University of Northampton

Canon

The Canon Young People Programme Evaluation and Social Impact Report

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Executive Summary.

Social Impact allows organisations to better understand the value of their services, activities, and interventions, and the effect that they have on the individuals, communities, and society. This report details the social impact of the Canon Young People Programme as evaluated by the Institute for Social Innovation and Impact (ISII). The findings from this evaluation are based on the voices of 110 stakeholders, including young people, partner organisations, and in-country Canon representatives through both focus groups (n=21) and questionnaires (n=89). This report is accompanied by a bespoke Social Impact Measurement Framework which highlights the programmes social impact areas across three stakeholder groups: young people, the community, and organisations. It outlines the following key findings:

The longer a young person stays within the Canon Young People Programme, the better the outcomes they experience across all measured categories. Interestingly, neither gender nor educational level are shown to mediate outcomes, highlighting that the programme has a significant impact on all young people regardless of other factors.

Photography is shown to be a powerful means of empowering young people. It allows them to have a voice in the community, highlight social and environmental issues that are important to them, and give them the means to engage with community stakeholders. Canon's support for exhibitions introduces youth-centred spaces where young people can lead important conversations. Further to this, the young people on the programme often took the skills they were introduced too in the programme and taught others, showing that the impact of the programme exceeds its direct engagement.

Developing young people's photography skills improves their employability. Participants noted their ability to start their own businesses or

leverage their skills into employment. Further to this, involvement in the programme broadened young people's horizons, and although not all chose a career in photography, the programme supported young people to identify employment opportunities they were unaware of before, such as in hospitality and tourism.

The provision of Canon equipment allowed partnered organisations to stabilise the curriculum taught and introduce new skills to young people. Previously organisational leaders used a range of donated cameras which made it difficult to teach a large group of young people. Using the same Canon cameras allows for teaching to be simplified, and for those leading sessions to explore new areas, such as filmography.

The programme has a significant impact on young people's general self-efficacy and wellbeing. As young people engaged with the programme, their confidence, self-efficacy and wellbeing grew substantially, along with the relationships with their peers. Young people took the opportunity to teach and support one another, taking on leadership roles when appropriate.

Canon's relationships with its partner organisations demonstrates best practice. Organisational leaders noted difficulties working with external partners who are unsure of what they are seeking to achieve, or how to achieve it. Canon partners were positive that Canon provided clearly defined goals with what the organisation was seeking to achieve through the Canon Young People Programme and how organisations could engage. The relationship was also able to be leveraged to create better opportunities for young people, due to Canon's brand strength and in-country presence.

Alongside the positive outcomes of the programme, there are opportunities for development and growth of the programme.

Executive Summary cont.

Longer interventions are more impactful. For intervention programmes which were shorter, the outcomes for young people were less positive when compared with longer programmes. The benefits of the Canon Young People Programme are predominantly in skill development, personal improvement, and community engagement, all of which require time to scaffold and support. It is recommended, therefore, that longer term programmes are utilised as they are more likely to ensure that the positive outcomes are stable and young people are more resilient to change after the ending of the intervention.

Investigating country contexts. In countries where the programme is less effective, it is worth exploring alternative strategies and tools which could be used within the specific local context. In general, the Canon Young People Programme is evidenced to be impactful on young people, however, there are a range of social, community, or political factors which may hinder positive outcomes. An exploration of alternative tools, methods of delivery, or creating new spaces for young people would ensure the programme is flexible and responsive to local challenges.

Specific Sustainable Development Goals. It was noted in the research that there was a relationship between specific Sustainable Development Goals, identified as a problem faced by the community, and the likelihood of young people engaging in resolving them, in particular, SDG13: Climate Action and SDG16: Peace, Justice, and Strong Institutions.

- **SDG13: Climate Action:** Consideration could be given to focusing upon localism and practical solutions which are obtainable for young people, such as recycling or organising local campaigns against litter or illegal tipping. This approach helps young people connect global issues to their local context, and helps them see themselves as changemakers, whilst enabling organisations to set achievable and realistic goals for their beneficiaries.
- **SDG16: Peace, Justice, and Strong Institutions:** Engaging with politicians, policymakers, or other stakeholders can be challenging for young people if they do not believe are they are genuinely invested in engaging with them. These issues can be compounded if young people find themselves repeating the same stories to a carousel of new people, without progress being made. To resolve this, consideration should be given to organisations creating youth-led spaces where they can control who they speak to, the co-production of action plans, giving them a sense of ownership and involved stakeholders a sense of accountability.

Organisational research. Currently, the impact of the Canon Young People Programme is evaluated primarily through how the programme engages with young people, however, in future a focus on the impact Canon is making in the non-profit sector is equally important. Organisations reflected on the significant changes occurring in how they developed their partnerships after positive experiences working with Canon.

Developing deeper organisations support: Currently, the network for partner organisations pivots on Canon, who are the central provider of resources and support for those it works with. Consideration should be given to developing this into a broader network which allows organisations to collaborate with one another, sharing both knowledge and experiences to foster mutual growth and encourage organisations development.

The report also notes the following limitations:

UK-centric valuations. This report draws on the UK context for the impact proxy values. When applying the findings to local contexts, local figures should be used where appropriate, or a PPP calculation utilised. This is highlighted in the methodology and the Social Impact Measurement

Executive Summary cont.

Framework to help organisations embed localised figures, however, support from the central Canon team may be required.

Limitations of qualitative data. Although qualitative data is focused on the depth and quality of answers given, rather than the volume, challenges in arranging online focus groups were evident, with participation limited by other priorities such as schooling. To validate findings, a survey has been used along with a literature review to triangulate findings, but further qualitative data would have been beneficial in articulating the depth of Canon's benefits.

Potential Social Impact. To illustrate the potential social impact of the Canon Young People Programme, estimations of the potential social impact are based on the assumption that 100 young people and 10 organisations will see positive chance during their engagement. These numbers are for illustrative purposes only, with the actual number of young people and organisations likely to be much higher. In addition, the social impact is described as maximum potential value, indicating this is the maximum that could be claimed for the illustrative numbers. As further research is conducted and the localised SIMFs are created, the total social impact is expected to increase. The breakdown for each social impact area can be found in Section 7: The Social Impact of the Canon Young People Programme.

Contents.

1. Introduction.

The Canon Young People Programme is a participatory youth project that uses photography to empower young people to share their stories, inspire social change, and work towards a brighter future for both themselves, and their community. The project is built on Canon providing access to world class equipment and other forms of support, such as mentoring, whilst also offering organisational support to the stakeholders who support these youth.

The goal of the programme is to ensure that the participating young people have access to creative photography-based education are empowered, and have their horizons broadened. The programme aligns to both the United Nations Sustainable Goals (SDG) framework, as well as the Canon corporate philosophy of Kyosei which promotes multilevel partnership, positive working practices, and room for personal growth. To date, the programme has engaged with 6,750 participants across 24 countries and has partnered with over 40 charities and community organisations.

To evaluate the social impact of the Canon Young People Programme, the Institute for Social Innovation and Impact (ISII) was commissioned to conduct research and develop a Social Impact Measurement Framework. This framework provides a comprehensive understanding of the social value generated by the programme, drawn from both the research and wider literature. This report details the research findings, drawn from research collected through both qualitative and quantitative data, to offer an overview of the impact the programme is making on the young people involved.

The Institute for Social Innovation and Impact (ISII), based at the University of Northampton, is a research consultancy specialising in the evaluation of social impact. The team has collaborated with a diverse range of organisations, each with specific and bespoke needs to help them capture the social value that their interventions, activities, and engagements have on the people they seek to support. The Institute is committed to ensuring that their research is conducted to the highest possible standards and is representative of both stakeholders and beneficiaries, seeking to be collaborative, whilst maintaining rigorous, valid, and robust standards.

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More information on the Institute for Social Innovation and Impact can be found here:

2. Literature.

2.1. Youth Programmes

Designing youth programmes that can actively address youth inequality by focusing on skills development, employability entrepreneurship, and creating sustainable job opportunities is pivotal for improving the outcomes for young people. Youth programmes have increasingly gained attention in academic literature, emphasising those operating between education, skills development, and labour market integration (Freyer, 1997; Karsten and Klaus, 2009; McQuaid et al., 2006). Research (McQuaid et al., 2006) shows that targeted interventions and programmes addressing skill mismatches and promoting the development of specialised skills are central to reducing youth unemployment. For instance, programmes focusing on bridging the gap between academic learning and practical skills can help enhance employability among young people (McQuaid et al., 2006) by providing them with the skills and capabilities required for engaging with current and emerging labour markets (Paterson-Young et al., 2024a). Young people from marginalised and vulnerable communities often experience increased disadvantage and can face disproportionate challenges in entering the workforce, with women and low-income populations particularly affected. Thus, programmes that incorporate social inclusion components, such as mentorship and targeted financial support, have been effective in promoting equitable access to opportunities (Paterson-Young et al., 2024a). Additionally, promoting entrepreneurship in youth programmes, particularly through access to capital and networks, can contribute to youth empowerment, reduce unemployment, and foster economic growth (UNDP, 2023).

Youth programmes should prioritise environments where young people can express their experiences, build skills, and foster connections within their communities (Paterson-Young et al., 2024b) to maximise outcomes. Implementing innovative approaches, such as arts-based approaches, into youth programmes can be particularly valuable in creating safe and empowering spaces. Research (Paterson-Young et al., 2024b; Bell and Pahl, 2017; Woodver, 2012) shows the value in creating spaces that enable youth to communicate their stories and emotions through creative methods such as photography, writing and drawing. These approaches, rooted in personal narratives and lived experiences, are especially effective for young people who may engage better through non-traditional or creative learning styles (Casey and Webb, 2018; Boydell et al., 2016). By designing programmes that encourage safe participation, young people who might otherwise go unheard can experience a new sense of belonging (Casey and Webb, 2018; Boydell et al., 2016). The success of youth programmes hinges on their ability to create meaningful opportunities that resonate with participants while also addressing broader community and societal needs. Programmes, like the Canon Yong People Programme, that incorporate arts-based methods can help young people to shape both their own futures and the future of their communities by building leadership skills, confidence, and advocacy among young participants while contributing to shared goals that benefit the wider community. Through designing programmes that foster mentorship and promote agency, young people feel valued, capable, and connected (Phillips et al., 2002).

2.2. Employability

Youth employment has received increased attention since the COVID-19 pandemic due to the increasing the number of young people not in education, employment, or training (NEET) (Aina, et al., 2024). Global youth unemployment (aged 15-24 years-old) reached 13% in 2023, marking a 15-year low, reflecting recovery from the disruptions caused by the pandemic (ILO, 2024) that was driven by economic growth and increased labour demand. Despite this progress, 20% of young people remain categorised as NEET, with two-thirds of them women (ILO, 2024). In terms of regional differences, the Arab States recorded the highest youth unemployment rate at 28.6%, followed by Northern Africa at 22.5%.

In contrast, Northern America (8.3%) and Sub-Saharan Africa (8.9%) reported the lowest rates (Visual Capitalist, 2024; ILO, 2024). In the UK, young people aged 16-24 years classified as NEET reached a historical high of 23% shortly after the financial crisis of 2007/2008 (Lőrinc, et al., 2020). The NEET percentage for those aged 16-24 years at the end of 2023 was estimated around 12.0%, showing an increase of 0.2 percentage points in respect to the same period in 2022 (ONS, 2024). According to figures from the ONS (2024), this increase is mainly related to increasing unemployment for young men.

Globally, structural issues such as educational disadvantage and limited opportunities for meaningful work, have exacerbated youth unemployment. In developing economies, young workers are employed in roles that do not align with their qualifications, leading to underemployment and job dissatisfaction (ILO, 2024). These issues are commonly experienced by young women, in developing countries, who experience greater challenges in accessing job opportunities and benefiting from labour market recovery compared to young men, reflecting persistent gender inequalities (ILO, 2024). The Youth Futures Foundation (2021) report found that a high proportion of young people do not have access to support, appropriate information, or connections that are required to help them find employment or apply to further or higher education to support young people in obtaining positive outcomes (McKee-Ryan et al., 2005; Peláez-Fernández, Rey, and Extremera, 2021). Research indicates that NEET young people encounter numerous challenges, including insufficient work experience, low qualifications, and increased employer hesitation (Mawn et al., 2017). Unemployment and mental health are closely linked, with evidence demonstrating that unemployment significantly affects mental health, resulting in lower subjective well-being compared to employed individuals (Azizan and Mahmud, 2018; Karsten and Klaus, 2009). The stress from unemployment negatively impacts psychological and physical health, self-esteem, and overall quality of life (McKee-Ryan et al., 2005; Peláez-Fernández, Rey, and Extremera, 2021) which can hinder the pursuit of meaningful employment and education.

The broader impact of unemployment on a young person's life is significant, affecting physical health, increasing the likelihood of engaging in criminal behaviour, fostering unhealthy lifestyle traits such as smoking, leading to elevated alcohol consumption and substance abuse, and contributing to a higher rate of suicidal tendencies (Bartelink et al., 2020). Youth unemployment can have enduring effects, such as reduced earnings, fewer life opportunities, and increased mental health issues in later years (Aina, et al., 2024). Prolonged unemployment has particularly severe consequences, with research (Thomsen, 2009) suggesting that the longer someone remains unemployed, the more harmful the effects become, with those unemployed for over a year being much less likely to secure new employment. Employment not only provides financial security (Freyer, 1997) but also fulfils crucial psychological needs such as social inclusion, purpose, structured time, and status (McKee-Ryan et al., 2005; Karsten and Klaus, 2009). Lack of employment leads to stress-inducing outcomes, including financial instability and family or marital problems, further harming well-being (McKee-Ryan et al., 2005). Tackling the NEET problem offers significant societal benefits, such as decreasing NEET numbers, enhancing young people's well-being, and producing positive societal effects. Each NEET young person costs the public sector an average of £56,500 and the economy £104,300 over their lifetime (Mawn et al., 2017).

2.3. Community Action

Youth programmes have increasingly been recognised as mechanisms for fostering community action by empowering young people to address local challenges and contribute to societal change (Checkoway and Gutierrez, 2006; London, Zimmerman, and Erbstein, 2003). These programmes often operate as platforms for leadership development, skills acquisition, and collective problem-solving, positioning youth as agents of community transformation (Campbell and Erbstein, 2011). Central to their success is the emphasis on participatory approaches, where young people actively engage in designing and implementing initiatives that address social issues, thereby fostering a sense of agency and civic responsibility (Checkoway et al., 2003). Youth programmes play a central role in building social capital and strengthening community engagement, with Evans and Prilleltensky (2007) suggesting that collective goals and collaboration are required to develop strong connections with the community. For instance, youth programmes that seek to promote peacebuilding in the community require collective and collaborative approaches to cultivate leadership, teamwork, and a sense of accomplishment among participants (Paterson-Young et al., 2024b). These programmes are particularly effective when young people are empowered to share learning with other young people in the community, creating a sense of belonging and community cohesion (Paterson-Young et al., 2024b).

Youth programmes can help to address systemic barriers by promoting inclusivity in marginalised and vulnerable communities. Programmes that support marginalised and vulnerable communities, including communities experiencing inequality, through the provision of resources (for example, cameras and equipment) and opportunities to participate in community change (Zeldin, Petrokubi, and Camino, 2008). Literature highlights that such programmes often include skill-building workshops, advocacy training, and access to networks that enable young people to challenge systemic inequities and advocate for change (Zeldin et al., 2013). By empowering young people to identify and address local issues, these programmes contribute to building equitable and inclusive communities (Gray and Hayes, 2008; Libby, Sedonaen, and Bliss, 2006; London et al., 2003). Despite the potential of youth programmes, challenges in implementation such as limited resources, lack of long-term funding, and insufficient community support can hinder their impact. Overcoming these problems requires the creation of sustainable frameworks including partnerships with schools, nonprofits, and government agencies, to ensure continued engagement and measurable outcomes (Camino and Zeldin, 2002; Paterson-Young et al., 2024b). Furthermore, evaluating the social impact of youth programmes on individuals and communities is critical to refining their approaches and maximising their effectiveness.

3. Methodology.

This research adopts a mixed methods approach to understand the impact made by the Canon Young People Programme. Qualitative data was captured through focus groups involving in-country stakeholders, organisational leaders, and young people. Quantitative data was collected through an online survey which utilised Likert scales, and open-ended questions designed to capture the experiences of the young people who took part in the programme in conjunction with broad demographics. The data captured is then triangulated to ensure results are supported by the qualitative and quantitative findings, contextualised through relevant literature to highlight specific differences and corelations with other young people programmes. Furthermore, the University utilised its bespoke Social Impact Matrix© to build the Social Impact Measurement Framework to categories the social impact made by the programme. The ethical considerations within this research were carefully managed by the authors, ensuring that issues, such as confidentiality, anonymity, voluntary and informed consent, data protection, and safeguarding were adequately dealt with. An ethical application was submitted and approved by the University of Northampton Ethics Committee for the full data collection activities.

3.1. Qualitative data

In total, the voices of 21 people were captured in the qualitative data across four country contexts. Those people represented were organisational leaders (those who ran an independent organisation supported by the Canon Young People Programme), in-country Canon stakeholders (representatives of Canon who directly support the independent organisations), and young people (participants in the Canon Young People Programme)[1] *(Table 3.1).*

The data collected from the focus groups was subjected to a thematic analysis, as outlined by Braun and Clarke (2006), identifying patterns, categories, and themes. The data was organised using

Role	Number
Organisational Leaders	8
In-Country Canon Stakeholders	3
Young People	10

Table 3.1. Number and type of participant engaged in the qualitative research.

Microsoft Excel and analysed following a six-phase process: data familiarisation, data coding, theme development, theme review and development, theme refinement and naming, and reporting (Braun and Clarke, 2006). In total, 130 codes across six categories were identified, which were developed into three thematic areas: impact on young people; impact on the community; and impact on organisations.

3.2. Quantitative data

Quantitative data was collected through a one-off survey which asked participants to reflect on their time with the Canon Young People Programme. The survey was made up of 21 questions, capturing respondents' demographic data, perceptions of the community and the risks posed to the community, their wellbeing and general self-efficacy, the development of soft skills (such as teamwork or leadership), and their relationships with their peers. In total, 94 young people participated in the survey, with 89 giving permission for their data to be used *(Table 3.2).*

To measure the statistical significance of any quantitative findings, a one-way analysis of variance (ANOVA) test was used. These tests are used to understand how an independent variable (such as a person's gender) influences a dependant variable (such as a person's wellbeing). Where ANOVA tests are used, two numbers are given the 'f-statistic' and 'p-number' (Field, 2013). The f-statistic refers to the

[1] Three of the organisational leaders were former participants in the Canon Young People Programme.

3. Methodology cont.

Country	Participants
Iraq	25
Cameroon	13
Jordan	5
United Kingdom	34
Other[2]	12

Table 3.2. Country contexts represented in the quantitative data set.

ratio of the mean square's treatment to the mean squares error: the larger the number, the greater the evidence that there is a difference between the groups (Field, 2013). This is then balanced against the p-value which measures the statistical significance of the findings, or the probability that observed changes are because of the hypothesised mechanics, rather than random chance. Within this report, three levels of p-value are reported: p<.05 means a finding was statistically significant; p<.01 means a finding has higher statistically significant, and p<.001 means the finding has the highest level of statistical significance (Field, 2013). Where no statistical significance is found then the results are reported as non-significant (NS). Where findings are close to statistical significance and demonstrate interesting results then the full p-value will be reported with an asterisk. As an example, if a finding has an f-statistic of 5.809 and a p-value of .001, it will highlight that there are significant differences between the measured groups, and it is statistically significant. Where appropriate, graphs visualise the findings will be presented.

The selected surveys were based on validated scales with language adjusted to ensure it was appropriate for participants with English as a second language. After the survey was closed, a Cronbach Alpha test was conducted to ensure that the scales had remained internally consistent. A Cronbach Alpha, sometimes referred to as Coefficient Alpha, is used to measure whether a set of survey items are consistently measuring the same characteristic. This is useful for adapted scales used in surveys as it enables changes to language to be checked to ensure the subject has not deviated beyond reason. Cronbach Alpha is scored between 0 and 1. Each of the adapted surveys had a high Cronbach Alpha score, inferring high internal consistency *(Table 3.3).*

Adapted Survey Question	Cronbach Alpha Score
General Self-Efficacy	∂= .937
Community Cohesion Scale	∂= .808
Wellbeing	∂.935
Peer Support	∂=.894

Table 3.3. Cronbach Alpha scores for adjusted scales.

3.3. Social Impact Measurement Framework

Measuring Social Impact allows for organisations to better understand the value of their services, activities, and interventions, and the effect that they have on the individuals, communities, and societal stakeholders they work with. There are a variety of different social impact measurement frameworks available, including the 'Social Return on Investment (Hall and Arvidson, 2013), the 'Balance Scorecare' (Bull, 2007). In addition, practical toolkits have been created, such as 'Prove and Improve' and the 'Outcomes Star'. These tools and frameworks adopt a singular approach, meaning they are often unable to go beyond surface level data, or need to be adopted within specific circumstances. In response to this, the University of Northampton has developed a holistic social impact measurement tool, the 'Social Impact Matrix©'

[2] University of Northampton policy is to suppress numbers of participants where the total category number is below five to ensure non-identification. These participants are still represented in aggregated data.

3. Methodology cont.

The 'Social Impact Matrix©' focuses on outputs, outcomes, and impact, across a triple-bottom line of economic, social, and environmental impact areas. Outputs are the direct and easily identifiable outputs of a programme, for example, the number of young people partaking in a leadership workshop. Outcomes represent the positive changes to a participant's own state of mind, such as their wellbeing. Impact is the long-term benefits to wider society, for example, savings to health services due to improve wellbeing. These are placed across the triple bottom line to allow for organisations to map out and identify new tools or formulas that can be used to measure their impact *(Figure 3.1).*

The social impact of the Canon Young People Programme is detailed in Section 8 where hypothetic cases are used to illustrate the impact. Where **individual change** is expected, values are based on a hypothetical 100 young people benefiting from the impact areas. Where **organisational change** is expected, values are based on a hypothetical 10 organisations benefiting from the impact area. These numbers are used for illustrative purposes and will likely be higher when data is collected. The impact calculations, presented in Section 8, are based on UK valuations, with guidelines on how to make it country specific outlined in the Social Impact Measurement Framework notes. Local adjustments are required for specific costs, such as room rental or minimum wages. Alternatively, where research is used to give a social value to an intangible change (such as General Self-Efficacy), it is suggested to use a **Purchasing Power Parity (PPP) calculation** to ensure that social impact claimed reflects the country context.

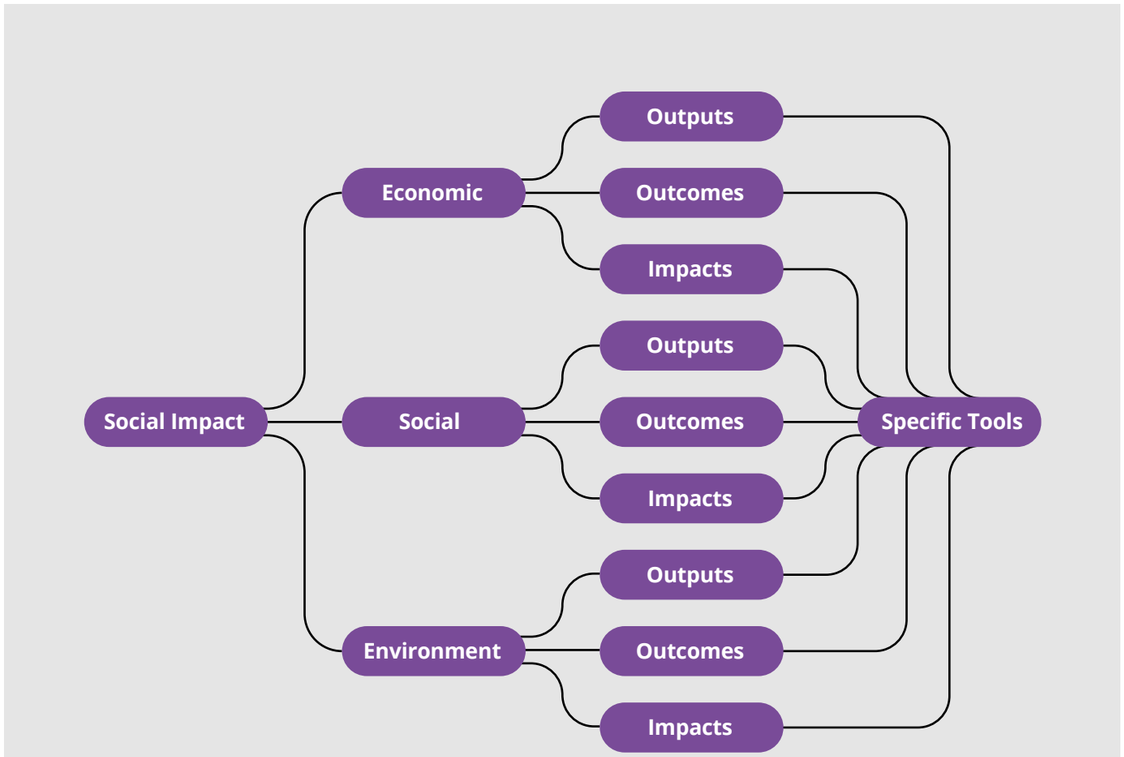
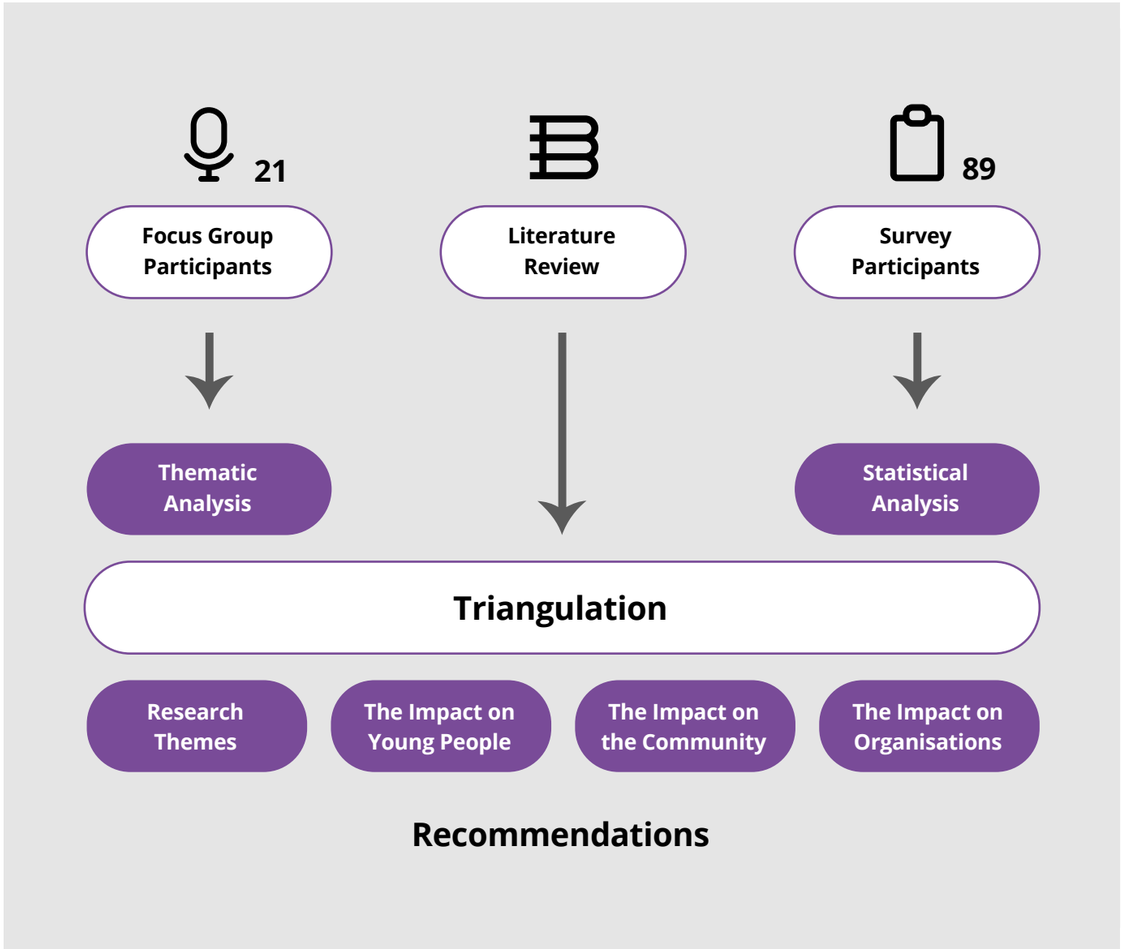


Figure 3.1. Social Impact Measurement Approach.



3. Methodology cont.

“It’s not only about the camera or any other things, but helping us to understand our personal things, to view life in other ways. I think that has helped us; finding yourself and what you want. Because sometimes we choose something that we don’t want; we choose things based on lack of opportunities. You end up doing something that you don’t want, but you are doing it for the sake of it; you want to earn a living, or you want to be something. At the end of the day, you don’t want that, but you have been given that opportunity to find yourself and do what you love here.”

Retha (Young Person)

4. The Impact on Young People.

Self-efficacy, Growth, Opportunity.

The first theme identified from the research was how the Canon Young People programme impacted its participants, which is divided across three thematic areas: access to new opportunities; improvements to self-efficacy and resilience; and the development of a community of young people. These areas were identified in the focus groups and are supported by findings from the survey, with participants noting that the positive outcomes created by the Canon Young People Programme are both direct, for example, the donating of technology, and indirect, through the strength of its brand and expertise.

4.1. Creating opportunities

For young people, plans made for the future are forged in the realities of the present. Present life circumstances and past experiences encourage pragmatic and rational decision-making on what can be achieved in the future, with ‘horizons for action’ influenced by social structure, family context, social networks, cultural context (Brannen and Nilsenn, 2002; Hodskinson and Sparkes, 1997). The programmes supported through the Canon Young People Programme work in areas of need, focusing on engaging disadvantaged young people who are likely to have limited aspirations for the future.

“I think it’s worth mentioning that about 75% of our work is with young unemployed people, young job seekers, and 25% now is in schools. So, a lot of these young job seekers, these young unemployed, have a little bit lost their way. They’ve lost hope, some of them and they just need to be aware of how special they are and that they can learn, they can learn new skills. And that there are other people out there who’ve been in their position, who have made the most of the opportunities offered through [organisation]” Jonathan (Organisational Leader)

“But because of being poor, being in the village it’s lacking, there are no opportunities since where you think a lot of yourself; you think you can’t achieve your dreams.” Retha (Young Person)

The survey supported these sentiments, with young people identifying key problems in their communities associated with a SDG1: No Poverty (20.69% of respondents) and SDG8: Decent Work and Economic Growth (28.74% of respondents) *(Figure 4.1 on next page).*

Although there were no statistically significant differences when comparing country context, participants in Iraq, Cameroon, and Jordan were more likely to select areas linked to SDG:8 Decent Work and Economic Growth. Participants in Iraq noted areas linked to SDG1: No Poverty whilst the United Kingdom saw most participants focusing on the environment (SDG13: Climate action) (NS).

The young people involved in the programme spoke about the opportunities that they had been given through the programmes. Interestingly, the opportunities available to young people were not limited simply to accessing technology, but how and where it was used, with participants being encouraged to engage with technology in their local areas for the first time. This suggests that the use of technology and engagement with photography has helped young people to overcome local barriers and helped them engage with their local environment in new ways.

“We have been given this opportunity and to take pictures of those animals, because some of the animals, we just were watching them from televisions, we don’t have the opportunity to see them in life. And so, we’ve been given an opportunity our dreams while living in these villages” Retha (Young Person)

“Talking like this, I’m a qualified safari guide and it’s the biggest thing to me, being a young woman, an African woman, to be a safari guide because here in Africa the safari guide is mostly men and mostly white people. So, it’s the biggest flex. I’m bragging!” Thabisa (Young Person)

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

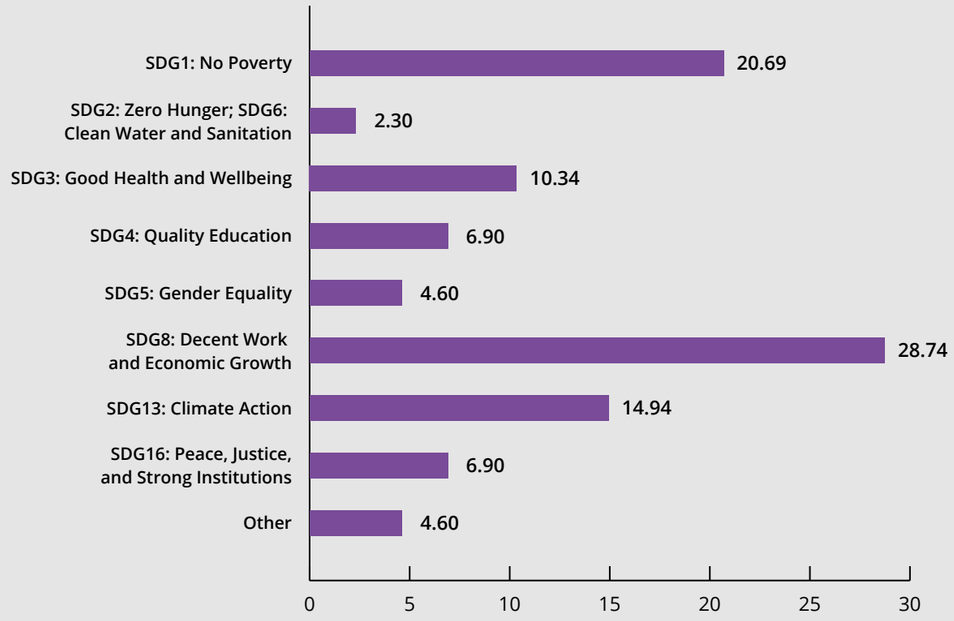


Figure 4.1. "What are the key issues facing your community" (Please select all that apply).

Photography can be a powerful tool for community engagement, especially for young people as it offers a creative medium through which they can express themselves, share their perspectives, and connect with others. It provides young people with a platform for self-expression and identity exploration through capturing images that resonate with their experiences, they can articulate their thoughts and feelings in ways that might be difficult through words alone. According to Larson and Walker (2020), photography enables young people to explore and communicate their identities, often leading to increased self-awareness and confidence, which are critical for community involvement.

The introduction of new opportunities benefited young people through encouraging them to seek out other potential opportunities. It also encourages young people to reflect on past choices and recognise barriers that they may not have considered before, which can stop young people feeling that they need to scale down their aspirations (Cook and Cuervo, 2019). The introduction of new opportunities can encourage feelings of hope for something better, motivating young people to 'keep going' when things feel that they may be uncertain (Bryant and Ellanrd, 2015; Alacovska, 2019). As a young person said:

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

"It's not only about the camera or any other things, but helping us to [understand] our personal things, to view life in other ways. I think that has helped us, finding yourself and what you want. Because sometimes we choose something that we don't want; we choose things based on lack of opportunities. You end up doing something that you don't want, but you are doing it for the sake of it; you want to earn a living or you want to be something. At the end of the day you don't want that but you have been given that opportunity to find yourself and do what you love here. Retha (Young Person)

This was reflected in the surveys, with 62.92% of participants noting they felt more motivated since joining the Canon Young People Programme. The impact on participants motivation was the same regardless of gender and education, however, the longer a participant was involved in the programme, the more motivated they became ($f=5.376$; $p<.001$)[3] *(Figure 4.2).*

Stakeholders also understood the benefit in sharing opportunities for young people to try something new as well as the benefit of meeting new people to develop the skills that would help them in the future. The development of cultural and social capital is linked to positive economic outcomes, as disadvantaged young people learn 'how to play the game'.

Figure 4.2. Changes to participants motivation over time involved in the Canon Young People Programme[4].

[3] To measure this, a one-way ANOVA statistical test was used.
[4] The time scale "Three to four months" was removed due to the low response rate.

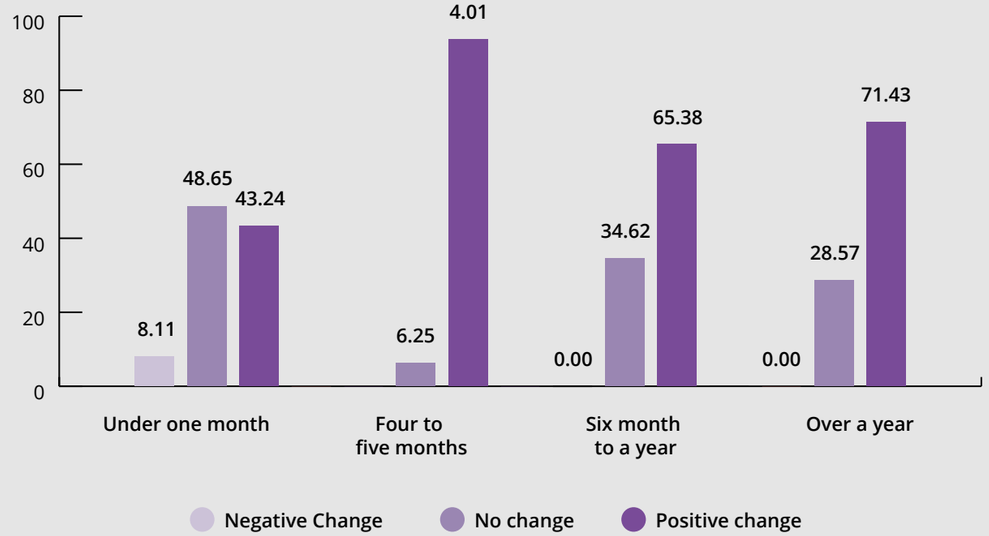


Figure 4.3. Changes to participants adaptability over time involved in the Canon Young People Programme[5].

"We also try to pinpoint a few things because the programme is one thing but being a young person, and how you are, is kind of different if you in a very formal situation. If you meet, as they have done, some of them, they met the Queen or they meet someone higher up in the hierarchy within Canon. We also try to give them some pin pointers, so they won't feel, 'How do I need to act?'"
Elsie (Stakeholder)

This support has, in general, created more adaptable participants, who felt that if things changed on short notice, they would be able to handle it well. As with motivation, the longer a young people stayed within the programme, the better their adaptability, with self-perceptions peaking during months four and five (f=4.098; p<.001) *(Figure 4.3).*

Of note, however, is that the programme in the United Kingdom was less likely to have an impact on participants adaptability compared to other country contexts, which may be due to the shorter interaction (f=4.821; p<.001) *(Figure 4.4).*

[5] The time scale "Three to four months" was removed due to the low response rate.

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

4.2. Developing self-efficacy and wellbeing

Encouraging young people into arts-based activities has been shown to positively impact their self-esteem, sense of achievement, and empower them, whilst simultaneously encouraging the development of their social skills and resilience (Bungay and Vella Burrows, 2013; MacPherson, Hart, and Heaver, 2013). This was evident in the Canon Young People Programme, with those involved building their confidence and belief that they could overcome future challenges:

"In my side, I wanted [to talk to] people from my communities to explain to them very same thing that I've experienced since I've joined [the organisation]. I didn't have knowledge about the wildlife and nature but I'm learning something new each and every day. Not about wildlife and photography but about life also that inspires me and encourages me to work hard each and every day, not to give up on my dreams. Try everything it needs to achieve my goals."
Mphatso (Organisational Leader)

The General Self-Efficacy of the participants was measured in the survey through a rank and scale

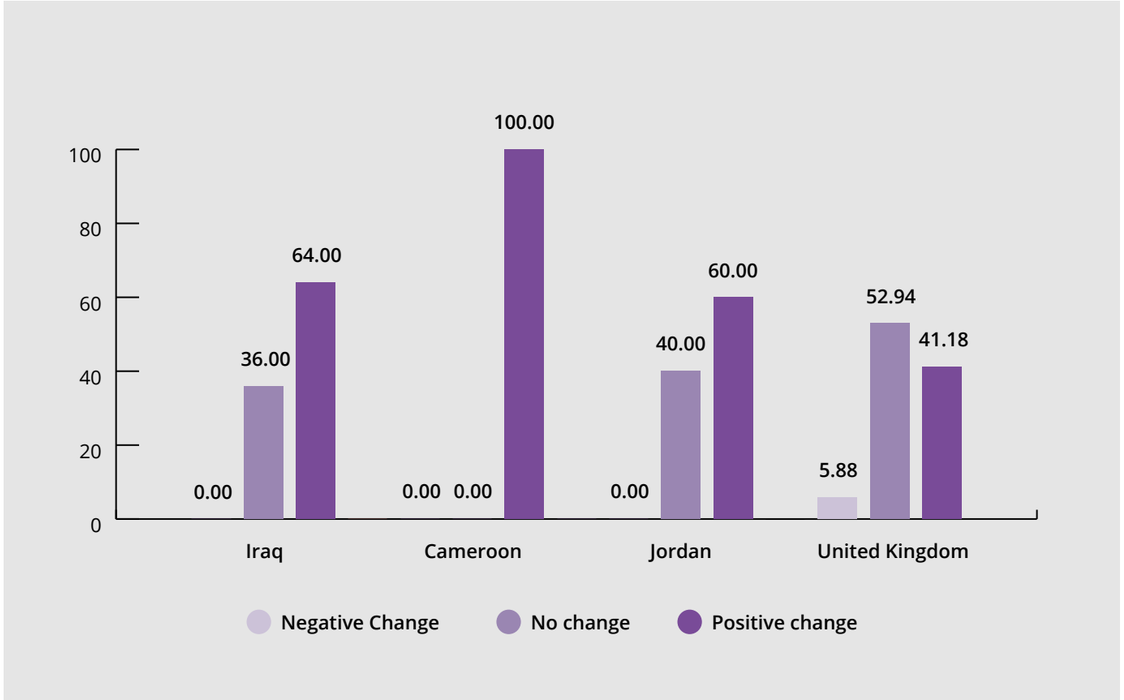


Figure 4.4. Changes to participants adaptability over time involved in the Canon Young People Programme[6].

[6] Country contexts with under five responses have been removed.

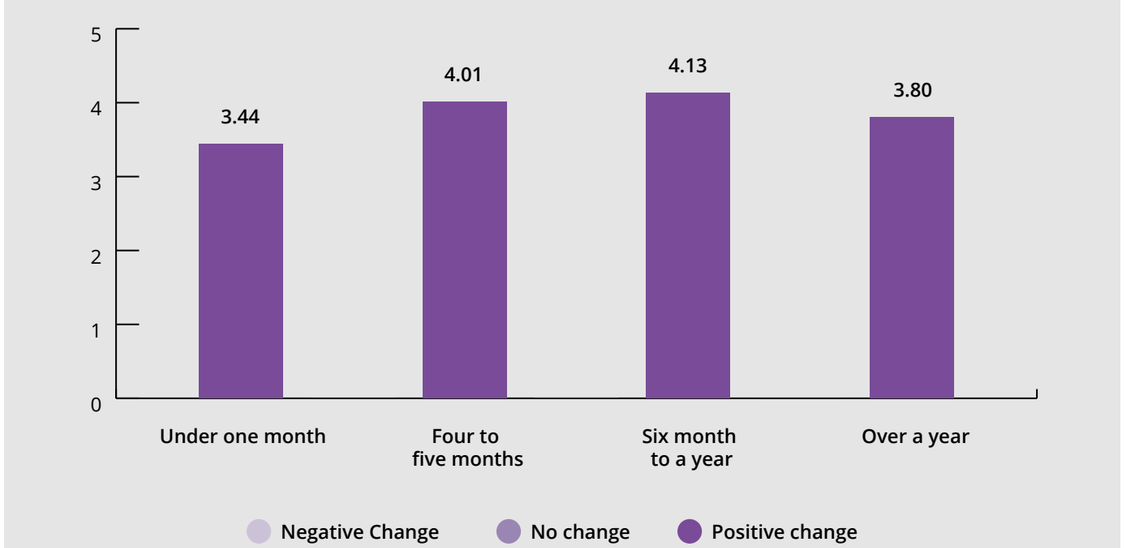


Figure 4.5. Participants average general self-efficacy score[7].

[7] The time scale "Three to four months" was removed due to the low response rate.

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

grid, made up of 8 statements, adapted from the Schwarzer and Jerusalem (1995) General Self-Efficacy scale. As with motivation and adaptability, the longer an individual was involved with the Canon Youth People Programme, the better the outcome ($f=5.809$; $p<.001$). Interestingly, neither gender (NS), perceived community challenges (NS) nor education level (NS) impacted outcomes which indicated that the programme was widely beneficial to almost all participants *(Figure 4.5).*

An area that did impact on outcomes was the country context, with the United Kingdom being less impactful on the participants general self-efficacy than other countries ($f=6.125$; $p<.001$). This is a finding worth further considering by Canon stakeholders to tackle lower positive outcomes as evidenced in motivation and adaptability *(Figure 4.6).*

The development of resilience and the mental wellbeing of young people occurs through both intrinsic and extrinsic factors (Zarobe and Bungay, 2017). The factors engaged in the Canon Young People Programme were linked to access to new and positive experiences, which encouraged social activities, identity development, and improved peer relationships (Wright et al., 2006)

> ***"Earlier this year we went to Dubai, all thanks to [the organisation] again because it was my first time flying. We got to sit and there were a lot of people watching us talking. So considering the confidence is big and I'm proud of myself and I'm proud of the changes that I've made about myself and I'm happy about that."***
> Thabisa (Young Person)

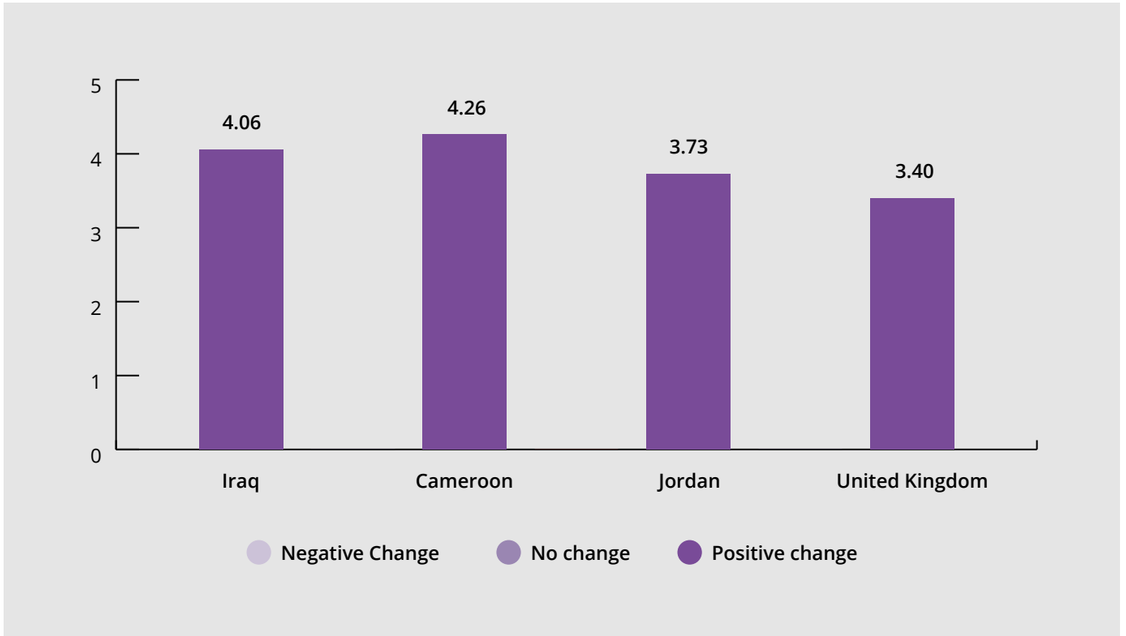


Figure 4.6. Changes to participants general self-efficacy by country context involved in the Canon Young People Programme[8].

[8] Country contexts with under five responses have been removed.

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

"I've joined [the organisation], the family, it's where I've been given an opportunity and I mean to fulfil my dreams. We know when we grow up in a village where sometimes you give up on your dreams and you forget that there is life out there." Retha (Young Person)

As with general self-efficacy, the longer participants remained in the programme, the better their wellbeing (f=8.155; p<.001). It is important to note that positive results in this area were dependant on the country context (f=7.261; p<.001) *(Figure 4.7)*.

Participants noted the benefits that the programmes had on developing their confidence and helping them develop motivation, which is important in encouraging young people to act (Moensted, 2018; Quaglia and Cobb, 1996).

"Yes, low self-esteem, no confidence. Since I joined this programme, I get motivated, and they get me educated. Now I know where I am. First, I was not able to stand and talk around people because I was shy. Since I joined this programme, I keep on gaining my confidence, and I can do it. I can face people, I can talk, I know I can learn a lot of things. So, this programme teaches me that if you are a person, if you stay at home, you don't get that off people, you won't do anything, you won't know anything. So now, as I joined this programme there's a lot of things that I achieve in my life." Johan (Young Person)

"But being in this family, I've been given an opportunity to fulfil my dreams and to think big of myself. I know that there are a lot of things that I can achieve because of Wild Shots. And before,

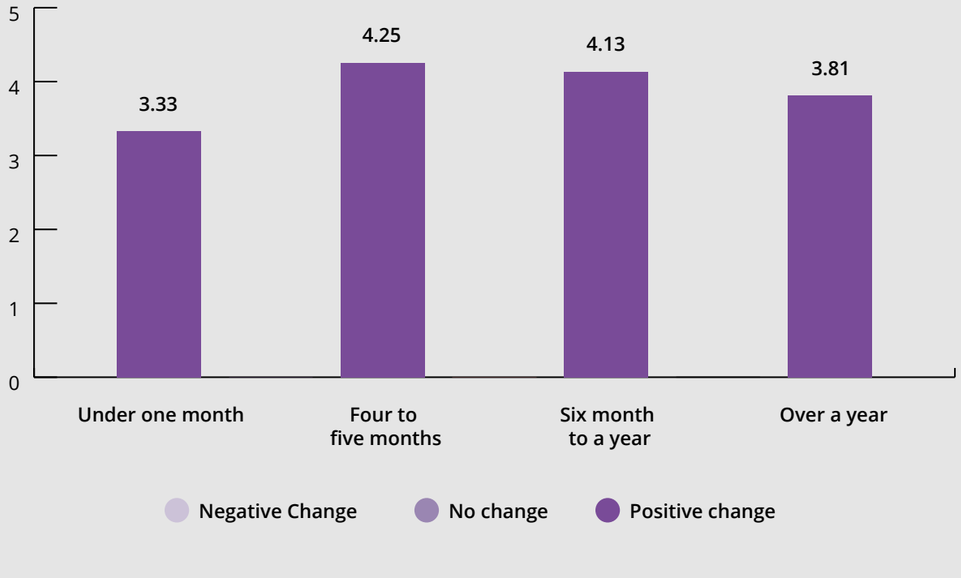


Figure 4.7. Changes to participants wellbeing score over time involved in the Canon Young People Programme[9].

[9] Country contexts with under five responses have been removed.

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

I never had an opportunity to use a camera but now I know how to use a camera because of this family." Retha (Young Person)

"With me, one thing I've learned about myself since I've joined the programme are there are so many things. But I think the one thing that stands out for me is it's been hope, it's been hope to young people and to other young black people." Elna (Young Person)

"Since I was involved in this course and getting to know different people, talk with people every now and then, it boosted my confidence. I started seeing myself different in a way that I was even able to stand in front of a camera, modelling. [...] it really boosted my confidence because if I was not confident, I don't think I would have done better, like being in front of camera, people taking pictures of me. I feel like it would have turned differently. And as well I was able to sit on stage with a lot of audience looking at me, watching us talking." Thabisa (Young Person)

By engaging in photography, young people can gain a sense of confidence and empowerment. The act of documenting their experiences and surroundings allows them to take ownership of their narrative. This enables young people to contribute to the broader community dialogue, empowering young people to participate more actively in community initiatives and advocacy. A study by Purcell (2009) highlighted how photography projects can empower young people by giving them a voice in community matters, ultimately leading to greater civic engagement.

[...] with the photography part of things, it's the sense of pride that the students get to have when seeing that maybe at the beginning of

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

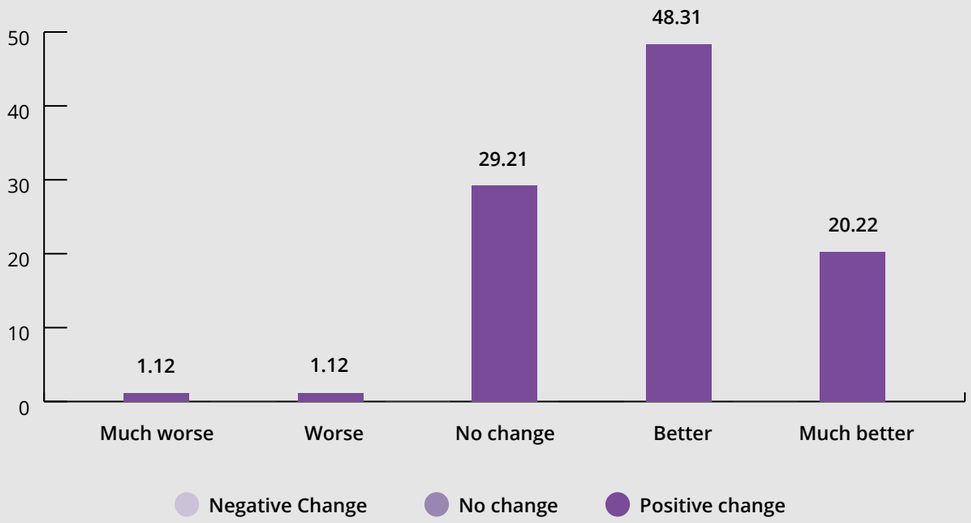


Figure 4.8. Results from self-reported changes in ability to communicate.

the workshop you ask them, 'Can you do this?' and they are a bit, 'I'm not sure; I'm not so sure'. But then at the end of the first day or the beginning of the second day of the workshop then you see the confidence being posted or you see the spirits being lifted and they come into the workshop, 'If I was able to do those shots or to master those techniques that I was taught in the previous workshop, I can most certainly do it today, or do even better today with the other workshop that I'm going to be taught'. Katlego (Young Person)

Involvement in the programme led to participants believing they were better communicators, indicating the impact of photography in helping them express themselves *(Figure 4.8).*

As with other areas, the longer a participant was involved in the programme, the better outcomes they achieve (f=5.414; p<.001). In addition, the country context is influential on outcomes (f=5.536; p<.001) *(Figure 4.9).*

This was supported by stakeholders who saw part of their role as introducing challenges to the young people to encourage them to identify solutions to challenges which would allow them to experience success.

I think it's important that my background is in education and the workshops are delivered according to optimising learning. So, the students are active a lot of the time. We teach them a technique and then we send them out with the cameras to practice this technique and then they come back when they've got it. So, there's this constant can-do, 'Yes, I can do this, I've succeeded, now I'm going to move on to the next stage or the next technique, I'm going to learn that; I've succeeded in this'. Jonathan (Organisational Leader)

This is further boosted by creating a supportive environment around young people, ensuring that they have people they can turn to and get support from, so that eventually problems can be overcome through supporting one another.

"You know like when I'm in this situation I know who to go to about everything; I know who to talk to, I know who to run to when I have this situation and I know that at the end I'll have solutions to my problems. And just the support, it's everything. Especially when I look back from where I'm coming from." Thabisa (Young Person)

As young people were introduced to new opportunities and overcame challenges by working together, their confidence and support from each other increased. As a result, those involved in the workshops developed close social bonds and began to think more positively about seeking out and taking on new challenges (Wright et al., 2006).

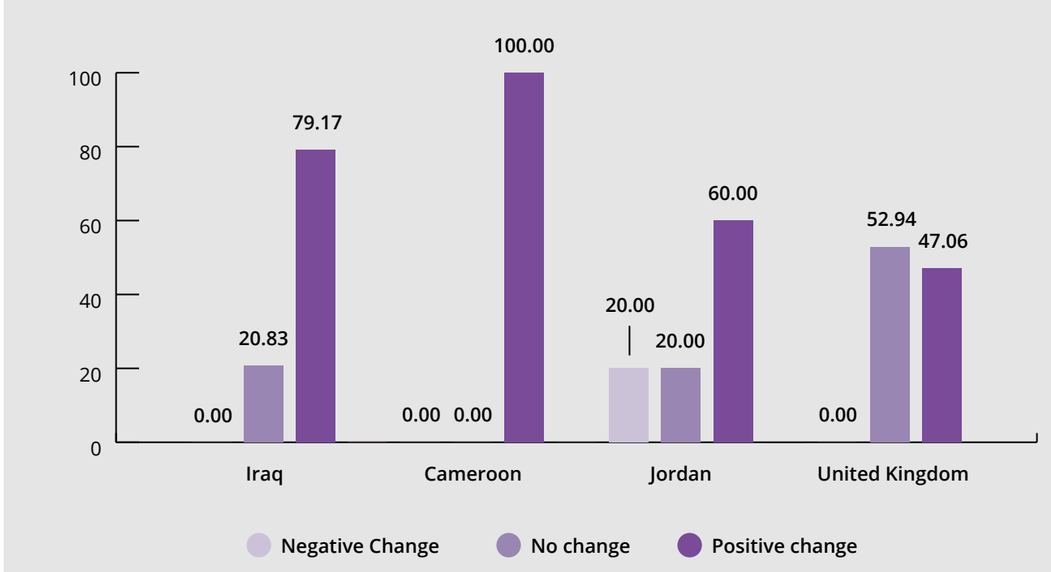


Figure 4.9. Changes to participants general self-efficacy by country context involved in the Canon Young People Programme[10].

[10] Country contexts with under five responses have been removed.

4.3. Developing a community of young people

The final area of consideration is how the programmes supported through the Canon Young People Programme encouraged young people to become champions and leaders within their community, turning participants into agents of change (Campbell and Erbstein, 2011). Young people were keen to engage with others who had not been a part of the programme.

> ***"I've seen a lot of young people coming to me and asking me questions, 'How did you do this? What can I do to be in the same position that you have been?'"*** Imka (Young Person)

Creating role models and champions within the community, greatly expands the impact of the programme. Role models are key in encouraging socialisation as well as countering negative behaviours (Bricheno and Thornton, 2008). In particular, young people who step into 'champion' roles, can act as coaches, guides, and confidantes through developing personal relationship with others (Vescio et al., 2004). As mentioned by a young person:

> ***"I would just use myself as an example because I'm someone who benefitted a lot from [the organisation]. I would just introduce myself to them and how did I become the person that I am today. I think it would give the person much light on what [the organisation] is all about because I am [the organisation]! [laughter] I think I would ask them what's your wildest dream? And how would you want to achieve that? Because my wildest dream was to be a storyteller and I think through [the organisation] has made that way."*** Thabisa (Young Person)

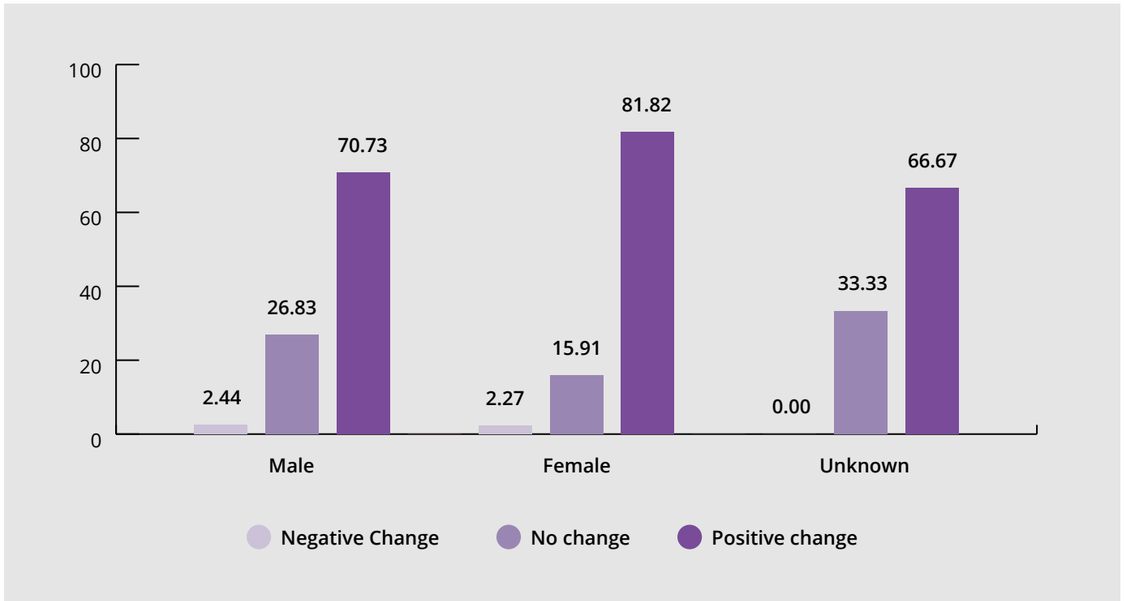


Figure 4.10. Changes to participants self-perception on improvements to their teamwork (%).

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

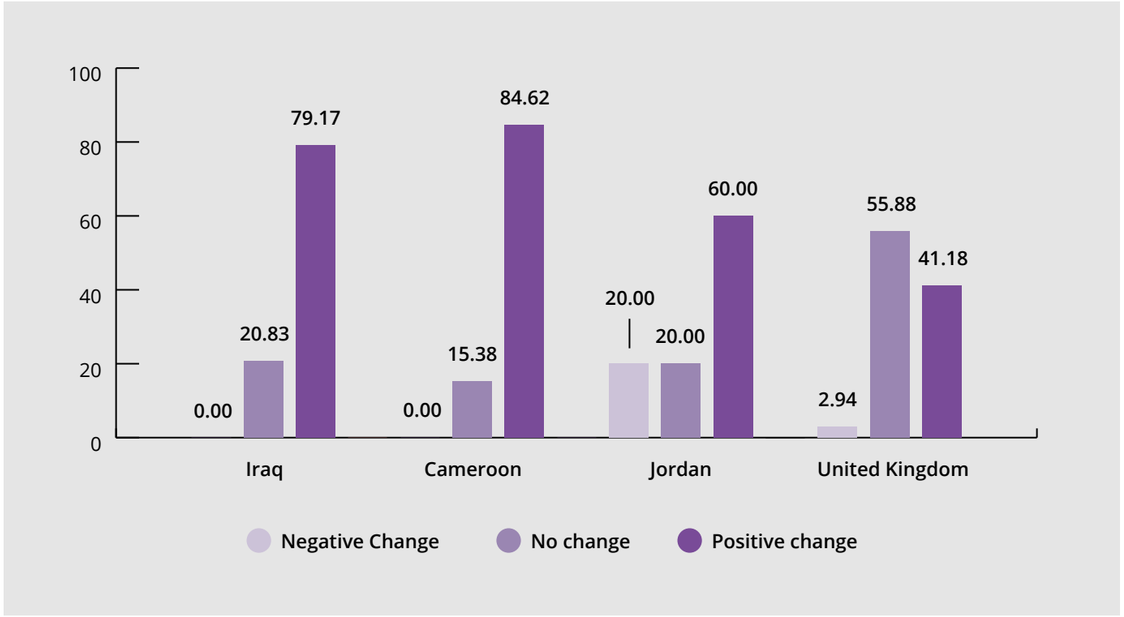


Figure 4.11. Changes to participants self-perception on improvements to their leadership skills (%).

The survey evidenced changes in the self-perceptions of teamwork and leadership skills. Country (f=3.868; p<.001), gender (f=3.868; p<.01), and time involved in the programme (f=3.571; p<.001) each had a statistically significant impact on participants skills in teamwork *(Figure 4.10).*

Changes to the self-perceptions of leadership skills were also positive, with better outcomes linked to the length of time a young person was on the programme (f=4.046; p<.005). There was, however, less significant change depending on country context, with 41.18% of the participants in the United Kingdom experiencing positive change, compared to other country contexts (f=3.868; p<.001) *(Figure 4.11).*

These roles were not simply developed to support those outside of the organisation, with participants highlighting members of the group that had stepped into leadership roles and helped others.

> ***"[Young Person] is one of the participants who is not here at the moment, and he is talking about that most of the time they go together for shooting, and he helps him a lot to learn when he is struggling with a technical thing in the camera or to take a photo of the sunset in a specific way. They are always there, and they discuss it and he helps him out doing what he wants. And also, he says it is very important for me, or I learn from then a lot the way that he looks at things, he always looks at things differently and I learn from him a lot in that sense."*** Horace (Young Person)

> ***"It's a really good feeling because there are some other young women that I'm inspiring, they are looking up to me, 'If [she] can do this, I can do this'. And you have even men, old men, coming to***

you, 'How do you do this? Are you not scared?' And I would say a passion is a calling, there's no way you can be scared of your calling." Thabisa (Young Person)

One of the organisations took advantage of this by having mixed groups with individuals who had experience and those who were new to photography. This allowed the more experienced young people to step into leadership positions and lead others by example.

"All of the young people are either very experienced or not experienced at all. Some of them will already being photographers or more or less photographers; some of them had never held a camera in their life. It's like, 'I've never held anything this expensive in my hand', and for us, this is just a tool. So yes, that's also a journey there, from, 'I don't even know how to put this camera on', until being really confident and handling it and everything. So that's also a great journey to follow close by." Elsie (Organisational Leader)

"We have two groups, one of them has started from last year and we have another group that has started after that, so this group is a combination of both groups. He says the older group has had impact on the new group because they were able to see our photos, what we experienced in the group and seeing each other's works is useful and has impact on each other." Elna (Young Person)

Relationships between young people were developed using technology, with members being able share photographs with each other, discuss shared experiences, and learn from one another.

"For me the most enjoyable part of the programme is when we worked practically. So basically, we have sessions that students take photos and they bring back the photos and altogether we go through the photos. And we all comment on the photos - how this would have been better or what was the best part of this photo. That for me is the most important part because it helps me learn a lot because it's very practical and for the next shooting that I go to, I know what to do better or how to do it better." Amir (Young Person)

The technology provided by Canon had, therefore, moved beyond a valuable piece of equipment for photography, becoming a tool for skill developing, strengthening peer relationships, and encouraging self-development.

"The more we've done this we've realised that it's not just about the camera and photography and photographers, it's about the camera as a tool for learning, for education and for self-development." Jonathan (Organisational Leader)

Overall, the only statistically significant measurement related to the development of a community of young people was country context, with participants in Jordan having a lower perception of community than other areas (f=7.755; p<.001) *(Figure 4.12)*

4. The Impact on Young People.
Self-efficacy, Growth, Opportunity cont.

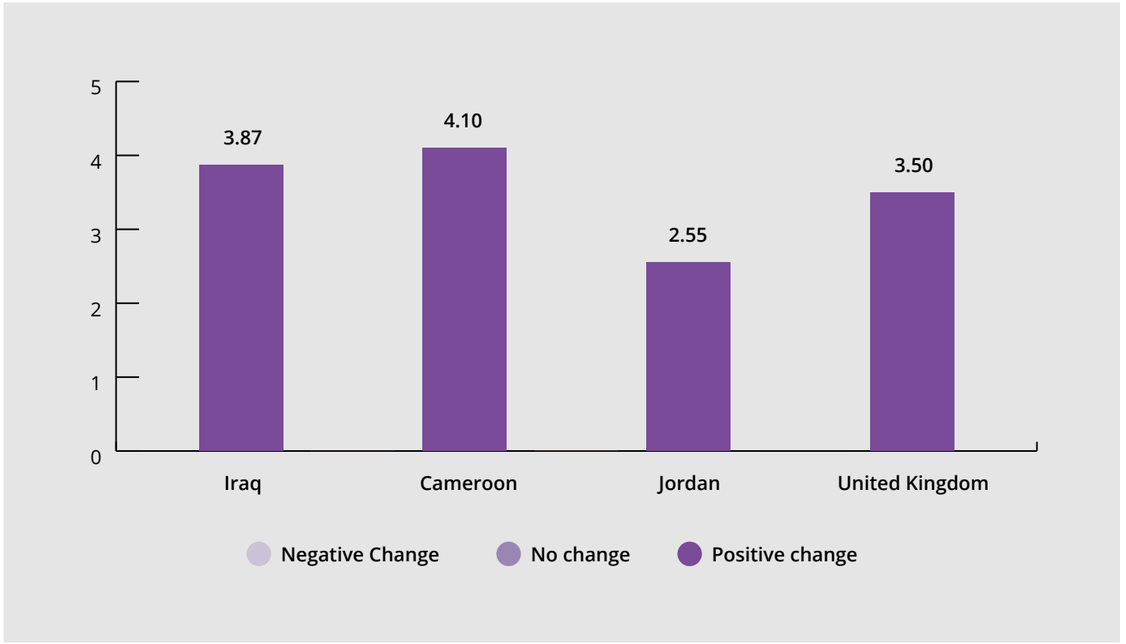


Figure 4.12. Perceptions of community, split by country context (mean score).

Each of the separate measures within the community scale saw a majority experience positive change, with "I feel close to my peers" (+30.33) and "We often help each other in the activities" (+39.32) seeing the largest change.

4.4. Summary

A central element underlying these themes is aspiration, referring to envisioning a meaningful life that holds value for the individual and encourages young people to take action to realise it (Moensted, 2018; Quaglia and Cobb, 1996). For young people, Nilsen (1999) conceptualises aspirations as the hopes, plans, and imaginations of the future, which are in turn shaped by the individuals' cognitions, agency, opportunities, peer communities, and the neighbourhood in which they live (Bryant and Ellard, 2005; Kintrea et al., 2015). The three thematic areas emerging in the research are, therefore, intrinsically linked, with one area contributing to outcomes in another. The Canon Young People Programme effectively creates new opportunities for young people to think about their future, and helping develop the tools that will allow them to act upon it. The programme addresses key barriers to young people's aspirations, providing them with agency, opportunities, and a supportive peer community that encourages leadership and the sharing of life experiences. Participation in the programme boosts their confidence, helps them overcome obstacles, and make positive plans, whilst enhancing their social and cultural capital.

“In the camp they were struggling with the garbage [...] it was all over the place and it was not properly cleaned up. He did a project on it and shared it on social media of the camp. He got in trouble because clearly there were some issues with the management of the camp, that they were not doing what they were supposed to do. They found out about this because the work that he did sort of trended, everybody saw the work and it became a pressure on the management to do their job properly and clean up the camp. And that’s how photography it makes him feel responsible for the issues or the things that are around.”

Amir (Organisational Leader)

5. The Impact on the Community.

Connection; Inclusion; Innovation.

As the Canon Young People Programme develops new opportunities and builds the confidence of those involved, the benefits of the programme are also experienced by the local communities. Young people became both advocates and champions for local causes, were able to increase the power of their voice in the local community, as well as contribute to both its future and that of their families. These areas are explored across three thematic areas: Improving Community Relationships; Enabling Youth Voice; and Entrepreneurship and Employability.

5.1. Improving Community Relationships

Engaging in new opportunities and experiences allowed the young people in the programme to share new knowledge with their community. It was important to the young people that the skills they learned were not simply held by those involved in the programme but were shared and new people encouraged to join.

“[They had] completely no idea about what conservation is, what’s wildlife. These young people, in that short period of time, acquire all these skills, acquire all this knowledge, and they can go back to the community and give it back to the community and educate and bring more young people from this community.” Elna (Young Person)

“Almost everyone didn’t know anything about conservation. And when they say you must protect, you must protect our wild places, our conservation, there’s this one question that I always ask, ‘How can you protect something that you’ve never seen before?’” Imka (Stakeholder)

Using photography reinforced young people’s self-perception as ‘storytellers’; using personal narratives to encourage others to join and engage with new experiences. Interestingly, storytelling involved introducing others to new perspectives, things, and experiences that were not distant from their home, highlighting local barriers that need to be addressed.

“I think the years that I’ve been with the programme I’ve learned skills that I can go to my community and share. I’m a storyteller at heart and being able to go to private reserves or nature reserves that we live next to, for me it’s very interesting because the reserve is I think about 800m away from my village.” Imka (Young Person)

“From this programme you learn that if you go around and see these communities, our communities, there are a lot of kids, they grow knowing nothing about animals. This programme teaches me how I can tell them that in life we have a conservation with the wild animals, so if you want to know something you have to go and not give up.” Johan (Young Person)

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

When asked how often they connected with their community, there was steady increase throughout their time engaging with the Canon Young People Programme, peaking between six months to a year, before declining (f=3.991; p<.01). This suggests that as young people grew comfortable with using photography to express themselves, they felt more comfortable engaging with the community. However, fluctuations can occur if young people feel that they are having to repeat stories or engage with a rotation of community stakeholders with no progress being made, which may explain the decline in the latter time period (Paterson-Young et al., 2024) *(Figure 5.1).*

There were statistically significant differences in the country context when it came to community engagement, with the average score for participants in Jordan (2.80) and the United Kingdom (3.21), below that of Iraq (4.04) and Cameroon (3.77) (f=3.991; p<.01). Within the UK context, this may be due to the short-term nature of the engagement, with there being less opportunity to develop these skills.

Those who had been previously involved in the organisation and returned to become leaders spoke of the power of the experiences that they had, and the importance of ensuring that the next generation experienced them.

"The thing that actually kept me [engaged in the organisation] is being able to be with that group of young people, to be able to share that

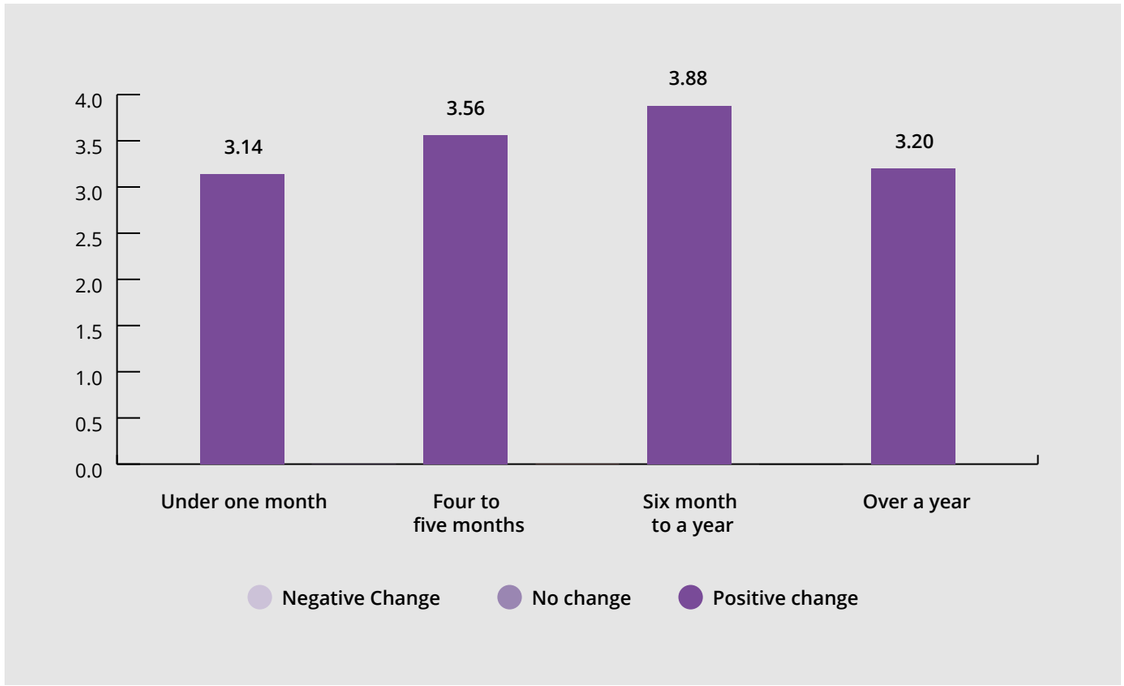


Figure 5.1. Responses to "I often meet with my community" (Mean score).

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

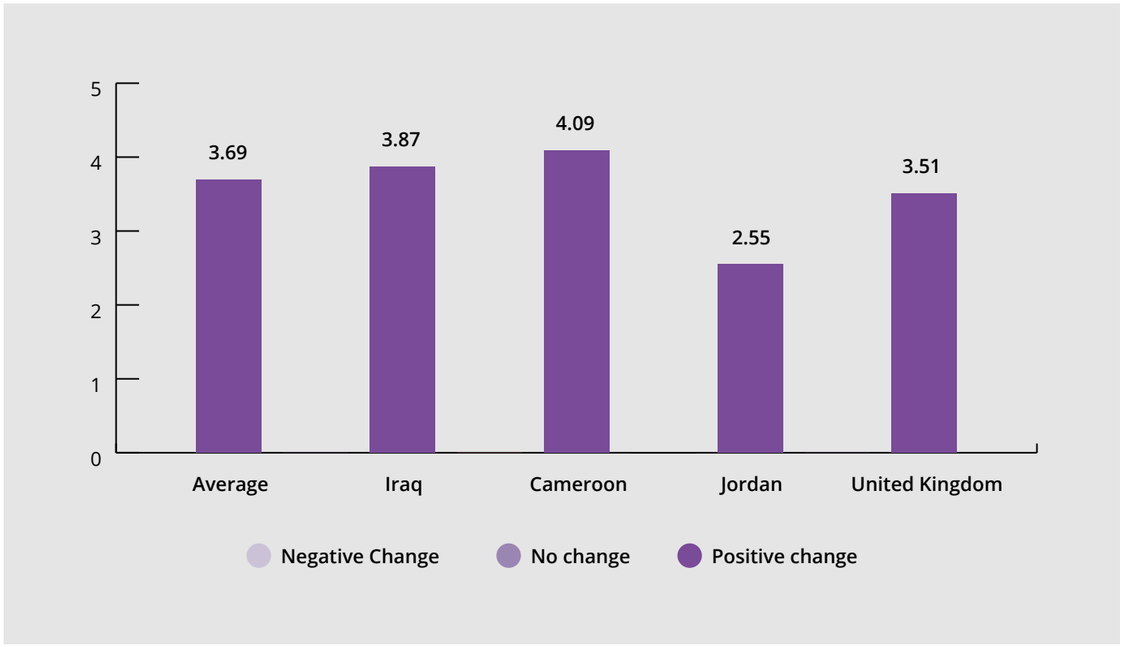


Figure 5.2. Responses to "We often help each other in the activities" (Mean score).

experience with them, to be able to see them for the first time when they get the same feeling that I got for the first time when I saw my first wild animals. That feeling was just super amazing and I really want more people from my community to actually get to experience the same thing." Katlego (Organisational Leader)

"My passion of storytelling has grown and until this day I am still passionate about storytelling but it's crazy how it has changed from storytelling to using this storytelling for financial transformation to our community [...] We come from a very disadvantaged community so every skill that you learn and gain, you want to learn that skill to make income out of it so that you can go back and support your family. For me, now it's all about storytelling, it's about storytelling and financial transformation for these young people. And I think [the organisation] is playing a great role in that, in quality of education, reducing poverty, giving opportunities, giving access." Elna (Young Person)

Building trust within a community can lead to the disintegration of social barriers and the encouragement of community cohesion when a shared vision is established (Local Government Association, 2002). Within the group, these skills were also reflected in the survey when participants were asked for responses to the statement "We often help each other in the activities". The findings indicate that young people worked together and helped each other throughout the programme, although there were statistically significant differences between the countries, with Jordan and the United Kingdom

having lower scores than other country contexts and Cameroon having better outcomes than elsewhere (f=5.627; p<.001) *(Figure 5.2).*

Finally, young people were transformed into role models, believing that they could be inspirations for their communities, using exhibitions to engage with others, and giving their friends a chance to share their stories.

"We are a big inspiration to our communities and seeing smiles on their faces. I think one of my biggest highlights is having an exhibition in our communities, having the people - our parents - there. The people from our communities go to the exhibitions and seeing what we've been doing with the programme has really touched me." Imka (Young Person)

5.2. Enabling Youth Voice

As young people grew more comfortable engaging with their community, they began to engage with social issues and sought to use their voice to influence them. Photography, like other arts-based methods, can create youth-led spaces and enable them to have the conversations that are important to them, away from the influence of adults, whilst allowing them to speak and express themselves in a manner that is authentic to them (Lundy, 2007). In this manner, the photography activities, supported by Canon, empowered young people to speak on issues that were important to them, in a manner that suited them best.

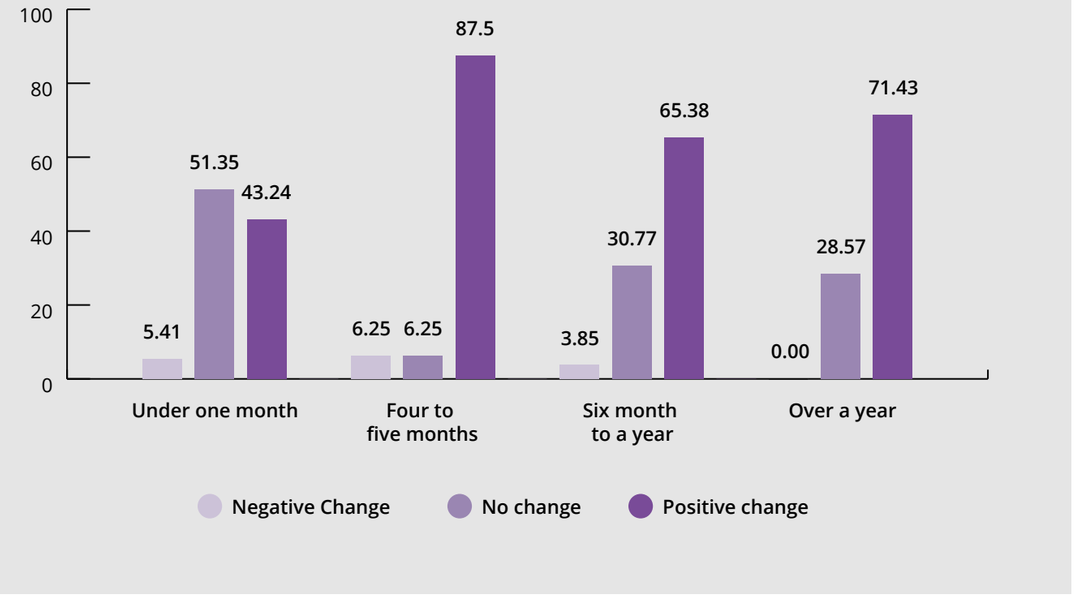


Figure 5.3. Responses to "I can tell people when they are doing something I do not like" (%).

This was noted in the survey, with young people finding it much easier to express their opinion to others after engaging with the Canon Young People Programme. The longer a young people stayed in the programme, the better their outcomes (f=3.663; p<.01) *(Figure 5.3).* With their opinions now able to be vocalised through photography, young people were able to take ownership of social issues and utilised the tools available to them to create change. Creating youth-led spaces enables young people to speak freely and express themselves on topics that are often 'off-limits' (Bell and Pahl, 2017; Woodver, 2012).

"In the camp they were struggling about with the garbage [...] it was all over the place and it was not properly cleaned up. He did a project on it and shared it on social media of the camp. He got in trouble because for that because clearly there were some issues with the management of the camp, that they were not doing what they were supposed to do. They found out about this because the work that he did sort of trended, everybody saw the work and it became a pressure on the management to do their job properly and clean up the camp. And that's how photography it makes him feel responsible for the issues or the things that are around." Amir (Organisational Leader)

"But immediately I got this light, this is something that I'm sure about, that there a lot of young people out there that are the same as me: they didn't know anything about what's happening in the world in protected areas. I felt like the message needed to be spread, people need to be made aware of those opportunities. They need to know how they are benefitting, because if they

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

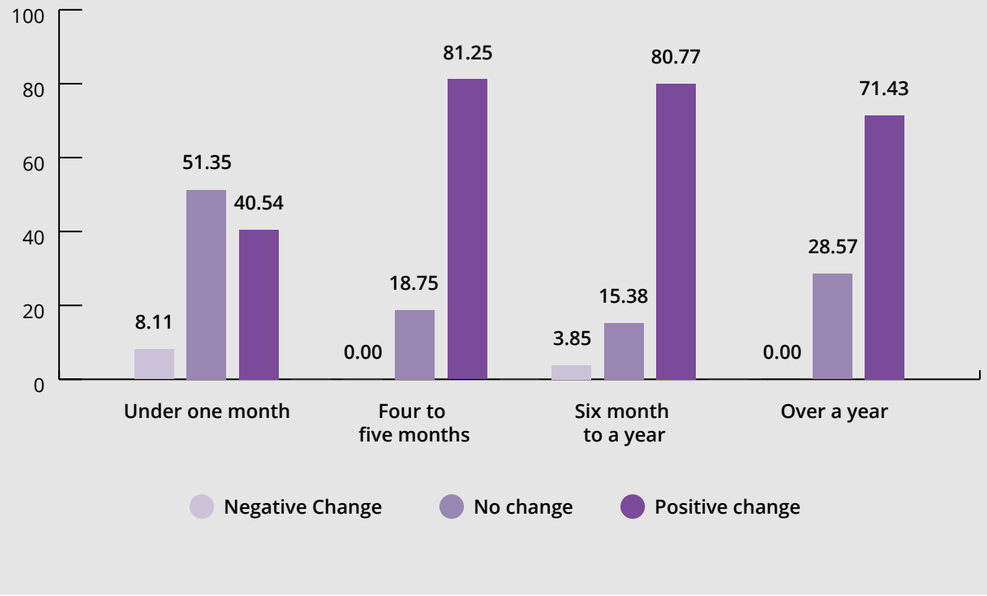


Figure 5.4. Responses to "I can tell people when they are doing something I do not like" (%).

don't know how they are benefitting from nature they won't be able to protect it. But if they know how they are benefitting and to know that it's not just a white men's thing, it's for everyone else. So, spreading the message, it's what keeps me waking up in the morning." Alinafe (Organisational Leader)

This was supported in the survey with respondents feeling more comfortable telling people when they were doing things they did not like, evidencing that prolonged engagement in the programme developed young people's confidence and sense of ownership (f=4.271; p<.01) *(Figure 5.4).*

Although not statistically significant, there is a relationship between the confidence in voicing their concerns to the community, and the issues they believed were more important for their community to solve. Young people felt more empowered addressing the community issues related to SDG1: No Poverty; SDG4: Quality Education; and SDG8: Decent Work and Economic Growth. Alternatively, confidence reduced when tackling issues associated with SDG13: Climate Action and SDG16: Peace, Justice, and Strong Institutions (f=1.908; p<.071*) *(Figure 5.5)*. The relationship between confidence in confronting community problems and the specific areas of concern may be related to the amount of control young people perceive they have over the problem (for example, climate action) or the specific stakeholders who they may need to engage with (for example, policy makers). This is an area which should be consider for further research on how young people engage with the SDGs. Regardless,

[11] Sustainable Development Goal areas with less than five responses are not included in the graph but are part of the average score.

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

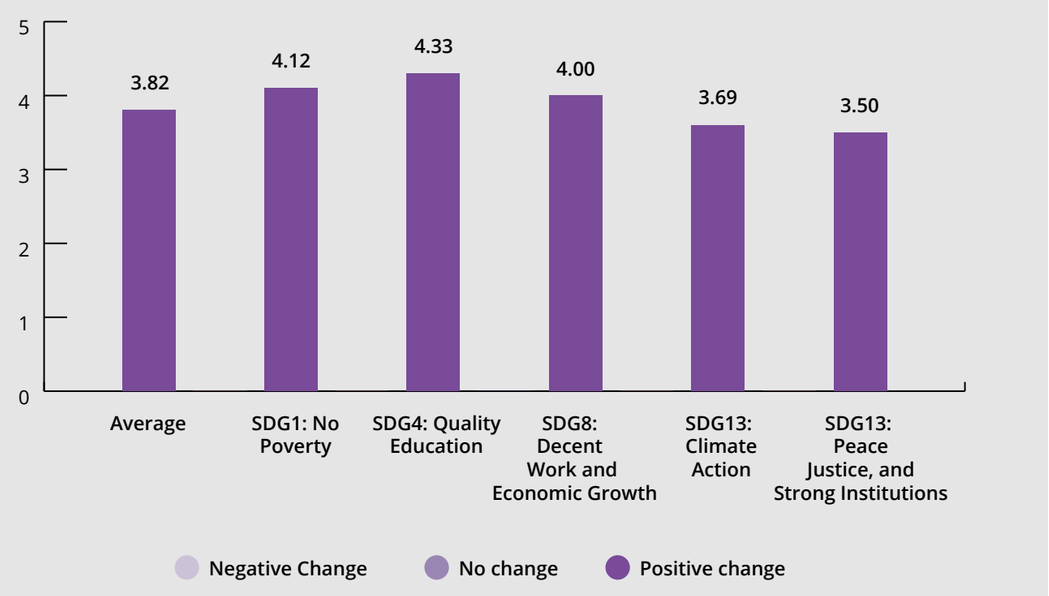


Figure 5.5. Responses to "I can tell people when they are doing something I do not like" compared to prioritised area of concern (Mean score).

the creation of spaces and opportunities for young people to promote and share photographs of their lived experiences effectively changed power dynamics within the community. This was noted by stakeholders who saw the power of photography as a means of young people owning their story.

"I really want to just underline the importance in the Canon content in this programme is based on the youth owning their own story. In the exhibitions the pictures, the writing, is based on their own experiences, on their own areas. That's one of the most important parameters in the programme, it's not every day that kids from these areas get to own their own narrative so it's really fascinating to see them because they thrive. You see the engagement in their eyes when they get to do it in their own way, talking about themself in a proud - and talking about their areas in a proud way. [It's] extremely important in inspiring them to being proud of themselves." Maja (In-Country Canon Stakeholder)

Organisational leaders then became more willing to openly engage with young people on social issues, setting up exhibitions that encouraged young people to engage with a topic and apply their own narratives.

"Last year we had gender equality and of course you can kind of decide what you want to focus

on. We had everything from gender to women just raising their voices. But this is sort of the pallet you can choose from, and they start doing their own narrative and using their own personal experience, which makes it very, very powerful, of course." Maja (In-Country Canon Stakeholder)

These opportunities helped build the confidence of the young people, encouraging them to take responsibility for solving problems, and providing a platform to help them engage and support others.

"I have the same feeling, photography makes me feel responsible and makes me feel responsible to speak up, to cover the stories around me." Amir (Young Person)

5.3. Entrepreneurship and Employability

Access to workshops, training, and opportunities to build confidence has encouraged young people to consider alternative opportunities for employment like starting their own businesses, with targeted interventions being an effective method of creating more positive labour market outcomes for underrepresented groups (McQuaid et al., 2006). The skills developed in photography give young people a chance at creating their own businesses, utilising their own unique skills in the local market.

"We try to motivate them to go on in life, that they can do this, they can do that. We have a huge record of young people that at the end of the workshops they go out and start their own photography business [...] Whether it's a wedding part, whatever kind of celebration, whatever kind of photography the go out and do." Alinafe (Young Person)

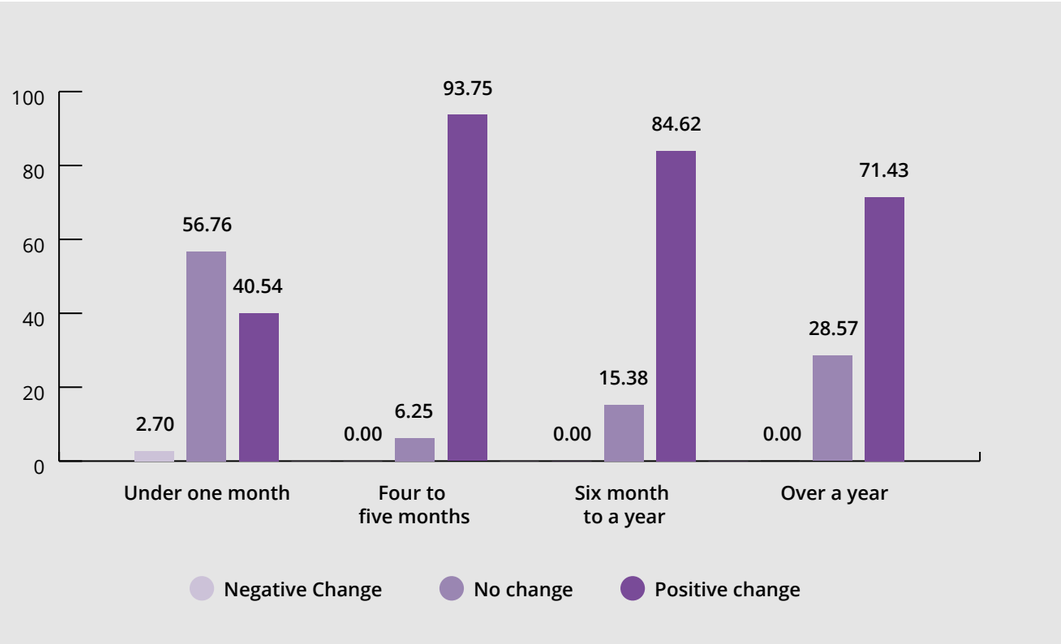


Figure 5.6. Responses to "I know what career I would like to have" (%).

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

I would love to have my own I would be able to help people from my village or from my family watch what's - so that they will be able to help their families, like me, like "It's giving back to other people. Because I know how to be happy, I know because some people already sleep without eating. So for me, because I have experience that, I don't want to see other people suffering. So, if I would have my own restaurant I would be able to help other people achieve their dreams, creating job opportunities." Retha (Young Person)

This was reflected in the survey with prolonged participation in the programme linked to increased assurance that they would achieve the career they would like to have ($f=4.387$; $p<.01$), though this may be mediated by level of education that the participant was completing ($f=4.453$; $p<.001$) *(Figure 5.6).*

Engagement in the Canon Young People Programme broadened the horizons of the participants, as they were introduced to new careers and opportunities they did not know about before. As employability and skills were developed, and new career options were introduced to them, young people started to consider their future choices.

"Through [the organisation] these young job seekers are seeing that wildlife tourism is a source of employment. Wildlife tourism doesn't just employ the safari guide and the tracker on the vehicle that they see, they also see the lodge and they see other people working at the lodge. They see mechanics, they see front of house staff, they see beauty therapists, they see chefs and cleaners. And they see people from their communities, so it starts to put a value on that wildlife tourism industry, which isn't obvious to people in these communities because they've been excluded." Alinafe (Organisational Leader)

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"For me, it's to be a tour guide, and as I plan long-term, I want to have my own business in tourism. For me, I want to do my business with a Canon camera [laughter]. It's true because I come across some cameras, I can't mention their names, but when I started to use Canon, I found more interest in the technologies. I think while I'm doing my business with tourists then I can sell them the Canon, so they will find it more interesting because there's more technology." Johan (Young Person)

"I'm more motivated in a way that I'm thinking of having my own tourism company, giving back, camp in tents, and have people coming over and then I take them to the [National Park]. Maybe

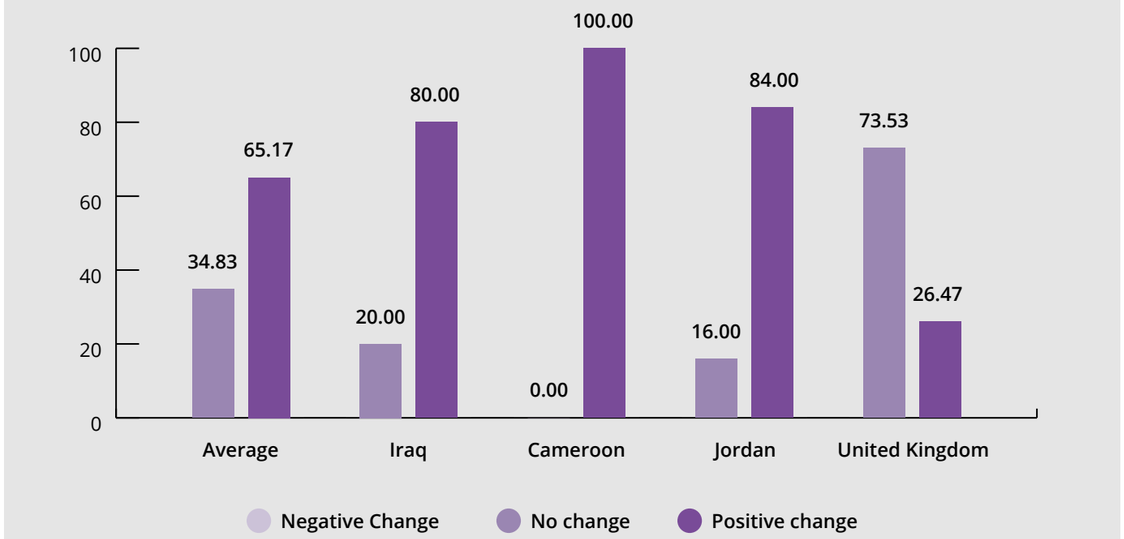

Figure 5.7. Responses to "I know what career I would like to have" (%).

they want luxury where we can rent one of the guest houses in the [National Park]. I'd personally drive them and guide them as a female guide." Thabisa (Young Person)

When asked about their career prospects, no survey respondent believed they had worse career prospects since joining the Canon Young Person's programme, however, those in the United Kingdom felt the programme has less impact on career prospects (f=10.124; p<.001) *(Figure 5.7).*

When talking about the programme both young people and stakeholders noted the benefits of the employability skills that were delivered, which were believed to give young people a competitive edge in the job market. As mentioned, the Canon Young People Programme operates in disadvantaged areas with high unemployment thus developing skills is beneficial for young people, for example, CV development and interview preparation (Donald, Baruch, and Ashleigh, 2019).

"You have no network of people. Do you have role models that you can look to? Do you have role models? There's a lack of network, lack of role models, lack of finances, lack of opportunities. The unemployment rate here is as high as 65%." Jonathan (Organisational Leader)

"We have one initiative that's focussing on part time jobs. We are a small organisation, but we try because it's really important to also give them hands-on experience: 'This is not just what you could be; you can really work with it right now'. Our vision is to connect all these partnerships to actual jobs in the future. If not jobs, really hands-on networks that they can use in maybe three, four or five years, depending on how old they are." Maja (In-Country Canon Stakeholder)

"I can tell you a bit in a very short sense what we cover. We cover a bit of history; we cover the technicality of using a camera and then we talk about composition and photography as an art form. And at the end of the programme there are several things that we shortly cover, which is building portfolio, building CVs/resumés and the basics of networking and finding jobs or how important it is to be part of exhibitions and these things. And we cover a little bit of photoshop and too. But these are the main part of the programme - the technicality of the camera and composition but we cover those shortly also." Reza (Young Person)

Support and interventions that promote employability, supported young people to feel more prepared for the job market, and more positive about their future.

"They can make a living out of what they've been taught from the programme, that's a huge highlight." Alinafe (Organisational Leader)

"When they walk away from this programme, they now have a new skill, they now know how to use the camera. They now one of the best

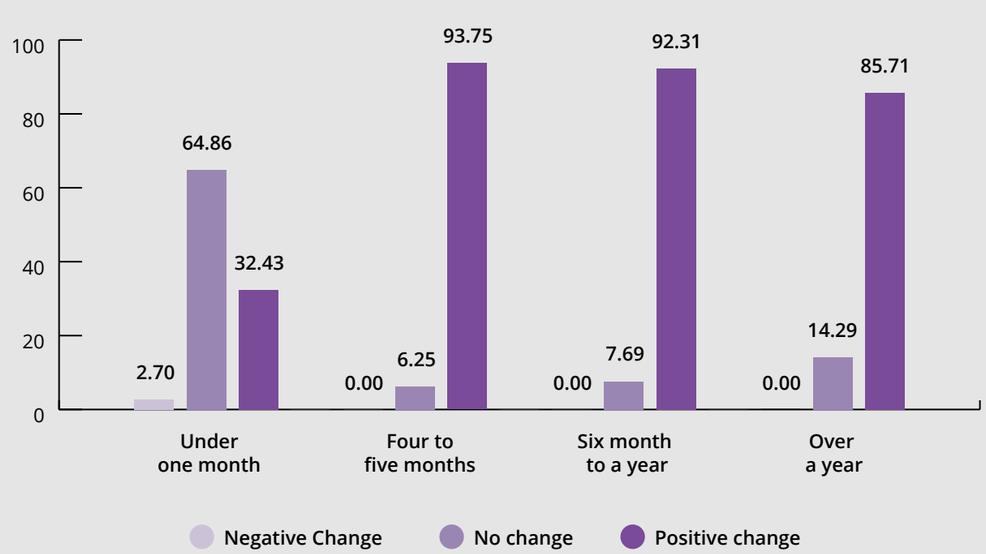

Figure 5.8. Responses to "I will contribute to my family's future" (%).

5. The Impact on the Community.
Connection; Inclusion; Innovation cont.

photographers and they produce quality images that tell a story. So that is the biggest highlight for me and the most thing that I like about being part of this programme." Elna (Young Person)

Importantly, participants widely believed that they were more likely to contribute to their family's future after just four months of engagement (f=12.349; p<.001) *(Figure 5.8).*

These positive contributions were reflected upon by participants in the focus groups.

"The one thing I will say is the future's bright, and the sky is the limit. I think there are some of us who will run our own photographic businesses. The plan is to open up more opportunities for the young in our communities, for people who want to pursue a similar career. Since we have our own businesses, we've been able to go into the pool of [organisation] graduates and take them with us on assignments to help them earn a living, help them pursue their dreams." Imka (Young Person)

"Because of the [organisations] I'm a qualified film maker. I was the first student to be funded with the [organisation] bursary and I've gone to work with big publications. I went to work with a big marketing agency." Elna (Young Person)

5.4. Summary

Arts-based methods, such as photography, can break cycles and influential norms by creating new spaces and forms of communication which allow children to express themselves in the manner they wish too, whilst having their voice legitimised using exhibitions, and the encouragement of the community to engage with youth-led spaces (Paterson-Young et al., 2024). Within the Canon Young People Programme, these processes have led to a positive sense of community, young people taking ownership of social problems, and helped them develop the skills that encourage them to see themselves as future contributors to their families and communities. The programme has had meaningful impact on the young people's community that expands beyond its immediate goals and young people were encouraged to actively engage with their community and take ownership of social issues. It has helped them find their voice, connect them with their community, and develop the self-belief that they will be able to contribute to their family's future. The job market support has enabled them to find employment and given them the belief that they can start their own businesses with the knowledge garnered from Canon.

"What we are doing is inviting [the youth participants] to our kick-off meetings, inviting them to meetings to meet our employees, to talk. That is not part of the programme but that is something that we have added locally here in Sweden. What we are doing is building relationships, networking with them and create opportunities for them in the future."

Valter (In-Country Canon Stakeholder)

6. The Impact on Organisations.

Sustainability, Expansion, Improvement.

Organisations who participated in the Canon Young People programme benefited from engagement in the programme through increased visibility, innovation, policy formation (Saunders, 2016). NGOs have a long history with working with private organisations, both in through philanthropic income - often compensating for a decreasing number of private donors - and deeper collaborative partnerships (Hakkarainen, 2020). Despite the benefits of private partnerships, finding the right private sector partner can be challenging, with there often being a lack of internal guidelines and tools to facilitate the identification of appropriate working partners (Hakkarainen, 2020). The section highlights how Canon's partnerships are impactful, not only in providing direct support for the partnered organisations, but also benefiting the broader local non-profit sector, providing an example of 'best practice' for cross-sector engagement. It also highlights how the effectiveness of the partnership reinforces the positive social impact created for young people.

6.1. Supporting Local Organisations

As the Canon Young People Programme has engaged with local organisations, the companies brand strength has enabled the partner organisations to leverage opportunities for their young people to access internships and other work opportunities, reinforcing the programmes employability support.

> ***"We also work with other organisations around this area, like some of the organisations which will go to do the game drives. They can share those opportunities with us, and we are also able to share the opportunities to the young people that worked with where they get internships, where they are able to get into work placements and other opportunities."*** Alinafe (Organisational Leader)

The young people involved in the programme have benefited significantly from this, with the Canon Young People Programme helping them network and then use their newly created social capital to create new opportunities in the future (Rees, 2021).

> ***"We try and always plant a seed that this is networking, every person you meet is someone that you can ask a question, maybe six months after or a year after. It's using LinkedIn and just keeping these connections. So even if you finish the mentorship programme or you do the Canon Young People programme and you are done with it and you feel fine and you've got what you think you can get out of it. And then you come up with something a year after and you are like, 'I remember 'X' from Canon, maybe I can reach out to her on LinkedIn', and just planting a seed that it's fine and that's how the world works for adult people."*** Oliver (In-Country Canon Stakeholder)

> ***"So that's also a good thing, it's a trustworthy organisation, and for both ends, since it is young people that we are accessing and working with. It must be safe, in a safe environment and also have ongoing contact with the young people afterwards. So that's one of the great things as well and the benefits of having this collaboration."*** Elsie (Organisational Leader)

Effective networking is linked to better career outcomes as young people can make personal connections with potential employers and gain access to opportunities that they may not otherwise be aware of (Rees, 2021). The time spent within the programme led to young people feeling more confident in their future career prospects ($f=13.494$; $p<.001$). The brand strength of Canon and its prominent position on social media means that the young people who engage in the programme have stronger networks they can access when required *(Figure 6.1).*

In additional to strengthening the networking ability of their young people, working with Canon helped organisational stakeholders better understand what they were looking for from potential partnerships. As noted, it can be difficult for NGOs to pick

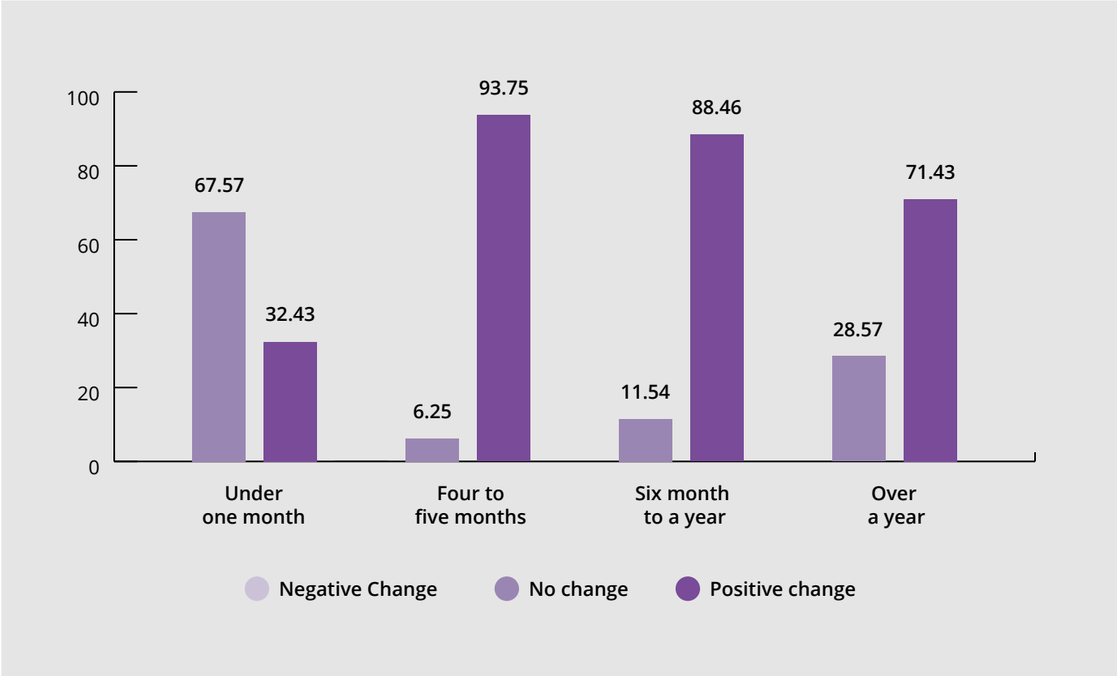

Figure 6.1. Responses to "I feel positive about my career prospects" (%).

appropriate partners when no clear guidelines on expectations and/or objectives exist (Hakkarainen, 2020). What organisational leaders noted about the Canon Young People Programme was that it had a clear objective of what it wanted to achieve, and how they wanted to achieve it. Therefore, partners were appropriately selected, and both parties were able to deliver on what was expected of each other which informed how organisations would then work with future partners.

> ***"We work with a lot of partners in a lot of ways but the thing that Canon did, is their homework before they approached us. They had already an idea of what they wanted to do and how to do it. You cannot take that for granted because most of the time some company calls and says, 'We want to do something connected to this branch', and then you must develop something that's not in your core business, so you don't even know what to start with. I think that was a lesson learned for us. So now when we talk with other companies and say, 'We can give you the form, we can do the recruitment, but you need to have a specific idea, what do you really want to do?'"*** Maja (In-Country Canon Stakeholder)

This has meant that both Canon and the local organisations had a clear terms or reference for their partnerships, where responsibilities were clear for all involved.

6. The Impact on Organisations.
Sustainability, Expansion, Improvement cont.

"[It's about] being clear about who does what, 'What's my responsibility? What's the responsibility for [us], what's the responsibility for Canon?' And what do you provide, what do we provide, who does what? To have those follow-ups along the way, that's also a very good lesson which we brought from 2022 but also start to have everything in detail in that way so nothing is left unattended." Elsie (Organisational Leader)

This has led to Canon becoming influential in the local area, setting an example of best practice for private organisations, which that places young people at the centre and builds effective relationships around them. External organisations reflected upon the benefits of the Canon Young People Programmes collaborative model, seeking to emulate it within their own partnerships.

"We can see there is a huge potential for this because it's a huge interest. What's interesting, are the companies that hear about this, they also feel, 'Wow, we would like to do this in maybe another way but almost the same'. This is something that I think can grow, [...] I think it's so great, this programme, it really has potential to do a lot more from this." Valter (In-Country Canon Stakeholder)

"We also hear from other NGOs, other sustainability managers around, 'how do we actually get access to young people?', 'How can we reach them?', Because it's pretty hard to have collaborations with schools and how do we find a good organisation to have a partnership with?" Elsie (Organisational Leader)

6.2. The provision of equipment

The delivery of equipment has had a significant benefit on teaching curriculums in low-resource areas. The provision of cameras, for example, has helped organisational leaders create teaching curriculums that are easy to manage for those teaching, who no longer must rely on a range of products each with different methods of use.

"[...] when the programme started, they had different cameras which they had to go individually and say, 'On this camara do that; on that camera do that'. So, I think having Canon on board and having to use one camera in the programme, it helps to make the programme smoother. And obviously now with the new cameras it's even nicer, the interface is much easier to work around, and the students are much easier to understand and find things around the camera. So, with the old cameras it was a bit hectic and crazy but in the new models and new technology coming in, it makes it easier to learn these skills and it makes it easier to adapt. So, I think the technology is helping in the programme as well and making it easier to have a smooth run of the workshop." Elna (Young Person)

"When I started, I had a box of cameras. I think I had five different makes of cameras, so five different sorts of battery, five different instructions. If I'm teaching it, I'm going, 'If you want to change the ISO on that camera you press this, this, this, this and that'. And then, 'Oh, you've got the Nikon so you do this; you've got the Minolta, you do this, the Pentax, you do this'. It wasn't exactly smooth. So, when we got our first donation from Canon which gave us a complete set of the same camera it was just amazing to be able to show everybody how to be able to use the same camera and also charging the same batteries all the time [laughing]. It makes life so much easier." Jonathan (Organisational Leader)

The leaders recognised the benefits of using Canon technology, not only recognising it as high quality, but giving their young people an opportunity to engage with new technology which would otherwise be unavailable to them. For those teaching, having all young people using the same cameras guaranteed that they received a consistent quality experience.

"The technology is growing and getting better and better with time. I completely had no experience on the camera when I came in the programme. I learned the camera on the spot on the day, which was very frustrating because I remember we had given it a song that we were singing in the programme - Focus, Compose, Shoot - so that was a takeaway for us which helped us to learn and keep in memory of how the camera works and all the interface. Yes, I think from just working with a small camera to working with big cinema cameras, it changed and it proves to myself and other young people that you can learn completely new skills that you are not very familiar with. I think that's it for me." Johan (Young Person).

"The other one is tools and by going through the Canon programme they get the tools to do it. So, if you are interested in writing or photography, you get to really get good at it." Maja (In-Country Canon Stakeholder)

"He was already doing some photography and he had a Canon camera, but he wanted to develop a bit more, which he has done, a lot. And he's telling us that he's photo shooting much more now than he did before. And he was interested to have another model of camera and asking us about the camera." Albin (Organisational Leader)

Confidence in the equipment being donated led stakeholders to consider how best to evolve their programme by introducing additional opportunities, for example, film making. This would reinforce not only the employability and confidence of young people but introduce them to new methods of having their voices heard and engaging with the community.

"It would be also nice to cover film making also in the programme because in the programme we are focussing on moistly photography and Ali says it would be nice to cover film making." Reza (Organisational Leader)

"The media team, they are graduates of the programme that are interested in doing more of the photography side. But I think if - they only have the cameras that we have for running the programme and those are old cameras that someone donated to us. But I feel like if we can have a good media team where we can have proper cameras." Alinafe (Organisational Leader)

6.3. Summary

The Canon Young People Programme effectively works with organisations to not only help them to develop their programmes and offer financial and equipment support, but by being a proactive leader in the sector. This has led to the programmes developed for young people to be more effective, and for the organisations supporting them to be able to leverage the relationship to create more opportunities for their beneficiaries, such as networking. As a results of this the young people felt more positive about their prospects, being given opportunities that may usually be closed off to them. The organisations were able to become local leaders with external organisations approaching them to ask for support in developing their own relationships.

7. The Social Impact of the Canon Young People Programme.

The social impact of the Canon Young People Programme is presented using hypothetical values, with individual change based on a hypothetical 100 young people and organisation change based on a hypothetical 10 organisations. These numbers are used for illustrative purposes, representing the potential impact from the programme with actual engagement likely to be higher.

7.1. Social impact on young people

Using photography, the Canon Young People Programme creates opportunities for young people, develops their self-efficacy and wellbeing, and creates a community of young people. These areas are interlinked with one another, and mutually reinforcing, building their aspirations, community relationships, and the soft skills required to help them succeed (Bryant and Ellard, 2005; Kintrea et al., 2015). By creating extra-curricular activities for young people, the Canon Young People Programme creates a potential saving of **£644.32** based on the average cost of providing after-school clubs from the Youth Endowment Fund ((100 young people* (£7 – 10% deadweight[12])) (Youth Endowment Fund, 2024). If these are running for two hours a week over the course of a year, £1,189.76[13] in added value through staff costs can be claimed, assuming a minimum wage of £11.41 is paid (104 hours* £11.41). This means for every 100 beneficiaries who engage in a long-term intervention, a maximum potential social impact of **£2,464.08** is created.

The impact of the Canon Young People programme, however, goes beyond the costs of running an event, with this research indicating a significant impact on the general self-efficacy (the belief an individual has in their ability to complete a task) of young people involved in the programme, (Bandura, 1977). The programme achieved this by giving young people a sense of achievement and building their self-esteem using cameras, training, and development workshops, and giving them a space to have a voice. The longer a participant was in the programme, the better the outcome, and the benefits of the programme were applicable to all, with no statistically significant difference related to gender, perceived community challenges, nor education level. It is recommended that general self-efficacy be calculated using the 10-item Schwarzer and Jerusalem (1995) Generalized Self-Efficacy Scale, scored on a 4-point Likert scale. Identifying a proxy for General Self-Efficacy is complex, however, an average value of £1,093.92 per individual reporting an improvement can be used, based on proxy calculations combining costs from reputable sources[14]. For every 100 beneficiaries reporting improved self-efficacy, the maximum potential social impact is **£109,392.00**. A 10% reduction should be applied to this calculation due to the potential impacts of other local interventions that may have occurred, for a net maximum potential net social value[15] of **£98,452.80**[16] (100 young people* (£1,093.92 – 10% attribution)).

Support for young people's wellbeing, defined as the self-perception on satisfaction of life and life stability, is offered throughout the programme. It is recommended that changes to wellbeing are measured through the adoption of the 14-item Warwick Edinburgh Mental Wellbeing Scale (WEMWBS), which is scored on a 5-point Likert scale. Research has indicated that improving an individual's wellbeing could be valued as a high as £10,560 per individual, per year. For every 100 beneficiaries reporting improved wellbeing a maximum potential impact is **£1,056,000.00**. A 10% reduction should be applied to this calculation due to other life changes or interventions which may impact on a young person's wellbeing, for a net maximum potential social impact of **£950,400.00**[17] (100 young people* (£10,932.00 – 10% attribution)).

[12] Attribution or displacement are not applicable to this figure.
[13] Attribution, deadweight, and displacement are not applicable to this figure.
[14] www.hotcourses.com / Cox et al., 2012.
[15] 'Net maximum potential social impact' is used to refer to the maximum impact that should be claimed when using the illustrative numbers.
[16] Deadweight and displacement are not applicable to this figure.
[17] Deadweight and displacement are not applicable to this figure.

Social Impact Area	Attribution	Displacement	Deadweight	Social Value
Provision of activity and staffing	N/A	N/A	10%	£2,464.08
Improvements in General Self-Efficacy	10%	N/A	N/A	£98,452.80
Improvements in wellbeing	10%	N/A	N/A	£950,400.00
Leadership and Training and development workshops	10%	N/A	N/A	£950,400.00
Potential Total Net Social Value				**£1,111,616.88**

Table 7.1. Potential Total Social Value created for young people.

Finally, the provision of workshops should be costed into social impact valuations, with young people being given access to support which may often be financially inaccessible to them. A specialised session designed to boost a young person's wellbeing and training and development workshops are valued at £175.00, based on costs from findcourses.co.uk[18]. Creating opportunities for young people to partake in leadership courses is valued at £495.00 based on costs from findcourses.co.uk[19]. For every 100 beneficiaries engaged in these workshops, a maximum potential impact is **£67,000.00**. A 10% reduction should be applied to this calculation due to other life changes or opportunities which may give young people these opportunities, for a net maximum impact of **£60,300.00**[20] (100 young people* ([£175+£468.33] – 10% attribution)).

Overall, this creates a potential total net social value of **£1,111,616.88** *(Table 7.1).*

7.2. Social impact on the community

The Canon Young People Programmes use of photography to help young people express themselves, breaking away from fossilised[21] narrative forms, and using exhibitions to help create youth-led spaces where they could communicate their stories without interruption or interferences (Paterson-Young et al., 2024; Lundy, 2007). Providing young people space to display their art is valued at £20.00[22], based on the associated costs of displaying art

[18] Proxy course available at: https://www.findcourses.co.uk/training/writtle-university-college/art-for-wellbeing-1814485.
[19] Proxy course available at: https://www.findcourses.co.uk/training/stl/team-leadership-1937704.
[20] Deadweight and displacement are not applicable to this figure.
[21] 'Fossilisation', a concept introduced by Vygotsky (1978) and expanded on by Paterson-Young et al., (2024), refers to established social bonds and narrative tools which dominate social discourses and able to coerce shared narratives.
[22] Based on a person under the age of 26 entering one piece of artwork in MoMa.co.uk's art competition. Available at: https://www.moma.co.uk/uk-art-competitions/

7. The Social Impact of the Canon Young People Programme cont.

Social Impact Area	Attribution	Displacement	Deadweight	Social Value
Engagement and participation in the arts	N/A	N/A	N/A	£2,650.00
Reduction in social isolation	N/A	N/A	N/A	£295,900.00
Improvements in general self-efficacy	10%	N/A	N/A	£109,392.00
Young people gaining employment	N/A	10%	N/A	£573,382.80
Employability workshops	N/A	N/A	N/A	£30,000.00
Potential Total Net Social Value				**£1,011,324.80**

Table 7.2. Potential Total Social Value created for the community.

through entering art competitions. Engagement in the arts, itself, is valued at £6.50, aligned with the average costs of visiting an arts exhibition, based on ticket costs for young people at the British Museum and the Tate Modern. Direct engagement and participation in the arts for 100 young people, therefore, creates a maximum social impact of **£2,650.00** (100 young people* (£6.50 + £20.00))[23] .

Encouraging young people from underrepresented communities to engage in public events can reduce their feelings of isolation, with the Canon Young People Programme being evidenced to build community cohesion and better social relationships for young people. Reductions in social isolation are valued at £2.959.00 (HCAT, 2014). This can be measured through a community cohesion scale, for example, the one used within the current research was a five-item scale using a five-point Likert scale. For every 100 young people who have reduced social isolation a maximum social impact of **£295,900.00** (100 young people* £2,950.00) can be claimed. Associated changes in general self-efficacy should also be measured during the period that young people are engaging with the public to capture any improvements, in the manner stipulated above. For every 100 young people who see their general self-efficacy improve due to these interactions, a maximum potential impact of £109,392.00 (100 young people* £1,093.92), with no attribution applied due to the uniqueness of the engagement in the community[24] which is unlikely to be replicated by other interventions.

Finally, the Canon Young People Programme uplifted the employability and entrepreneurial

[23] No attribution, displacement or deadweight has been applied for this value due to the uniqueness of the intervention.
[24] This differs to support offered to young people as other programmes are likely to exist for young people.

7. The Social Impact of the Canon Young People Programme cont.

Social Impact Area	Attribution	Displacement	Deadweight	Social Value
NGO network support	N/A	10%	N/A	£1,602.00
Staff costs	N/A	N/A	N/A	£5,079.36
Donated Equipment	N/A	N/A	N/A	£197,446.00
Potential Total Net Social Value				**£204,127.36**

Table 7.3. Potential Total Social Value created for the organisations.

aspirations of those involved. The social value of these interventions is measured by the increased taxations (i.e., income tax and national insurance) and savings to the state (i.e., savings on job seekers allowance). In the UK, the income tax rate is set to 20% at the basic level with a personal allowance of £12,570.00[25] per year, and national insurance is 12%[26] on earnings above £12,584.00[27] per year. Job seekers allowance is £71.70[28] a week at a total annual cost of £3,728.40. Based on this, for every 100 young people who are supported in securing employment, the maximum potential value of social impact delivered is £637,092.00. With a 10% displacement calculation added to account for the lack of opportunity for others due to the programme participants securing employment, a total maximum potential impact of **£573.382.80**[29] (100 young people earning £22,010* ([£754.72 + £1,887.80 + £3728.40] - 10% displacement)) can be claimed. The provision of specialised employability support is value at £300, based on the value of related courses delivered by Reed (reed.co.uk), meaning for every 100 young people received specialist support, a total maximum social value of £30,000.00[30] (100 young people* £300) can be claimed.

Overall, this creates a potential total net social value for the wider community of **£1,011,324.80** *(Table 7.2).*

7.3. Social impact on the organisations

Much of the social impact created by organisational support offered by the Canon Young People Programme, reinforces the other social impact areas, such as employability or giving voice to young people. However, the creation of support networks for NGOs is impactful, allowing them to share knowledge, engage in upskilling, develop, and leverage their networks. This support is valued at £178.00[31], based on the cost of membership to the NGO network (Bond, n.d -bond.org.uk). A 10% displacement devaluation is applied due to organisations external

[25] This figure is the personal allowance for UK income taxpayers (https://www.gov.uk/income-tax-rates).
[26] At the time of writing (2023-24), the National Insurance rate was 12%, this is due to decline in the upcoming financial year.
[27] This figure is the personal allowance for UK National Insurance payers (https://www.gov.uk/national-insurance-rates-letters).
[28] Based on the benefits people under the age of 24 are eligible for https://www.gov.uk/jobseekers-allowance.
[29] No attribution or deadweight is applied to employment proxies.
[30] No attribution, displacement, or deadweight has been applied due to the unique skills developed in the programme that allow for young people to be more specialised.
[31] No attribution or deadweight has been applied to this figure.

7. The Social Impact of the Canon Young People Programme cont.

to the network not being able to benefit. This means for every 10 NGO's engaged in the programme, a maximum potential impact of **£1,602.00** (10 NGO organisations* (£178.00 – 10%)) is created in social value. Further to this, the cost of staffing the NGO infrastructure should be considered, estimated at 37 hours per month, at a total cost of **£5,079.36**. Finally, the total value of the donated equipment and wider patronage of NGO events should be applied to this section of the Social Impact Matrix Framework. The contribution of resources and equipment from Canon present an added value for organisations and, where possible, the value of the total amount of donated equipment should be added to the social impact calculations. Based on the assumption of 100 cameras being donated at an average cost of £539.99[32] per camera, 100 printers being donated at an average cost of £59.99[33] , 100 ink cartridges at an average cost of £45.49[34] per printer cartridge, 100 video cameras at an average cost of £1,089.00[35] per video camera, and 100 camera lenses at an average cost of £239.99[36] per lens, a total maximum potential impact of £197,446.00[37] can be claimed.

Overall, his creates a total net social value for the involved organisations of £204,127.36 *(Table 7.3).*

Impact Area	Net Social Value
Young People	£1,111,616.88
Community	£1,011,324.80
Organisations	£204,127.36
Potential Total Net Social Value	**£2,327,069.04**

Table 7.4. Potential Total Social Value created.

7.4. Total social impact of the Canon Young People Programme.

Through support from Canon, the impact for individual young people, communities and organisations is significant. Overall, based on the presumption of 100 young people engaging in the programme, and 10 organisations being supported in the social impact areas measured, a maximum potential social impact is created to the value of **£2,327,069.04** *(Table 7.4).*

[32] This is the cost of a Canon EOS 4000D Camera available through Canon Clearance (https://store.canon.co.uk/canon-eos-4000d-camera-ef-s-18-55mm-iii-lens-ef-s-75-300mm-iii-lens/3011C011/). Price checked on the 28th November 2024.
[33] This is the cost of a Canon PIXMA TS745Oi printer available through Canon Clearance (https://store.canon.co.uk/camp/canon-clearance/1600018/f/1758161663/). Price checked on the 28th November 2024.
[34] This is the cost of Canon PG-540/CL-541 Ink Cartridges (appropriate for the PIXMA TS7450I) available through Canon Clearance (https://store.canon.co.uk/camp/canon-clearance/1600018/f/3051987742/).
[35] This is the cost of a Canon LEGRIA HF G70 4K Camcorder available through Canon Clearance (https://store.canon.co.uk/camp/canon-clearance/1600018/f/1974413599/). Price checked on the 28th November 2024.
[36] This is the cost of a Canon EF 75-300mm/4-5.66 III Lends available through Canon Clearance (https://store.canon.co.uk/camp/canon-clearance/1600018/f/3892906030/). Price checked on the 28th November 2024.
[37] No attribution, displacement, or deadweight has been applied to this figure due them being direct donations.

8. Findings, Recommendations, and Limitations.

The presented research highlights the impact that the Canon Young People Programme has had on the young people involved in the programme, the wider community, and the partner organisations. The key findings are:

The longer a young person stays within the Canon Young People Programme, the better the outcomes they experience across all measured categories. Interestingly, neither gender nor educational level are shown to mediate outcomes, highlighting that the programme has a significant impact on all young people regardless of other factors.

Photography is shown to be a powerful means of empowering young people. It allows them to have a voice in the community, highlight social and environmental issues that are important to them, and give them the means to engage with community stakeholders. Canon's support for exhibitions introduces youth-centred spaces where young people can lead important conversations. Further to this, the young people on the programme often took the skills they were introduced too in the programme and taught others, showing that the impact of the programme exceeds its direct engagement.

Developing young people's photography skills improves their employability. Participants noted their ability to start their own businesses or leverage their skills into employment. Further to this, involvement in the programme broadened young people's horizons, and although not all chose a career in photography, the programme supported young people to identify employment opportunities they were unaware of before, such as in hospitality and tourism.

The provision of Canon equipment allowed partnered organisations to stabilise the curriculum taught and introduce new skills to young people. Previously organisational leaders used a range of donated cameras which made it difficult to teach a large group of young people. Using the same Canon cameras allows for teaching to be simplified, and for those leading sessions to explore new areas, such as filmography.

The programme has a significant impact on young people's general self-efficacy and wellbeing. As young people engaged with the programme, their confidence, self-efficacy and wellbeing grew substantially, along with the relationships with their peers. Young people took the opportunity to teach and support one another, taking on leadership roles when appropriate.

Canon's relationships with its partner organisations demonstrates best practice. Organisational leaders noted difficulties working with external partners who are unsure of what they are seeking to achieve, or how to achieve it. Canon partners were positive that Canon provided clearly defined goals with what the organisation was seeking to achieve through the Canon Young People Programme and how organisations could engage. The relationship was also able to be leveraged to create better opportunities for young people, due to Canon's brand strength and in-country presence.

Alongside the positive outcomes of the programme, there are opportunities for development and growth of the programme.

Longer interventions are more impactful. For intervention programmes which were shorter, the outcomes for young people were less positive when compared with longer programmes. The benefits of the Canon Young People Programme are predominantly in skill development, personal improvement, and community engagement, all of which require time to scaffold and support. It is recommended, therefore, that longer term programmes are utilised as they are more likely to ensure that the positive outcomes are stable and young people are more resilient to change after the ending of the intervention.

Investigating country contexts. In countries where the programme is less effective, it is worth exploring alternative strategies and tools which

could be used within the specific local context. In general, the Canon Young People Programme is evidenced to be impactful on young people, however, there are a range of social, community, or political factors which may hinder positive outcomes. An exploration of alternative tools, methods of delivery, or creating new spaces for young people would ensure the programme is flexible and responsive to local challenges.

Specific Sustainable Development Goals. It was noted in the research that there was a relationship between specific Sustainable Development Goals, identified as a problem faced by the community, and the likelihood of young people engaging in resolving them, in particular, SDG13: Climate Action and SDG16: Peace, Justice, and Strong Institutions.

- **SDG13: Climate Action:** Consideration could be given to focusing upon localism and practical solutions which are obtainable for young people, such as recycling or organising local campaigns against litter or illegal tipping. This approach helps young people connect global issues to their local context, and helps them see themselves as changemakers, whilst enabling organisations to set achievable and realistic goals for their beneficiaries.

- **SDG16: Peace, Justice, and Strong Institutions:** Engaging with politicians, policymakers, or other stakeholders can be challenging for young people if they do not believe are they are genuinely invested in engaging with them. These issues can be compounded if young people find themselves repeating the same stories to a carousel of new people, without progress being made. To resolve this, consideration should be given to organisations creating youth-led spaces where they can control who they speak to, the co-production of action plans, giving them a sense of ownership and involved stakeholders a sense of accountability.

Organisational research. Currently, the impact of the Canon Young People Programme is evaluated primarily through how the programme engages with young people, however, in future a focus on the impact Canon is making in the non-profit sector is equally important. Organisations reflected on the significant changes occurring in how they developed their partnerships after positive experiences working with Canon.

Developing deeper organisations support: Currently, the network for partner organisations pivots on Canon, who are the central provider of resources and support for those it works with. Consideration should be given to developing this into a broader network which allows organisations to collaborate with one another, sharing both knowledge and experiences to foster mutual growth and encourage organisations development.

The report also notes the following limitations:

UK-centric valuations. This report draws on the UK context for the impact proxy values. When applying the findings to local contexts, local figures should be used where appropriate, or a PPP calculation utilised. This is highlighted in the methodology and the Social Impact Measurement Framework to help organisations embed localised figures, however, support from the central Canon team may be required.

Limitations of qualitative data. Although qualitative data is focused on the depth and quality of answers given, rather than the volume, challenges in arranging online focus groups were evident, with participation limited by other priorities such as schooling. To validate findings, a survey has been used along with a literature review to triangulate findings, but further qualitative data would have been beneficial in articulating the depth of Canon's benefits.

Potential Social Impact. To illustrate the potential social impact of the Canon Young People Programme, estimations of the potential social impact are based on the assumption that 100 young people and 10 organisations will see positive chance during their engagement. These numbers are for illustrative purposes only, with the actual number of young people and organisations likely to be much higher. In addition, the social impact is described as maximum potential value, indicating this is the maximum that could be claimed for the illustrative numbers. As further research is conducted and the localised SIMFs are created, the total social impact is expected to increase. The breakdown for each social impact area can be found in Section 7: The Social Impact of the Canon Young People Programme.

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