

**Organising for
Power programme
Facilitated by
Tripod Training
2022-2023**



EVALUATION REPORT

Produced by



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Contents

Introduction

- About Organising for Power
- About Tripod
- About Outside the Box
- About this evaluation

Moments of change

- Magic Moments
- Change Stories

Interpretation and Analysis

- Outcome - Developing and sustaining leaders
- Outcome - Supporting anti-racist grassroots groups
- Outcome - Fostering resilience and relationships in the racial justice movement
- Outcome - Increase and strengthen campaigns
- Movement relationships
- Tools and approaches
- What made the programme work
- Learning for future programmes

Overall Assessment and Conclusions

- Achievement of Outcomes
- Recommendations for future programmes

Introduction

Outside the Box was commissioned to carry out a midterm evaluation of the Organising for Power (O4P) programme for 2022/23 delivered by Tripod: Training for Creative Social Action (henceforth 'Tripod'). The evaluation work was carried out during the spring and summer of 2023 included individual informal conversations with participants and stakeholders and a facilitated reflective evaluation workshop as part of the final gathering for cohort 3 of the Organising for Power Programme.

This paper outlines the approach and findings from the evaluation.

The aim of the evaluation is to

1. Assess the overall progress and effectiveness of the project in contributing to the target outcomes of
 - Outcome 1 - Developing leadership
 - Outcome 2 - Organisations - Values, strategy and inclusion in grassroots groups
 - Outcome 3 - Movement relationships and networking
 - Outcome 4 - Strengthening Campaigning
2. Make recommendations and draw out key learning points on how to improve the implementation for the next cohort of the project.

The evaluation also assess:

- The extent to which the project aims have been reached or will be reached
- Any significant impacts and outcomes of the project for participants and grassroots organisations
- The quality and effectiveness of project activities, methodologies, and approaches
- The project's relevance to and contribution towards the work of the participating groups to their work in tackling the root causes of racism and promoting the rights of refugees and migrants

And it will:

- Make recommendations on how to improve the relevance and contribution towards tackling the root causes of racism and promoting the rights of refugees and migrants
- Highlight what the focus and priorities for the next cohort and the programme should be
- Outline the lessons learned and make recommendations for a possible next phase of the programme to ensure sustainability.

About Organising for Power

Organising for Power is a programme created to strengthen grassroots groups fighting for the rights and welfare of refugees, asylum seekers, migrants and people of colour in Scotland. The programme began in 2017 and it offers training, support and reflective space both online and in person on topics such as

- Essential campaign and organising skills,
- Leadership and confidence building
- Building a movement
- Networking and connecting with people
- Peer to peer learning
- Developing reflective practice and opportunities to implement changes

The delivery of Cohort 3 involved a series of online trainings and a 5-day residential in the countryside, supporting participants to develop the tools and skills needed to build campaigns and movements for change. These sessions offered time and space for participants to share care and creativity, build relationships to sustain them in the future, and design and implement their own plans to strengthen their groups.

About Tripod

Tripod is a small, independent, non-profit workers' cooperative that supports movements for social and environmental justice to align, connect and plan to win. Tripod's mission is to prioritise working with people taking action on the issues that directly affect them. Tripod's mission is to build the power of social movements tackling the root causes of injustice. It focuses on creating collaborative and healthy group cultures, developing strategic alliances to challenge systems of oppression, and organising for transformative change. One of the key activities is the Organising for Power programme.

More information about Tripod can be found at <http://tripodtraining.org>.

About Outside the Box

Outside the Box provides independent community development support to community groups and smaller enterprises. We help develop opportunities for people to have a voice and influence their communities and the services they use. We began in 2004 and since then have supported over 500 projects across Scotland. We work with people and communities involving people at every stage, from exploring options and issues, identifying solutions, setting up and delivering projects and evaluations.

Further information can be found at: www.otbds.org

About this evaluation

The aim of the evaluation is to evaluate the impact of the Power for Organising training programme in reaching its project aims and also the impact it has made for participants' lives and for grassroot organisations.

We take a strength and asset-based approach to working with people that encourages and supports people's participation, finding ways which work for them. We understand that people have busy lives and organise our work to fit in around people's lives and what works for them. We do this by offering a range of options around time, location and different ways to be involved, and respect people's right to not be involved at a given time.

We therefore used a range of evaluation approaches, including observations, organised and spontaneous (at the final gathering) informal conversations and facilitating a participatory evaluation workshop with a set of activities to gather impacts and reflections including participants' Change Stories. Alongside the Change Stories, the data was collected and organised using an evaluation tool called Magic Moments, used to highlight small but significant impacts in people's lives.

We used Magic Moments to highlight small but significant changes in people's lives. They are a snapshot of individuals' experiences that collectively show the impact of the Organising for Power course and the ways in which it has made a difference. In this evaluation, the Magic Moments are a collection of quotes, comments, and notes from observations of activities and conversations.

Familiarisation of materials and information

We began by reviewing the materials produced for the training programme and previous evaluation work. This increased our understanding of what the course was looking to achieve and helped us to develop the question set for the informal conversations and priorities for the participatory evaluation workshop.

Informal conversations

For this evaluation we have used a mixture of semi-structured informal conversations offering options for phone calls, in person conversations and conversations via zoom. We developed the question set for the conversations based upon the evaluation outcomes and also gave opportunities for people to offer their own reflections during the conversations or later via email.

We talked with

- 8 Participants
- 6 Stakeholders including chief officers of partner organisations, childcare providers, sessional facilitators and board members for Tripod.

During the break times at the participatory evaluation workshop session, we also had informal conversations with 4 additional participants using the prepared question set.

Participatory evaluation workshop

A key part of the evaluation was a set of reflective sessions for participants at the final gathering for Cohort 3 in June 2023. The purpose of these sessions was to offer a range of opportunities for participants to share their stories and experiences of the Organising for Power Programme and to offer suggestions for development.

Key activities included:

- Building a collective timeline of the past four seasons to reflect on what has been changing in the context, for participants, stakeholders and the wider movement.
- Inviting reflections in reference to the Movement Ecology approach explored in the programme, to find out about deeper changes in the movement, relationships, and infrastructure.
- Asking participants to assess and vote on the relevance and utility of tools and approaches shared in the programme, with discussion of which were used and how they worked in practice.
- Narrative reflection, with participants reflecting on processes of change they noticed or experienced, and taking part in individual and collective storytelling.

Moments of Change

This section contains the evidence gathered in the evaluation. The evidence is linked to the four Training Programme outcomes of

- Outcome 1 - Developing leadership
- Outcome 2 - Organisations - Values, strategy and inclusion in grassroots groups
- Outcome 3 - Movement relationships and networking
- Outcome 4 - Strengthening Campaigning

The first set of evidence is a set of Magic Moments. The Magic Moments were gathered from informal conversations with training programme participants and stakeholders and via activities during the participatory evaluation workshop.

The second set of evidence is a set of change stories gathered from during the participatory evaluation workshop. The change stories provide more context and understanding of the impact the training course has had on participants. They are short narratives which share processes of change for individual participants. They capture how change happens, show the complexity of experiences and change across different levels – personal, organisational, and at the level of the network or movement.

Magic Moments

Magic Moments: Developing leadership	
Person	Magic Moment
Participant	'Before, if I knew something, I wouldn't feel comfortable to speak. Now, I can speak everywhere. My group chose me to go to a funding application meeting for MILK and Our Rights Our Communities. I did it and we got the funding.'
Participant	'Change is very important. We feel it, we changed in our lives in personally positive ways with Organising for Power.'
Participant	'It was empowering to my confidence meeting with different people.'
Participant	'We attended a workshop last year, and we both felt we personally built up our confidence, and enjoyed it a lot.'
Participant	'We got new confidence in how we stand, speak, talk. We've been sharing that confidence and encouraging lots of people in our groups.'
Participant	(Our Communities) 'I've been working on how to support other women, from how the residential built my confidence.'
Participant	'All the skills and approaches were really well taught, and a great foundation to community organising. I wouldn't have known where to start. You can't just google this knowledge.'

Participant	'The programme built my critical thinking skills – which is really helpful now as I enter different spaces.'
Stakeholder	"The residential is also useful for offering leadership opportunities for people. Over the course of the week (and the following year) you can see people taking more of a leadership role within the group and also back with their own group. They take on activities and express ideas that they wouldn't have done before."
Stakeholder	"Over the 5 days of the residential you can see people learning and developing skills using the tools we cover. Confidence is an easier one to see. At the start of the week people have less confidence and don't like speaking in front of the group and sharing their opinions. A few days in and people are talking easily and beginning to lead on activities and sessions."
Stakeholder	'As the week went on you could see both children and parents growing in confidence. Definitely noticed difference with one or two parents who just couldn't leave their children at first and then felt more confident to do so changing their boundaries (in a good way) and their priorities towards the course as they increased their confidence in themselves.'
Stakeholder	'Three of the older girls took on a role to support the younger children by generally supporting and helping them but also by leading and choosing some of the activities for the group to do.'
Stakeholder	'Some of the teenagers wanted to learn alongside the adults and chose to join the adults for some of the sessions. They made that choice for themselves.'

Magic Moments: Organisations - Values, strategy and inclusion in grassroots groups	
Person	Magic Moment
Participant	'From dealing with conflict and organising workloads, our groups are more sustainable.'
Participant	Lunch: People taking time to thank and appreciate the work that goes into cooking, valuing the work of collectively caring for the group.
Participant	'Everything we talked about in the training we put into action and shared it in our groups. Lots of people were interested in the ideas, and want to go on the course too.'
Participant	'It helps how I support other women in my work, coping with change and giving ideas.'
Participant	'I learned about how to deal with conflict, which has been very impactful. Learning how to cope and manage with the conflict in the environment is very useful for my group.'
Participant	'I've been bringing joyful movement into my group.'

Participant	'Our group's success has been plodding along, doing a weekly stall even in bad winter weather. But we learned we need more flexibility around weather and capacity – we used to be less flexible on the day and time. We're spending more time on skill-sharing, socials and being together.'
Participant	'Movement ecology helped me think beyond the normal options, and see all the different ways we can change things.'
Participant	'We are a lot clearer about our values as an organisation and also about how we need to be inclusive in how we do things. It has helped more people to get involved.'
Participant	'It has made our group so much stronger because more of us now are clearer about the organisations strategy and the different tools we can use for ourselves and for others too.'
Participant	'We think differently about conflict and people having differing opinions about how we do things. We now see it as creative and have some tools on how to work through conflict without everyone falling out – that makes quite a difference. And it also means we get more done.'
Stakeholder	'Everyone who participated has changed and committed to have a positive impact on other people and their organisation.'

Magic Moments: Movement relationships and networking	
Person	Magic Moment
Participant	'Since the residential there's more collaboration, people coming together.'
Participant	'I felt it was really hard dealing with policy people, there's a gap between our understanding. I found it hard to interact with them, and the workshop gave me new tactics.'
Participant	'I remember the Task:Process:Relationships tool all the time. Every time I'm feeling tension or conflict in a group, I notice how I'm taking part and how others are, and try to adjust.'
Participant	'The trainings were useful, especially networking, how to use resources, and supporting each other. It led to us meeting and chatting about options.'
Participant	'I've learned how to deal with conflict. You can work well with someone in a movement even if you don't like them – don't lose sight of the vision for change.'
Participant	'It opened up options for us to challenge policies, complain, work with researchers, not just accept how things are and believe we can't do anything.'
Stakeholder	'One organisation has kept in touch with everyone involved in O4P cohort 3. We find that often one organisation will take a lead in doing this.'

Stakeholder	'We're bringing four organisations together for outdoor exercise and building community.'
Stakeholder	'Rest and respite is needed for people to carry on fighting and campaigning to change things and to challenge racism and discrimination.'
Stakeholder	'Building networks and contacts is a key part of organising people and gaining power. We look at the whole person, what are their personal contacts and work contacts and from that we build networks that can help to support us.'
Stakeholder	'You can also see a bond and support grow between the participants over the week and this is often the starting point for developing new relationships and connections.'
Stakeholder	'The 5-day residential has such benefits for people and in particular people in the asylum system. It gives time out from busy and complicated lives, by being supported to reflect, learn and enjoy. Childcare ensures that children are purposefully occupied. It's set in a beautiful location with green peaceful spaces, places to walk and to breathe.'
Stakeholder	'At mealtimes you could see informal networking and positive friendships growing and developing between people who did not know each other beforehand.'

Magic Moments: Strengthen campaigning	
Person	Magic Moment
Participant	'We got some more effective approaches from the workshops – which went really helpfully in-depth.'
Participant	'Learning about campaigning and how to improve campaigning methods has been incredibly useful.'
Participant	Poverty Alliance – trying to change policies on Education regarding higher education for Asylum Seekers.
Participant	Unity Sisters – Peer Advocacy. We did a film. Knowledge is Power.
Participant	'This is such an important part of what we do and it has given us so many new ideas, and other organisations to work with. It has really strengthen our campaigning and the approach we take.'
Participant	'I have gained more knowledge in how I should socialise and build strategic relationships.'
Participant	'Hearing about other groups campaigns and the different approaches has been helpful for us in how we campaign too.'
Stakeholder	'The older children asked for extra learning sessions and to have a discussion around disability justice. They were

interested in access for disabled people and thinking about ways to campaign around this.'

Change Stories

Change story - increased confidence resulting in building a more connected network.

What created the change?

Organising for Power gave opportunities for her to 'keep meeting the group again, socialising with people and networking.' This helped her personal and leadership confidence grow stronger, because she was included and valued in the residential gathering and afterwards. Making it easier for her to continue reaching out and building positive network relationships.

The difference it made:

Her personal experience of changing self-perception and connectedness gave her more capacity to create and sustain network-level change.

She expressed gratitude to the O4P programme for 'bringing connection to us', and other participants responded recognising how her efforts have sustained that connection and helped inter-organisational relationships deepen.

Outcomes:

Leadership (Outcome 1) led to a lasting difference in movement Network relationships (Outcome 3).

Learning:

As well as highlighting how important confidence to build relationships is for change at different levels, her story shows the lasting value of taking time to affirm and encourage each other's leadership.

Change story - increased confidence speaking in public enabled a participant to take action to support other women in her organisation.

What created the change?

By taking part in the Organising for Power activities she built confidence speaking in public, and more internal capacity for dealing with conflict and change.

The difference it made:

She felt more able to contribute to her organisation, and play an important role applying for funds, doing peer research, and organising workshops.

Using learning from the programme she helped the organisation and community members work through stress, conflict and change, and then began developing longer-term plans for building these skills in the community.

She shared that finding ways to support other women increased her own leadership and motivation.

Outcomes:

The change to her personal sense of leadership (Outcome 1) led to her making the organisation's internal practices more inclusive and sustainable (Outcome 2) and supporting future campaigns with research (Outcome 3).

Learning:

Leadership skills around supporting others to build confidence and capacity for dealing with conflict are highly valuable for organisations and relationships.

Change story- 'skill building and making connections' motivated one participant to create opportunities for more women in the community.**What created the change?**

The theoretical programme learning and practical activities around communication skills gave the participant more confidence in her role. She stepped forward to help MILK successfully apply for funding, speaking publicly to persuasively share her analysis with the funders.

The difference it made:

'I helped apply for funding for the (refugee) women's IT classes using the communication skills I gained. It's opening doors to success for them.'

The funding has been used to create educational opportunities for women in the community, with IT training and support around 'entering the world of work'. The increased IT literacy, communication skills and confidence in the community have been felt as extra capacity, opening different doors for future action and success.

Outcomes:

Increased communication skills and confidence (Outcome 1) led directly to opportunities for the organisation to actualise its strategy (Outcome 2), which then supported other women's leadership (Outcome 1).

Learning:

Opportunities to develop and practice communication skills made a strong practical difference to participants' capacity to go beyond their comfort zones.

Change story - applying tools and approaches to support strategic relationships.

What created the change?

One participant found the approaches to networking and strategic planning shared in the programme particularly valuable. She described how having a deeper theoretical understanding on these topics built her confidence and changed how she interacts in the movement.

She said "I have gained more knowledge in how I should socialise and build strategic relationships. I am more confident in myself now than ever."

The difference it made:

She focused on finding ways to bring more community members together, to be supported by the community and become more involved in the movement.

She talked about using her personal strength to build up the same sense of confidence and power in others, especially people living in hotel detention and struggling most under the hostile environment.

She recognised the difference supporting people and building relationships has made: 'I have built impact and power. I want to know more and reach those that are still struggling.'

Outcomes:

By bringing people together for support and connection and building a larger network (Outcome 3), the groups developed more options and power behind campaigns (Outcome 4).

Learning:

Power can be built by bringing people together in different ways, building relationships, being an inclusive leader, and continuing to learn.

Change story – joyful connection and supporting each other creates lasting changes.

What created the change?

She described how the 'hiking, walking, games, singing, trust and dance, food and encouragement' gave her feelings of confidence, love, unity and friendship. She said the support changed her self-perception: 'I thought I had no confidence at all, but I do, and it's growing.'

The difference it made:

With this feeling of confidence, and after learning organising theory, she started seeing herself as someone who can support others in the movement. She shared how the shift in her actions towards enthusiastically building community relationships and friendships has benefitted her family and the wider network.

'The programme made a big difference for me and my confidence. I have more confidence and friends because of the programme, and real connections. My children have more friends too. Before, I felt that because my English isn't perfect I just shouldn't talk. Now, I'll talk whether it's correct or not.'

Outcomes:

By experiencing positive relationships and a sense of unity in the movement (Outcome 3), she developed a new sense of herself as a confident, supportive leader (Outcome 1).

Learning:

Experiencing friendship and trust, through joyful activities and time outdoors, can support the confidence needed for community leadership.

Change story - strategy of bringing people in the community together

Participants from Migrants Organising for Rights & Empowerment helped build and put into action their strategy of bringing people in the community together.

What created the change?

With challenges in the organising context including the cost of living, hostile environment policies and conditions in hotel detention, the group directed its

efforts to bringing people together in ways that help meet their basic needs and support them. Participants in Organising for Power brought their increased sense of confidence back to their group, finding ways to share it with people they support, and make sure their knowledge and voices are heard in campaigning and across networks.

The difference it made:

The group has been effectively bringing more people together over the past months. At the end of 2022 MORE organised a Santa Dash, mobilising resources to help families through the winter and bringing people together to cycle, meeting their needs for opportunities to connect and spend time outdoors at the same time. MORE has also given input to the Asylum Inquiry Panel, making sure the experiences of community members living in hotel detention are heard by the panel and can influence policy.

Outcomes:

Through a few group members strengthening their own sense of inclusive leadership, using a community organising approaches to meeting collective needs (Outcome 1), and supporting other community members around confidence and leadership, the group strengthened its fundraising campaign, and inclusive input into policy channels (Outcome 4).

Learning:

This approach to being a leader by supporting others and integrating food and other needs into organising work, providing while organising, was particularly effective in increasing capacity through an intensely challenging time.

Change story - Collaboration to set up and embed peer advocacy

Unity Sisters, MILK Café, and Govanhill Baths Community Action Programme have been working together to set up community-embedded peer advocacy, integrating experiences from O4P.

What created the change?

This collaborative change process was created by the work of lots of different people, including several Organising for Power participants, and so can't be attributed to any one person or intervention. However, participants brought skills they developed around public speaking, building relationships, and managing stress and conflict to the partnership, sharing what they learned with members and helping shape plans for the peer advocacy workshops and events being developed.

The difference it made:

As well as the participants feeling personally more capable to handle challenges and take risks necessary to move their organising work forwards, the ideas they shared have been used to create more learning opportunities like Organising for Power for women in the community.

Outcomes:

As the leaders developed their community organising skills around managing conflict and building positive group dynamics (Outcome 1), they had more capacity to take part in building relationships between organisations and supporting others to do the same (Outcome 2).

Learning:

Learning focused on working through conflict and stress-management is highly valuable in community organising spaces, and particularly for people in leadership and interpersonal support roles in a group.

Change story - neighbourhood level building support and relationships

One group analysed and adapted to the changing context, moving from a focus on organising and campaigning online to building support and relationships at a neighbourhood level.

What created the change?

Evictions of people living in temporary accommodation began again, making it necessary for the group to refocus its organising energy on building networks at a local level. The change was aligned to the group's overall strategy, and their analysis of where the opportunities for building power were, where the other prong of their strategy, engaging with the policy and media context showed less potential for taking effective immediate action on stopping and resisting evictions. Building local engagement through in-person events also allowed the campaign to sustain its momentum and created space for people to develop closer community relationships. At first, the group ran very regular stalls in any weather, but after reflection they altered their organising practices to better support and sustain members' capacity, including more social events and being flexible about days with bad weather.

The difference it made:

The group's presence in different neighbourhoods has been growing, bringing together a wider network of people supporting the campaign against evictions.

This wider network makes the campaign more resourced for future campaigning and for local organising efforts. Participants found organising more public events helped the group welcome new members, and gave it more of a sense of motivation and agency.

Outcomes:

Work by the campaign group and its participants to align the organisation's practices to its values and the context (Outcome 2), has enabled it to bring more people into connection with the movement for racial justice and migrant's rights, and build relationships at a local level (Outcome 3).

Learning:

In this case, members of local communities were the most important group to campaign towards, and the campaign worked by meeting them where they were, in person, with information and a welcoming approach to new people, at a pace organisers could manage.

Interpretation and Analysis

This section discusses the relationships between the Organising for Power programme and the outcomes experienced by participants and stakeholders. It considers the perspectives shared by people we spoke to as part of the evaluation, and contextualises the experienced value of the different tools and approaches used.

Outcome - Developing and sustaining leaders

Supportive relationships

Networking and relationship-building were strongly emphasised by more than half of the participants as the most personally significant change enabled by the Organising for Power programme. Participants talked to us about the positive impact the training course had on their personal relationships with each other and their families, and how they worked together to support each other.

The evidence gathered shows the programme had an immediately felt positive impact on participants, and their children, in a range of ways, such as increasing their personal networks and friendships, and helping them build confidence as leaders through peer support and practical activities.

All the participants we spoke with discussed gaining confidence, linking it to positive relationships built in the cohort as well as to the opportunities to take part in new activities, talk in front of and with groups of people, and acquire new knowledge and tools. The relational trust and positive esteem shared in the group supported participants' engagement with activities, willingness to take risks to build skills, and personal journeys of growth. Collective affirmation of one another's value seems to have been crucial for increasing confidence, one of the first steps in developing and sustaining leadership. Some examples of this include:

'It was great to meet people – now we're like a family of friends, and this built up our confidence.'

'At the gathering, I came with low self esteem, but being around these people helped me improve and feel more confident in myself.'

'The most important focus for me was networking.'

'The trainings were useful, especially networking, how to use resources, and supporting each other. It led to us meeting and chatting about options.'

Public speaking

For many participants, public speaking was identified as the most practically impactful skill the programme supported them to develop. In the participatory evaluation workshop, participants discussed how their increased practice and confidence in public speaking after the training gave them more power in a wide range of spaces. These included taking part in planning and strategic discussions, speaking to academics and policy groups, pitching proposals for projects and applying for funding, and supporting peers in the community.

As well as building practical communication skills, from crafting a message to speaking in front of a group, several participants shared that the programme changed their perspective on their own and other community members' communication. In the participatory evaluation workshop, participants described having seen their speaking skills as not good enough beforehand and through the cumulative experience of the Organising for Power programme moving away from this deficit lens and valuing their ability to be effective in communicating. There was a sense that the activities around communication in the programme engaged fully with the context and challenges affecting participants, from speaking in an additional language to the dynamics of interaction with hostile environment institutions.

The value of the opportunities provided throughout the programme to practice public speaking in a supportive environment was strongly emphasised by participants.

Participants also discussed how after feeling the impact of their communication confidence and skills, they have since been trying to similarly support others in their groups and communities, seeing it as an important area of learning to share widely.

'The programme made a big difference for me and my confidence. I have more confidence and friends because of the programme, and real connections. My children have more friends too. Before, I felt that because my English isn't perfect I just shouldn't talk. Now, I'll talk whether it's correct or not.'

'I felt it was really hard dealing with policy people, there's a gap between our understanding. I found it hard to interact with them, and the workshop gave me new tactics.'

Confidence and capacity

Several participants shared their analysis of how personal confidence increased their capacity for critical thinking and action. They described how fear and doubts had in the past led to feelings of powerlessness, making it harder to see opportunities or leverage points for change in the system. With

the increased sense of personal confidence felt after the training residential, and skills developed around strategy and public speaking, these barriers to action were reduced. Several participants talked about experiences of entering new spaces since the programme and having the capacity to use their skills, analyse options and activate others in the movement to participate in developing strategy.

‘It helped me with how to stand on your own and speak, and let go of fear.’

‘You need confidence to make decisions, choose tactics, stand on your own without being stopped by worries and fear.’

One participant described their experience of change as a flowchart: ‘O4P --> personal confidence --> leadership (in the context of decolonising a medical curriculum).’

The evidence overwhelmingly demonstrates the development of confidence and skills at the personal level, for all cohort participants. The shared sense of having more power and capacity is further demonstrated by participants’ work tackling root causes of racism and organising for rights, actualised through their organisations and networks.

Outcome - Supporting anti-racist grassroots groups

Impacts of inclusive leadership from participants

One of the main changes in participants’ contributions to their groups was linked to a positive, inclusive approach to power and leadership. Participants discussed how through development of their own leadership through the programme, they more deeply recognised and valued how leadership can be engaged at every level of an organisation and across the community. Several participants started taking steps and organising to support others, sharing their confidence and learning to build others’ confidence.

One key strand of change discussed was focused attention to supporting the voice, capacity and confidence of people detained in hotels. One participant discussed continuing to develop their learning around inclusive leadership through supporting those most impacted by hostile environment policies, recognising the challenges and capacity limits people experience, while seeking to listen to and amplify their voices.

Another change following from the development of this kind of supportive leadership approach was increased confidence and appetite for learning inside one of the organisations which has several representatives in the cohort. The participants shared that after the residential part of the programme particularly they were motivated to welcome other women in their organisation

and wider community into their experience of increasing confidence. They shared some concrete tools and approaches from the programme with their organisation, and also effectively conveyed the emotional take away, helping the rest of the organisation connect to and value their learning. Participants from this organisation recognised their actions have created a new pattern of mutual encouragement among members, and a proactive approach to always learning more as a way to build confidence.

Participants from all the groups but one discussed how they have been taking a strategic approach to building collective confidence and leadership. The other group's practice of inclusive leadership was more situated in a coalitional space, with people affected and not directly affected by the policies addressed. A member of this group shared that focusing on inclusion and support helped them find ways to bring leadership attributes to the space effectively without being at the front of decision-making. Several participants shared how stepping back and supporting others' leadership when issues affect them has had a positive effect on discussions and decision-making, and as an ongoing practice makes their organisations more sustainable.

Values and strategies

The change processes inside the organisations involved seeking to make their organising practices more sustainable and inclusive. The evidence from participants shows the ideas explored in the programme were used to examine their organisations' values and strategies, with a practical focus. Participants discussed how after reflecting on aspects of how the Organising for Power programme was organised, and experiencing the impact of different interventions and activities, they took steps to build more structures of care, access and connection into their groups and events. The direction of change was towards putting more consideration into supporting groups' capacity, viewing the provision of food, childcare and interpersonal support to be involved as core to organisational and movement strategy.

Inclusive approaches to community organising

Participants developed strong understandings of community organising approaches, integrated into their experiences of organising practices in their communities and context. It was clear that several key points of learning were particularly salient for participants, and were developed through the programme materials, and the approach to access and care in how it was organised.

First, organising in a context of high levels of stress and trauma was identified as a significant challenge by participants most involved in on-the-ground support and peer advocacy. Participants described using the approaches to working with conflict and stress shared in the programme, and feeling more positive about their ability to navigate it. One group has been looking into ways to share this learning more widely throughout their community, perhaps

by organising workshops or integrating stress-management practices into other events and trainings. Additionally, members of several groups discussed trying to build an organising culture and practices which acknowledge and care for the difficulties community members are experiencing.

After the trainings, participants took actions to increase the provision of food in organising meetings to make it easier for people experiencing inadequate access to food to participate, and plan events with care to reduce the anxiety people may feel attending. Groups discussed how important it has been to find ways to include children in the community and activities, with it being necessary to provide childcare in some spaces, and depending on the topics discussed, and in others bring children to meetings. Participants discussed this centering of inclusion and access as being both connected to their values, with some mentioning commitment to disability justice and acknowledging its connection to racial justice, and as being strategically necessary for a sustainable organising approach.

Feedback from participants and facilitators also highlighted learning around the importance of joy, connection to nature, and connection to one another, for people, organisations and movements. All the participants noted appreciating the inclusion of outdoor activities and opportunities to sing, dance and talk between blocks of quite intense learning during the residential training, with many saying it helped keep them energised and focused to learn. The space and time these activities allow as a precondition to enabling trusting relationships to grow, and participants highlighted that their organising practices had been missing this out.

A few participants were passionate in sharing the difference the joyful activities make for peoples' capacity to connect while experiencing stress and challenges, and have been incorporating dancing and other collective activities into events and meetings.

'Going away from Glasgow for the residential was an important part of the training. Especially for people working in challenging grassroots spaces and experiencing injustices, or who can't go on holiday because of home office rules, it makes a difference. Going somewhere outside everyday stresses lets our brains relax, think and connect.'

'I've been bringing joyful movement into my group.'

'People wouldn't be there if there wasn't childcare and access. Collective care is important as an approach for community organising.'

Another change in groups' organising approaches activated by Organising for Power participants is a move towards more accessibly paced and flexible activity. Group members described how they had previously stuck to a

rigorous calendar, leading to members regularly pushing beyond their personal and physical capacity to put events on. While the group felt proud of the commitment to sustaining their actions in any weather, and this did keep momentum up and brought new people together, the inflexibility meant organising took a lot of energy and would likely result in burnout.

Participants shared their analysis, and a positive perspective on the possibility of finding ways to organise which align with shared values and commitment to access. This led to the group finding different venues and times for meeting better matching peoples' needs, and organising social meet-ups in parks to sustain connections and capacity in the group.

'We learned we need more flexibility around weather and capacity – we used to be less flexible on the day and time. We're spending more time on skill-sharing, socials and being together.'

Carrying ideas and energy to other spaces

Participants discussed how they attempted to carry their learning, and changed emotions and perspective, back to the groups they take part in after the programme. In the evaluation workshop, one participant shared and others agreed that there was a clear change in them which hadn't been experienced by the rest of the group.

Some participants found they could quite fluidly and without a lot of planning share their learning with their group, with this particularly being true for small groups with closely connected members. Participants felt having attended with other members of their group made it easier to maintain their motivation and interest in applying different approaches and share their learning regularly and confidently. In one group, participants found it more challenging to bridge the gap between their new ideas and energy, and the low capacity in the organisation.

In all the groups, whether the programme's theoretical content was shared in a way which activated enthusiasm among members, or went through a slower process of take-up, tools and techniques have been quickly and repeatedly integrated into regular practices. Participants used facilitation techniques and skills around working with conflict to support their groups' effective working during meetings. The enhanced capacity for critical thinking, imagination and decision-making several participants identified they could access after building their confidence, also affecting the groups in small, everyday ways, as participants continued to share ideas and questions.

'The impact on you personally can build into other groups, organisations and spaces you're in.'

‘We got new confidence in how we stand, speak, talk. We’ve been sharing that confidence and encouraging lots of people in our groups.’

‘I’ve learned how to deal with conflict. You can work well with someone in a movement even if you don’t like them – don’t lose sight of the vision for change.’

‘From dealing with conflict and organising workloads, our groups are more sustainable.’

Another process of change occurring within groups, in part sparked by learning in the programme, was an increased focus on and openness to building relationships between the organisations. This aspect is discussed in the next section.

Outcome - Fostering resilience and relationships in the racial justice movement

Building and strengthening relationships and alliances

Organisations wanted to be connected, and work together with openness and trust, but felt hindered by the complex organising environment, risk-averseness, and a habit of not directing capacity towards maintaining those relationships. Members of one group explained how the opportunity to meet and build trust with members of other grassroots organisations opened the door for them to continue those relationships, and activities around networking and strategy highlighted the importance of the connections.

The group balanced different considerations around openness and secure online organising practices, and found there were opportunities arising from the new relationships and the move from online to in-person meetings. The group began inviting other grassroots organisations and campaigners to their events and meetings, and attending some of their events, as well as sharing their plans and thoughts more openly when meeting. Organising for Power participants continued highlighting in their group the importance of connecting and organising together across different groups, and at first doing the work of creating that pattern of connection before it was more widely taken on by their group’s members.

They also found it was useful for one or two people to take on the role of linking groups deliberately, taking part in two or more groups, acting as a conduit for information and maintaining the trusting relationship between organisations. Following this enhanced recognition of the long-term value of working together, there have been tangible changes in the pattern of how all the stakeholder groups interact.

‘When we first got together at the residential we didn’t know each other, and we all brought our worries and tension. But it changed quickly that week. Now we call each other and talk for hours.’

Strong networks for lasting change

There has also been an increase in the groups’ capacity to engage with outside organisations, and take part in the work of strengthening and sustaining networks. Cohort participants talked about taking on key roles in their organisations related to network relationships, purposefully spending more time developing these and using collaborative and partnership capacity to pursue strategic aims. For example, participants have been working to share experiences through policy networks and inquiries, and through a programme of peer research in collaboration with wider research networks.

For two of the groups, developing on the ground community networks in local areas was the focus, with the intention of connecting more people in the movement, increasing the amount of people involved and the support given, while also building future campaign capacity. Participants strongly valued the opportunity and time to build lasting relationships with each other, and identified that there is further need for collaborative spaces where different grassroots organisations can connect and build trust.

Outcome - Increase and strengthen campaigns

Increasing campaigns

As every campaign is caused by a number of factors, and organised by a number of people, it is difficult to quantify the difference in campaigning activity attributable to Organising for Power. Changes in the context, such as evictions, the cost of living, and anti-migrant policy developments, all made organising responses necessary.

These changes, and the responses to them, could be interpreted as having hindered the progress of campaigns targeting high-level structures and policies which cause racism and restrict migrants’, refugees’ and asylum seekers’ access to rights. However, it seems several of the organisations in fact made the strategic choice to focus their campaigning efforts in directions where they are most likely to move people to join them. Participants, in their reflections on analysis and decision-making in their organisations, demonstrated a strong integration and practice of the campaigning strategy approaches explored in the residential. Several participants made direct connections between the strategy activities delivered by Tripod and their assessments of the context, and where opportunities for the movement to build power currently lie.

One organisation responded to a change in Home Office practices by focusing their campaigning at the local neighbourhood level, above developing the

media and policy-level influence prong to their strategy. This choice seems to be congruent with the campaign's values and strategic aims, and works on local leverage points which online campaigning would likely not reach. As well as building local commitment and support, this approach has helped the group integrate new members, building their capacity for future action.

Another organisation's use of a campaigning approach to meet urgent need related to the cost of living over the winter was again not a typical media campaign, but O4P participants used campaign messaging skills and integrated ways to bring people together, supporting the longer-term strategy for change.

It is evident that Organising for Power participants were important actors in organising these campaigns and others such as the Right to Education campaign, using approaches and skills they developed in the programme. Activities around campaign tactics, strategy, and relationship-building were particularly well-implemented by participants in their own contexts, while the opportunities to practise communication skills gave participants confidence to share their analysis and shape campaign strategy and messaging.

Participants mentioned feeling that they had more options after the campaigning strategy and tactics activities, and with their increased leadership strengths supported their groups to explore more options and form better strategies, including in contexts where it felt collectively challenging to discuss the future and engage in creative thinking. The creation and implementation of strategy relies on group members' personal capacity, confidence and theoretical and experiential understandings, all of which were enhanced by the programme, with movement-level impacts where these align.

'It opened up options for us to challenge policies, complain, work with researchers, not just accept how things are and believe we can't do anything.'

Increasing capacity for campaigning

We can see that participants' actions have created qualitative developments at the system-level, which are currently invisible or 'under the surface'. These include an increase in the movement's collective capacity despite intense challenges and developments in the policy and on the ground context. One group adapted their strategy to combine organising and building their membership with meeting urgent needs around the cost of living. This approach was felt to be more effective than doing either aspect alone, achieving more through each action by incorporating more of what people need to take part in the movement.

As well as developing more community support and people power for campaigns, the groups have developed a strong body of evidence, research

and media resources to back up their campaigns, and share their messages to different audiences. Collaboration with researchers and filmmakers also expanded the networks for disseminating those resources. By connecting with other movements for social and environmental justice, such as with the Decolonising Food Symposium,¹ the groups have formed deeper connections to supportive networks, opening more possible opportunities for movement infrastructure to be shared, and for campaigns to support one another.

These differences in capacity and direction of travel will all affect the possibility and success of future campaigns and actions, and should be recognised as valuable changes, the results of which will likely continue to emerge.

[‘We started working with the Poverty Alliance, trying to change policies on Education regarding higher education for Asylum Seekers.’²](#)

Movement relationships

Building trust and collaboration

The opportunities in the programme for participants to connect and build relationships led to those relationships continuing, forming links between organisations which provided trust and opportunity for collaboration. These connections led to small changes like inviting each other to events, and helped sustain more involved partnerships and collaborative working among four organisations in particular. Several participants mentioned how the theoretical and practical understanding of relationship-building and networking helped them approach this work patiently and strategically. Participants also mentioned creating opportunities themselves for trust to develop among members in or across groups, prioritising space for this in their plans.

[‘We feel like a family here.’](#)

[‘We’re bringing four organisations together for outdoor exercise and building community.’](#)

Bringing people together

Several people highlighted their learning about the importance of bringing people together for successful campaigns and community organising. Finding ways to bring people together and build positive relationships, while meeting other needs (for food, connection, peer support, etc.), has become more

¹ The Decolonising Food Symposium was held in collaboration with Kinning Park Complex, as part of the Climate fringe festival. The event explored the global nature of the food system, celebrating the cultural significance of food, and sharing traditional African, Asian, Middle Eastern and Caribbean food on a pay-what-you-can basis.

² The Poverty Alliance represents a coalition of organisations, academics and community activists working to tackle poverty in the UK.

central to groups' strategies around building power in the movement. Participants mentioned steps they have taken to practically enable people to gather together, some inspired by how the retreat was organised, such as planning outdoor events, organising food, and thinking about how children are involved, and creating space for building friendships and trust.

'Networking and socialising helped us to bring people together.'

'What's important is creating lots of spaces for people. Bringing people together.'

Tools and approaches

As mentioned, participants talked about the impact of having more options and ideas, and thus having more power to act.

'We got some more effective approaches from the workshops – which went really helpfully in-depth.'

'All the skills and approaches were really well taught, and a great foundation to community organising. I wouldn't have known where to start. You can't just google this knowledge.'

'I remember the Task:Process:Relationships tool all the time. Every time I'm feeling tension or conflict in a group, I notice how I'm taking part and how others are, and try to adjust.'

During the evaluation workshop, participants voted on the most useful tools shared through the programme, and discussed how they used them in practice. This section gives a brief overview of the tools participants considered made the most difference to them, their organisations and their networks, starting with the most popular.

Campaigning strategy

Participants highlighted the value of the activities and learning around campaigning strategy, which have shaped their thinking about the scope of options since. Participants who then took part in strategy sessions in their organisations felt the activities gave them more understanding and confidence to make a positive contribution, and help others take part.

Mindfulness, games and dancing

These activities focused on movement and interpersonal connection over theory, and participants said they helped make it possible to engage in deep learning and building connections. They helped reduce stress, lowering the barriers to taking part, and also gave participants ideas for introducing different activities into their organising and events, helping to include more people.

Campaigning tactics

Activities around tactics, closely connected to campaign strategy, were also felt to be highly valuable, giving participants new ways to think and talk about the possible options and allies their work could engage with. The main takeaway, as well as the tools for mapping the context and identifying how different parties may be moved, was an expanded sense of imagination and positivity about the range of possibilities groups have the power to put into action.

Organising workloads

Practical tools around organising workloads, making the best use of peoples' skills and sharing roles were identified as highly useful for members of three of the groups. They used the tools to talk within their groups about making participation and organising practices more sustainable, and in one group found ways to share roles that helped people stay engaged and contribute without burning out.

Dealing with conflict

Participants found the approaches and skills shared around navigating conflict practically useful, particularly for supporting their groups' members and aims to build inclusive internal cultures. Participants discussed managing conflict as a necessary part of making work sustainable and building a bigger movement, and expressed determination to build conflict capacity at the movement level, rather than ignoring the challenge.

Networking

Several people described how the networking activities in the programme made the biggest impact for them over the past year. By giving participants space to develop their understandings of networking, and its value, as well as to practise related skills, the activities led all of the participants to keep networking on the agenda in their groups, and several participants to start seeking out new opportunities to collaborate.

Community organising

Participants felt they were learning about approaches to community organising throughout the programme, and from its content and form. The impact of the community organising theory and approaches demonstrated is most notable in participants' sense of a changed emphasis on getting people together, and supporting the leadership development of people across the community.

Further tools and approaches

The rest of the activities were remembered vividly and practised by some participants, and had been considered less by others, likely reflecting the differences in their contexts, such as which stage of a campaign they were focused on. The mapping activity facilitated by an artist, using clay snakes and

big paper to spatialise actors, dynamics and relationships in the context, was felt to be highly useful for building a shared analysis. Due to the time and materials the activity takes, it was not replicated in stakeholder groups, but insights developed were shared across the groups. Tools around facilitation and group dynamics consisting of brief interventions and ways of thinking, such as the 'Task; Process; Relationship' model, were used by participants more directly, to improve their participation. Simple tools like this task-process-relationship seem to have been easy for groups to adopt and use, but the highly interactive and creative activities made an experienced impact on participants' perspectives and capacity for thinking critically and creatively around strategy.

A number of participants discussed being interested in the movement ecology approach, as a framing for thinking about action at the level of the movement and in tandem with mapping tools to identify ways forward. Participants shared that the idea of building the movement's infrastructure, and putting in place systems it needs to be sustained and resources, shaped their understanding of what their organisation's focus needs to be now. Several participants felt that as this approach was new, and quite complex, it would have been useful to spend more time on it.

One participant felt the activities around engaging MPs in your campaign was especially useful, and suggested that in the future it would be valuable to organise a session where MSPs, MPs and local politicians are invited. They felt the chance to think about communication skills in the context of involving politicians was very contextually relevant, and were enthusiastic about gaining more practice in this with future campaigns.

What made the programme work

Participants told us that the online sessions and residential training included a good balance of theory, participatory activities, and breaks and time to connect.

The residential training sessions were described in highly positive terms by all the participants. Several participants also said it was an intensive programme, with the content well broken down but understandably emotionally and cognitively heavy to think through. Participants felt the breaks, activities centred around movement, connection and being outdoors, and the interpersonal support provided among participants and by facilitators made it feel possible and safe to engage in this learning. The balance of activities inviting different ways of learning, thinking and connecting were also recognised as part of the approach which made it work for participants.

Participants discussed various measures which enabled them to take part. Childcare was highlighted as being a hugely important part of the support

arrangements in place for the residential. Participants discussed how the flexible approach to welcoming older children and young people into the activities which interested them made the learning community stronger and more inclusive. It was suggested that for future programmes like this, there could be a great deal of value in planning parallel activities around topics like confidence for the children there. Activities like yoga and outdoor play were very much enjoyed by the children, and the evidence from this group suggests that access to outdoor space was a hugely beneficial aspect of the venue, for all the participants. One participant noted that the residential venue was like ‘another space entirely’, helping them get outside of everyday stresses to relax and connect with people.

‘We needed the free time for hiking and walking together, building trust, dancing, being in the environment and feeling unity as one.’

The provision of food and accommodation was another access measure with significant impacts on participants’ experiences and learning. By reducing financial stress and redistributing the labour of cooking, cleaning and caring during the residential, participants had more capacity each day to take part.

‘It makes a big difference that there was free food without cooking.’

Participants also identified that the relevance of the content and the participatory methods it was shared through made it easier to engage. They felt the programme material was relevant to the needs and barriers they were experiencing in their groups, and several people mentioned feeling heard through the discussions which took place. All of the participants found ideas and approaches they were able to use, and while these are different for each participant, with nobody having implemented every idea, this reflects the programme’s openness to participants’ different contexts and roles. The facilitators’ supportive approach and flexibility were also experienced as significant by participants, especially those joining the programme experiencing a lower sense of self-esteem and capacity. The approach to giving participants enough time and support to build relationships was felt to be highly effective.

‘We were in the same place for five days. Having a safe space with no issues among each other to be and learn was a huge achievement.’

Participants all agreed they experienced the deepest levels of learning and connection at the residential and in-person meetings, with enthusiasm for continuing to find similar ways to bring groups together. The online sessions were appreciated in a different way, as a more accessible method for a greater number of people, including those with low capacity, to join in. The cohort gatherings had slightly lower engagement, but those who attended found them

a useful way to stay in touch and continue building relationships, and bring other members of their groups into the space.

Learning for future programmes

This section outlines the learning gained for future programmes. The learning identified covers mostly practical aspects.

The suggestions are drawn from carrying out the evaluation and from a range of data sources including

- Informal conversations with participants and stakeholders
- Material from the participatory reflective workshop session
- Review of organising for power materials

Suggestions

For the residential course and all-day training sessions

Stakeholders talked about the wide variety of experience and needs of people within each cohort of participants. They identified that it takes great skill to find the right place and level for the course that includes everyone.

'It's highly skilled work to deliver sessions that everyone can access and understand and consider the levels of English understanding and practice, and levels of formal education people have had.' Stakeholder

Having more resources available that can be used for the preparation of the training programme would assist with this.

In planning the course, it would be useful to have more information about potential participants before they start. One way of achieving this could be via informal conversations (not interviews) with potential participants.

Having rest days or more rest times scheduled into the residential would also be helpful, especially for parents.

'Some of the parents were exhausting themselves trying to be part of everything and to soak up as much as possible whilst breastfeeding and parenting young children.' Stakeholder

'It would be good to have more resources so people could have a day off and simply enjoy the countryside and to be able to relax and have fun. Many of the participants have not been outside Glasgow since they arrived in Scotland.' Stakeholder

Other suggestion for the residential and all-day sessions included:

- Make a food needs plan, to cover all the different dietary requirements
- Include more activities that are not about training and learning
- Some participants may benefit from having interpreters available

Additional workshop topics were suggested either during the year or as part of the residential, such as

- Confidence building techniques and approaches
- Relaxation and how to manage stress and competing priorities
- Self-care - the art of looking after yourself
- First aid and mental health first aid
- How to create a community group from scratch
- Movement ecology as it is new to people
- Fundraising and completing successful funding applications
- Creating an online space to hold all the course materials, and also have a chat function

Opportunities to meet and learn from other people and organisations such as

- Law clinic
- Invite Councillors, MSP and MPS to meet with the cohort or visit local surgery sessions to promote the community groups and their issues
- Tripod to come to meetings of whole groups and to help organisations. They could hold local clinics
- Create connection with other organisations in Glasgow and across Scotland
- Participating in learning exchanges with other groups and communities in Scotland - Scottish Community Alliance
- Organising summer trips to explore Scotland and get of out the city

Offering the course to whole groups and widening it out to reach more people

[‘It would be amazing if we could run the course for whole groups so everyone in the group gets a chance to participate at the same time.’ Participant](#)

[‘Lots of groups and individuals would benefit from the course. It would be good if we could increase our reach by offering the course to a wider range of community and grassroots organisations.’ Stakeholder](#)

Overall Assessment and Conclusions

The evidence gathered in this evaluation shows that the Organising for Power training programme is effective and achieves the target outcomes of

- Outcome 1 - Developing leadership
- Outcome 2 - Organisations - Values, strategy and inclusion in grassroots groups
- Outcome 3 - Movement relationships and networking
- Outcome 4 - Strengthening Campaigning

The evidence also shows that the project aims have been reached during the Cohort 3 programme.

Overall, it is very clear that the participants, the grassroots groups that they belong to and the racial and social justice movement as a whole, trust Tripod's values, approach, ability and experience in creating and delivering the Organising for Power Training Programme.

The Training Programme has supported and created a successful environment for individual participants and grassroots groups to develop and increased their confidence as community activists and leaders.

The evidence shows that it makes a difference on a few levels, in participants' individual lives and personal relationships, within their organisations and in the campaigns they lead, participate and collaborate in.

The areas of most significant impact are:

- Confidence and leadership - for many participants this was an essential stepping stone that allowed them to seek leadership roles, building relationships and campaigning
- Networking and building relationships and the shared sense of having more power and capacity and alliances

Achievement of Outcomes

Increased confidence and supportive social connections

There is evidence from participants that they have increased their confidence and social connections due to the design, approaches and delivery of the Organising for Power course. These outcomes are the essential building blocks that allow individuals and groups to then develop leadership, networking and campaigning. They also take this confidence and connections back to the grassroots groups and it helps to sustain them too.

Leadership

There is evidence to show that all the participants have developed and are using leadership skills in their everyday lives and with their groups and in campaigning and networking.

The Training Programme also encouraged and supported all ages to seek and develop leadership skills, with teenagers deciding to join the programme, and older children leading sessions for younger children and participating in their own discussion around campaigning for disability justice.

Organisations

There is less evidence around how organisations have grown and developed but there is enough to conclude that the Training Programme has had a positive impact on individuals and the grassroots groups they belong to. The areas where groups have seen an impact is around developing their values, responding and accepting conflict as part of how groups and people operate, using the tools to be more flexible in how they develop and approach activities and campaigning and seeking to be more inclusive.

It's also clear that the grassroots groups see the value in and benefit of their members participating in the Training Programme, as they have all had members on previous cohorts.

Movement relationships

There is evidence that the training programme had a very positive impact on movement relationships resulting in all the participants and grassroots groups having increased their connections and also having deeper connections. The tools and techniques offered and then practised during the training programme have allowed participants and their groups to work in new policy areas, and to develop their understanding of new policy areas. It has also helped them to work with people and policy researchers differently. This outcome has been supported by the increase in confidence and leadership participants have gained during the training programme.

Campaigning

Evidence for campaigning is harder to illustrate because campaigning is complex, takes time and many factors are outside the control of groups but it's clear the building blocks for skills and change are there. Examples of campaigning and increased campaigning include cost of living campaign, Right to Education and responding locally to changes in home office practices.

Contribution in tackling root causes of racism and promoting the rights of refugees and other migrants

Overall, there is evidence that the Training Programme, and the materials and approaches were useful and relevant to the participants and their groups in

tackling racism and promoting the rights of refugees and other migrants. For example, participants described using the tools to understand complex situations and the perspectives of different groups and organisations.

Recommendations for future programmes

These recommendations are based on gathering and analysing the evidence, reviewing materials, participants' ideas raised in informal conversations and the evaluation workshop and discussed there as a group.

The purpose of the recommendations is to support the next phase of the training programme, its effectiveness and sustainability, and to support the racial justice movement.

Continue developing and offering the Organising for Power programme

The participants and stakeholders all shared the perspective that the programme had a significant direct impact on participants and network relationships, with this making a difference on the organisations and campaigns. Participants were clear in stating the value of the programme, the difference it made for their sense of power and potential personally, and the different changes it enabled them to activate.

It is recommended the Organising for Power programme is offered again, using the same content and approach which have proven deeply relevant and supportive for participants. In future years the programme should continue to adapt to the contemporary context, and to participants' different needs and organising contexts. Considering the developing policy and lived context groups are organising in, it is recommended the programme is continued into future years to support the movement by creating space where leadership, learning and relationships can develop.

Maintain the residential section of the course

The space during the residential week for participants to get into a different space, build relationships over time, and support each other one-to-one is essential for enabling the deep levels of analysis and learning the programme facilitates. Participants felt this opportunity made the greatest difference to their growth in personal and leadership confidence and was key to the success in building relationships they could sustain after the programme.

This format also allows time to provide a balance of theoretical and practical activities, such as public speaking and role-playing, and space to spend time together and in nature. Participants' strong feelings of engagement in the residential programme was felt to stem from all being in a space together, and the collective care measures put in place, which could not be replicated in the same way online or at short events.

Enabling connections in between sessions

Participants who stayed most closely in touch with others in between sessions found this was beneficial as a supportive friendship and to keeping their groups in touch. There were suggestions that setting up a WhatsApp group and perhaps organising online or weekend get-togethers in between sessions could help provide structure for participants to continue to get to know each other across the year.

The opportunity to be outside and see Scotland

For many of the participants, the opportunity to get out of the city and see another part of Scotland during the residential was a highly positive part of the experience. The inclusion of outdoor activities helped participants connect interpersonally, and build the trust needed to support deep learning. The approach the programme took to supporting the embodied experience of learning and community action, and inclusion of activities such as yoga, singing and dancing, was felt to be deeply important by facilitators and participants. It is recommended this aspect is included in future programmes, as part of the residential and possibly as an outdoor social event.

Sharing food together

Participants highlighted that the provision of food in programme sessions brought significant practical benefits, giving them more time and energy to engage without the work of cooking. The value of sharing food as a community practice, and way to share cultural value, was also identified, and participants suggested even more focus on this would add to the programme. It is recommended food is discussed early in future programmes, giving participants and their children space to share their food needs, and discuss the role of food in community-building.

Support from Tripod to the groups in between sessions

Participants and stakeholder groups greatly appreciated the support of Tripod facilitators, and felt the more often they could join groups' events and meetings in between the learning sessions the better. One particular area where a small addition could increase the programme's effectiveness is in providing some focused support to participants to help them find ways to share their learning and energy in their organisations. This could take the form of some planning at the end of the residential week, creating a summary or highlight materials to share, or joining or co-facilitating a meeting with the participants and their group.

Connecting with politicians or decision-makers

The significant impacts around participants' confidence communicating with different parties make it clear activities and role-playing around communication should be repeated with future cohorts. Participants found these activities supported their work communicating with funders and decision-makers, and several highlighted that additional focus on communicating with politicians and

policy-makers would be beneficial for their groups' next steps. One participant suggested inviting an MSP or local politician to a session could enable further discussion and learning around how to communicate effectively with people in those roles.

Additional resources around preparation of the training programme

Additional resources to support the preparation of the training programme would increase the training programmes effectiveness. The resources could be used to help with preparing participants for the course, its content and time commitment. Also sharing ideas and suggestions from previous cohort members around what worked well for them. It would also give the facilitators more time to increase their understanding of potential participants' needs and requirements and allow them to tailor the programme more effectively.

Sharing of stories around change

Sharing the stories around change, has the potential to reach more people and organisations within and outside the racial and social justice movement resulting in a greater impact and influence with policy makers.

Defining success - keep it simple

The aims of the Training Programme are ambitious and complex, and these reflect a complex and extremely challenging environment for the racial justice movement. Success for the training programme and the participants also includes the small but significant changes, such as increased confidence and the knowledge and skills to build social connections and alliances they can build on.

Tools and methods

Based on participants' assessments of the different tools and methods introduced, it is clear that including a wide range of practical and theoretical materials, and a variety of learning formats, is effective in ensuring relevance to everyone. It is recommended the Organising for Power programme keeps this range of tools and approaches, all of which were practically used and valued by at least one participant and stays flexible to each participant's and cohort's needs.

Involving more people

Several participants shared that they think it would be really useful to involve people who have been on the course before, other members of their groups, and people whose status (leave to remain, settled status, etc.) has changed. This could be an invitation to one of the online meet-ups in the programme, or an in-person event organised by Tripod or participants and stakeholders. The group feels this could create potential to build movement relationships and share learning among community leaders and groups, and it is recommended that this idea is considered and if possible tested in the next year of the programme.

Further planning and resourcing of young people's participation

The inclusion of children and young people in the Organising for Power learning space was identified by all participants as being important for making the programme practically accessible for those with parenting responsibilities. The flexible approach to delivery which included activities programmed for young people in the space, and the option to take part in programme sessions where relevant and appropriate, was found to be successful. It is recommended that this flexible inclusion of young people is continued in future programmes. Additionally, the programming of concurrent learning sessions tailored for children and young people around topics like confidence, communication and inclusion would add to their experience, and strengthen the whole community capacity further.