



Yes Futures was founded with the belief that every child deserves the confidence and self-esteem they need to fulfil their personal potential. Since 2012, Yes Futures have supported over **1,500 young people** across **57 schools**. This Impact Report outlines the success of the Rising Futures programme so far at [Example Secondary School].

The following two pages provide an overview of the **students' progress** and their **key achievements** on the programme. For more detail on individual students' progress, please refer to the Individual Student Reports.

I trust that this will be a useful document to showcase the progress students have made throughout the programme and support them over the next six months as they continue their development through self-coaching. I look forward to continuing to support you and your students, working towards a future where **all young people are confident, resilient and lead fulfilling lives**.

All students on the Rising Futures programme experience three unique trips and personalised coaching support, designed to support students' development in key skill areas:

Personalised Coaching



Each student received four Coaching sessions in small groups. Our Coaches supported students to self-reflect and take responsibility for their development.

Play Your Part



Students were immersed in a community action project for a day. Through volunteering, students realised the benefits of 'giving back' and gained practical, hands-on work experience.

Into the Wild



Students attended a three-day residential trip. They challenged themselves in a variety of activities and worked together with students from other Yes Futures partner schools.

World of Work



Students developed an understanding of working life through visiting a dynamic workplace and networking with professionals.

Self-Coaching

For the second half of the programme, students take ownership over their own development by self-coaching. Through independent goal setting, students further develop their self-reflection skills, giving them the foundation they need to be able to lead their own personal development into the future.

"The programme helps you to be more positive and to feel better about yourself." - Kai

"My favourite thing about the programme was how positive, supportive and motivational people were towards me." - Alfie K

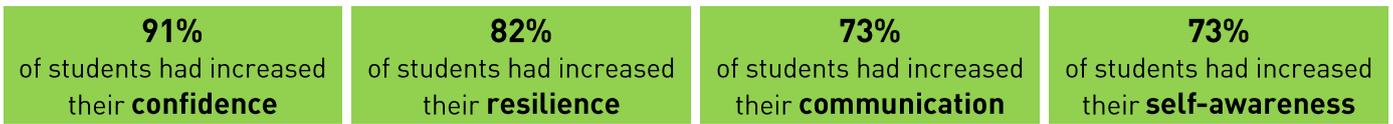


A future where all young people are confident, resilient and lead fulfilling lives

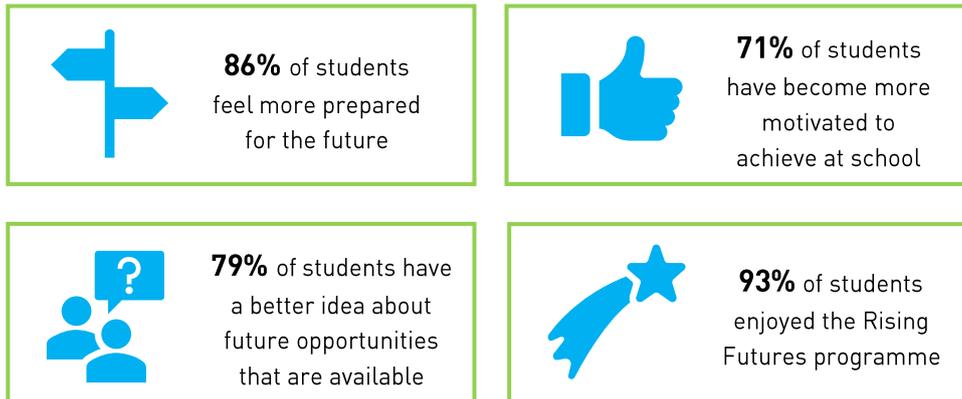
www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

Student Feedback

Throughout the programme students have used Yes Futures' **award-winning Talent Toolbox** to document experiences and skills developed during the programme. Based on students' self-evidenced scoring:



We also gathered students' feedback on a broader range of key outcomes:



The programme was:
Resilient
Caring
THE BEST
- Samuel A

Teacher Feedback

- Teachers **strongly agreed** that the Rising Futures programme had made a **positive difference to their students**.
- Teachers **agreed** that the programme helped students be more **prepared for the future** and more **motivated to achieve**.

"The programme has had such a positive impact on the students' attitude to learning and general activeness in their work in school." – Headteacher



A future where all young people are confident, resilient and lead fulfilling lives

Individual Student Feedback

Alfie

"My favourite thing about the programme was the Into the Wild trip. I made new friends along the way, I came out of my shell and talked to a lot of people I've never met." - **Alfie**

When asked to describe the programme in 3 words, Alfie said:

Fun. Supportive. Challenging.

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Agree
The programme helped me to become more prepared for the future.	Strongly Agree
The programme helped me to become more motivated to achieve at school.	Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
Rising Futures has made a positive difference to me.	Agree

Into the Wild Feedback

Alfie is a lovely boy. His friendliness and confidence were a real strength and helped him make excellent relationships with others in his group. Alfie's problem-solving skills were evident during the scavenger hunt where he came up with some excellent ideas. His enthusiasm during all the activities impressed the coaches especially his resilience during abseiling and his raft building skills. He was a pleasure to have on the trip.

Alfie's Coach Comment

Alfie is very quick and eager to learn. On the WOW day he was taken on how everyone in the business appeared to collaborate so well in order to get things done. He also thought it was a nice calm working environment. On the ITW weekend he demonstrated his communication and resilience skills by making many new friends and conquering his fear of heights. He managed to get close to the top of the climbing wall and believes he could do better next time. He also showed self-awareness by acknowledging that he had been unkind to a few people on the trip and, if he could, he would go back and apologise to them. He also learnt that if you push yourself you also enjoy yourself more! Well done Alfie.

Next Steps

I believe Alfie improved his confidence and self-awareness over the course of the Rising Futures programme. He now needs to take ownership of his own development by setting challenging goals for himself, focusing on his schoolwork and doing his homework. We set his first goal regarding getting his homework done on time. He also needs to set time aside to reflect on his own experiences and to seek feedback from others to improve his self-awareness.

Alfie

“My favourite thing about the programme was how positive people are towards me and how supportive and motivational they are. Nowadays most people are not very supportive and welcoming, they can also be critical so it’s very nice to be welcomed into a fantastic group of people.” - Alfie

When asked to describe the programme in 3 words, Alfie said:

Welcoming. Motivational. Supportive.

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Agree
The programme helped me to become more prepared for the future.	Agree
The programme helped me to become more motivated to achieve at school.	Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
The programme has given me a better idea about future opportunities that are available.	Strongly Agree
Rising Futures has made a positive difference to me.	Agree

Into the Wild Feedback

Alfie was a great team member and used communication skills to encourage each member of his team to try their best and supported them when they struggled. He showed great resilience and gave each activity his best efforts no matter what the task. Alfie really excelled at showcase preparation and came up with great ideas which impressed the coaches. He was a real pleasure to have on the trip and was an asset to his team.

Alfie’s Coach Comment

Alfie showed plenty of maturity in the coaching sessions, he engaged well, listened carefully and gave thoughtful and honest answers. Although, I felt he could have challenged himself more when setting goals between sessions for himself; he has a tendency to play it safe. However, he is clear on the career he wants to do and seemed committed on achieving it. He said he learnt a lot on the WOW day, e.g. their daily routine and the way they all work together to come up with innovative solutions to solve problems. On the ITW he really liked the team events and did very well on the survival challenge and raft building, although he did say he could have improved by practising before by tying some knots first. Over the duration of the programme he has grown both his confidence and self-awareness - well done Alfie!

Next Steps

I believe going forward Alfie should continue to push himself outside his comfort zone to build on his good communication skills and leadership qualities. Maybe helping young students or by practising developing his public speaking skills. Good luck Alfie!

Alfie

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Agree
The programme helped me to become more prepared for the future.	Agree
The programme helped me to become more motivated to achieve at school.	Agree
The programme has shown me that I have skills which are valuable to other people.	Agree
The programme has given me a better idea about future opportunities that are available.	Strongly Agree
Rising Futures has made a positive difference to me.	Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: + 2	Resilience: + 4	Communication: + 3	Self-awareness: + 2
---------------------------	---------------------------	------------------------------	-------------------------------

Into the Wild Feedback

Alfie excelled in problem solving activities, his innovative solutions were a valuable asset to his team. He frequently showed his leadership and communication skills when listening to others then relaying information back to those he worked with. Alfie never failed to try his best when faced with the challenges in the wild, mainly Jacobs Ladder and abseiling which he tackled with, as always, his best effort. Alfie's improvement in all four talents was evident throughout the weekend, with a clear willingness to try his best with every activity despite his initial reservations. Keep it up Alfie!

Alfie's Coach Comment

It has been a pleasure to have Alfie with us on the Rising Futures programme. Over the past six months it's been great to see him excel in communication and confidence. It's also been great to see a real improvement in Alfie's self-awareness. I have been really impressed with Alfie's selection of goals to challenge himself, manage his behaviour and to remain calm in difficult situations. I hope that Alfie will continue to work on developing his self-awareness and resilience.

Next Steps

I've been really happy to hear that Alfie has built lasting friendships whilst on the programme and his next steps are to continue to maintain his motivation in order to achieve his full potential. I believe that Alfie has a strong understanding of what to expect for the self-coaching journey and I am certain that Alfie will be successful in further developing his skills and talents.

A future where all young people are confident, resilient and lead fulfilling lives

www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

Brooke

"My favourite thing about the programme was the World of Work day because it showed me what the real world was like." - **Brooke**

When asked to describe the programme in 3 words, Brooke said:

Helpful. Fun. Motivating.

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Agree
The programme helped me to become more prepared for the future.	Agree
The programme has shown me that I have skills which are valuable to other people.	Agree
The programme has given me a better idea about future opportunities that are available.	Agree
Rising Futures has made a positive difference to me.	Strongly Agree

Brooke's Coach Comment

Brooke has shown phenomenal progress throughout the Rising Futures programme. At the beginning of the programme it was clear Brooke was very caring with good communication skills, but she lacked the confidence and self-awareness needed to truly excel. She struggled to identify strengths in herself, which seemed to hold her back when thinking of potential future goals. Throughout the course of the programme Brooke has become much better at confidently giving herself credit where credit is due, positively reflecting on her strengths and areas she has improved. She has regularly identified obstacles that have stopped her improving on her skill sets, and more generally what has stopped her from achieving higher in lessons, allowing her to set and achieve goals to overcome these obstacles. During our Play Your Part and World of Work trips, Brooke has displayed great teamwork abilities, confidently interacting with new people and environments.

Next Steps

Brooke should not be so critical of herself - she has many wonderful strengths that she should be proud of. She is a great leader, with amazing teamwork skills and a caring nature. She speaks well in front of large groups of people. She communicates positively in one-on-one conversations and has proven throughout the programme that she is incredibly resilient and willing to work hard to achieve goals outside of her comfort zone. If she reflected on her strengths more often, and stopped being so critical of herself, hopefully in time she will build her confidence and see she can do anything she wants in life. Brooke should keep an open mind about her future, thinking about what makes her happy and passionate when considering her future career options. In previous discussions of her future, Brooke's criticisms of herself seemed to hold her back from imagining what she could be capable of or what she'd enjoy doing. I would encourage her to consciously focus more on her strengths to overcome this negative way of thinking. Brooke has done very well at setting and achieving goals to improve her behaviour in class (such as not working with people that she knows will be distracting) - I would encourage her to continue to set herself these types of goals. Brooke has huge potential, and I believe with a little more confidence and self-belief she will do very well!

A future where all young people are confident, resilient and lead fulfilling lives

www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

Dylan

Success Areas

Students were asked to respond to the following statements:

The programme helped me to become more prepared for the future.	Agree
The programme has shown me that I have skills which are valuable to other people.	Agree
The programme has given me a better idea about future opportunities that are available.	Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: + 3	Resilience: + 2	Communication: + 1	Self-awareness: + 4
---------------------------	---------------------------	------------------------------	-------------------------------

Dylan's Coach Comment

Dylan has shown incredible self-awareness throughout the programme. I have been very impressed with his ability to clearly identify his strengths and weaknesses which is a great skillset to possess. Through this Dylan has regularly set and achieved goals in areas he views as his weaknesses, pushing himself out of his comfort zone. Dylan shows a lot of potential - he is very resilient and confident, not being afraid to keep trying even during hard times. His main area of focus to improve throughout the programme has been communication and handling his temper. His communication during coaching sessions has been incredible. Well done Dylan!

Next Steps

Dylan should continue giving himself credit for his many strengths, as well as regularly reflect on what weaknesses he wants to work on and set goals to improve them. Dylan should use his incredible introspective ability by following his instinct on what he knows would help him improve his communication and temper. Throughout coaching sessions, he has shown he knows what the right thing to do would be, now he just needs to consistently push himself to put it into practice. Dylan clearly possesses great self-discipline as he is a passionate sportsman - he should apply this same method of self-discipline when attempting to improve how he expresses himself. Dylan should also remain open-minded about his future, and continue to explore new career possibilities, following his passions to see what he might want to do in the future.

Maddyson

"My favourite thing about the programme was Into the Wild because it pushed me to my limits." - Maddyson

When asked to describe the programme in 3 words, Maddyson said:

Fun. Helping. Exciting

Success Areas

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.



Into the Wild Feedback

Maddy's confidence was remarkable. She engaged and attempted all activities with determination and enthusiasm. Maddy frequently used her communication skills to motivate her teammates and inspire them to achieve their best on Jacobs ladder and rock climbing.

She exhibited her leadership and communication skills during the problem-solving task, (where she answered each problem first!!!) by helping her teammates through the activity encouraging them at each stage.

Maddyson's Coach Comment

Maddie was quite quiet in the coaching session, she didn't open up fully, but she tried to engage and always ended up setting a goal for herself which she always attempted to complete. She enjoyed the WOW day but couldn't imagine herself working in that environment. She really came alive in the ITW weekend and threw herself into all the activities! She really excelled in the climbing activity, showing no fear, going first and reaching the top of each one - She showed great confidence and bravery in this aspect. Well done Maddie!

Next Steps

Maddie shows great resilience and confidence in a lot of areas and she is always willing to have a go at things. However, she needs to come out of her shell a bit with respect to communicating with others. She needs to learn to speak up more and offer her very valuable opinion. This includes speaking in front of a group. I suggested to her she start small in her communicating efforts to help grow her confidence and then build up to a group presentation. Good luck Maddie!

Matt

When asked to describe the programme in 3 words, Matt said:

Communication. Self-Awareness. Resilience.

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Agree
The programme has shown me that I have skills which are valuable to other people.	Agree
The programme has given me a better idea about future opportunities that are available.	Agree

Into the Wild Feedback

Matt was an asset to the team. Throughout the trip he illustrated his leadership skills by being a key player in all group activities. His communication skills were evident as he encouraged his team to try their best, to great results. These are just a couple of examples of Matt's helpful and supportive nature which he exhibited as well as his engagement throughout the trip. His self-awareness and care of others shone through as he guided others through activities.

Matt's main challenge came when he climbed Jacobs ladder, a challenge he took on with great resilience and confidence. He was a joy to have on the weekend!

Matt's Coach Comment

Matt is confident individually and when working as part of a group. He communicates well with others, being happy to present to an audience and confidently being a leader. Matt identified that although he is quite self-aware and is able to identify his strengths and weaknesses, he sometimes lacks the resilience to motivate himself to set and achieve goals and continue to try even after experiencing failure. Although Matt did set and achieve some goals throughout the programme, he missed two of our coaching sessions, including our final one which hindered progress and made it difficult to truly assess how he has been doing throughout the programme.

Next Steps

Matt should continue to set and achieve personal goals as he has been doing throughout the programme. His motivation to achieve his potential has improved over the programme and with continued effort he will continue to achieve what he wants. When discussing his journey planner and long-term goals (focussing on his ambition to be a robotics engineer) Matt was great at seeing how setting short-term goals now can help him build to this long-term goal. He should keep in mind how his performance now can help or hinder his chances of achieving his long-term goals, so working hard at all areas (even those he doesn't enjoy) is important in helping him achieve his long-term goal of going to university and pursuing a career in engineering. Good luck Matt!

Samuel

"My favourite thing about the programme was everything because it was the best!" - Samuel

When asked to describe the programme in 3 words, Samuel said:

Resilient. Caring. THE BEST

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Strongly Agree
The programme helped me to become more prepared for the future.	Strongly Agree
The programme helped me to become more motivated to achieve at school.	Strongly Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
The programme has given me a better idea about future opportunities that are available.	Strongly Agree
Rising Futures has made a positive difference to me.	Strongly Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: + 4	Resilience: + 2	Communication: + 5	Self-awareness: + 1
---------------------------	---------------------------	------------------------------	-------------------------------

Into the Wild Feedback

Samuel grew tremendously over the course of the weekend. From using his communication skills to encourage his teammates, to expressing ideas on how to accomplish team activities he was an asset to his team.

Samuel's resilience was evident throughout the weekend from helping build the raft (and eventually getting into the water himself!), to be a role model during the problem-solving activity, and even attempting Jacobs Ladder, Samuel's resilience was very impressive! No more so than on the last Sunday when, despite some initial stage fright, Samuel assisted his team in delivering an extraordinary performance in the show case challenge. An incredible achievement, we are very proud of him!

Samuel's Coach Comment

Samuel appeared to be a little isolated from the rest of the group at the start of the programme, although he was an active participant in all activities and challenges including the coaching. One of his biggest early challenges was talking in front of the group. During the ITW weekend he confronted and overcame some of these challenges by making new friends, being nominated as Team Leader and playing a key speaking role in the showcase challenge at the end. He was also willing to have a go at all challenges despite being fearful of some of the activities. So, I believe he really developed his confidence and communication skills, including leadership - well done Samuel!

Next Steps

I believe Samuel did very well on the programme and made some excellent progress. To build on this, he needs to focus on his communication skills, with respect to teamwork, listening and accepting others' points of view. He could also focus on his self-awareness by reflecting on the impact he is having on others and by asking for feedback on how well he is working in a team. Good luck Samuel!

Sophie

"My favourite thing about the programme was everything because it all showed me how to become a better person!" - **Sophie**

When asked to describe the programme in 3 words, Sophie said:

Exciting. Fun. Helpful

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Strongly Agree
The programme helped me to become more prepared for the future.	Strongly Agree
The programme helped me to become more motivated to achieve at school.	Strongly Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
The programme has given me a better idea about future opportunities that are available.	Strongly Agree
Rising Futures has made a positive difference to me.	Strongly Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: + 3	Resilience: + 0	Communication: + 4	Self-awareness: + 0
---------------------------	---------------------------	------------------------------	-------------------------------

Into the Wild Feedback

Sophie started the weekend well volunteering to be team leader and using her leadership and organisations skills to lead her group. She used her communication skills to build excellent relationships with other students on the trip and consistently worked well with others to succeed in the activities.

Sophie was very resilient and tried three times to reach the top in the survival activity, after having already reached the top of Jacobs ladder. Sophies engagement and effort were recognised when she was awarded the communication award! Well deserved, well done Sophie!

A future where all young people are confident, resilient and lead fulfilling lives

www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

Sophie's Coach Comment

Sophie has shown incredible resilience, self-awareness and confidence throughout the programme. The main area she wanted to focus on improving was communication, particularly expressing how she feels with others and presenting to a large group. Since winning the award for communication during the Into the Wild weekend and making friends with an entirely new group of people, I think it's clear that Sophie has done incredibly well at improving her communication skills. Sophie challenges herself regularly, setting clear goals and working hard to achieve what she wants in life.

Next Steps

Sophie should continue on the path she's on and I believe she will achieve anything she wants in life. I believe one of her greatest skills is her ability to set goals and her resilience to keep trying until she achieves them. Because of this she has successfully improved her communication skills, and if she applies this same method to other challenges in life, she will be able to achieve those goals too. Good luck Sophie! You're incredible!

Tommie

"My favourite thing about the programme was Jacobs Ladder because I got to the top!" - Tommie

When asked to describe the programme in 3 words, Tommie said:

Exciting. Fun. Experience

Success Areas

Students were asked to respond to the following statements:

I enjoyed the Rising Futures Programme	Strongly Agree
The programme helped me to become more prepared for the future.	Strongly Agree
The programme helped me to become more motivated to achieve at school.	Strongly Agree
The programme has shown me that I have skills which are valuable to other people.	Strongly Agree
The programme has given me a better idea about future opportunities that are available.	Strongly Agree
Rising Futures has made a positive difference to me.	Strongly Agree

Students use their Talent Toolbox to measure progress in the development of our four Talents. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. The figures below show the progress students have made from their baseline scoring to their most recent mid-programme scores.

Confidence: + 2	Resilience: + 4	Communication: + 4	Self-awareness: + 2
---------------------------	---------------------------	------------------------------	-------------------------------

Into the Wild Feedback

Tommy improved all four talents tremendously over the course of the weekend. After initially struggling with taking on a leadership position he flourished in the role after receiving support from his team. As a leader he showed great self-awareness and encouraged his team to give shout outs at the end of the first day.

Tommy's growth in confidence and perseverance impressed those around him, as he attempted climbing challenges first and illustrated keen determination throughout the weekend.

Tommie's Coach Comment

Tommie tries to please others and has an engaging personality, but he has trouble staying focussed on self-improvement. He attended all the events and all coaching sessions. One area I believe he made improvement in was his resilience. He managed to learn to ride his bike in a day despite falling numerous times. He also showed a lot of

A future where all young people are confident, resilient and lead fulfilling lives

www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

commitment and drive on the ITW weekend particularly when doing the Jacobs Ladder challenge and he almost made it to the top! He was also very supportive of his teammates and showed plenty of leadership potential. Well done Tommie.

Next Steps

Tommie should try to improve his self-awareness and learn to set clear and motivating goals for himself. He likes to be a joker in the group or class, but I believe this is getting in the way of him achieving his true potential. I am sure if he is clear on what he wants and then becomes committed to it he can achieve anything. The last goal we set was to focus on his classwork and to reduce the number of detentions he gets in a month. He should continue in this vein and focus on setting and achieving, challenging and achievable goals for himself.



We use a range of methods to evaluate outcomes: our award-winning Talent Toolbox, questionnaires designed internally to measure specific skills and qualities, and qualitative observations of students' progress.

Much of our data is self-reported and relates to students' perception of their progress throughout the Yes Futures programme. This is critical to our approach since our programmes aim to improve students' reflection skills and enable them to recognise their strengths and areas for development.

In order to add robustness to these results, we also ask parents and teachers to report on the changes they have seen in students throughout the programme.

Our impact measurement spans across three areas:

Students' progress in our four key Talent areas

- Students use their Talent Toolbox to measure progress in the development of four key skills: **Confidence, Resilience, Communication** and **Self-awareness**. Students give a numerical indication of how many examples they have of demonstrating each skill, providing an **evidence-based approach** to self-evaluation. Students complete this at the beginning, middle and end of the programme.
- Parents/carers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their child's development of the four Talents.
- Teachers complete a baseline and end of programme questionnaire where they are asked whether they have observed an improvement in their students' development of the four Talents.
- Coaches give observational feedback on students' progress in the four Talent areas throughout the programme.

Students' experience on the Yes Futures programme

- Students complete a pre- and post- programme questionnaire, responding to a series of statements with either strongly agree, agree, neutral, disagree or strongly disagree.
- These statements give an indication of students' enjoyment of the programme and its role in preparing them for the future.

Changes in students' attitudinal views

- The pre- and post- programme questionnaires also ask students to respond to a series of questions which give more information about attitudinal dispositions, such as perceived levels of motivation and achievement.
- Coaches also give observational feedback on students' progress in these areas throughout the programme.

Throughout the programme, we expect students to become more aware of their strengths and weaknesses and this improved judgement in itself is a key outcome of the programme. This means that students are likely to become more critical and reflective of themselves towards the end of the programme than at the start.

As with all approaches to impact measurement, there are limitations in our ability to counteract bias and we sometimes find that the comparison of students' judgements at the beginning and end of the programme is not reflective of the progress they've made, because of their improved self-awareness. We use a range of measurement methods, including triangulation of students' self-evidenced responses with responses from teachers and parents, as a way to reduce bias.

A future where all young people are confident, resilient and lead fulfilling lives

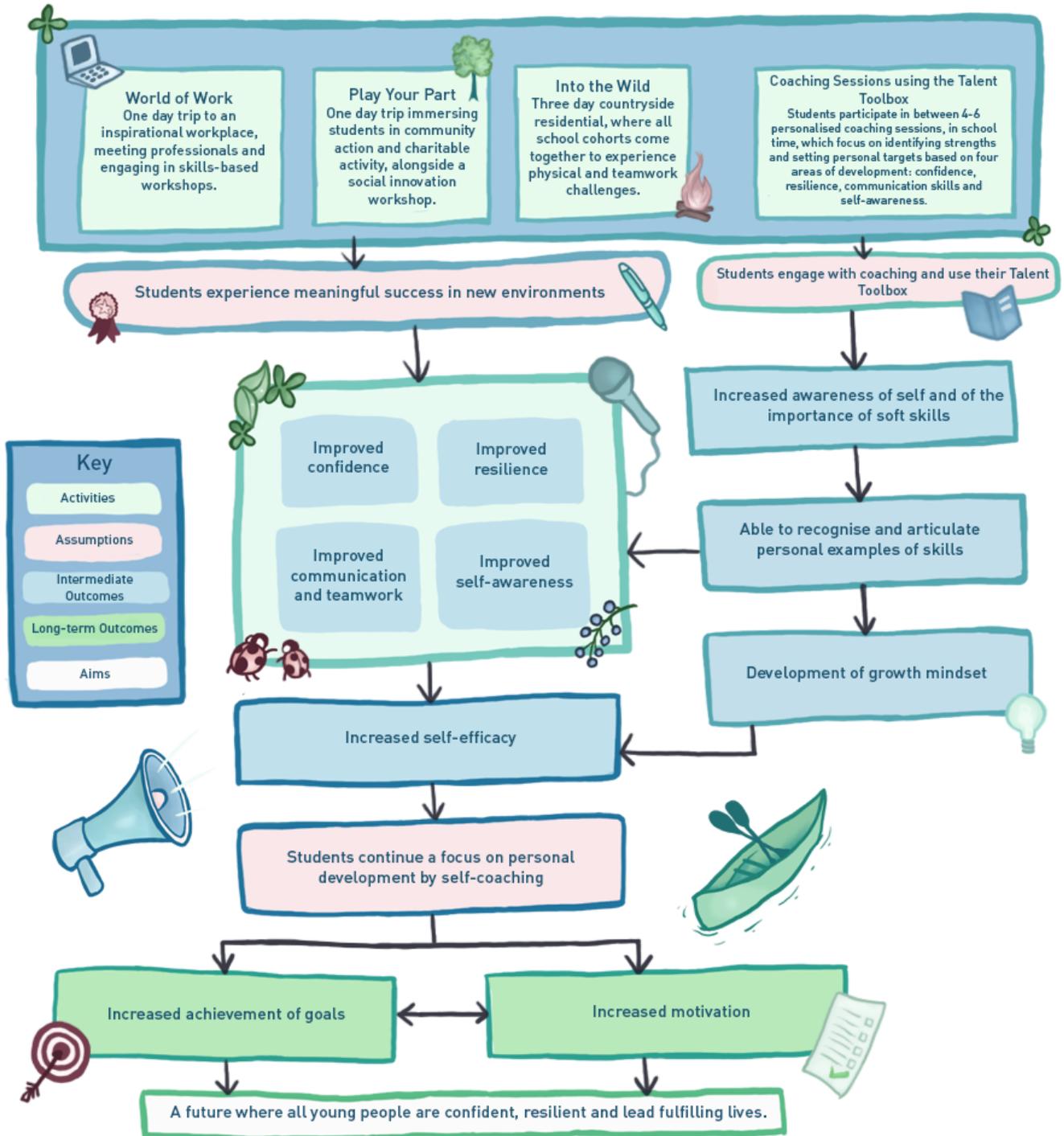
www.yesfutures.org | info@yesfutures.org | 02081 444 393 | Charity number: 1155082

The Yes Futures Theory of Change

Through a combination of immersive trip experiences and personalised coaching sessions, students experience meaningful success in new environments and become able to articulate and take pride in this success.

The impact of the programme is meaningful and long-lasting, with students developing skills which remain with them far beyond the end of the programme.

All students on the Yes Futures Programmes experience three unique trips and personalised coaching support. Coaching methods are embedded throughout the programme and the Talent Toolbox is referred to during trips as well as actively used during Coaching Sessions.



A future where all young people are confident, resilient and lead fulfilling lives