 'neither'?

To receive a contract of employment		
Right	Responsibility	Neither
To turn up to work on time		
Right	Responsibility	Neither
Getting your hair cut		
Right	Responsibility	Neither

Appendix G – Young Person Interview Schedule

Thank you for agreeing to take part in this interview. I want to ask you about your experience of the MORR rights programme. This is so that we can learn from people about what MORR is like to try and make it as helpful as possible. There are no right or wrong answers; I'm interested in what you think, and you don't have to answer each question. Everything that we talk about today is private and confidential unless you mention something that worries me, such as if any harm is going to come to you or to anyone else, in which case I would need to speak to my supervisor, whose name is Julian, but I would tell you if I was worried in this way first. Do you have anything that you want to ask me before we start?

Prompts throughout:

- Could you tell me more about X, so that I know exactly what you mean?
- Could you give me an example? (e.g. use of knowledge in daily situations)
- That's really interesting could you tell me more about that situation?
- Just to check that I've understood this right... (summarise what they have said)

Introductory questions- clarify the process of MORR

- First of all, how did you get involved with MORR?
 - How did you find out about the programme?
 - What made you want to take part?
 - Whose decision was it?
- How many sessions were offered? Did you attend all the sessions?

Experiences of MORR:

- Can you tell me about what happened during the MORR programme?
 - Beginning/middle/end?
 - Who did you meet? Did you know people beforehand? How did you find that?
 - Did you know (insert service name) beforehand?
 - What did you do?
 - What did you learn about?
- What did you think of the MORR programme?
 - Was it what you expected? Why/why not?
 - What did you like about MORR? Why?
 - What didn't you like about MORR? Why?
- What were the most helpful/useful things about MORR for you? Why?
 - What did you find least useful about MORR? Why?
 - Can you give me an example?

- Was there anything that you would have liked to have been different about MORR? If so, what?
 - Is there anything that could make it more helpful for other young people? If so, what?
 - Is there anything that you would change about the programme?
 - Would you recommend MORR to a friend? Why/why not?
 - Prompts: Handbook/handouts, room, facilities, session content
- Would you recommend MORR to other young people?
- What kind of problems are young people facing where you live?
 - How do you think MORR could help them?
- Do you find MORR relevant to your daily life?

Outcomes:

- How did you feel at the end of the MORR programme?
 - Was this different to how you felt before the programme started?
 - Outlook or perspective change?
- Could you give me an example of a legal or rights based problem that you've faced in the past?
 - What skills/knowledge would you use in the future if you experienced the same issues?
 - How would you tackle this problem if it happened in the future?
- Compared to before you started MORR, what, if anything, has improved in your life? Has anything got worse?
 - What, if anything, has MORR changed in your life?
- In thinking about the changes that you mentioned, what do you think led to those changes?
 - Was your experience of MORR linked to these changes that you've just talked about?
 - Did you expect to feel any differently as a result of MORR? Why/why not?
- Did you learn anything as a result of MORR?
 - If so, what?
 - Can you give an example?
 - Lead into testing knowledge learnt in MORR, e.g. can you remember the RIGHTS based approach?

Social action:

These are suggested to include:

Peer education – young people passing on the knowledge and skills they have learned about how to deal with legal problems to other young people through structured sessions and activities

Social policy projects – investigating local services’ respect for young people’s rights; highlighting the results; and working with service planners, policy-makers and the community to improve practice

Campaigning – locally and nationally, raising awareness of issues concerning young people’s rights and making the case for changes that would improve services, strengthen young people’s rights, or ensure access to justice

- Did the facilitators talk about social action projects during the MORR training?
 - If so, what did they say? What did you think about this? Was it relevant to the days training?
 - If not, how do you think they could have introduced social action during the course? (e.g. suggest campaigns around specific issues such as age-related pay, housing rights)
- Do you have any ideas for social action projects since becoming involved in MORR?
 - Is this a personal interest or an interest developed since the MORR training?
- How likely do you think it is that you will take part in social action projects?
 - If likely, what has made you want to take part in social action projects?
 - If unlikely, what do you think might stop you/other people your age from taking part in social action projects?
- What support would you want/need to complete a social action project?
 - How would you want the sites to be involved?

Thank you for taking part, before asking the final questions I just wanted to give you the chance to mention anything you feel I may have missed out on. Okay thank you. Before we finish it would be great to get your feedback on how you found the evaluation process i.e. completing questionnaires before and after training.

Evaluation:

- How did you find the evaluation process of MORR? i.e. completing the questionnaires at the beginning and end of the training.
- Was there anything you would have liked to have been different about the evaluation?

Appendix H – Staff Interview Schedule

Thank you for agreeing to take part in this interview. The purpose of this interview is to ask about your experience of delivering the MORR rights programme, in order to understand how the program works in practice as well as develop recommendations for future implementations. There are no particular responses we are looking for, so please be as honest as possible. Everything you say will be de-identified. Do you have anything you want to ask me before we start?

Prompts throughout:

- Could you tell me more about X, so that I know exactly what you mean?
- Could you give me an example? (e.g. use of knowledge in daily situations)
- That's really interesting could you tell me more about that situation?
- Just to check that I've understood this right... (summarise what they have said)

Background

- What is your role in the MORR program? What do you do as part of your role?
- How did you become involved in delivering the MORR program?
 - Whose decision was it for you to facilitate the groups?
 - Was there anything in particular that made you want to take part?
- From your perspective, what are the key principles of the MORR program?
- What do you like about being involved in MORR? What do you not like so much about being involved in MORR?

Target groups and engagement

- How was MORR framed to service users and the public more generally? Who were your target audience?
- Can you remind me of your service's approach to recruiting young people for the MORR program?
 - Who has engaged and who hasn't engaged?

- What have you noticed about young people’s engagement in the program? Has this differed from your expectations?
- Did you notice any changes in the young people generally across the program?
 - In thinking about the changes that you noticed, what do you think led to those changes?
- What issues do you think young people are facing? Who do you think would benefit most from the MORR program?
- Is there anything that could make the MORR program more helpful for young people? If so, what?
- Would you recommend MORR to a young person or another service? Why/why not?

Implementation – social action

- How was social action framed to group participants? Or, if it hasn’t been introduced yet, how do you plan to introduce it?
- What do you think are the barriers and facilitators to the social action element of the program?
 - What supports do services need to implement the social action element?
 - What supports do you think young people would need?
- Did you notice any changes in the young people regarding social action across the program?
 - Prompt: peer education, social policy projects, campaigning (raising awareness)
 - In thinking about any changes that you noticed, what do you think led to those changes?
 - If you didn’t notice any changes, can you identify any reasons for this?
 - Do you have any comments on the relationships between the different elements of the program and social action projects?

- Are there any social action projects that your service is currently involved in, or plans to get involved in?
- Were there any social action projects in particular that young people in the groups expressed interest in?

Implementation – general

- How has the MORR program been implemented in your service?
 - How do the staff organise the delivery of the MORR program?
 - How did staff decide the structure and delivery of the MORR program, such as how many sessions?
- What do you think has worked well in the implementation of the program? What do you think could be improved?
- What barriers to successful program delivery do you face in your role?
 - What has been helpful in addressing these barriers? What has been less helpful? Examples? What could help in the future?
- Within your role, what has helped facilitate successful program delivery?
 - Can you provide any examples? Is there anything that could make it easier for facilitators? If so, what?
- Have you or your colleagues identified any training needs that are not covered in the current support arrangements?
- Do you have any thoughts on the handbook/handouts?
- What barriers to successful program delivery does your service as a whole face?
 - What has been helpful in addressing these barriers? What has been less helpful? Examples? What could help in the future?
- What has helped facilitate successful program delivery within your service?
 - Can you provide any examples?

Evaluation process

- How did you find the evaluation process of MORR? For example, completing the questionnaires at the beginning and end of the training.
- Was there anything you would have liked to have been different about the evaluation?
- Was there anything helpful about the evaluation process? E.g., any supports?

Thank you for taking part. Now I just want to give you the chance to mention anything you feel I may have missed, or that you feel you want to say?

Appendix I – Themes and quote from interviews and focus groups with young people

Theme	Illustrative quote
Efficacy of the programme: Problem solving skills	<p data-bbox="384 396 1511 573">“I really saw how you react to a situation, how that affects the outcome... It’s a bit like the whole RIGHTS acronym, just find out what you need, who you can go to for help, what you can do if something doesn’t go right, and things like that. Just try not to panic, because that will make the situation worse.” (YP 11)”</p> <p data-bbox="384 611 1511 860">“I’ve just applied for like uni and housing and finance and everything, so being organised, like a lot more organised than I would have been with all of it has definitely helped me get it done faster and panic a lot less than me not knowing what to do, and not knowing who to go to help for, and not knowing what documents I need, whereas with this I’ve been like, ok I need to talk to this person, I need these documents, I need this then, I need to apply by this time. It’s been a lot more, like less stressful.” (YP 11)</p> <p data-bbox="384 898 1511 1039">“one of my friends has been kicked out their house before so erm being able to help them with that would have been really helpful if I’d known the stuff before that happened but now if that happened I feel I could help others or help myself” (YP 12)</p> <p data-bbox="384 1077 1511 1218">“I’d like have a look what the problem was then if I couldn’t think off the top of my head what to do then I would probably look at the handouts and see what they said. If I couldn’t decide how to fix it myself go and find help somewhere.” (YP 12)</p> <p data-bbox="384 1256 1511 1473">“it’s to do with if I was stopped on the streets. So because I know the information, I know how to handle it properly. Because before I actually had to be stopped because a few years ago I was stopped because they accused me of being somebody else, because they thought... `cause I had this similar appearance as somebody else, they stopped me because they thought I was the person.” (YP 2)</p> <p data-bbox="384 1512 1511 1585">“So when I see a policeman now and he stops me now, I now know what to do about it, so that is good.” (YP 3)</p> <p data-bbox="384 1624 1511 1841">“I feel anxious to say anything and stuff. Yeah, even basics down to like my statutory rights and stuff, like calling out my internet provider. I’ve had disruptions for the past three months constantly, and just saying, you know, having the confidence just to say `no, this isn’t right, I pay you for a service, I deserve to have this service, and if it’s disrupted I’d like some compensation” (YP 9)</p> <p data-bbox="384 1879 1511 1915">“I would say the best thing I’ve come across is social skills” (YP 4)</p> <p data-bbox="384 1953 1511 1982">“I liked the group atmosphere as well” (YP 9)</p>

	<p>"I get pulled quite often because I'm classed as a dangerous person. Not like through crime, through mental health-wise, I am classed as a dangerous, a dangerous adult. Um, when the police usually come to me, it's not just one or two officers. It's usually a [unclear] or riot van that comes to see me. Um, but now I know how to handle those situations, how to speak to [background conversation], how to react" (YP 4)</p>
<p>Efficacy of the programme: Knowledge</p>	<p>"And then they're demanding with me. So I've always... A good few police officers I've either bit their nose or I've head-butted them in the past because I've not known how to handle situations. Now, I know how to handle the situations, I know not to head-butt a police officer or try and bite his nose. Instead, record, write down, ask for a receipt." (YP 4)</p> <p>"Sometimes when I get poorly and I have to go into hospital for a long period of time. I used to kick off a lot when I was in hospital because I just wanted my freedom. And when you get sectioned, you don't get your freedom, unless you've got people surrounding you and taking you places. You don't get none of it anymore and I used to kick off with it. Now, I know if I was to have any of those type of problems, just stay relaxed, stay calm, handle it correctly. So if they refuse to do something, I'm going to ask for it in writing. Anybody who... Any professional association now, that will not comply with anything I request, I now know to request in writing." (YP 4)</p> <p>"you need to know your rights to be able to take that back and not have them mess you about... it's just informative, it's key information that's got to be there, you know, without it you're just like lost, you're just kind of guessing." (YP 6)</p> <p>"You know being prepared for that rather than being caught off guard by something, that's that's the worst thing is to be stood there like, I get a bit of a stutter sometimes when I get um, well I'm like a deer in the headlights" (YP 9)</p> <p>"even to this day there's been a big hole in my windowsill from where I presume a workman stood on it or something, and it hasn't been changed, and that's the day I moved into my house I identified it. I was smart like that, you know even before this, I wouldn't sign my tenancy 'til I'd checked everything, 'til I was happy and such. And then like, yeah I'm just still poking him like "fix the windowsill man", you know, and nothing, nothing at all. We didn't have heating for like eight months, you know, I wish I'd have known all this stuff back then" (YP 9)</p> <p>"I've been evicted, it's past my eviction date, I'm waiting for a court date, so I'm still in the property, and they're just tryna [sic] find little ways of getting me out before the court date and stuff, so it's just keeping my head cool in those situations too, and just, you know also keeping quiet about that the fact that I'm getting a council flat coz otherwise there's no point in</p>

us taking them to court, coz it's the main claim is to not be evicted, the secondary claim is the negligence and such." (YP 9)

"I wouldn't even have known that I could get legal aid and such like that. You know, there's little websites they gave us like, you know, 'if you're unsure about something, and if we don't know something, go on .gov' and things like that, you know, sort of, 'with housing related stuff, go on shelter.gov', and there's just pages and pages of legislation and things, and so much of that helped me when I was applying for housing" (YP 9)

"We got to learn about like the human rights act, and a lot of people didn't have a clue what was in it, and the different rights you have in terms of housing and benefits and, just who to contact for all these problems, and that was really really good, because even some of the things like who to contact I didn't know" (YP 1)

"you get stopped by a police person, the fact you just stay calm, you ask questions such as why have you, er, stopped me? And then generally the, just to know what to do in certain situations; instead of like panicking... that you, you can ask for a receipt." (YP 2)

"you can go online, such as the Gov website, and you can easily just find all the different rights which could be applied for your situation." (YP 2)

"But the session explains to me taxes are a thing which goes to the government." (YP 2)

"It's like you, R is recognise the problem, I is identify your rights, G is to, er, get help, H is to have a plan, T is to take action, and S is to stay in control. You can also say, it's like to stay calm, assertive." (YP 2)

"one of the things I learn from MORR was that doctors can't shared important with your family" (YP 5)

". Say you got to a shop and you're returning something, you need to know your rights to be able to take that back and not have them mess you about" (YP 6)

"Last week about, um, if policemen... If they stop you, what you need to do. Like, stay calm, have a good eye contact, um, know their badge number, it's your right. And uh, ask... Ask them a lot of questions, like why're you stopping me, and just stay calm. And record as well. Um, so... Yeah. And also, um, today we did about rights, like, landlord, stuff like that to do with deposit, like what's your rights, and um... When can you go and and where can you get help from, like a person or website." (YP 7)

"I'm with universal credit and I've got...well I haven't got my own property at the minute I'm trying to look for one so it's good to actually know like if

	<p>I get if I had a bad landlord at least I know what to do about that, if I get sanctioned by the job centre at least I know what to do about that so like I've got the knowledge behind me of that. If something goes wrong I can do something about it then I will now, but I might not would of done before I would have left it to somebody else to handle it maybe" (YP 1)</p> <p>"I: And so, I was going to ask would you recommend MORR to other young people, but it sounds like... P: Oh definitely, yeah, I've been trying to, definitely. Even telling them like how much it's helped me, coz it really truly has."(YP 9)</p>
<p>Efficacy of the programme: Empowerment</p>	<p>"I suffer with anxiety a lot in my life, you know kind of it's really nice to have these things to go back to, to be able to give myself confidence, like it's very hard in this crazy maze of a head I have to find like you know where the confidence comes from, the motivation and such, and the self-belief as well. But it's kind of coming with from having sessions with like informed experts and stuff, and you know, learning the information and its... I just, as soon as I heard about it, I had a keen interest, coz I was like, you know, some of this isn't right, some of this needs to change, and I now wanna [sic] change myself, I wanna [sic] better myself. You know, and it's kind of it's actually provided me a route through that maze" (YP 9)</p> <p>"that my voice has an echo, that it's like, it's not a whisper anymore, it's not just a sort of 'oh it's just, you know, a young person comment', it's actually like, from me suggesting things then and like like having faith in myself, I can make stuff happen" (YP 9)</p> <p>"I know more about it and how I can use it confidently now cause before I didn't know anything about it." (YP 13)</p> <p>"And like I said, it has helped me with my confidence quite a lot." (YP 4)</p> <p>"ut it has sort of changed my views on how to deal with police... like, I've got a serious issue with authority just from when I'm younger" (YP 6)</p>
<p>Efficacy of the programme: Self-efficacy and assertiveness</p>	<p>"one situation I had before I started MORR was that I got in trouble with the police and they didn't do anything about it and then they gave me the confidence to know actually that was wrong that should have done something. Then I like had gone back and wonder like why didn't you do anything about that." (YP 5)</p> <p>"If there's something that comes up and you're like 'nah that's not right', it's good to have the legal stuff to back it up and just be like 'nah, you know, this ain't happening'. It's helped me a lot with people</p>

	<p>at my house. My housing providers, they suck, come into my room without notice, you know.” (YP 6)</p> <p>“If there’s something that comes up and you’re like ‘nah that’s not right’, it’s good to have the legal stuff to back it up and just be like ‘nah, you know, this ain’t happening’. It’s helped me a lot with people at my house. My housing providers, they suck, come into my room without notice, you know.” (YP 6)</p> <p>“probably not being afraid to challenge them, kind of thing, just coz they’re going to go about something a certain way and it may not be the right way, so you know, coz these are authority people, they’re meant to be so high up on the pedestal, but you can chop them down in your brain and say like ‘nah you’re the same level as me man, and you’re not gonna mess with me’ sort of thing.” (YP 6)</p> <p>“I’m a lot more – I think the word’s ‘assertive’ – in my approach to things. Like, kind of, rather than just either being really passive and putting my head in the sand, or being really aggressive and ‘Raaar’, you know, it’s not the way to go. The only roads they lead to is just like sadness afterwards. You know, at least with assertiveness, you’ve put your point across, and, you know, usually with assertiveness there is a compromise, you know, even if you feel completely headstrong on how you feel, and the other person’s completely headstrong on how they feel, there is some meeting in the middle, there is some like ‘agree to disagree’. That’s a much better outcome than just crazy times” (YP 9)</p> <p>“Even if you’re weak, or you don’t have the guts, you just... Step up. And just say, well, this is my right.” (YP 7)</p>
<p>Efficacy of the programme: Perception of materials</p>	<p>“That video that had the three different scenarios with the cops, that would have been sick when I was 13. Like, that would have really helped man.” (YP 6)</p> <p>“I’ve just been shown an awesome housing website called ‘Shelter’ which has my... I’ve been given an eviction so I’m looking at my notices and stuff, and what I can do about it. It’s really good. And it’s like a seed, it makes me want to learn more; I learnt enough in the program, but I want to know more, you know, I want to be like certain on what I’m saying to these people, not just having an idea.” (YP 6)</p> <p>“it was a little bit more like run more by us so if we had things we wanted to bring up we could learn about that and specific instances</p>

and if not all the activities were pretty fun and inclusive which was really good.” (YP 1)

“so the activities are good, the fact we get to sit there and talk about it and actually like go into depth about how this can effect some people and how the actions that you take are either going to be a good one towards getting the help you need or you’re going to end of taking a couple of sets back” (YP 1)

“I think the most useful things were definitely when like [staff] puts up films about people getting sanctions from the job centre or people losing their homes.” (YP 1)

“little one’s good [rights information card], yeah, coz it’s just on your person constantly, it’s not like, you know, a big book or a folder to carry around in your bag” (YP 9)

“I think a little part of it is mentioning about criminal law because we mostly focused on the actual civil law.” (YP 2)

“don’t do kiddy activities with them but people from 15 to 18 are more interactive on their phones. So maybe if you set up an app or a Facebook or something like that. If you had like an app were you had little games were you had the civil rights” (YP 1)

“more the LGBT side cause that’s like...and the mental health they are like the main problems I think” (YP 13)

“we didn’t focus so much on like rights in the workplace, or like at schools and colleges, which, as youth ambassadors a lot of us are like in college or at school or at work, so it was like, that would have been nice to know” (YP 11)

“trying to get big size groups, but not too big because our group was quite small so the conversations were quite limited” (YP 12)

“I mean, the main thing was, there was times in which I felt like maybe it could’ve flowed a little bit faster.” (YP 2)

“I have not been coming in the MORR program for a long time, or from one subject to the end, I am not able to understand the questions [unclear] to me. “(YP 3)

	<p>"I think to give more time to the different activities and stuff because I think it was a little bit rushed." (YP 5)</p> <p>"It'd be nice just to let it sink in a bit more, you know, go over a few topics, you know like sort of like, maybe like individually go with each person and try to boost their confidence to actually put it into action." (YP 9)</p>
<p>Recruitment pathways</p>	<p>"I'm a youth ambassador anyway, and [staff] brought it up during a session that we did with [staff]. And a group of us thought it would be a good idea just to know more about our rights and how to implement them and things like that." (YP 11)</p> <p>"I heard about the MORR Programme because I was part of [service] before and I used to do sessions with them and I was organising a, an event, for the homeless." (YP 12)</p> <p>"I do Youth Ambassadors with [service] and one of the sessions I turned up to they were just talking about things we could get involved in." (YP 12)</p> <p>"[staff] was talking about it and then erm its about your rights and I thought that might be good like with child care" (YP 13)</p> <p>"heard this from my... from a group I used to attend at [service], on the change group that I attend.2 (YP 3)</p> <p>"when the staff knew more about the project they thought who would be good doing it and they said that they thought I'd be really interested as I'm quite interested in politics and stuff like that.2 (YP 5)</p> <p>"They came here and then talked about it. And then slowly, uh, my teachers, they were like, well...But, 'cause we don't have time to look at our rights in life" (YP 7)</p>
<p>Non-engagement with the programme and programme exit: Perceived relevance</p>	<p>"one or two that just weren't really receptive and proper brushing it off like it's information they didn't really need to know, like they were a little younger...it's a completely different thing when you're out there on your own sort of thing, you're kind of lone wolfing it, trying to make the best of situations as you can. I guess it's just yeah experience, you know, not quite scoped the reality yet....about recruitment's the biggest problem facing these young people, it's like they won't know they need it 'til they need it" (YP 9)</p> <p>"Like housing, money issues and then just like LGBT issues, mental health issues. All those sort of things that effect young people but people don't really pay attention too because we're just young people." (YP 12)</p>

<p>Non-engagement with the programme and programme exit: Chaotic circumstances</p>	<p>“the staff who were doing it, they gave me a recap of what had gone on, what’s been discussed, and what was going to be discussed. So I got a recap of it all....I missed the first two because of my health conditions. And then, on the third one I joined in and I’ve been coming since.” (YP 4)</p> <p>“I was asleep [laughter]. Like it was half hour before it was meant to start and I got a call from [youth worker] and I wasn’t even awake. ” (YP 6)</p> <p>“we just need stuff to do and it gets criss-crossed as not listening or not concentrating when we just need something to play with.” (YP 6)</p>
<p>Flexible delivery</p>	<p>“We did three 3 hour sessions, and then a one hour session at the end of it where we just kind of like went over everything we did and signed some forms and made sure we all understood everything. Like we did that at the end of every session anyway...Sometimes you were learning, sometimes the sessions they were really packed with information, and other times they were more like how would you apply that information, so when you’ve got a session where it’s just complete information that’s just a bit too much for some people, so having it broken down a little bit is a lot more helpful” (YP 11)</p> <p>“it wasn’t in a way that was like full-on, it was all very much at our own pace, and we learnt it in a fun way, and if one of us didn’t get something it was fine because there were other ways to explain it which was so nice” (YP 11)</p> <p>“if we had a scenario like with a person, we could... if someone would be like ok what happened to this person, we could figure out the scenario, and then what they did to help the situation and things like that” (YP 11)</p> <p>“I think a lot of those sessions they, not only did they teach you information, they kind of showed you how to implement it.” (YP 2)</p> <p>“some of the videos we saw, they actually explained the reasons behind like some circumstances.”(YP 2)</p> <p>“Erm, I think it was really good it was different activities, matching up like statements and... I don’t know more like you had to think it through and find the answers yourself that was really good.” (YP 5)</p>
<p>Social action: Examples</p>	<p>“it’s just tryna improve it for little me’s, coz I don’t wanna [sic] know a single young person, like I’ve made literally like a line of dominoes of bad choices, you know, a lot of people just know things aren’t right, but some people have to really learn from their mistakes [laughter], and I just don’t want anyone to go on such like a savage learning curve that I had to” (YP 9)</p> <p>“I’ve got this thing I’m doing with the head of police in Southampton. We’re gonna be teaching her how to teach PCSOs coz those are the first</p>

	<p>people that chat with young people when they're out on the street." (YP 6)</p> <p>"it's actually given me the confidence to start a group. I've registered to help probation services in about December time to teach people that have been in similar situations to me with mental health like myself. And I'm going to try and keep them on the right course, give them that bit of confidence like I was given." (YP 4)</p> <p>"more of then how to do campaigns afterwards" (YP 5)</p> <p>"Like housing, money issues and then just like LGBT issues, mental health issues. All those sort of things that effect young people but people don't really pay attention too because we're just young people." (YP 12)</p> <p>"Probably like campaigning for mental heathl and LGBT because they're like the main two things for me" (YP 13)</p> <p>"I'd like to do challenging the CCGs and the education commission ... on how they're spending their money because they're not spending it on what they are supposed to be." (YP 5)</p>
<p>Social action: A vehicle for addressing important topics</p>	<p>"I'm particularly keen on educating for LGBT rights and that sort of thing. Mental health that sort of thing... I've kind of always had the ambition but I think doing the MORR project has given me a bit more confidence to go and do it. Instead of just sitting in the corner thinking 'I'll do it one day' instead now I'm like yeah lets just do it." (YP 12)</p> <p>"Probably like campaigning for mental heathl and LGBT because they're like the main two things for me." (YP 13)</p> <p>"she wasn't quite sure about how to deal with her benefits, and what to do, and how to go about that, and what she was entitled to, so I kind of like used some of the sheets to show her what she needs to do, and who she can go to, and things like that, which she didn't know" (YP 11)</p> <p>"I liked findings out how much I already knew also knowing more places to look for information that I didn't know so like I've had a couple of times afterwards that a friend has come to me with a situation and I've said okay I know how to figure this out now so then I like figured out what to do and helped them." (YP 5)</p> <p>"I've got a friend living with me who just got kicked out of their house erm so I kind of erm used it to know erm like different kinds of support they could access" (YP 5)</p> <p>"at the moment getting in to colleges and schools and us even just to, like, researching how a questionnaire is done and stuff and getting in, having the first step into that situation, and then from there I think we'll</p>

develop an understanding of what needs to be done, who we need to contact and that sort of thing.” (Social Action FG)

“I know I think we’re all very passionate about wanting to change certain things and frustrated with our own experiences, so both those two things of, like, motivated us to get involved in this sort of thing and try to make a difference.” (Social Action FG)

“I know I was very passionate about LGBT and then [young person] was really passionate about mental health. And so we sort of concentrated on mental health and integrated, like, LGBT into that now, like, different things then. We’ve decided to do like, um, mental health education with, like, teachers and stuff” (Social Action FG).

Appendix J – Themes and quote from interviews and focus groups with staff.

Theme	Illustrative quote
Efficacy of the programme: Problem solving skills	<p>“MORR as it stands might be something that, although backed up by research and created by experienced professionals, has been made to fulfil a need in young people’s lives – have young people said that that’s what they want” (Staff 2)</p> <p>“find their way in life, um, not everybody is given what everybody needs to start in life and perhaps that guidance in that person to come to when they've got a problem” (Staff 5)</p> <p>“by means of behaviour would have hidden and isolated, buried his head, um, he wouldn’t have tackled that problem at all, wouldn't, you know, um, clearly has told me that, you know, I, I wouldn't have tackled this, um, so yeah.” (Staff 5)</p> <p>“I think if he, if he hadn't have done the Rights training, um, there's a lot of mental issues as well, so the frustration and the anger would have built a lot quickly, but now takes on board that knowledge is powerful and with that knowledge it builds up confidence and being able to deal with it, I know what I'm entitled to, um, and has sought lots of advice and information in, in the right places, and dealt with it a whole lot differently that he wouldn't have done it before, there's no way he would have done it before.” (Staff 5)</p> <p>“their landlord not being able to enter their property without giving them notice, um, or, you know, a reason for doing so. And they have really taken from that that actually what was going on in their home situation wasn’t right [door closing]. And there were a number of other things they spotted and gone away and researched, um, and brought back to us to say this is what’s going on is that right can we do something about it which is really interesting for us.” (Staff 3)</p>
Efficacy of the programme: Knowledge	<p>“Understanding that in certain situations you have rights, but with rights also come responsibilities” (Staff 1)</p> <p>“it’s the assertiveness backed up with information and knowledge, coz knowledge is power.” (Staff 1)</p> <p>“it would be great for those young people [click] that I have worked with to have known their rights much earlier on.” (Staff 3)</p>
Efficacy of the programme: Empowerment	<p>“an important potential program for young people to try and empower them, and help to educate them to prepare them for the real world really” (Staff 1)</p>

	<p>S it empowers them so that they know how to deal with or hear, uh, young people who are really frustrated on phone calls, getting really angry, because they're not being heard and, um, you know, really lacking confidence, really lacking, um, that self-worth, um, which the MORR Project just encompasses everything and just gives them the tools, like a mechanic has to fix his car, it's like giving them the tools for, for life, um, no matter what's going on in their life for them, hm.” (Staff 5)</p>
<p>Efficacy of the programme: Self-efficacy and assertiveness</p>	<p>“how that makes a difference to how assertive or not you might be in a challenging situation” (Staff 2)</p> <p>“I think I just would because I think it’s good to know about your rights and things and just know that there is more out there, don’t settle, don’t take a seat back. If you’re unhappy about a situation do something to change it it’s always good to just improve knowledge and things.” (Staff 4)</p>
<p>Efficacy of the programme: Perception of materials</p>	<p>“we were quite worried at first and then when you open them up it is really easy just follow a diagram and it tells you exactly where you should be and what you should be doing.” (Staff 4)</p> <p>“I think yeah the handouts and stuff do work because it’s always something they can look back on um and some young people really work well from having worksheets and things like that when others don’t. But I think it’s just the activities overall are really engaging and it helps bring everybody in.” (Staff 4)</p>
<p>Recruitment pathways</p>	<p>“Some things I find very difficult, which are trying to engage young people and getting through the apathy that is prevalent with the demographic group that we’re trying to target. And we might get young people that will come along for one, and then we won’t see them again, for various reasons but some of that is because it’s a big commitment for some young people’s lives really. So that’s the hardest thing because we can see that it’s a worthwhile program, it’s just trying to get that message across in quite a short period of time.” (Staff 1)</p>
<p>Non-engagement with the programme and programme exit: Perceived relevance</p>	<p>“our target audience was, the demographic is young people who are leaving care, disadvantaged young people, and young people with mental health issues. Often those roles overlap as well, those groups overlap. The idea really is to try and get the professionals who are working with them already on board, and the majority of them are very receptive, however it would appear that when they are trying to recruit and spread the word on our behalf, the young people aren’t engaged probably because it’s not on the top of their list, they’ve got other things to deal with, like leaving care, or um the mental health issue that is the only thing that is dominating their life at the moment.” (Staff 1)</p>

	<p>"I've met young people from within a school setting, and then also at the moment particularly we're working with care leavers, and their experiences of education and life have been very much different to what many young people will experience" (Staff 1)</p>
<p>Non-engagement with the programme and programme exit: Chaotic circumstances</p>	<p>"it's been quite demanding in terms of numbers and data and, kind of, estimating them which is probably my main issue. Because of the nature of the young people [knocking] that we're trying to target we can't always guarantee that they are going to see the course through," (Staff 3)</p> <p>"the main target group from sort of day one that we agreed was the types of young people that use the drop in service regularly perhaps. Um, they're much harder to get onto this programme purely because they, you know, they're very busy they have very chaotic lives." (Staff 3)</p> <p>"lots of them have young babies as well and it's not really a practical thing to deliver, um, at the moment for them" (Staff 3)</p>
<p>Non-engagement with the programme and programme exit: Understanding and literacy</p>	<p>"I've just finished a group of school children, 15 year old young people, and that was very difficult because they, I felt, really were too young. Some of the issues they could grasp" (Staff 1)</p> <p>"I can't think of anything specific, no, apart from, you've got to have people who are fairly literate, yeah, and there will be groups where literacy is an issue... we've got some interest from the probation service for young men who have been on long custodial sentences and we already know, it's well-documented, that literacy levels in the criminal justice system is an issue, which is one of the reasons why young men are in the system." (Staff 1)</p> <p>"Trying to minimise how much reading material that you actually give them, and obviously not putting them on the spot, because there'll probably be quite a lot of learning difficulties like dyslexia, and trying to use visual cues more than literacy" (Staff 1)</p> <p>"I don't know there's sometimes quite a barrier there I don't know if because they think it's gonna be too difficult or they're gonna be judged but if they're not able to understand it but yeah." (Staff 4)</p> <p>"But when it came to it there was too much going for their lives, in their lives and then it was just another thing that they had to, sort of, commit to. Um, if where there's a lot of chaos in their lives they can't really focus on doing something for them, we can see it's good for them, but they have to identify that it is a good thing for them to do too, so yeah." (Staff 5)</p>

<p>Flexible delivery</p>	<p>“the single-issue sessions, and I really think we need to push on with those” (Staff 1)</p> <p>“they come late, then of course they’ve got to settle down, and we’ve got to keep them on track, then we’ve got to feed them” (Staff 2)</p> <p>“it would be do-able more for young people to come in for an hour, rather than nine hours, on an issue that really they were having difficulties with” (Staff 1)</p> <p>“I think really we need to do something on young people’s rights within the health service, and within services, because particularly when we’re working with young people with mental health issues, that’s a real concern for them about confidentiality, about access to information, and although we have an organisation – myself and my colleague work for very strong, well-reputable organisations – it is important to reinforce the fact that young people do have as many rights as older people do in terms of seeing their information, about security of information, understanding that things aren’t going to be discussed with parents and that sort of thing” (Staff 1)</p> <p>“I think it’s kind of that paper culture. I think if they were online or GIFs or something like that then the young people could access them as and when they please. There’s some... sort of something about, you know, taking the piece of paper away with them they probably know they’re not going to hang onto it or, um, reference back to it.” (Staff 3)</p> <p>“address more issues for when they're younger, um, within the younger years we've got schools and colleges,” (Staff 5)</p> <p>“we’ve realised that the timings are out, that as you start to work with a group you realise that they’re either picking it up really quickly so you can move forward quite quickly, or you need to just go over something a little bit more.” (Staff 1)</p>
<p>Social action: Examples</p>	<p>“for social action we have recruited people that have completed the course. Um, we also advertise it half way through the course as well. So, if it’s over the five week programme we say week three social action’s happening, explain what it’s about. Um, and we’ve been promoting it on social media.” (Staff 3)</p> <p>“we’re hoping to have two social action groups running, um, so, one in Norwich and then perhaps one in a community area somewhere</p>

else to make sure it's kind of accessible to people who might not be Norwich central" (Staff 3)

"we've also set up a, sort of, a Facebook group, so, a private group for those that do engage and they can keep that discussion going." (Staff 3)

"somebody along the line has always found something relevant to them or even if it wasn't them something they can pass onto a friend or a family member so..." (Staff 4)

"we've got youth ambassadors and sometimes the sessions were running a bit slow and things like that. So we've decided just to keep them active and things, asked them would you like to take part and they would. And it's good because most of them have done the rights training that's what I'll say." (Staff 4)

"Yeah initially straightaway it's been mental health/LGBT and obviously I think that all ties in with mental health and stuff initially so it's worked really well." (Staff 4)

"sometimes they're not sure of what's going on around them in the community and stuff but yeah again I've been really lucky um all me young people are really clued up. And they're quite into politics and stuff like that so they're already quite aware of what they can do. Or some of them um for the LGBT they've done protests and things within their college for their rights to be met so yeah they're quite clued up in helping me, myself as well." (Staff 4)

"they think teachers should be aware because teachers aren't aware and they think that um often teachers will just dismiss them all the time and not actually listen to them. And not actually think about maybe they don't want to go home maybe they've got troubles at home so maybe the school are the people that need to intervene and be the ones to initially give them that support. And some schools are really good at that but some schools that young people are at, at the moment don't feel that." (Staff 4)

"So training them up with the resources that we have, um, and sharing their knowledge of the Rights Project and the social action because they would have been involved with that as well, um, with other young people." (Staff 5)

	<p>“so that's been brought up around the social action side, uh, mental health, LGBT issues and housing are particularly the, the three, um, that have been really, um, in-depth, that we've, um, explored a lot more, you know, sort of, about funding and things like that, for mental health.” (Staff 5)</p>
<p>Social action: A vehicle for addressing important topics</p>	<p>“perhaps having a surgery of legal advices, [laughs], you know, so that, um, the youth workers could deliver that information at a youth level, you know, to meet their needs, um, and in jargon that they understand. Um, so yeah, a, sort of, legal surgery, if you like, that we could, sort of, tap into, um, that would help.” (Staff 5)</p> <p>“the young people that are really, really passionate about a subject in particular, um, collectively will go on to do the social action, and I think that comes from the passion inside them and the enthusiasm of really wanting to make a change for other young people as well, yea” (Staff 5)</p> <p>“it has to be something that’s relevant to them, it has to be something that they care passionately about, to invest that extra time in.” (Staff 1)</p> <p>“The social action aspect of it is most appealing to me because I work in a youth-centred way, I’m used to working in a youth-centred way, and so I like the fact that young people can really direct their own project.” (Staff 2)</p> <p>“they’re ambassadors, they’re already involved in stuff with us, they’re involved in stuff across the whole CAMHS network in Liverpool, so they do participation project work for all sorts of different organisations, so actually being able to get their time is a challenge for this cohort” (Staff 2)</p> <p>“think it really does just depend what group you’re working with if it is somebody who is passionate about it than normally yeah they have something they want to fight about. ” (Staff 4)</p> <p>“They're fired up, yeah. Um, and they've experienced lots, they've, you know, um, got experience, they've been through a rough time, coming through the other side or, um, yeah, their own experiences or people that they supported going through that experience, so they're fired up, you know, they're cheesed off about something and we want to know about it. (Staff 5)</p>

	"I think if we can get linked into something that Youth Access are already doing, or one of the other hubs is already doing, then that would be quite good." (Staff 1)
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