

**IMPACT STUDY OF  
MILLENNIUM AWARDS**

**TO THE MILLENNIUM COMMISSION**

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**Annabel Jackson Associates  
The Priory  
54 Lyncombe Hill  
Bath BA2 4PJ  
Somerset  
Tel: 01225-446614  
Fax: 01225-446627  
Email: [ajataja@aol.com](mailto:ajataja@aol.com)**

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## SUMMARY

### Background on Millennium Awards

The aim of the Millennium Awards Scheme was to help individuals to develop themselves personally while also making a tangible contribution to communities in the UK. Projects usually lasted a year and were carried out individually or in informal groups. Since its establishment by the Millennium Commission in 1996 until its closure in March 2004, the Millennium Awards Scheme made 32,222 Awards with a value of £92 million.

### Methodology

This is our fifth and last study. We have carried out an annual impact study on the Millennium Awards Scheme from 2000 to 2004. This year our study had two elements:

- **A main survey of 591 Award recipients with Awards approved between October 2002 and September 2003.** The interviewees were chosen randomly so as to give a representative picture. Award recipients were interviewed over the telephone and asked in detail about the character of their project and different areas of personal or community benefit. Respondents were asked to give examples to justify their answers.
- **A longitudinal survey of 100 Award recipients out of a cohort of 150 whom we tracked over three years.** This survey was designed to capture lagged effects from the project, to see whether activity and outcomes were sustained, and to identify other sources of funding for Millennium Awards recipients.

### Key points

The Millennium Awards scheme had a unique ability to foster social capital in a cost effective way. It put together an exceptionally powerful set of ingredients:

- **It provided small sums of money.** Millennium Awards released an enormous amount of individual energy by removing simple barriers such as the lack of equipment, training or materials. The average Award across the eight years of the programme was £2,878, with most Awards ranging between £1,000 and £4,000.
- **The Millennium Awards scheme worked through organisations or groups of organisations.** These included local authorities or charities such as Raleigh, Groundwork, Rathbone, Mind, The King's Fund, the Civic Trust, School for Social Entrepreneurs, Skillset and the Farmington Institute. There were 111 Schemes run by 100 Award Partners (listed in Appendix 1). These organisations contributed their knowledge and resources. They identified appropriate Award recipients as well as distributing funds, checking that these funds were used appropriately and that outputs were delivered.

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- **It combined money with support.** This support included mentoring, training and practical guidance. Many interviewees commented favourably on the calibre and detail of the advice they received. In the 2004 survey some 73 per cent of interviewees said the support was useful or very useful. Some 72 per cent of interviewees said that they did not need further support.
  - **It linked the local and the national.** When an Award recipient successfully completed their project, they became a member of the Millennium Awards Fellowship. The Fellowship was set up to recognise and celebrate the achievements of Award recipients and to encourage them to share ideas and experiences.
  - **It was demand-led.** It allowed Award recipients to frame projects in a way that was meaningful and important to them and their communities. In 2004 some 76 per cent of Award recipients described the project as their own idea. Projects often reflected life long interests of Award recipients.
  - **It was flexible.** Award recipients could work in a group or as an individual. The range of projects funded was staggering. Examples of projects included: a course to train driving instructors how to teach deaf people, a support group for former drug addicts, a youth club, an Indian arts and culture festival, a collection of children's war diaries, and a website for young people suffering from Parkinson's disease (see the case studies).
  - **It was project based.** Having a specific purpose and activity provided exceptional motivation for Millennium Awards to develop their skills and position in their community. The skills were transferable to other work and leisure related contexts. For example up to 13 per cent of interviewees said that they obtained jobs as a result of their Millennium Awards project. This figure rose over time so that two years after the end of their project some 25 per cent of Award recipients said they got work as a result of their project. The main way in which the Millennium Awards Scheme helped recipients obtain jobs was in increasing their confidence. However, projects also provided training, contacts and other skills relevant to employability.
  - **It was accessible.** The Millennium Awards Scheme did not require matching funding and had the minimum of monitoring. These factors enabled it to reach people outside usual funding systems. In 2004 some 22 per cent of Award recipients had no qualifications at all or described themselves as self taught.
  - **It combined individual and community benefit.** The individual element helped to give Award recipients the skills they needed to be effective. The community element gave Award recipients the visibility and scope that they needed for wider impact. The immediate effect of the Millennium Awards Scheme was to increase Award recipients' confidence. In 2004 some 84 per cent of Award recipients said that their project increased their confidence. Our longitudinal surveys showed that three years after the project 69 per cent of Award recipients still felt that the project increased their confidence. Depending on the type of project pursued, other skills were also developed. Skills such as leadership and team working naturally built up over time, whereas confidence and motivation received an initial

boost and then slowly declined. The Millennium Awards project still had a strong personal effect two years after the project was completed. For example, 67 per cent of interviewees said that they felt more a part of the community since their Millennium Awards project, compared to 54 per cent a year after their project. The pattern of social impact was similar to that of personal impact. Like confidence, local pride tended to increase relatively early in the project. Contributions to the quality of life and reductions in isolation tended to take time to develop.

The main weakness of Millennium Awards was in sustainability. Some 82 per cent of Award recipients believed that the need for their project was still present when funding for their project came to an end. This was either because the project had stimulated new opportunities that should not be lost, or because the project was filling a gap in statutory services. Award recipients tended to want to continue their Millennium Awards activity after the funding had run out. The number of Award recipients who wanted to continue their project or start a new project was 63 per cent in 2004. However, the funding gap grew over time. In 2004 some 59 per cent of interviewees were still looking for funding compared to 39 per cent in 2003 and 32 per cent in 2002. Although projects have longevity, in that impacts are long lasting, impacts could be greater with relatively small sums of money.

Millennium Awards was an exceptional demonstration that small grants can have large impacts. Some of the issues that Award recipients tackled have defeated local authorities, charities or government departments. The values at the heart of Millennium Awards, about trusting and empowering individuals and communities, are precisely the values that underlie strong social capital.

### **The future**

The values of Millennium Awards must not be lost. The themes proposed by the Lottery White Paper - of public involvement, transformation and innovation - were all exemplified in Millennium Awards. Aside from the work of UnLtd, we would like to see other Lottery distributors and the wider funding community thinking of Millennium Awards type grants as a tool that can be employed to lay the foundation for top down programmes.

## QUOTATIONS FROM INTERVIEWEES

“People thought more, became less prejudiced.”

“It helped motivate people to do something with their lives.”

“Adults who used to be wary of school now see it as a community centre and go to it.”

“People look out for each other much more than they ever did before.”

“Vital information was made available to people on the fringes of our society.”

“It provided equipment that will always be there for others.”

“It has helped older people to stay in their own houses.”

“It increased children's emotional intelligence, decreased their anger.”

“People became less shy, more eager to seek advice.”

“Everybody enjoyed themselves, and not much happens here.”

“Teenagers learned to look after equipment instead of vandalising it.”

“People learned to watch out for each other's health.”

“The local tourist information centre is now giving out really accurate information for disabled people.”

“People are now more positive about sport for the disabled.”

“We've now got a multi-cultural community centre in the town.”

“I've become more confident and capable as a worker.”

“My health got better. I took control of my life.”

“I learned that dreams can come true.”

“I became more aware of others' sorrow and joy.”

“It taught me self-discipline. It's the one thing in my life I'm proud of.”

“I learned advanced computer skills.”

“I was shy and a stammerer and I am not any more.”

“I now know what I want to do with my life.”

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“I learned to accept MS and not be ashamed of it.”

“I have found my roots here for the first time in my life.”

“It filled my time. I worked harder than ever before!”

“I have learned to be content with what I have.”

“Before the project I hardly ever went out. Now I am hardly ever in.”

“I would have become a miserable, old recluse without this project.”

“I discovered I could learn and that even though it was hard, it was enjoyable.”

“The project looks great on my curriculum vitae. It helped me get the job I wanted.”

“It is a unique opportunity to engage in something of global importance.”

“The Award was about finding my feet. The end of the Award was like a beginning.”

## ACKNOWLEDGEMENTS

This study would not have been possible without the co-operation and support of a large number of organisations and individuals. Firstly we would like to thank the 691 Award recipients who gave freely of their time in answering our interview questionnaire. The Millennium Commission team provided essential guidance and steering. We would like to express our gratitude to our project officer Steve Denford, and to Sam Fletcher who produced the data for our analysis. Our team consisted of Annabel Jackson (project manager and analyst), our interviewers Dee Hayes, Lisa Penson, James Last, Amanda Tucker, Dickon Povey, Kathy Jordan, Ruth Marsden, Julie Forshaw, Lucy Pinney and our statistician Gary Pollock.

## MAIN SURVEY

### Introduction

The aim of the Millennium Awards Scheme was to help individuals to develop themselves personally while also making a tangible contribution to communities in the UK. Projects usually lasted a year and were carried out individually or in informal groups. The average Award across the eight years of the programme was £2,878, with most Awards ranging between £1,000 and £4,000 and a few Awards up to £15,000.

The Millennium Awards scheme worked through organisations or groups of organisations such as local authorities or charities such as Raleigh, Groundwork, Rathbone, Mind, The King's Fund, the Civic Trust, School for Social Entrepreneurs, Skillset and the Farmington Institute. A full list of Award Partners is given in Appendix 1.

The first annual application round for potential partners was in 1996. The last Award was in March 2004. The Millennium Awards Scheme gave out £92.7 million in Awards, building up from £2.7 million in 1997 to £17.9 million in 2001. Overall there were 32,222 Award recipients. The Commission made a further commitment of £100 million towards an endowment to continue the Millennium Awards Scheme into the future.

### The Brief

This is our fifth and last study. We have carried out an annual impact study on the Millennium Awards Scheme from 2000 to 2004.

The objectives of our studies were to:

- “quantify and analyse the impact, trends and effectiveness of the Commission’s funding of the Millennium Awards programme year-on-year;
- highlight models of individual Award recipients’ good practice to guide and promote the role of future individual Award recipients and other social entrepreneurs;
- disseminate credible research on the Millennium Awards programme to government, the voluntary sector and businesses illustrating the advantages and disadvantages of this approach to supporting community development at a grass roots level through individual activity and involvement.”

### Background on the Millennium Awards Scheme

The Millennium Awards Scheme gave out £92,755,301 to individuals during the eight years of its life. The average grant was £2,878 and the vast majority of Awards were under £4,000. There were 111 Schemes run by 100 Award Partners.

**Figure 1: Number of Awards by year**

Year	No. of Awards	Grant £
1997	832	2,742,544
1998	2,371	6,693,364
1999	5,469	14,927,450
2000	5,873	17,126,083
2001	5,351	17,997,922
2002	5,629	17,316,139
2003	6,543	15,622,884
2004	154	328,915
Total	32,222	92,755,301

**Figure 2: Award amounts by year**

	1997	1998	1999	2000	2001	2002	2003	2004
Under £2000	196	857	2,290	2,125	1,054	1,165	2,764	64
£2000 and £4000	417	1,083	2,363	2,789	3,179	3,630	3,408	85
£4001 and £6000	154	302	577	696	705	519	322	5
Over £6000	66	130	240	264	420	315	54	0
Average	£3,296	£2,823	£2,729	£2,916	£3,363	£3,076	£2,386	£2,136

Across the eight years of the scheme 36 per cent of Award recipients were aged 16 to 29 and 32 per cent were aged 30 to 49. Some nine per cent of Award recipients identified themselves as having a disability.

**Figure 3: Age range of Award recipients**

	1997		1998		1999		2000		2001		2002		2003		2004	
Under 16	18	2.10%	90	3.80%	269	5.20%	476	8.20%	197	3.70%	393	6.98%	921	14.08%	2	1.30%
16 - 29	252	30.00%	676	28.70%	1698	32.90%	2507	43.00%	2158	40.50%	2262	40.18%	2080	31.79%	34	22.08%
30 - 39	166	19.80%	435	18.50%	1084	21.00%	1082	18.60%	972	18.20%	1056	18.76%	1191	18.20%	47	30.52%
40 - 49	127	15.10%	318	13.50%	768	14.90%	701	12.00%	746	14.00%	780	13.86%	913	13.95%	33	21.43%
50 - 59	94	11.20%	256	10.90%	551	10.70%	605	10.40%	793	14.90%	583	10.36%	683	10.44%	26	16.88%
60 - 69	114	13.60%	330	14.00%	520	10.10%	326	5.60%	348	6.50%	372	6.61%	465	7.11%	10	6.49%
70 - 79	57	6.80%	216	9.20%	240	4.60%	102	1.80%	102	1.90%	150	2.66%	233	3.56%	1	0.65%
Over 80	12	1.40%	34	1.40%	34	0.70%	28	0.50%	18	0.30%	33	0.59%	57	0.87%	1	0.65%
Total	840		2355		5164		5827		5334		5629		6543		154	

**Figure 4: Disability in relation to Award recipients**

	1997		1998		1999		2000		2001		2002		2003		2004	
Yes	0	0.00%	0	0.00%	35	0.60%	629	10.70%	866	16.20%	668	11.87%	779	11.91%	39	0.60%
No	1	0.10%	7	0.30%	1452	26.50%	3997	68.10%	3435	64.20%	4612	81.93%	5265	80.47%	103	1.57%
DK	831	99.90%	2364	99.70%	3982	72.80%	1247	21.20%	1050	19.60%	349	6.20%	499	7.63%	12	0.18%
Total	832		2371		5469		5873		5351		5629		6543		154	

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## Methodology

This year our study had two elements:

- **The main survey.** We interviewed 591 Award recipients whose projects were approved between October 2002 and September 2003. This time period was chosen to be consistent (in terms of lag after the Award) but non-overlapping with previous surveys. We asked interviewees about their background, the nature of the project, any problems they experienced in carrying out the project, beneficiaries from the project, personal and community impacts, media coverage, planned future activity, and their interest in the Millennium Fellowship. Our core questions were written to be consistent with our surveys from previous years.
- **A longitudinal survey.** We re-interviewed 100 Award recipients out of 150 people whom we had interviewed the previous three years. This survey provides information on the longevity of impacts from the Award and the sustainability of projects. We asked interviewees about what happened to the project after the grant, any problems they encountered in continuing the project, any support or funding they received, whether expected long term effects have been delivered and sustained, as well as their involvement and interest in the Millennium Awards Fellowship. Longitudinal studies are relatively rare so this work gives an important facet to our work.

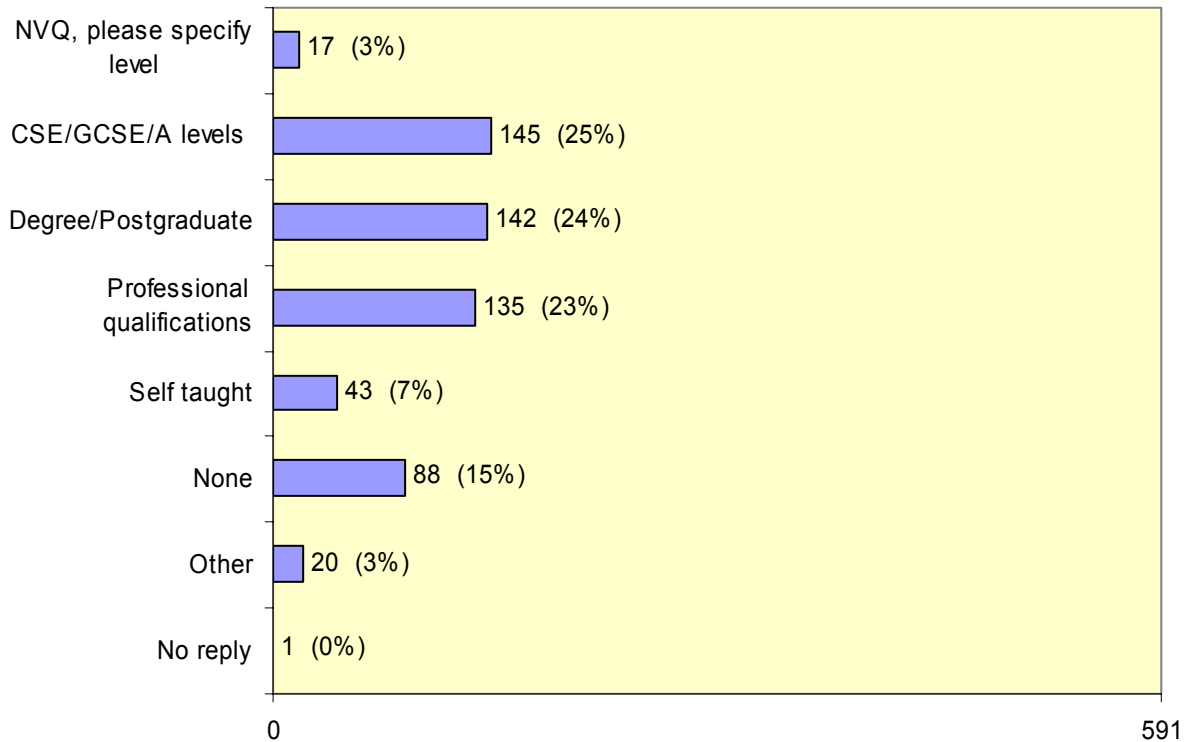
Our interviews used a semi-structured questionnaire with two types of question:

- Open questions asked Award recipients for their opinions on issues. These provide information in the way most relevant to the interviewee on issues that most concern them.
- Closed questions asked for hard data on standard questions. These allow us to aggregate analysis and make comparisons across individuals and projects.

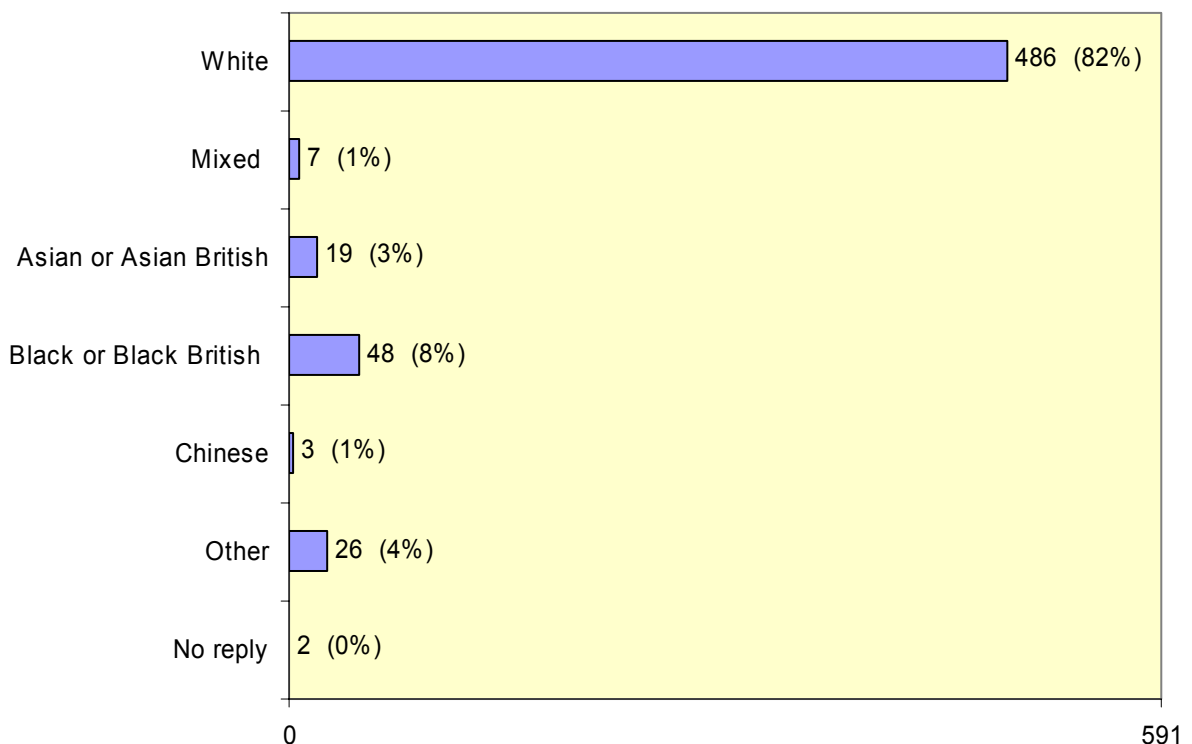
Combining open and closed questions provides precise data as well as personal insight from interviewees. Award recipients were invariably happy to help in the survey. The quality of the interviews is reflected in the very low percentage of non-responses for each question.

## Background of the Award Recipient

Award recipients included individuals with a wide range of educational backgrounds. The exact figures have varied for different years of the programme depending on the profile of the schemes operating at that time. In 2004 some 15 per cent of Award recipients had no qualifications. The percentage of people with a degree decreased from 38 per cent in 2003 to 24 per cent in 2004.

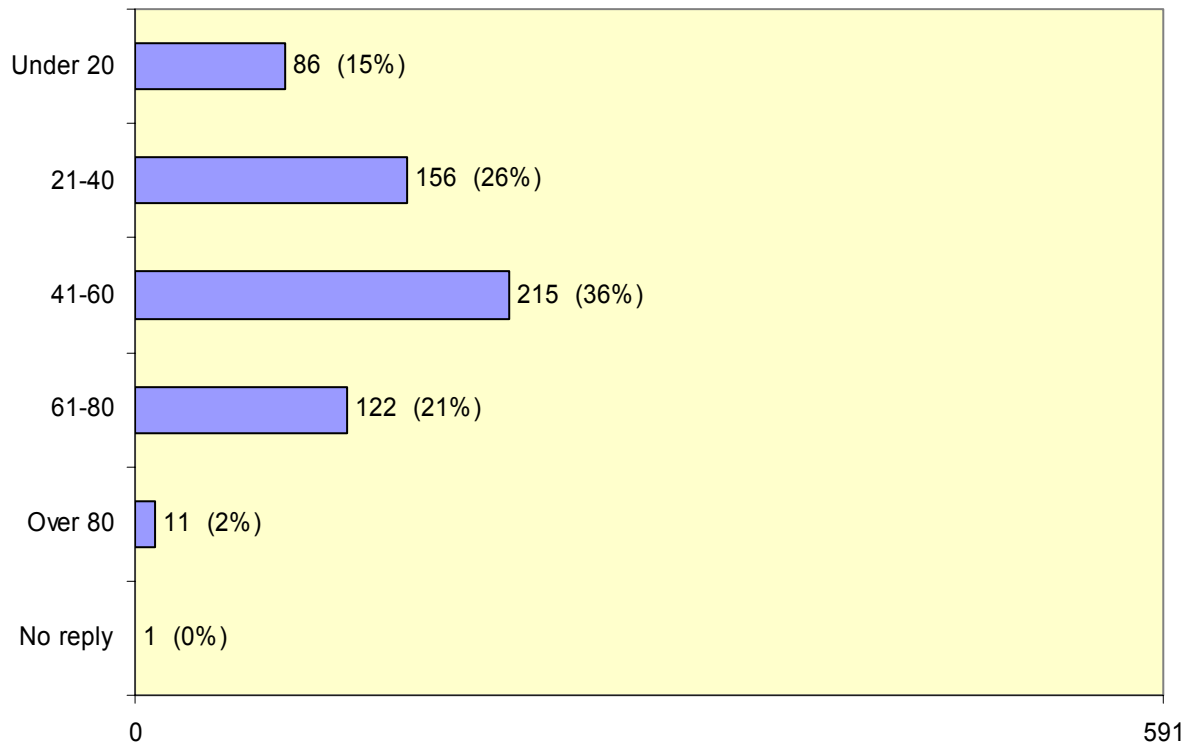
**Figure 5: What qualifications did you have before starting the project?**

The number of people who described their ethnicity as white has generally been between 79 per cent and 82 per cent, although ethnic minorities were more strongly represented in 2003 (only 72 per cent of interviewees were white) because of the profile of Awards partners. The number of people describing themselves as black or black British has varied from five per cent (the year before last) to 13 per cent (last year). The figure for 2004 was eight per cent.

**Figure 6: What is your ethnicity?**

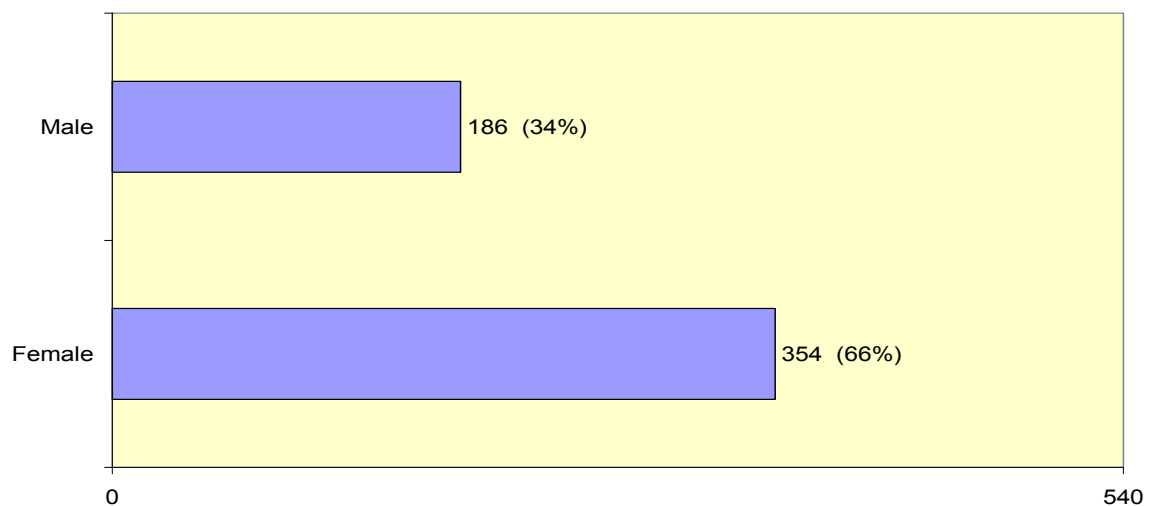
Our interview sample is less dominated by young people than the overall Scheme population. This is because we take a smaller quota of interviewees from the very large sub-schemes, many of which focus on young people. Most Award recipients interviewed were aged 21 to 60, but nonetheless in 2004 some 31 per cent were under 20 or over 61.

**Figure 7: What is your age?**



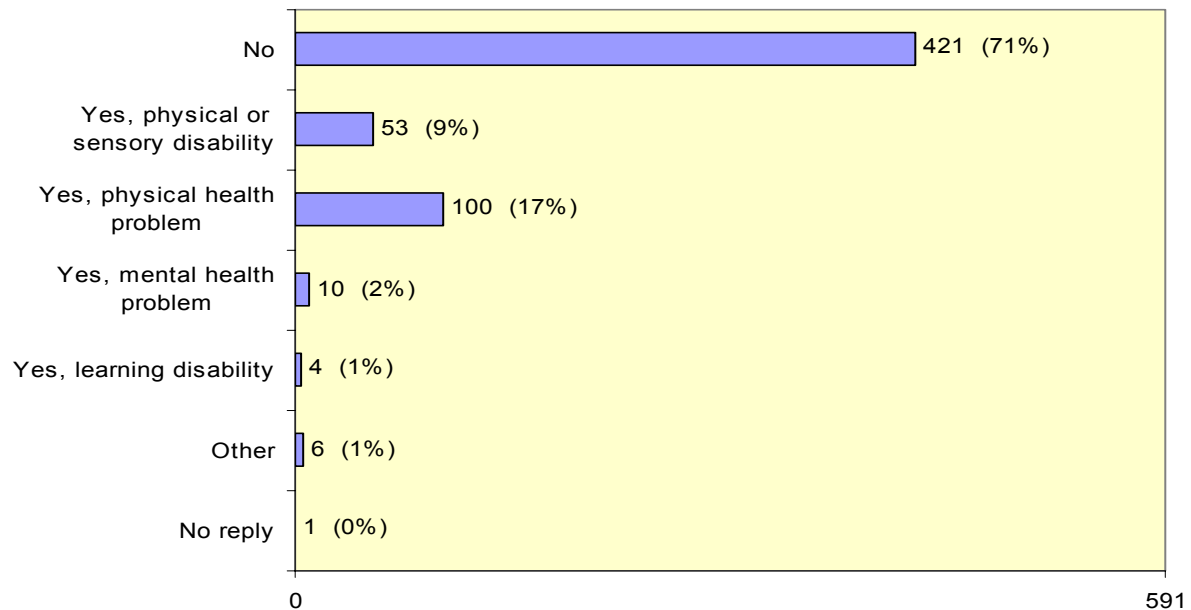
Women have always been slightly over-represented in Millennium Awards, as is common with community activity. The figure for 2004 was 60 per cent (compared to 57% for 2003).

**Figure 8: What is your sex?**



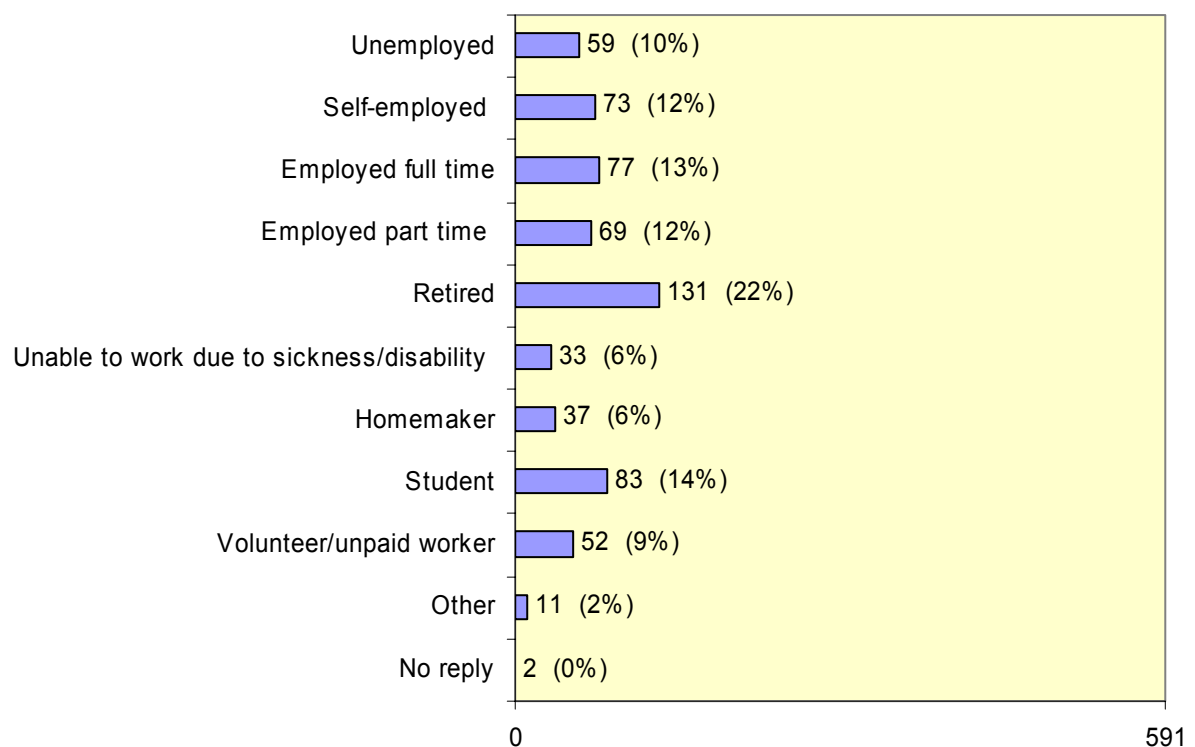
The number of people with a disability or long term health problem was 29 per cent in 2004, compared to 22 per cent in 2003 and 27 per cent in 2002. These figures are higher than the figures given earlier because of the wider definition adopted here and also possibly because of the higher quality of data obtainable from a telephone survey. The higher figures for 2004 reflect the profile of Award schemes in Round 5, which included schemes run by Alzheimer's Society, Parkinson's Disease Society and the King's Fund.

**Figure 9: Are you disabled or do you have a long term health problem?**



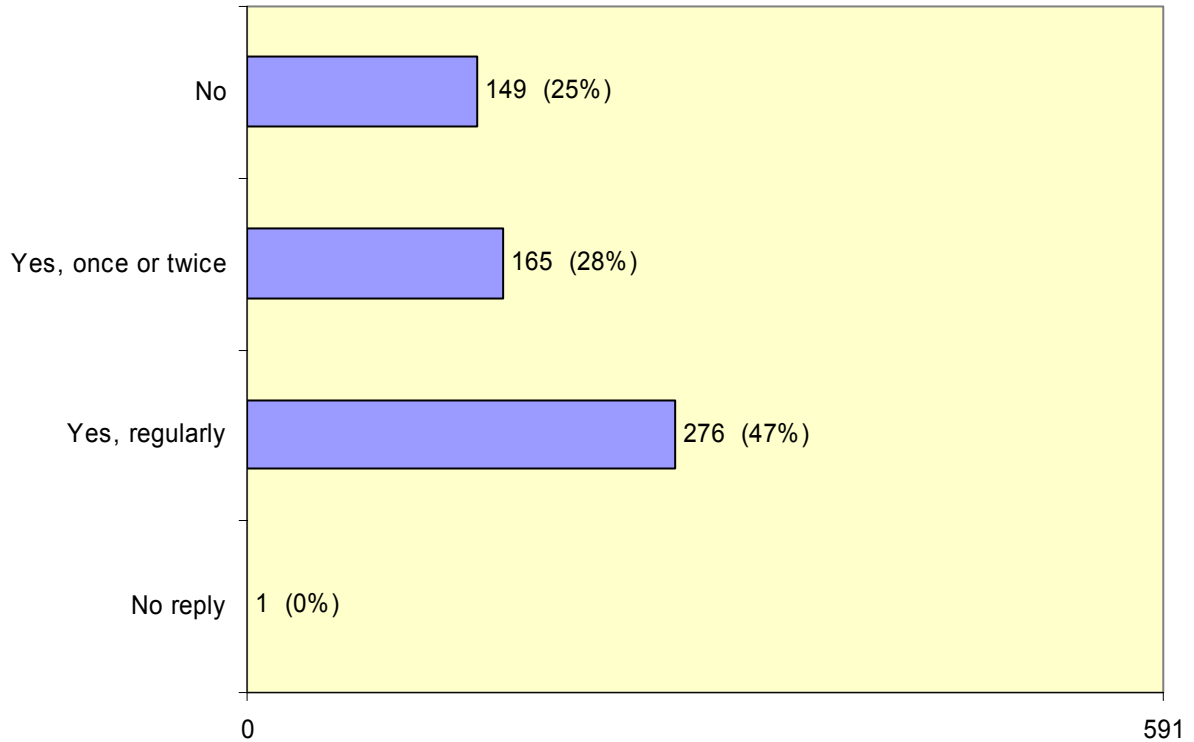
The employment status of Award recipients has varied, also depending on the profile of Award schemes. In 2000 it was 6.5 per cent, rose to 12 per cent in 2001 and 2002, 14 per cent in 2003 and 10 per cent in 2004.

**Figure 10: What was your employment status before starting the project?**



The proportion of people who said they had never taken part in community activities before receiving a Millennium Award has been consistently around a quarter (23 per cent to 25 per cent).

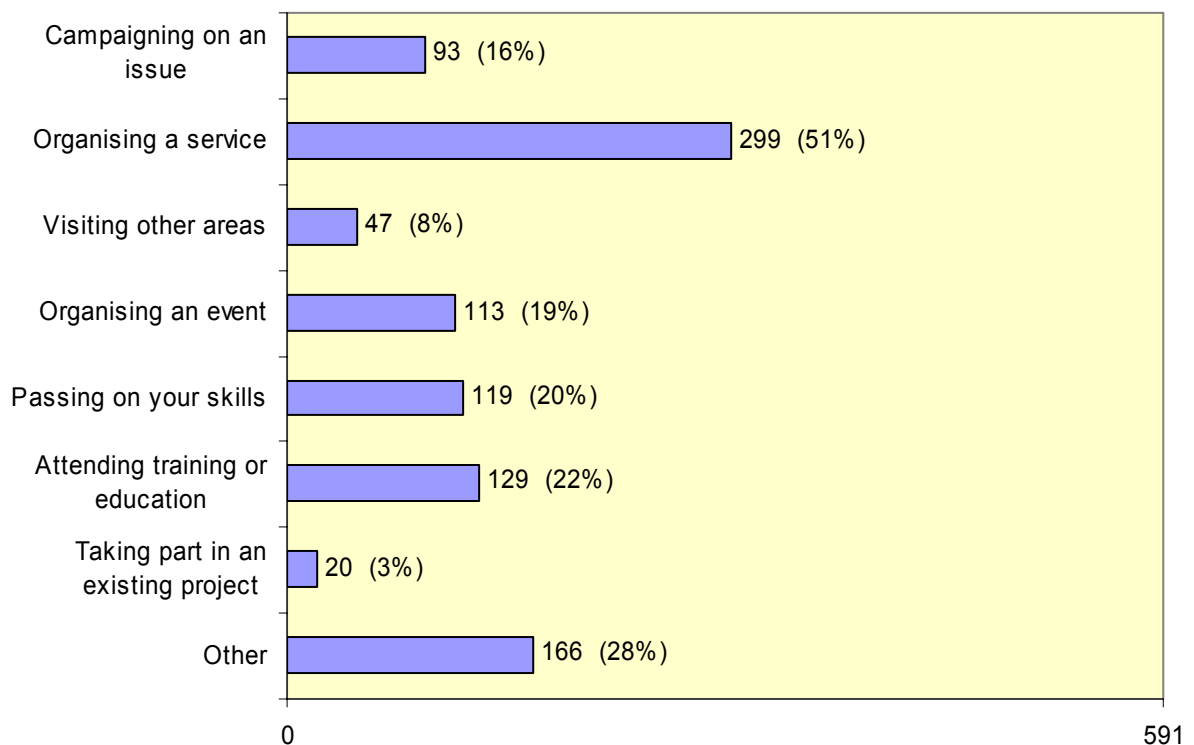
**Figure 11: Have you ever taken part in community activities before?**



### Character of the Projects

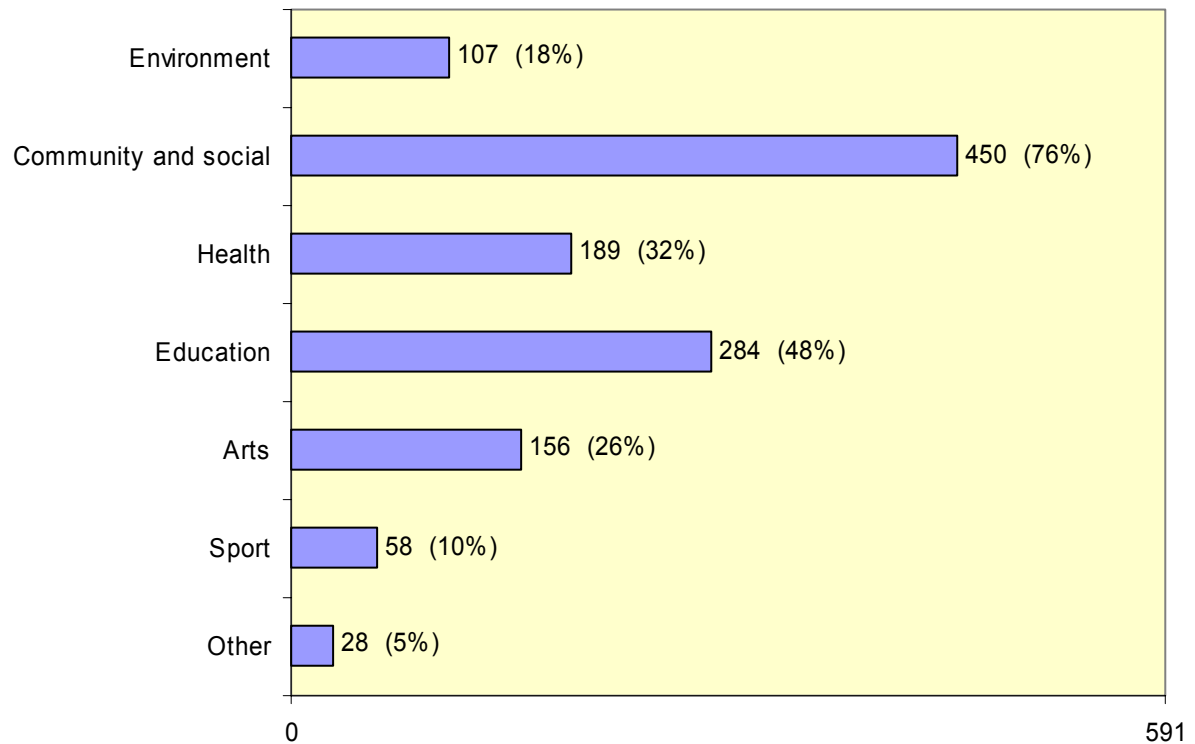
Projects spanned a wide range of areas. The largest category has tended to be organising and delivering a service.

**Figure 12: What is/was the aim of your project?**



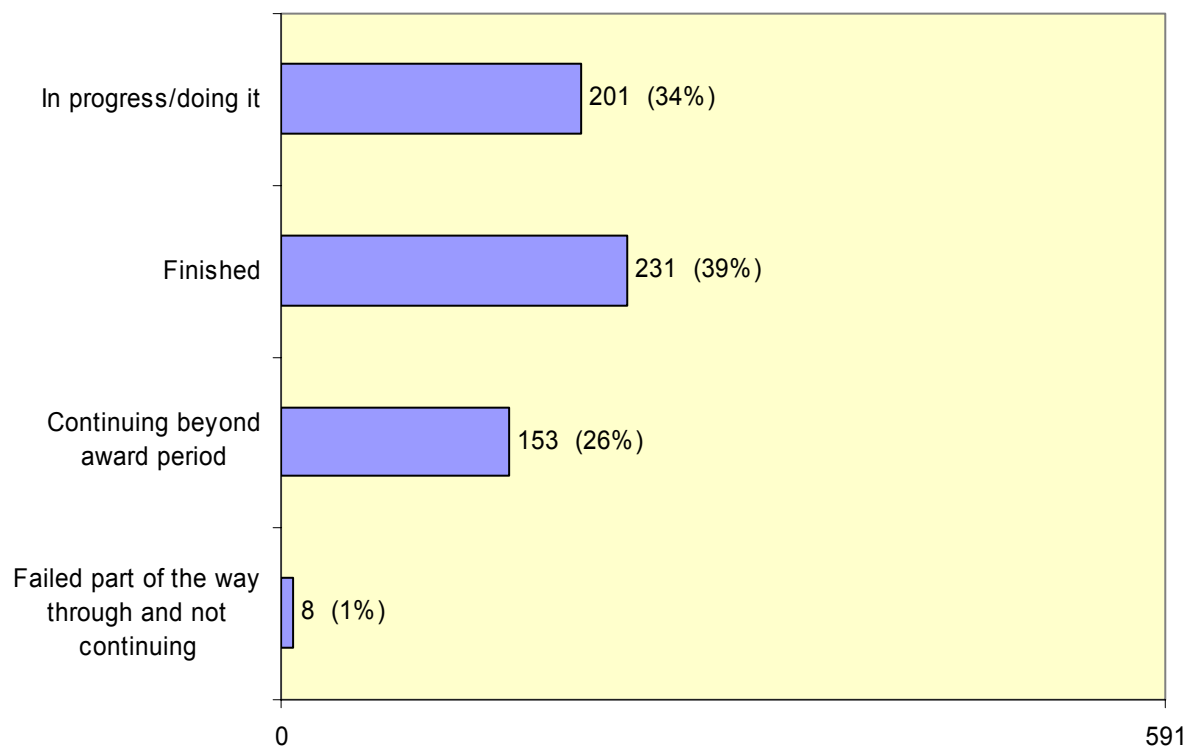
Community and social projects have tended to constitute around 75 per cent of projects.

**Figure 13: What is/was the area of your project?**



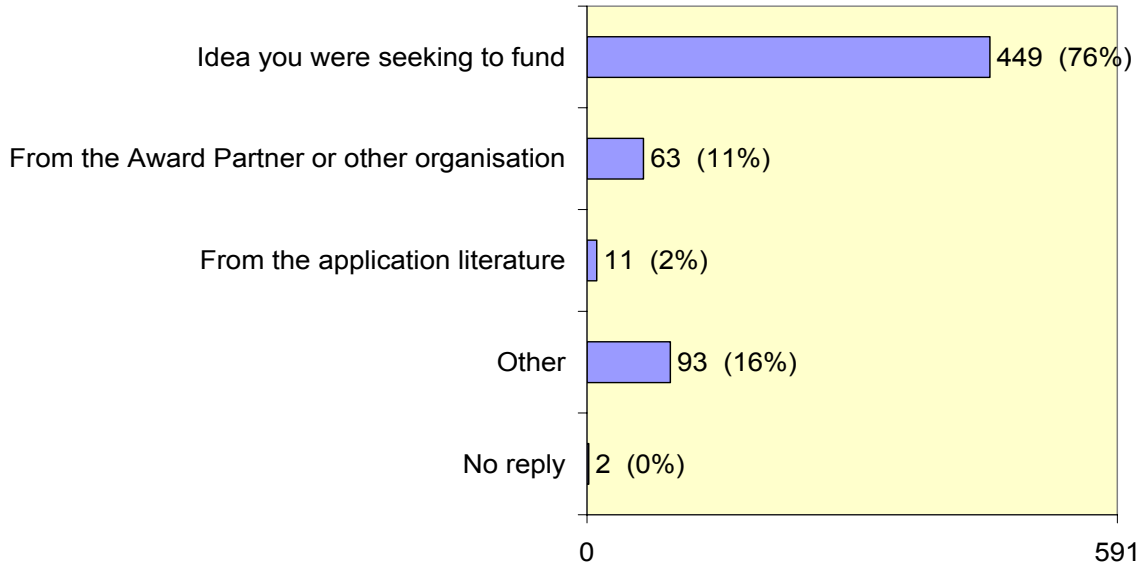
The number of projects in progress has varied from year to year. The timing of projects is important because interviewees who have not completed their projects are inevitably unable to comment on its social impact and this tends to depress aggregate statistics. For 2004 some 23 per cent of projects were in progress which was the same percentage as for 2003, lower than for 2002 (29 per cent), but not as low as 2001 (11 per cent).

**Figure 14: What stage is your project at?**



The vast majority of Award recipients described the project as their own idea (76 per cent in 2004, compared to 67 per cent of Award recipients in 2003, 66 per cent in 2002 and 70 per cent in 2001). This question is important because it demonstrates that Millennium Awards is a demand-led rather than policy-led funding scheme.

**Figure 15: Where did the idea for your project come from?**



### Support Given for the Project

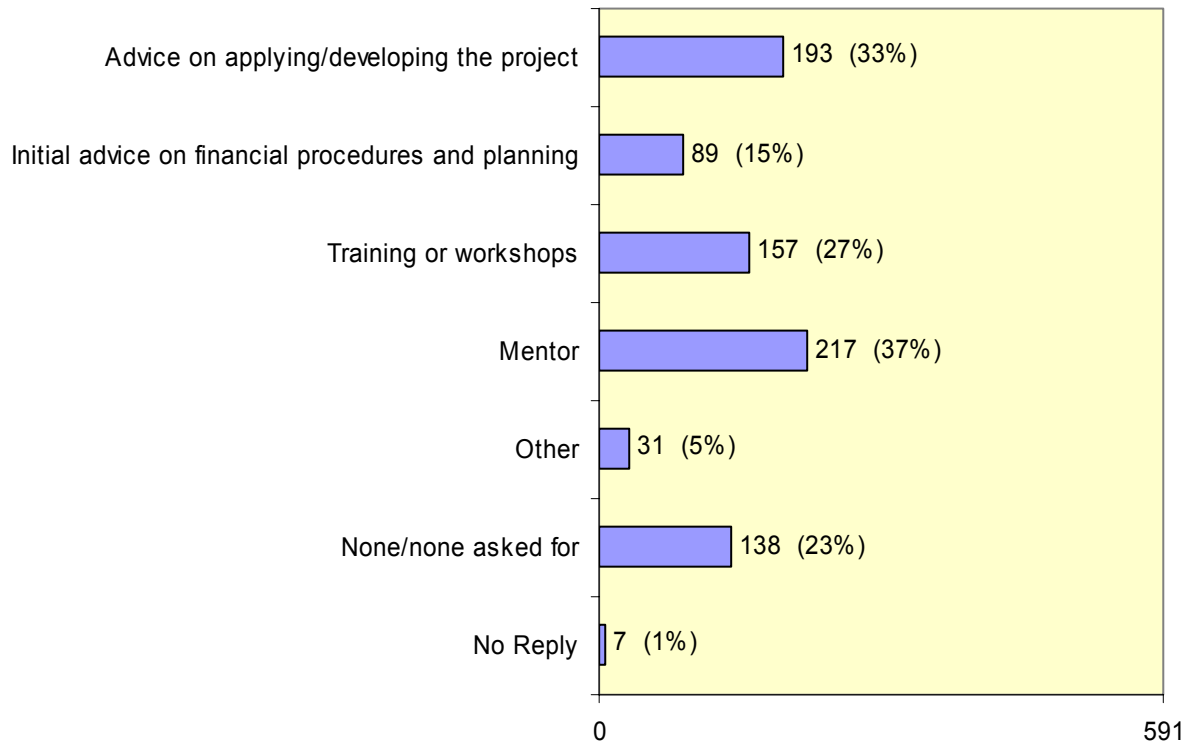
Award Partners provided a wide range of support such as:

- Help with the application form.
- Initial information on budgeting and project management at the start.
- Mentoring support.
- Telephone or one-to-one meetings to review progress and answer questions.
- An Award ceremony.
- Processing of claims.
- Directories for networking.
- Scheme newsletters.
- Scheme handbooks.
- Access to open learning centres.

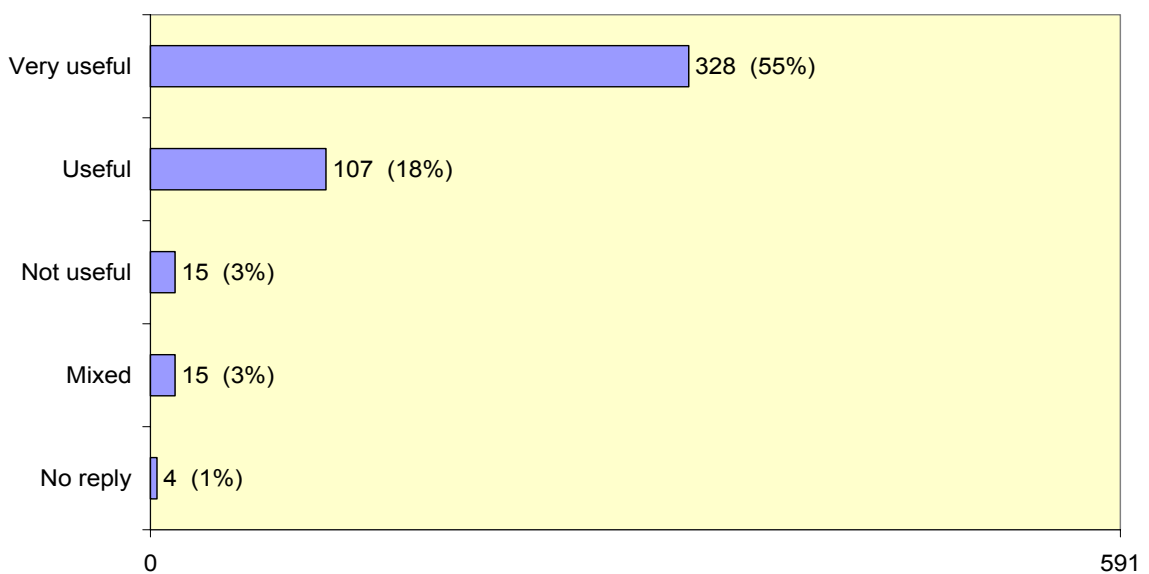
Levels of support were generally less in 2004 than in 2002 (the last time this issue was examined). For example, 27 per cent of interviewees said that they attended training (compared to 39 per cent in 2002), and 37 per cent said they had a mentor (compared to 52 per cent in 2002). Nonetheless, only 23 per cent (19 per cent in

2002) of interviewees said that they received no help. These figures confirmed the view expressed in 2002 that over time the breadth of support (percentage of Award recipients helped) was fairly static, but the depth of support (amount of support) decreased over time, in part because of the profile of Award Partners.

**Figure 16: What support other than the Award money did you receive from the Award Partner?**

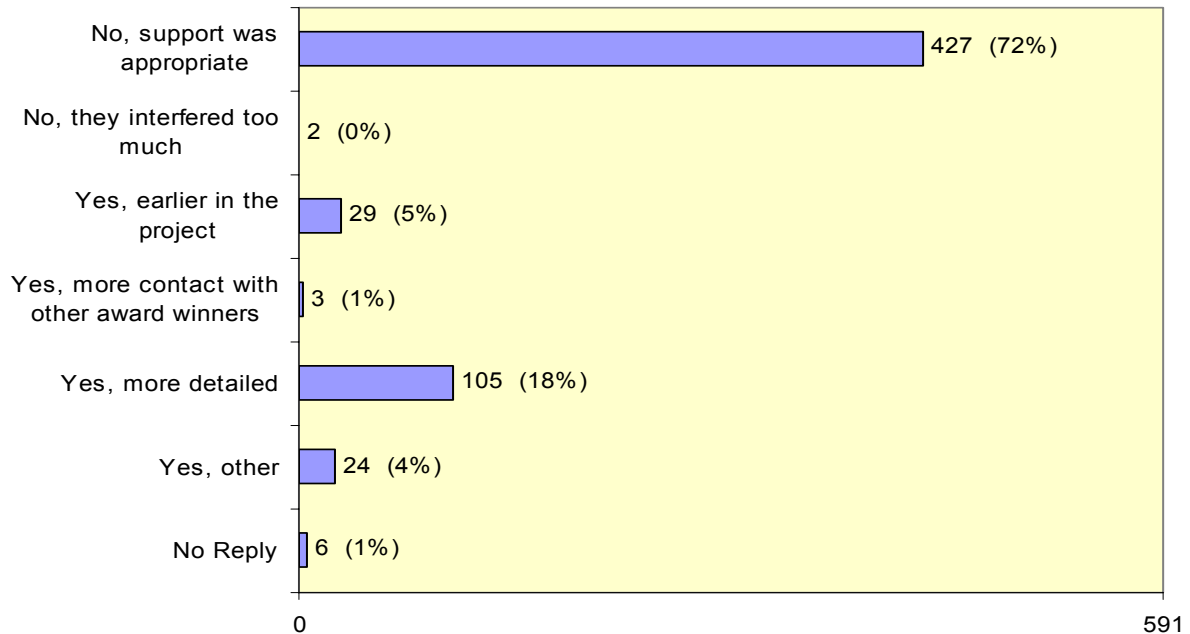


**Figure 17: How useful was the support you received from the Award Partner?**



Some 73 per cent of interviewees said the support was useful or very useful (74 per cent in 2002). Some 72 per cent of interviewees said that they did not need more support (75 per cent in 2002).

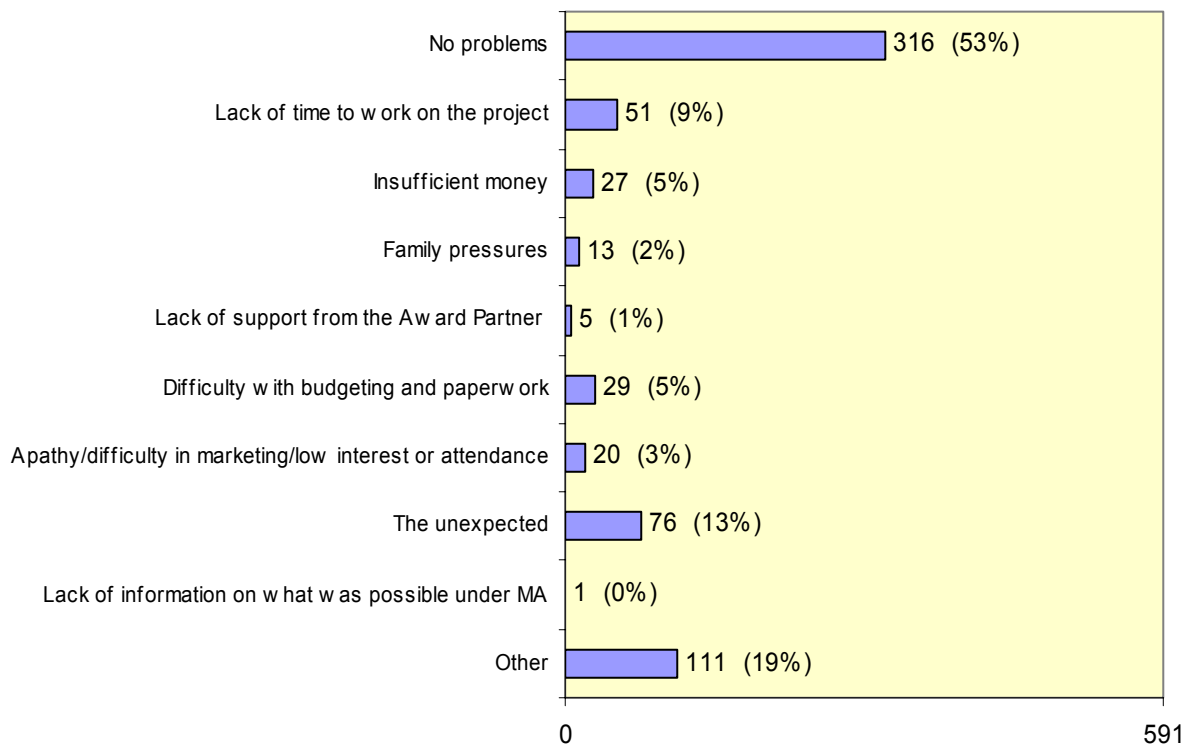
**Figure 18: With hindsight, did you need more support?**



### Problems Experienced During the Project

The majority of Award recipients encountered no problems with their project (42 per cent in 2002, 44 per cent in 2003 and 53 per cent in 2004).

**Figure 19: Did you encounter any problems in doing your project?**



project expanded and became more demanding; because the Award recipients' circumstances changed, leaving them less time for the project; and because in several cases funding from the scheme partners seems to have been delayed. Regarding group problems, comments include "I underestimated the time needed to complete the project and I wasn't comfortable being treated as the leader with others expecting me to do all the planning." "Just people sometimes being absent from the group." "Meetings were difficult because we all lived so far away from each other."

- **Insufficient money.** Millennium Awards projects cost more than expected for three reasons: first, Award recipients carried out inadequate initial costings for projects, which resulted in items being omitted or underestimated. Second, as above, costs increased as projects grew. There are several cases where Award recipients decided to expand their projects beyond the original scope and found themselves subsidising the additional work ("I was too adventurous, it cost more than I'd planned"). Third, costs increased because the financial structure of the project changed as Award recipients progressed from informal to more formal modes of operation. For example, several individuals found that they needed to pay for premises where, before their project, occasional use was allowed free.
- **Difficulty with paper work and budgeting.** There were three specific problems. Some Award recipients were not used to keeping receipts or records and had difficulty accounting for the money. This included people who kept general figures but did not want to account for very small items of expenditure. A second group wanted to change their expenditure between budget headings, but thought they were not able to do so. A third, smaller group, had a philosophical rather than a practical objection: they felt that the level of detail of accounting implied that they were not trusted. This suggests that some Award recipients did not appreciate the public accountability issues but Award Partners could have communicated a stronger message about the conditions normally expected in grant making, and the way a Millennium Award can prepare recipients to apply for funding to other funders.
- **Family pressures.** Award recipients needed to be quite skilful in balancing their projects with their other commitments.
- **Apathy/difficulty in marketing/low interest.** There were three specific issues. In some cases, Award recipients were delivering new services and so getting people to acknowledge they have a problem was part of the work itself, for example for truancy, stress or a health project for "the tough men on the estate". Linked to this, a group of Award recipients commented that they had no information about the kind of marketing that would be effective. Thirdly, there is a group of people who had to work hard to persuade people to take part, either because they wanted to be paid, were busy or because the local community wanted a different (usually a much larger) project.
- **The unexpected.** Award recipients experienced problems caused by weather, personal accidents or attacks, international politics and organisational change.

- **Other.** This included lack of support or contradictory advice, lack of cooperation from authorities, personality clashes and the need to change the project as it progressed.

## Personal Impact

Our studies have found a fairly consistent pattern of personal impact. An increase in confidence is the most common effect and happened for the vast majority of participants (more than 80 per cent). The majority of interviewees also improved their team working, leadership and communication skills as well as their ability to engage the community. A smaller but nonetheless significant proportion improved their negotiation and literacy/numeracy skills.

Interviewees were asked to justify their response and replied with examples of the specific skills they had learnt, routes to obtaining the skill or elements of the project that had developed their skills:

- **Confidence.** Interviewees developed their confidence from taking a challenge, doing something for the first time, seeing the project through, doing something they would not have done otherwise, overcoming problems, passing on their skills, talking to the media or large groups, working abroad, receiving positive feedback from participants, winning prizes or Awards for their project, being asked by the community or an organisation to continue the project, being satisfied with the quality of what was achieved, gaining a new job or position, seeing the faith the Millennium Commission had in them, raising further money, passing on their skills and teaching others.
- **Team work.** Award recipients learnt how to keep people informed, give everyone a role, see different skills in the team and work together on sensitive issues (e.g. writing scripts together). A few interviewees felt that they had not developed skills in team working because the group had been unable to resolve conflict, or some members of the group had worked harder than others.
- **Leadership.** Award recipients developed leadership skills because they needed to be assertive to get the project done, had to motivate others in the team and needed to delegate because of the amount of work. “No” responses often reflect occasions where the interviewee thought of their group as being equal and did not see anyone as being the leader.
- **Communication.** Award recipients developed their communication skills through teaching, talking to the media, making a video, talking to partners, giving talks, putting on exhibitions, reaching a particular group (e.g. children, people with a sensory disability), learning a new language whether technical or foreign (e.g. Latin names of plants) and listening to the community. A lot of the projects were specifically about communication, for example drama, videos, conferences and advocacy.
- **Negotiation.** Award recipients needed to persuade people to take part, to obtain equipment and resources, to build a consensus in the group.

- **Literacy/numeracy.** Interviewees developed their computer literacy as well as skills in specific contexts like scripts, press releases, letters and budgets.

The “other” category attracted responses relating to patience, time keeping, being more focused, working with particular groups, organisational skills, reflection, health and safety, humility and how to network.

**Figure 20: Has the project helped you develop your personal skills, such as:**



The chart only refers to “yes” responses. There are a number of different reasons for interviewees to say that the project did not develop their personal skills:

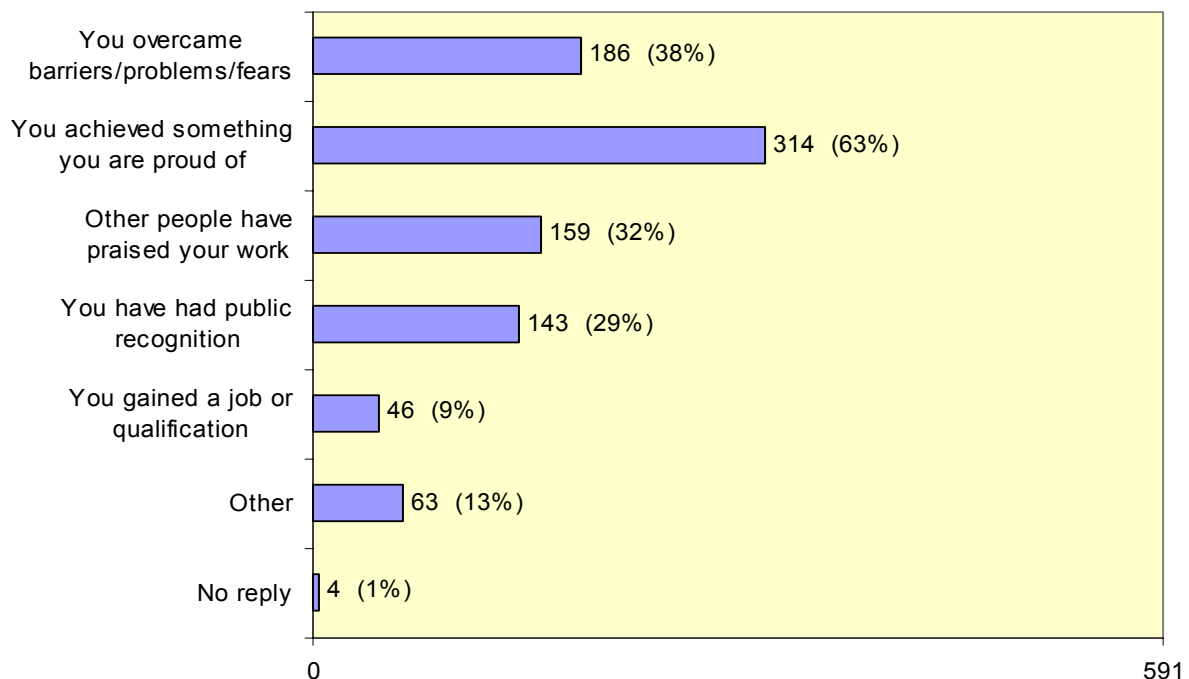
- They already had these skills.
- The project is not yet finished and it is too early to say.

- The project was not of the kind where these skills could be developed i.e. these skills were not intended to be developed.

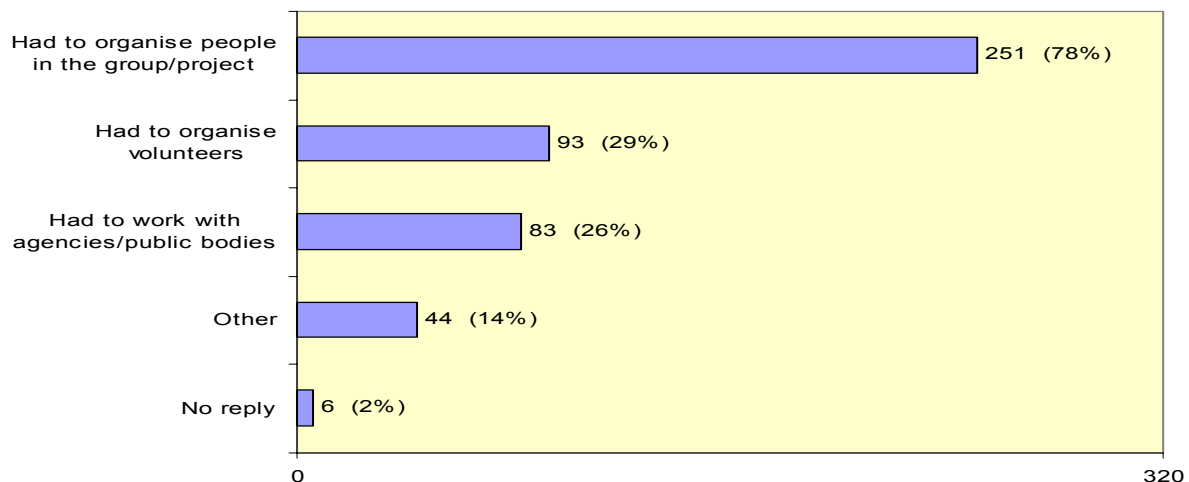
That so many respondents gave positive answers – when there were good reasons why the question might not be applicable – is an endorsement of the value of the Millennium Awards Scheme.

This year, for the first time, we asked Award recipients about how the project increased their confidence or developed their leadership skills. As evaluators we are more confident about outcomes if we can see the mechanisms whereby they are achieved. Confidence was raised primarily because Award recipients were proud of their projects. Leadership skills were raised primarily through group interaction.

**Figure 21: How did the project increase your confidence?**

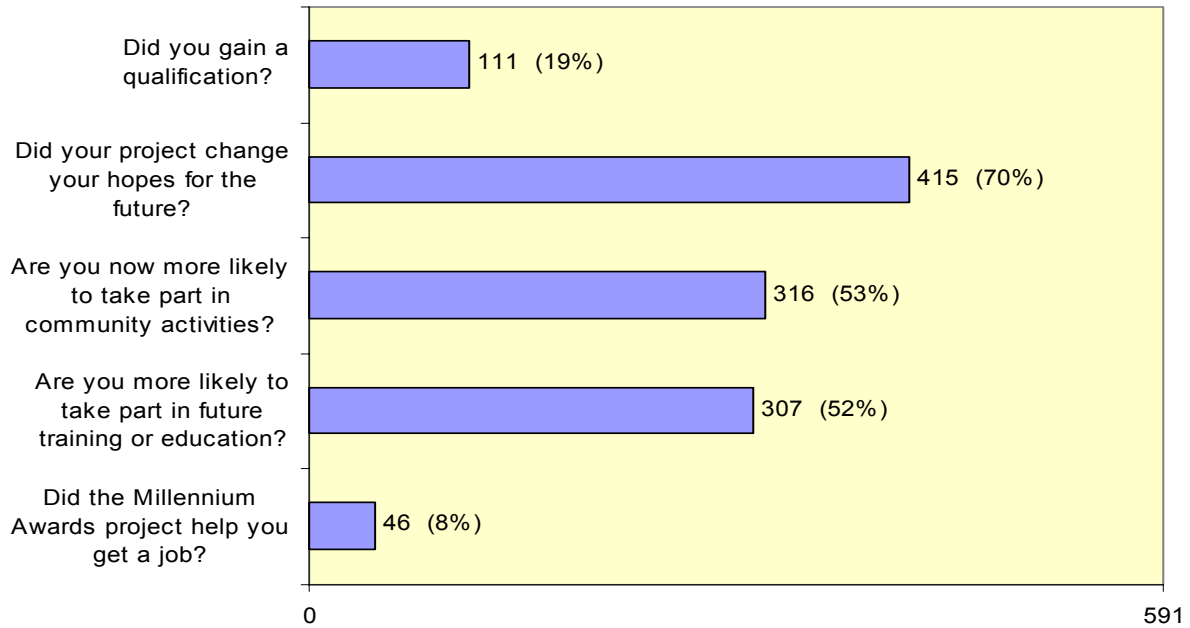


**Figure 22: How did the project develop your leadership skills?**



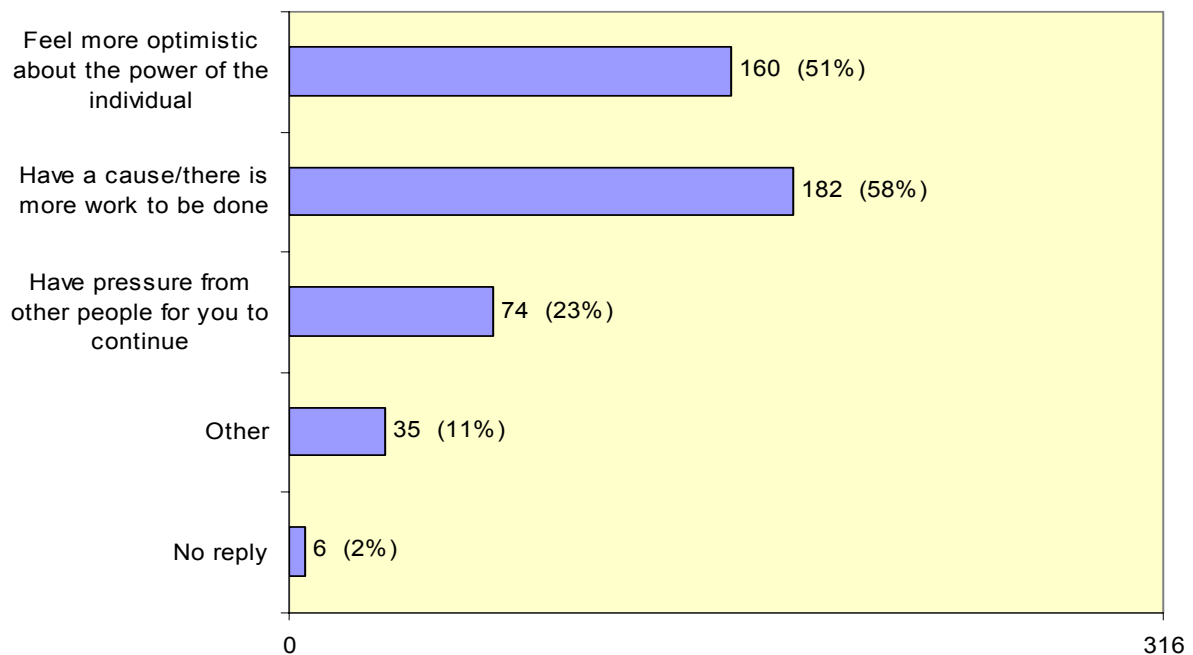
Millennium Award projects have long term effects on recipients. A significant minority gained a qualification (19 per cent in 2004, 12 per cent in 2003, 14 per cent in 2002, 20.2 per cent in 2001 and 19.9 per cent in 2000). Some 70 per cent felt more optimistic (71 per cent in 2003, 73 per cent in 2001 and 2002, and 64.6 per cent in 2000). Some 53 per cent said they were more likely to take part in community activity after their project (compared to 57 per cent in 2003). Some 52 per cent said they were more likely to take part in training and education, which is the same figure as for 2003.

**Figure 23: Are there ways in which the project will have a long term effect on you?**

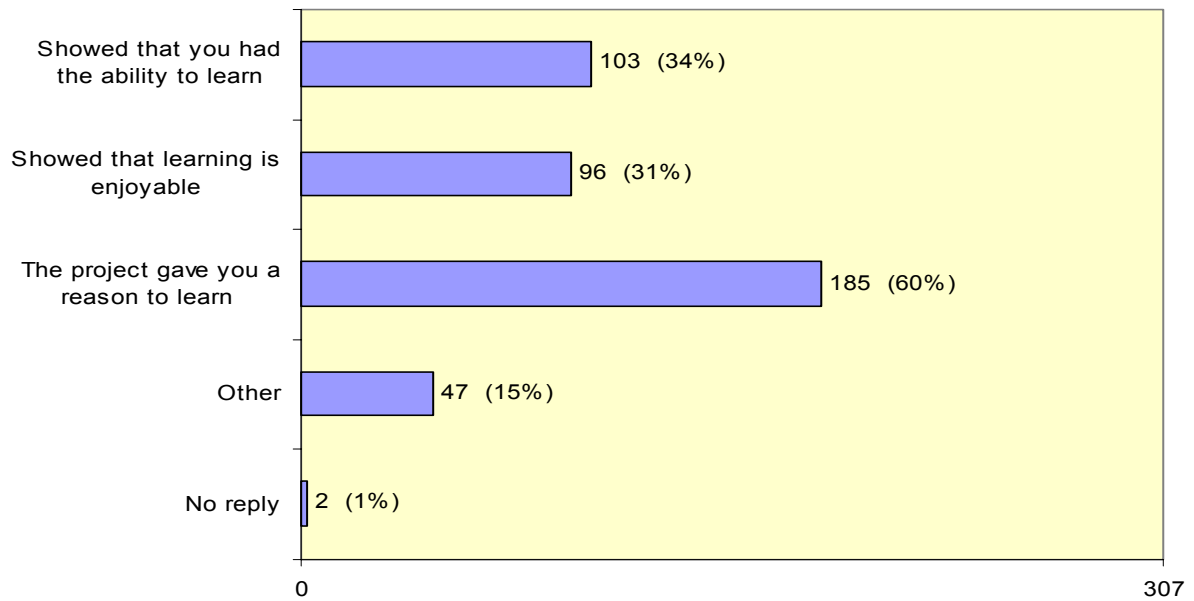


This year we introduced a question to explore the mechanisms underlying this increased interest in community activities and education. The results showed that Millennium Awards motivated Award recipients in the main because they had a cause and because they felt more optimistic about the power of the individual.

**Figure 24: Why are you more likely to take part in community activities?**

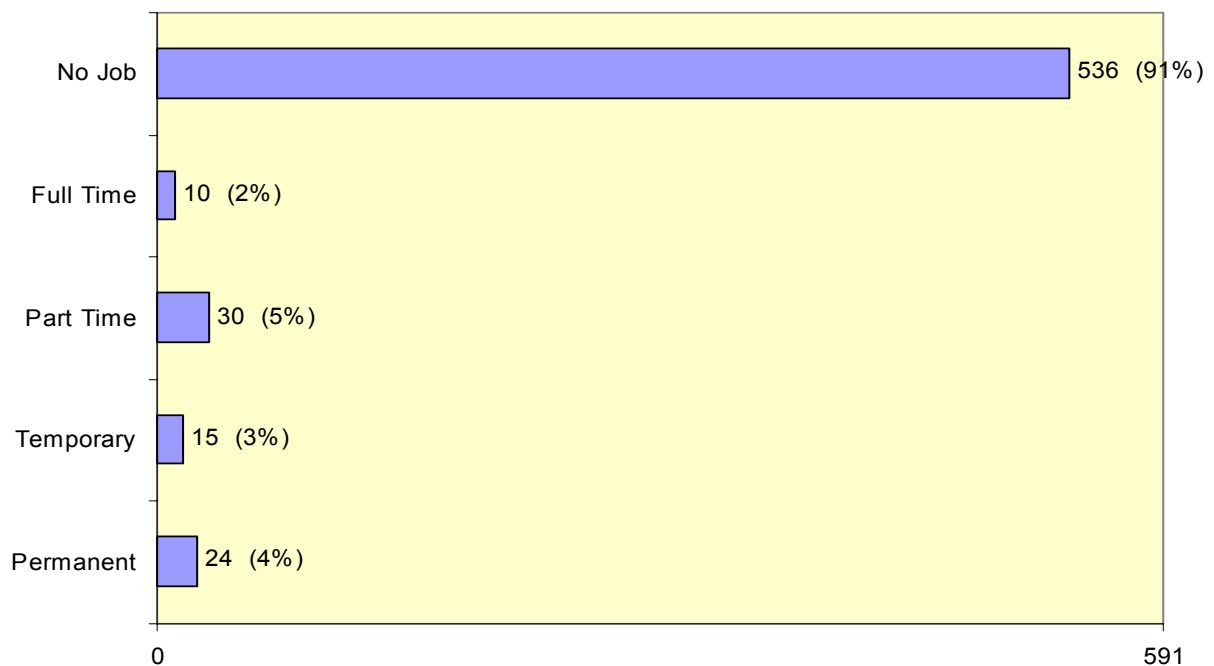


**Figure 25: How did Millennium Awards encourage you to think about training or education?**



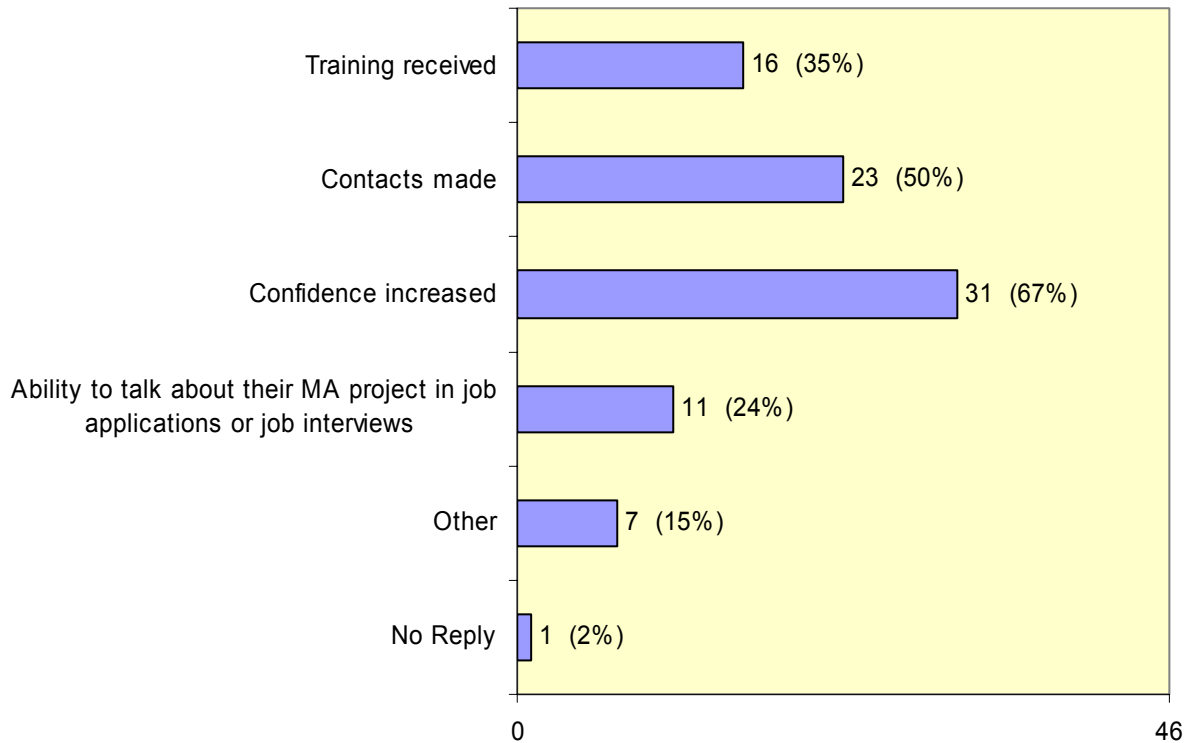
One of the surprising findings about the Millennium Awards Scheme that has arisen from our past surveys is the extent to which it helps individuals obtain jobs. It is important to appreciate that the Scheme is not designed to foster job creation so this is a secondary benefit. Job creation has varied from nine per cent in 2004 to 13 per cent in 2003. Millennium Awards helped recipients find work because of the way it increased their confidence. However, the 2004 survey found that training and contacts also helped.

**Figure 26: Did the Millennium Awards project help you get a job?**



The main way in which the Millennium Awards Scheme helps recipients obtain jobs is in increasing their confidence. However, projects also provide training, contacts and other skills relevant to employability.

**Figure 27: If yes, how did Millennium Awards help you get a job?**



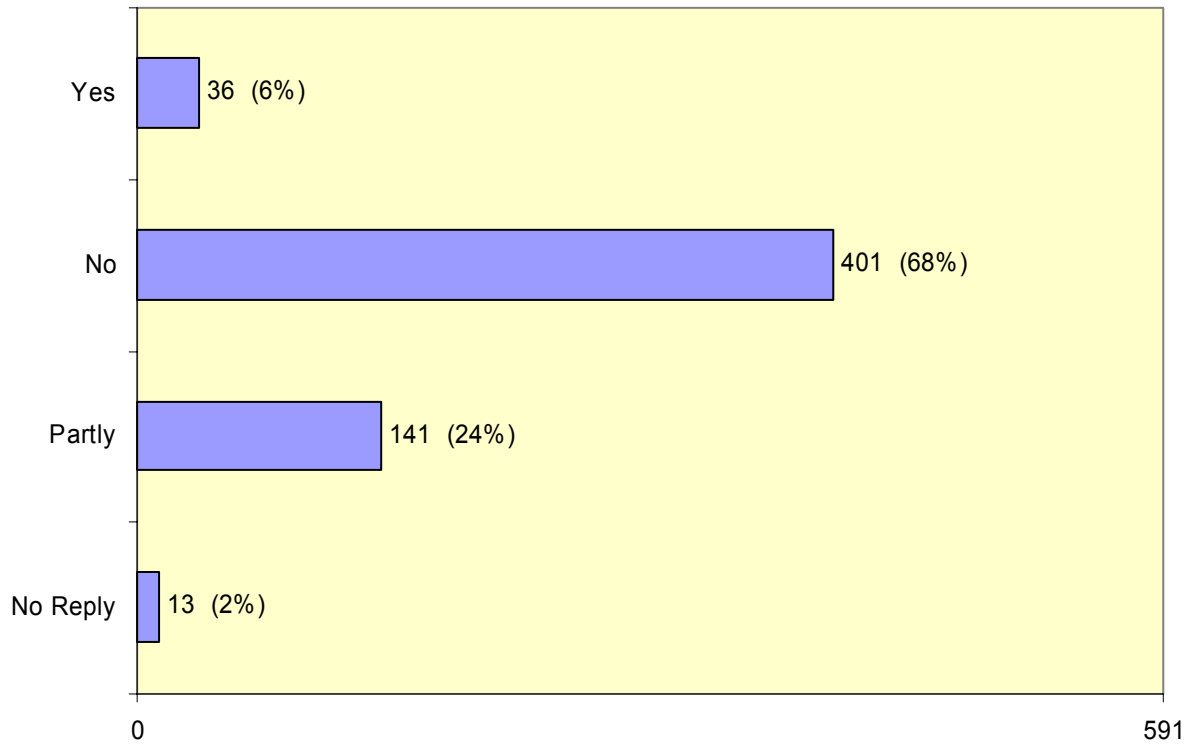
What these figures cannot show is the quality of the jobs to which the Millennium Awards Scheme provides access. It is our impression that this is higher than for many dedicated job creation programmes. There are four aspects to this:

- Jobs arise from hobbies or interests. These are likely to be jobs of great importance to Award recipients rather than just ways of earning a wage.
- Award recipients care about the subject of the job. It is reasonable to conclude that Award recipients are likely to perform better at these jobs than in areas of less interest to them.
- Award recipients might therefore seek to and be able to stay longer in these jobs than in occupations where they are less engaged.
- Competition for these jobs might be diminished. The match between Award recipient and job might be tighter than for more standardised occupations.

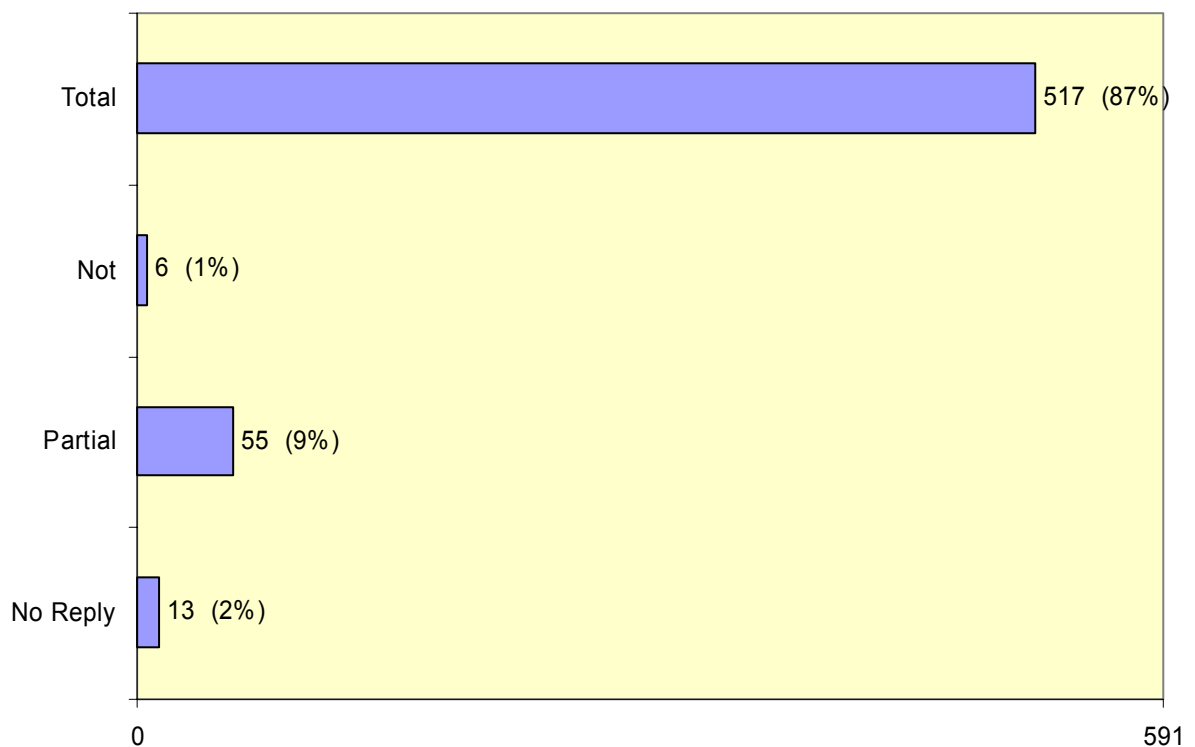
As with previous years, the majority of Award recipients believed that their project was a success in terms of its effect on them (87 per cent compared to 89 per cent in 2003 and 2002) and that these personal gains would not have happened without the Millennium Awards project (68 per cent in 2004 compared to 63 per cent in 2003 and 2002). The main reasons for negative responses were because of problems

experienced with the project, because of the amount of work involved or because the interviewee saw the project as serving social not personal ends.

**Figure 28: Do you think these personal effects would have happened to you anyway, even if you hadn't participated in the project?**

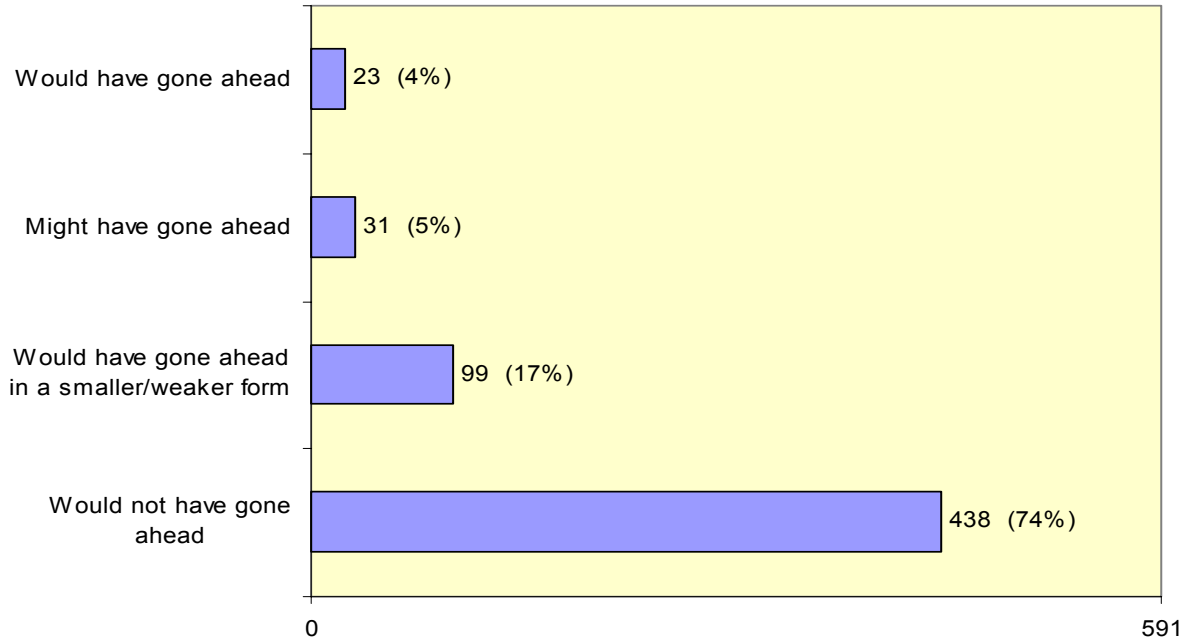


**Figure 29: Overall, do you think your project has been a success in terms of its effect on you?**



Some 74 per cent of projects would not have gone ahead without Millennium Awards (69 per cent of projects in 2003 and 71 per cent in 2002). This suggests high additionality, which is one of the key principles of Lottery funding.

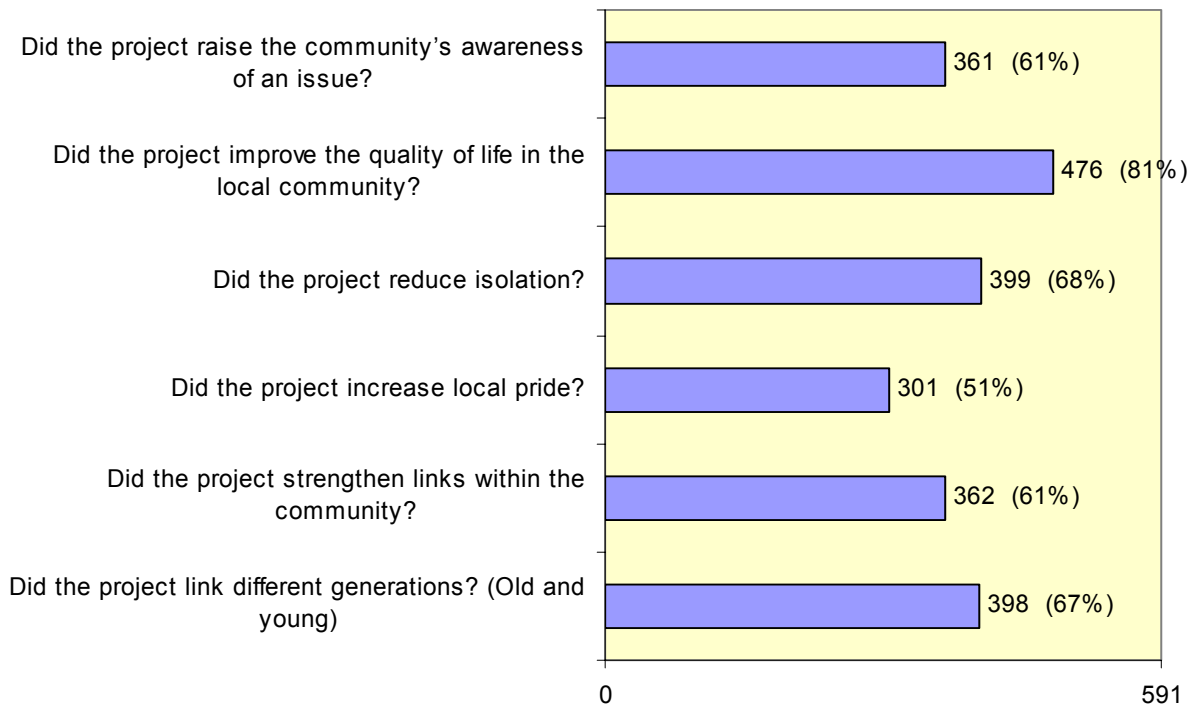
**Figure 30: Would the project have gone ahead without the Millennium Awards money?**



### Community Impact

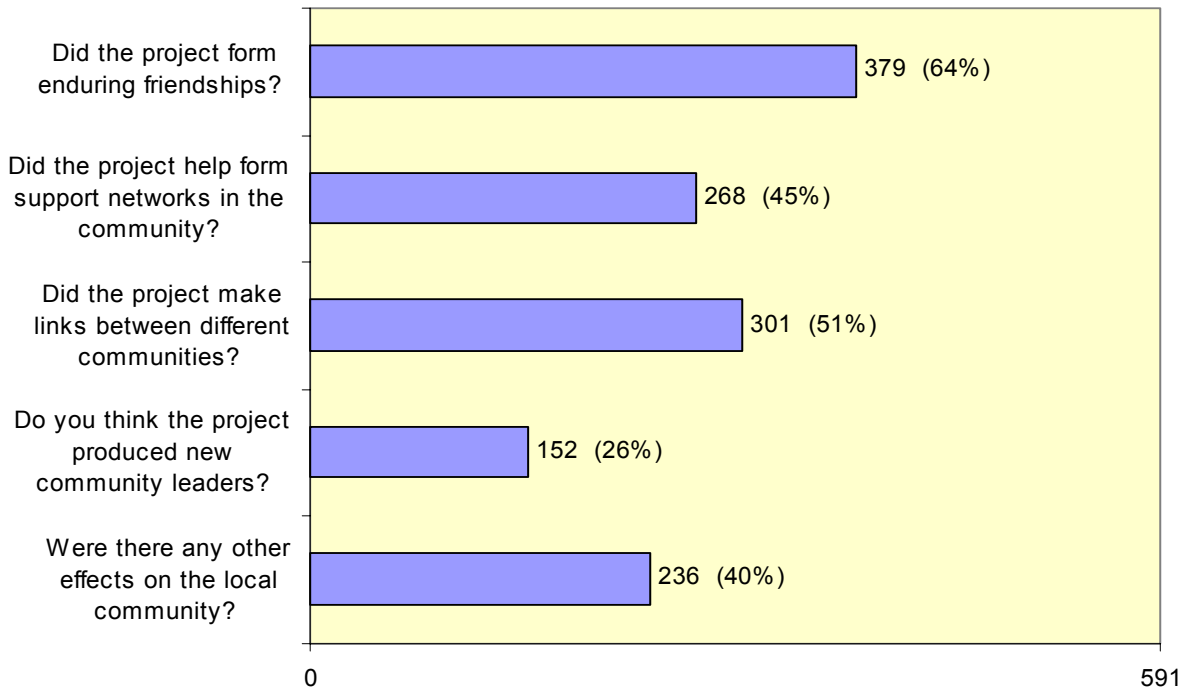
As with personal impact, there have been consistent patterns in the community impact of projects. The most common impact is for projects to improve the quality of life in communities. However, the majority of projects also reduced isolation, raised the community’s awareness of an issue, strengthened links within the community and linked different generations.

**Figure 31: What has been the impact of your project on the community?**



effect for the Awards recipients and is a factor in reducing isolation and social exclusion.

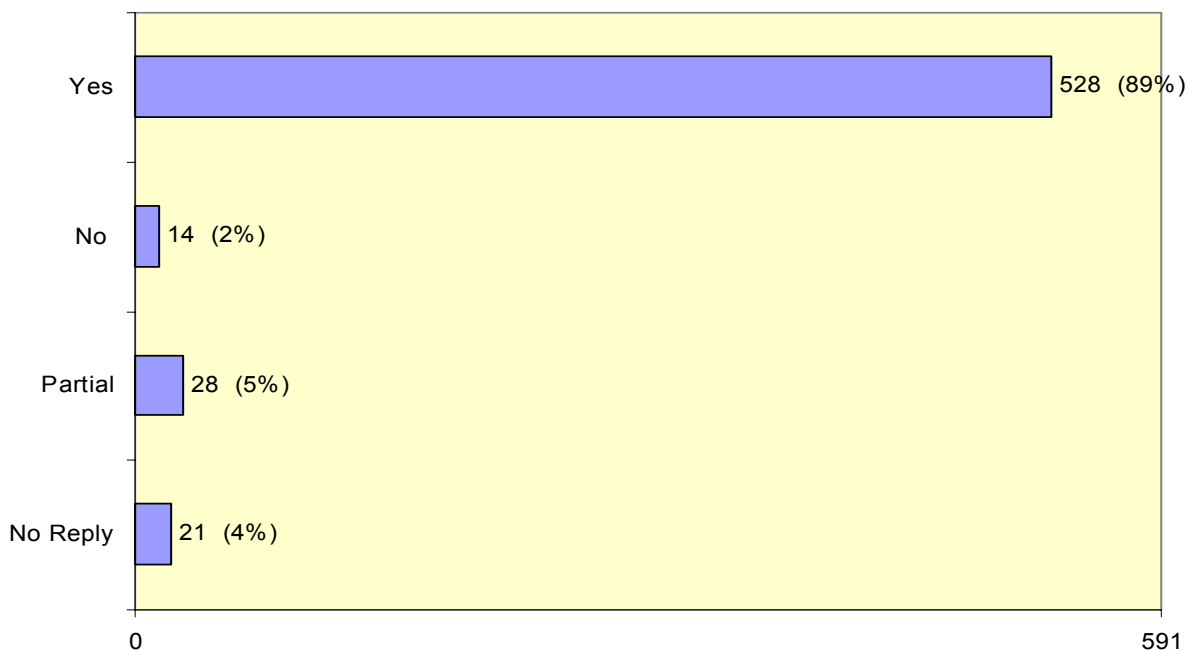
**Figure 32: Are there ways in which the project will have a long term effect on the community?**



The vast majority of interviewees said that their project was a success in terms of its effect on the community (89 per cent in 2004 compared to 87 per cent 2003 and 85 per cent in 2002). Those answering “no” or “partly” were saying that:

- It is too early to say. The project is not finished.
- The issue is too large to expect an immediate impact. Environmental projects are particularly likely to elicit this response. Sustained activity is necessary.

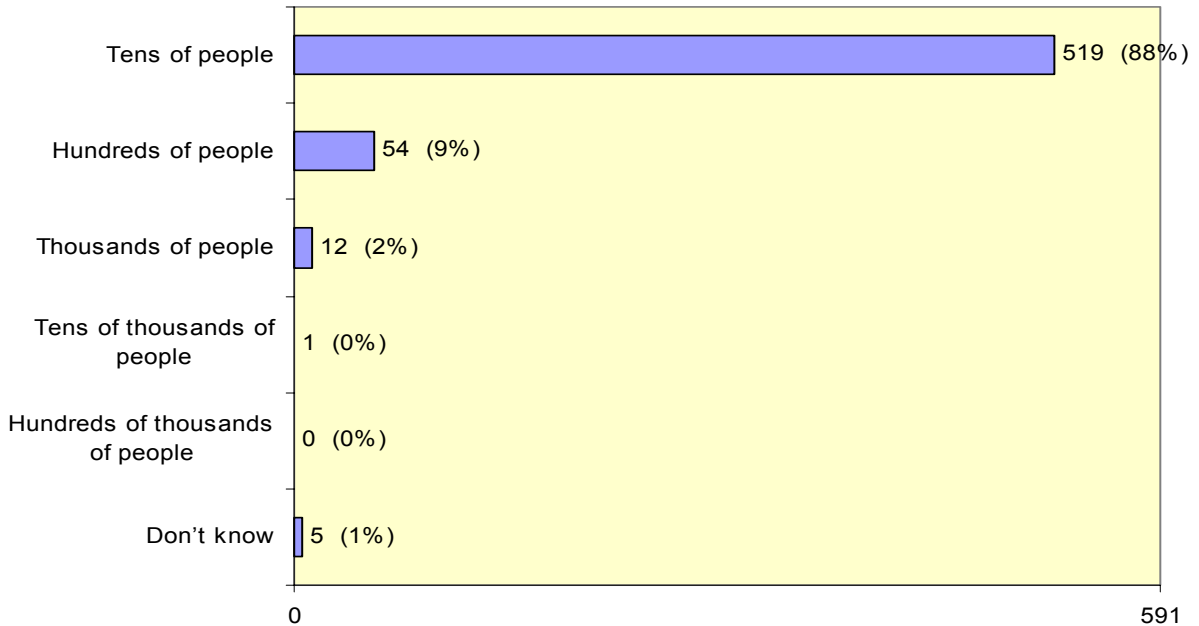
**Figure 33: Overall, do you think your project has been a success for the community?**



## Scale of Impact

Some 88 per cent of interviewees said that the number of participants was in the tens rather than hundreds (86 per cent in 2003 and 62 per cent in 2002). This only relates to people involved in delivering the project.

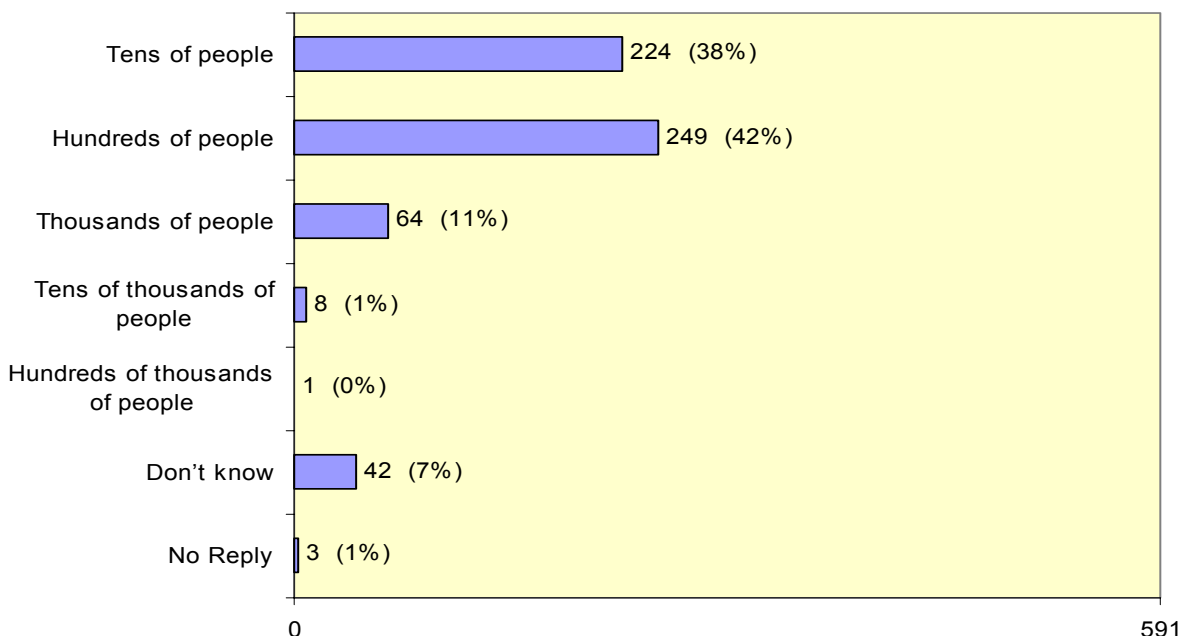
**Figure 34: How many people participated in your project?**



In 2004 some 55 per cent of Award recipients claimed that beneficiaries were in the hundreds or thousands (52 per cent in 2003 and 33 per cent in 2002). The average number of beneficiaries was 2,719. Figures were skewed by a small number of high values.

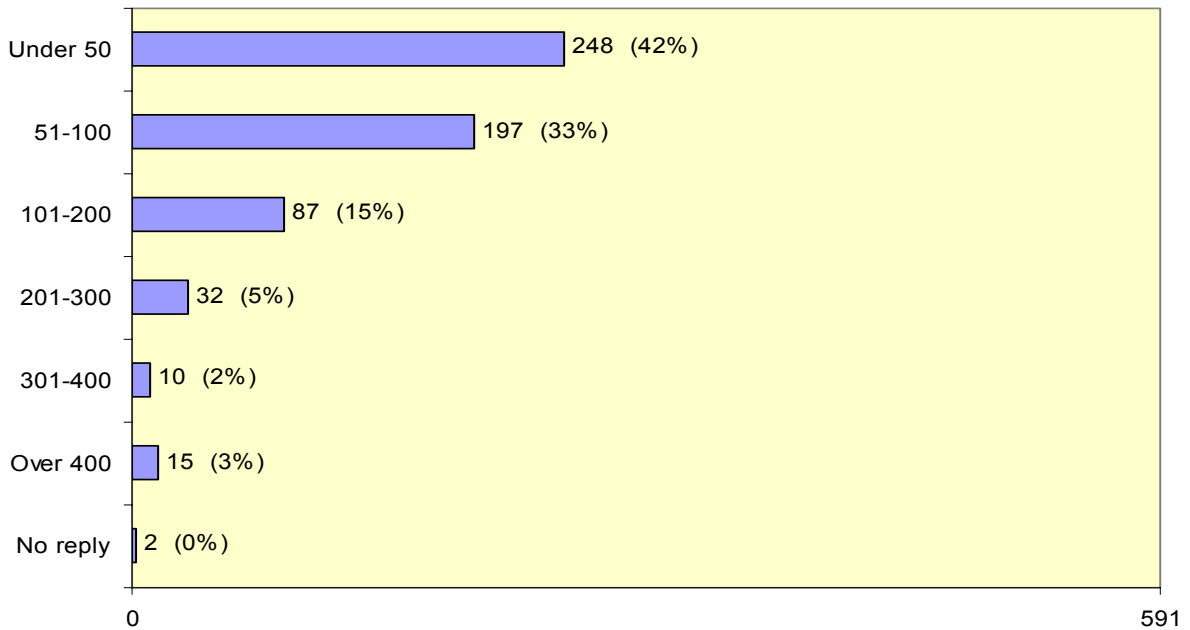
Success cannot be judged on numbers alone. One interviewee emphasised that the project was “a small community but a great success.” In some cases numbers are small because projects are targeted at special groups such as disabled children. The strength of Millennium Awards is its mix of very wide and very deep benefits across the project portfolio.

**Figure 35: How many people benefited from your project? (attended an event or benefited as part of the wider community)**



The average time Award recipients spent on their projects was 89 days (2004 figures). The first year of the programme, 2000, recorded higher contributions (average 144 days), which appeared to be associated with the high level of professionals in the scheme mix at that time.

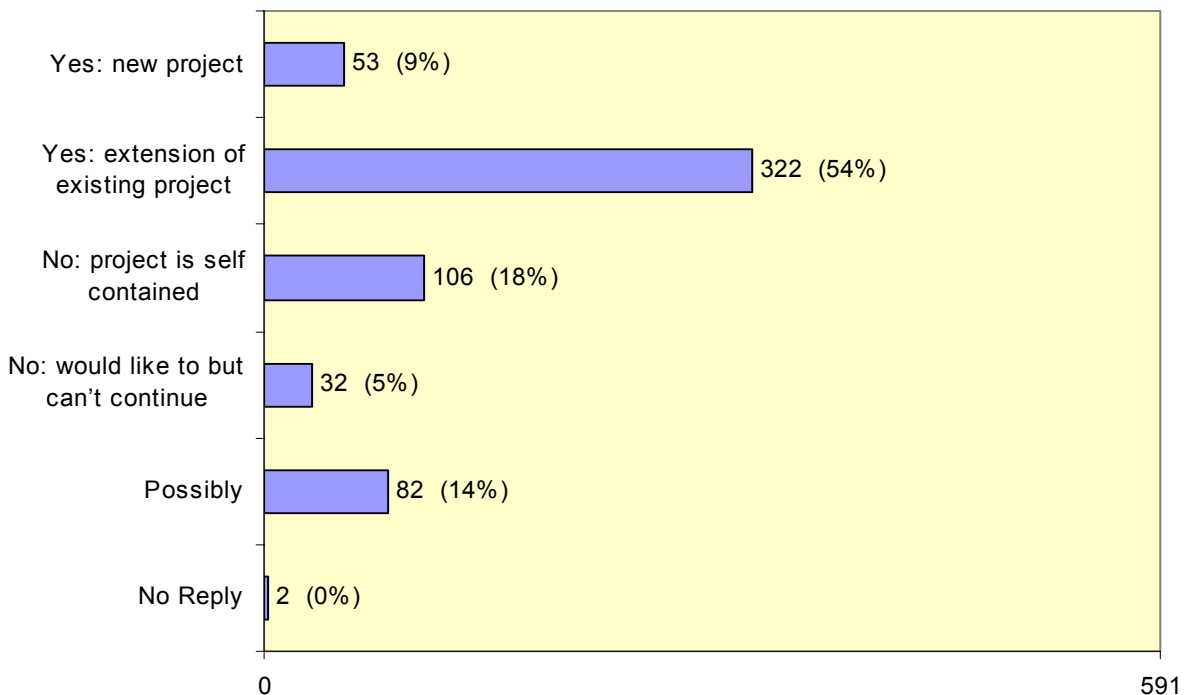
**Figure 36: How many days did you spend organising and participating in the project?**



## The Future

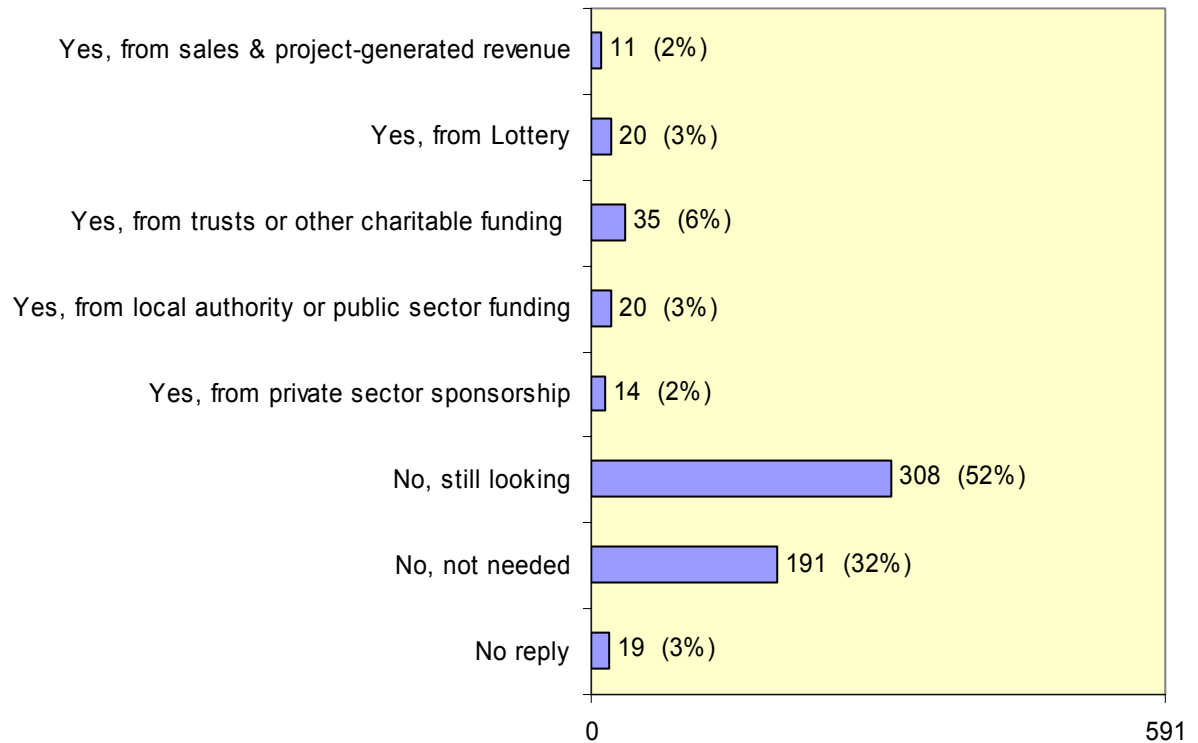
The number of Award recipients who wanted to continue their project or start a new project after the funding had run out was 63 per cent in 2004 (compared to 59 per cent in 2003, 55 per cent in 2002, 58 per cent in 2001 and 72.1 per cent in 2000).

**Figure 37: Are you planning any future activity that will extend the life of the project?**



This increase in interest has widened the funding gap year by year. In 2004 some 59 per cent of interviewees were still looking for funding compared to 39 per cent in 2003 and 32 per cent in 2002. The number of Award recipients who have obtained additional funding is the same as last year (16 per cent), and slightly lower than previous years. 39 per cent of interviewees are still looking for funding (compared to 32 per cent last year).

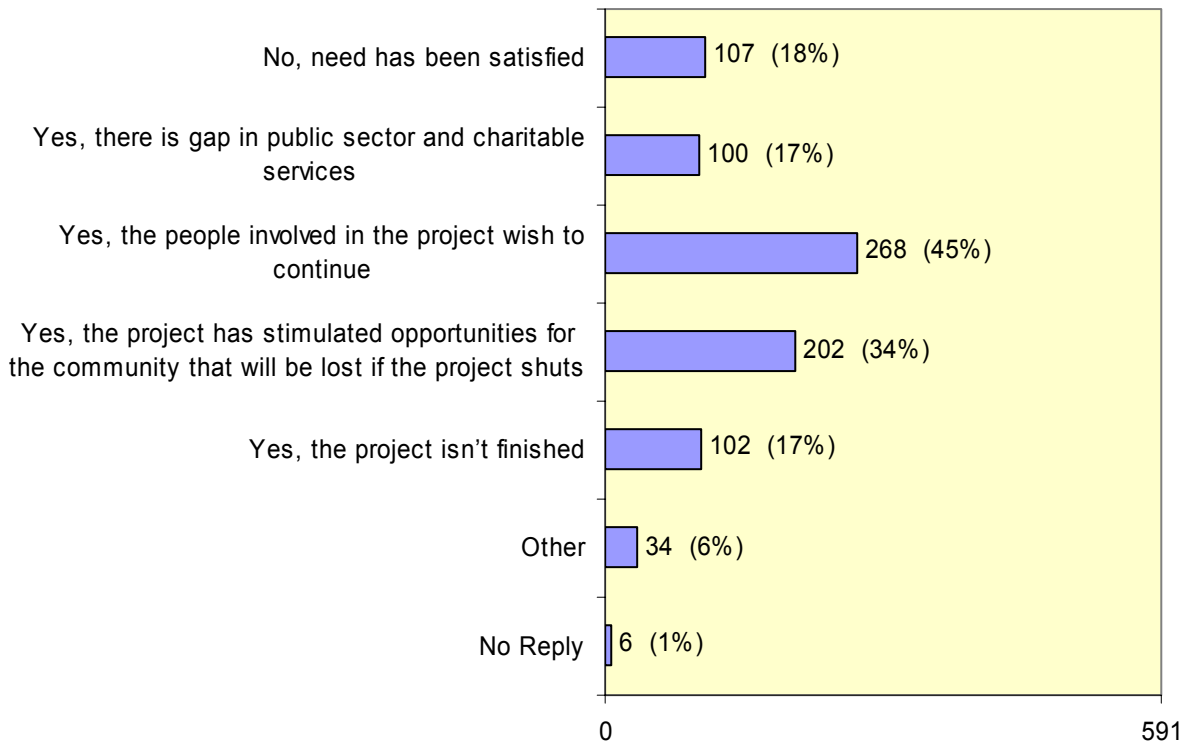
**Figure 38: Have you obtained any funding to help you to continue the project?**



Last year we introduced a new question about where the demand to continue the project was coming from. Only 18 per cent of interviewees said that the need for their project had been satisfied (2004 and 2003). The most common motivation in both years was that the project participants wanted to continue. In addition, a significant proportion of interviewees said that the project was unfinished, or that it had stimulated new opportunities that should not be lost.

In 2004 some 17 per cent of Award recipients said that their project was needed because of a gap in statutory services. Although Millennium Awards projects are not direct replacements for statutory services (and this would be a high expectation for such small grants), it is our observation that they are often complementary to public or voluntary services. They help to link services to local communities through translating them into non institutional language or adapting them to ever finer customer segmentation. Individuals provide insight, innovation and energy to remove barriers to services or support systems. These barriers are not always visible to, or actionable by, government or voluntary sector organisations.

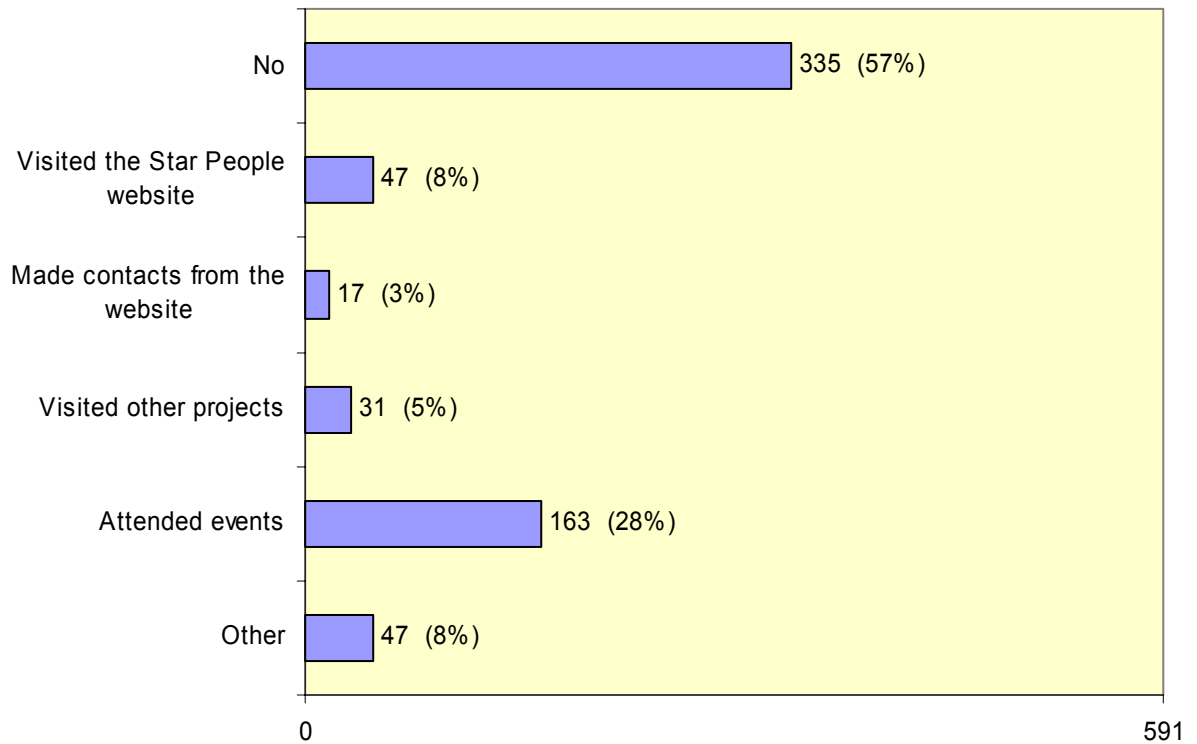
**Figure 39: Do you think the need for your project will continue after your Millennium Awards funding is finished?**



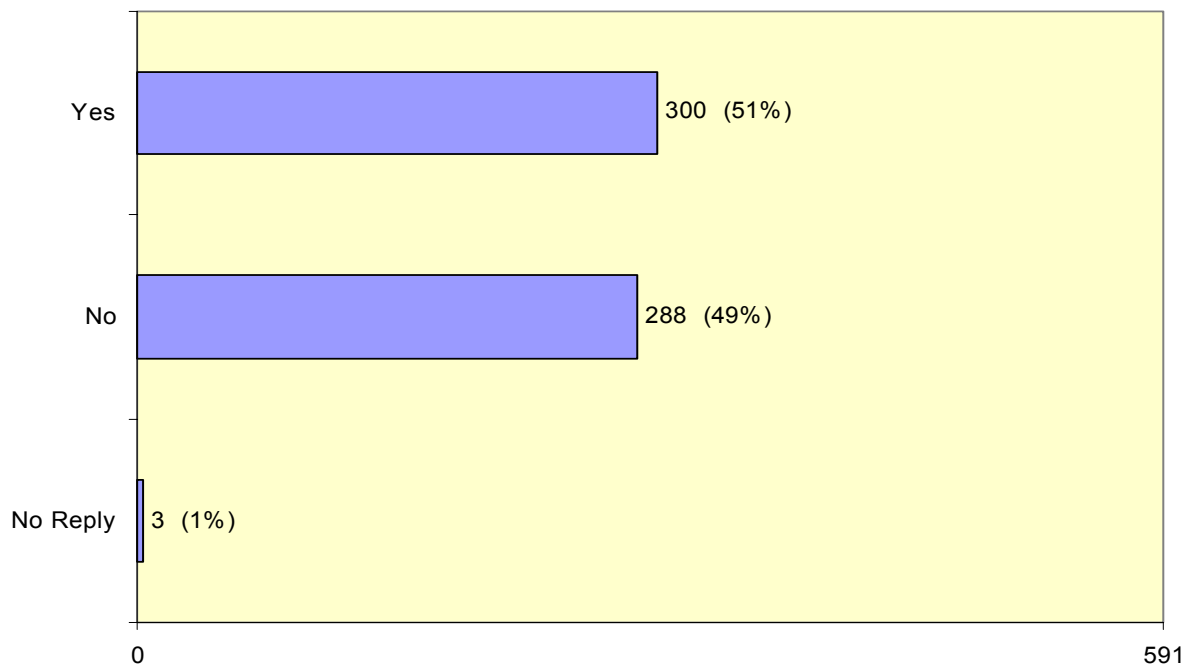
## The Fellowship

When an Award recipient successfully completes their project, they become a member of the Millennium Awards Fellowship. The Fellowship was set up to recognise and celebrate the achievements of Award recipients and to encourage them to share ideas and experiences. It can also help people find support to continue their projects into the future.

Interest in the Fellowship appears to be declining over time. The number of Award recipients who said that they had had no contact with other Award recipients has increased (57 per cent in 2004, 48 per cent in 2003 and 42 per cent in 2002). Use of the website has increased, albeit from a low base (five per cent in 2002 to seven per cent in 2003 and eight per cent in 2004).

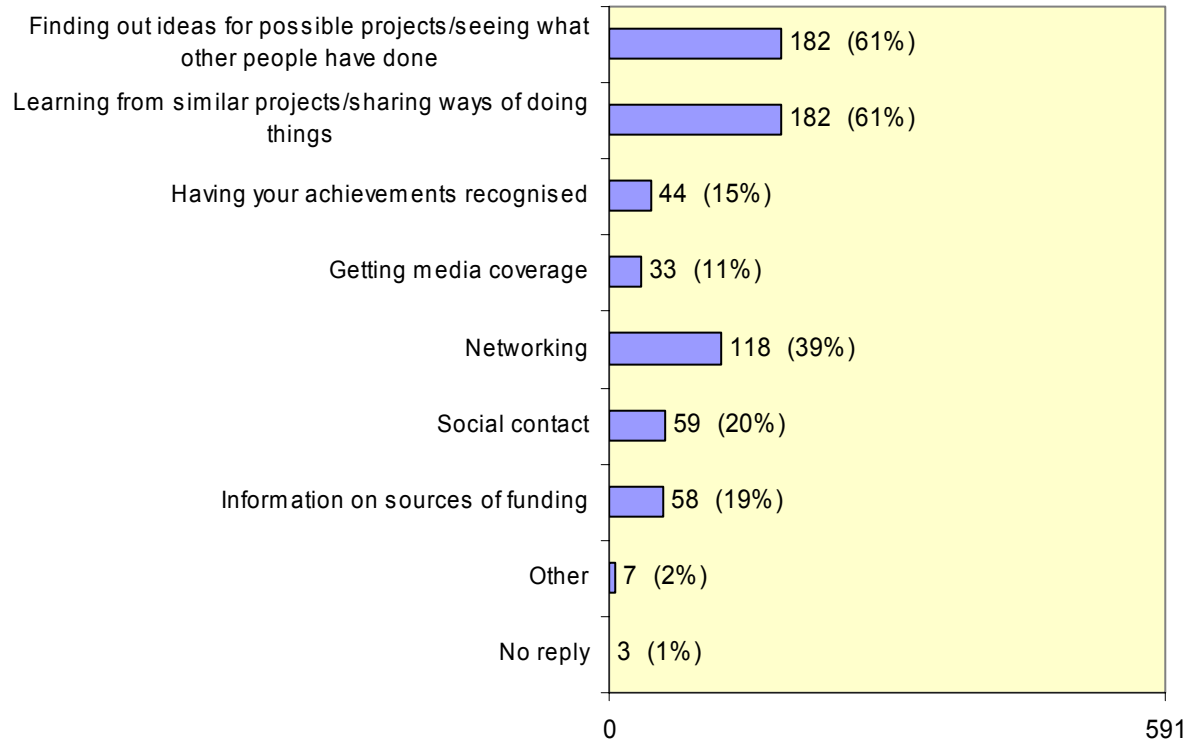
**Figure 40: Have you had any contact with other Millennium Award recipients?**

Interest in further contact has fluctuated. Some 51 per cent of interviewees wanted further contact with other Millennium Awards winners in 2004 compared to 44 per cent in 2003 and 63 per cent in 2002.

**Figure 41: Would you like more contact with other Millennium Award recipients?**

Award recipients tend to be mainly interested in finding out ideas for possible projects, learning from similar projects and networking. These were the kinds of activities organised by the Millennium Fellowship.

**Figure 42: If yes, what do you want contact between Millennium Award recipients to be about?**



## LONGITUDINAL SURVEY

### Introduction

We interviewed 100 Millennium Award recipients out of the 150 interviewees from the longitudinal survey. This is the third longitudinal survey after the cohort was originally interviewed in 2001.

Longitudinal interviewees were originally selected randomly.

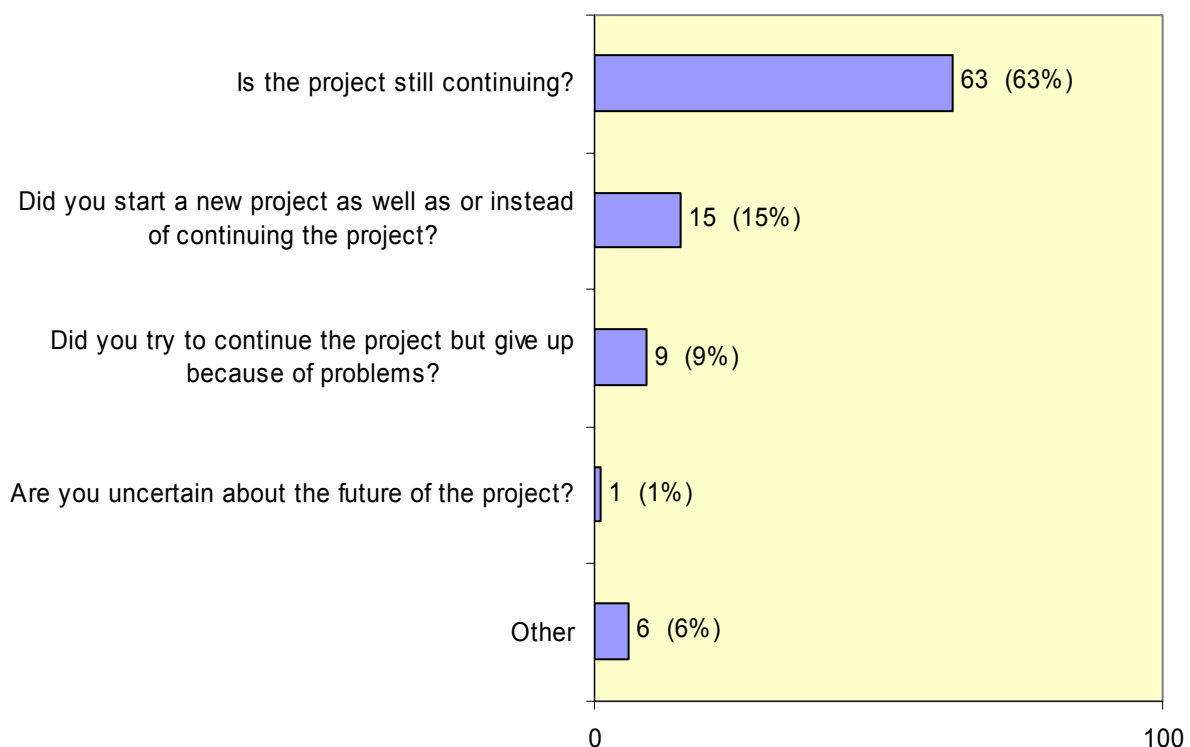
The aim of the longitudinal survey is to see:

- Whether projects are continued and if so, why and how.
- Whether there are lagged effects that occur some time after the Award project.
- Whether impacts are sustained over time.

### Continuation of the Project

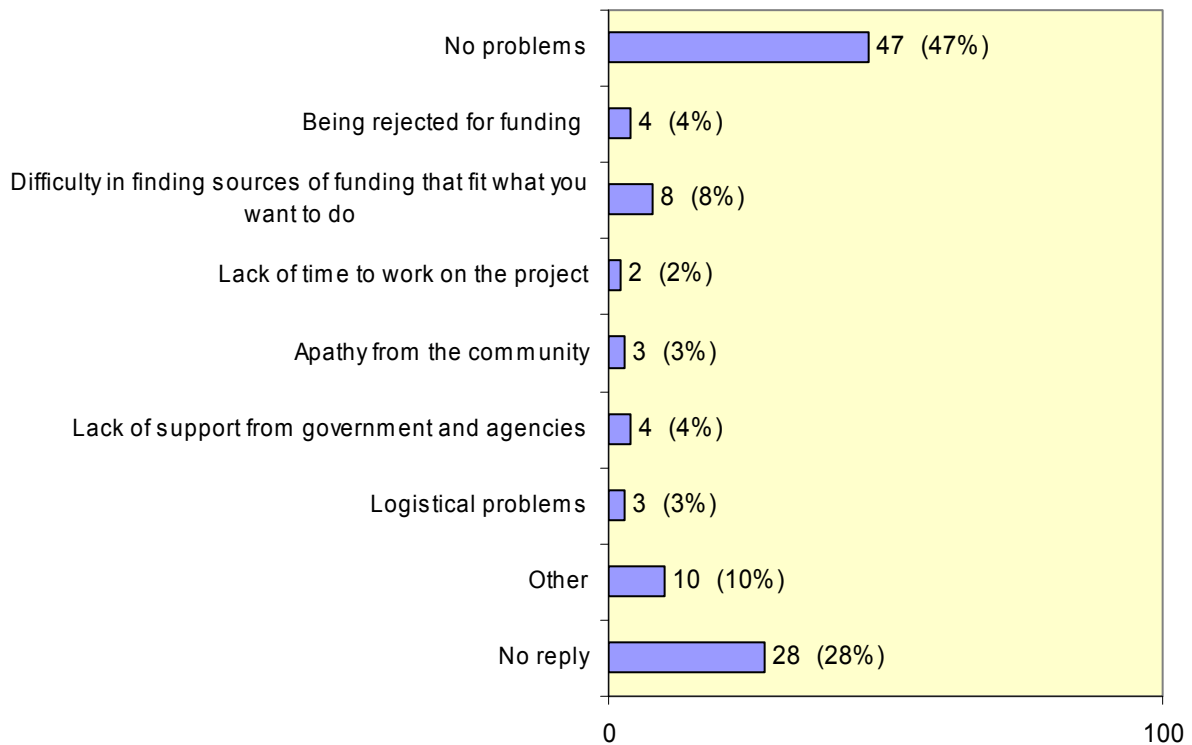
The longitudinal survey shows the activity in projects over time. There is a surprisingly slow drop out in the participation in projects. The number of interviewees who said that their project was still continuing was 63 per cent compared to 65 per cent in 2003 and 60 per cent in 2002. Only nine per cent of interviewees said that they tried to continue the project but gave up because of problems. The figure for 2003 was 10 per cent and eight per cent for 2002. At this stage only one per cent of interviewees said that they were uncertain about the future of the project compared to 10 per cent in 2003 and 11 per cent in 2002.

**Figure 43: What has happened with your Millennium Awards project since we interviewed you last year?**



Some 47 per cent of Award recipients said that they had had no problems continuing their project compared to 44 per cent in 2003 and 49 per cent in 2002. Combined with the previous question, these figures suggest that Award recipients work hard to continue their projects, but at some stage they either solve problems and remove uncertainty or they give up.

**Figure 44: What problems have you encountered in continuing your project beyond the Award money/starting a new project?**



Seven Award recipients said that they raised funds during 2004. The total raised was £54,100. Fund raising was less successful than for 2003 when the total raised by this same group was £987,000 across twenty Award recipients. The amount raised in 2002 was £333,800.

Altogether the sources mentioned during our longitudinal surveys were:

- **The Lottery.** The Community Fund, Awards for All, The Arts Council, The New Opportunities Fund and other lottery funds.
- **Local and Central Government.** Both borough and county councils are mentioned as well as the Primary Care Trusts and Mental Health Trusts and the Community Champions Fund, which is run by the Department for Education and Skills.
- **Trusts and charities and corporate giving.** The Scarman Trust, the Youth Council for Northern Ireland, Lloyds TSB, Christian Aid, Health First, Community Initiative Award, the National Childbirth Trust, The Tudor Trust, Abbey National, Bradford Key Fund, Paul Hamlyn Foundation, Scotland Against

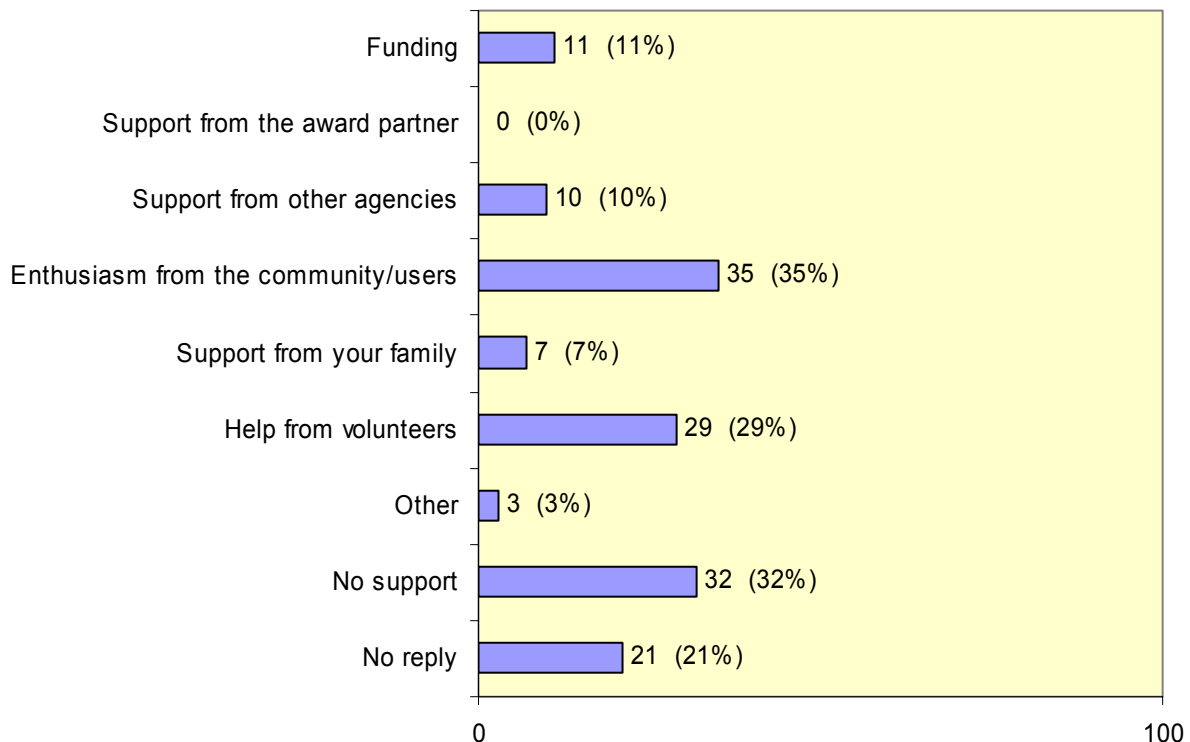
Drugs, National Crime Beater Award, BTCV Peoples Places Award, Nationwide, Lifespan, Helley Community Trust, Cumbria Deaf Association, Roslyn Heritage Society, and the Steven Lawrence Trust.

➤ **Other.** Private individuals and earned income.

The sources that occurred most often were Awards for All and the Community Fund.

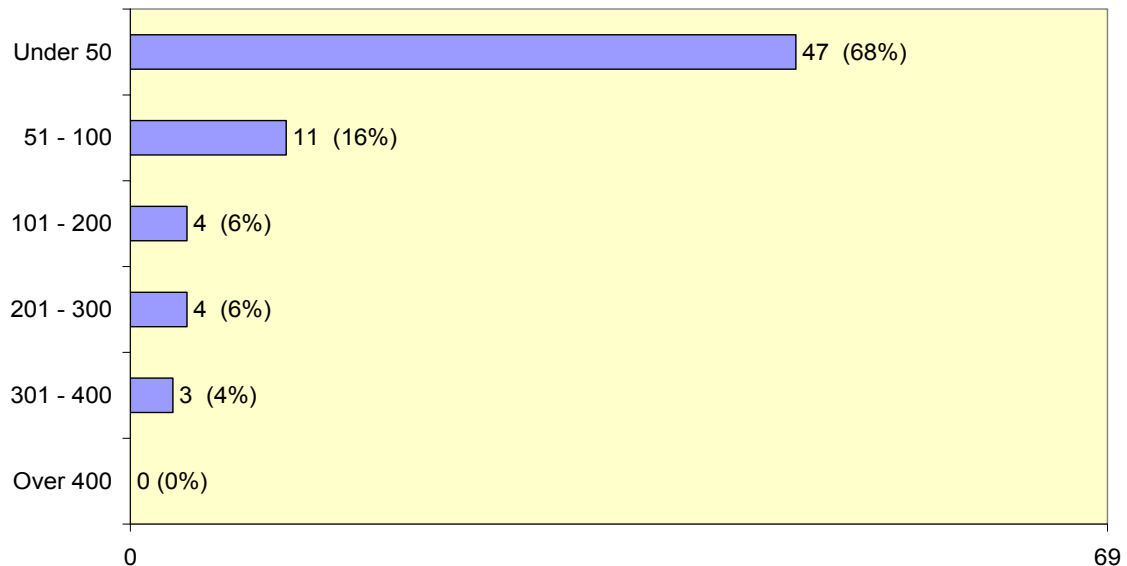
Our surveys gave a vivid picture of the support structures on which Award recipients can draw. Early in the life of Millennium Awards projects Award Partners provided detailed and wide ranging support. A high proportion of Award recipients also received non financial support from external agencies and their family. When the project ended, a small percentage (five per cent) of Award recipients continued to receive help from their Award Partner and this level of support continued for two more years before disappearing. Enthusiasm from the community, together with help from volunteers, both grew through time (the former from 17 per cent in 2002 to 23 per cent in 2003 and 35 per cent in 2004; the latter from five per cent of projects in 2002 to 27 per cent in 2003 and 29 per cent in 2004). It is these two that ensured the longevity of projects after their Award has ended. However, maintaining projects was a sensitive matter as support from the Award recipient's family dropped through time (seven per cent in 2004 compared to 12 per cent in 2003 and 16 per cent in 2002). The number of projects that received support fell over time: nine per cent of Award recipients received no support in 2002, but the figure was 32 per cent for 2003 and 2004.

**Figure 45: Have you had any support to continue your project?**



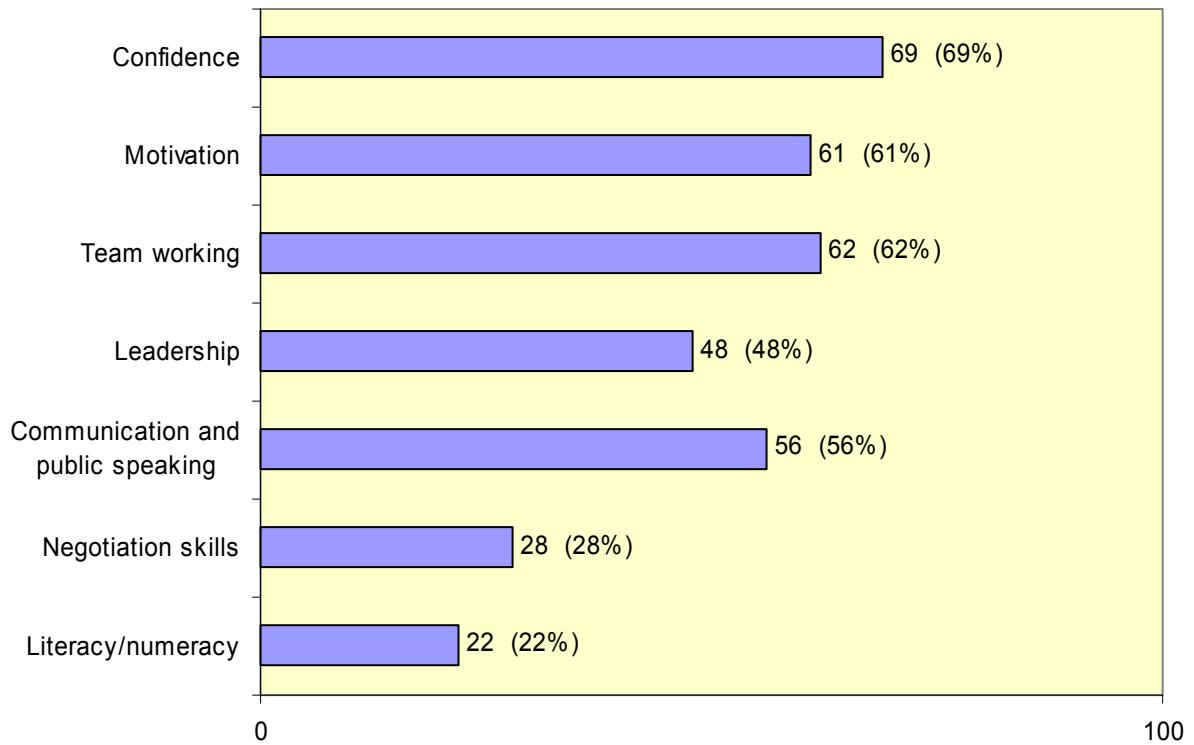
As would be expected, Award recipients spent less time on their projects than during the Millennium Award period (47 per cent spent fewer than 50 days compared to 42 per cent) in the main survey.

**Figure 46: How many days have you spent on the new or extended project (since the money ran out)?**

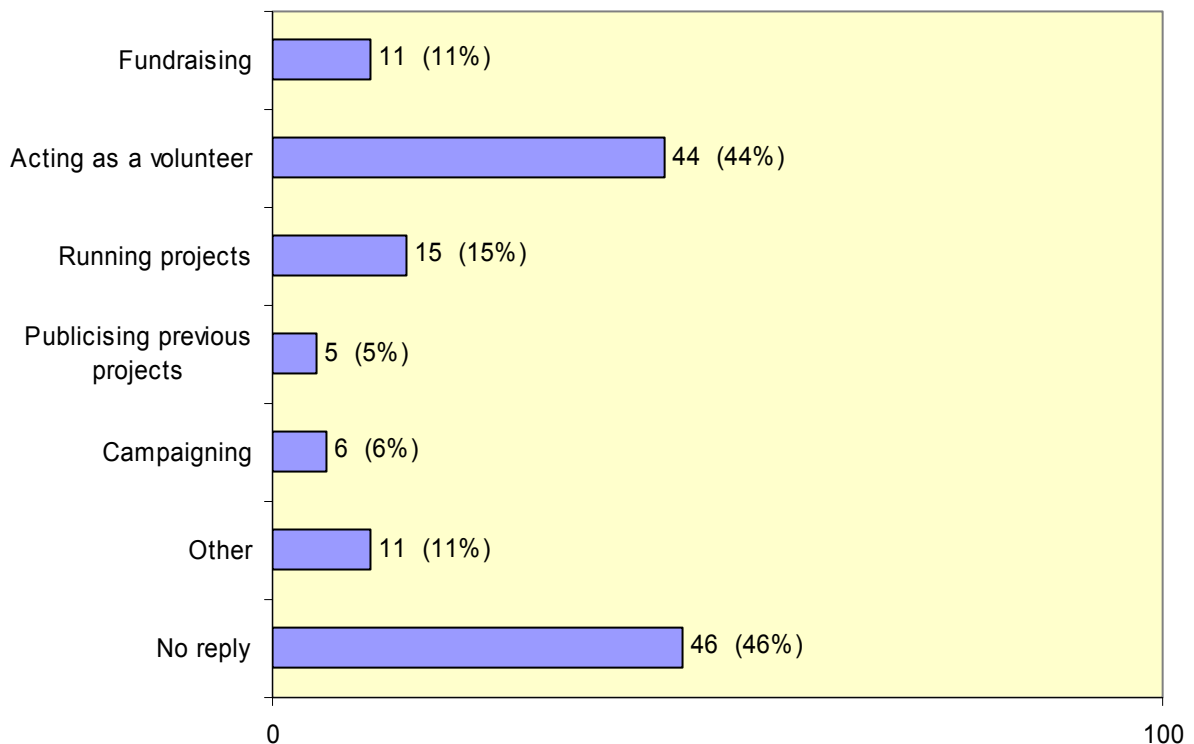


## Impact

Some personal impacts increased in 2003, but all categories have since fallen. In 2003 some 66 per cent of interviewees said that the Award improved their team working (compared to 62 per cent in 2004 and 61 per cent in 2002). Some 53 per cent said that their Award improved their leadership skills (compared to 51 per cent in 2002 and 48 per cent in 2004). The increase in confidence has slowed down: in 2004 some 69 per cent of interviewees said that the project increased their confidence compared to 76 per cent in 2003 and 78 per cent in 2002). Some 28 per cent of interviewees said that the Award increased their negotiation skills compared to 40 per cent in 2003 and 44 per cent in 2002. The impression is that the skills fostered by starting a project are different from those fostered by keeping it going. Starting a project produces an initial strong boost to confidence and motivation. The individual has a strong sense of self-worth from pursuing a vision that they might have been thinking about for many years. Skills such as leadership and team working naturally build up over time and then decline either because thresholds of achievement are met, or possibly because of a weaker association of learning with the Millennium Awards project.

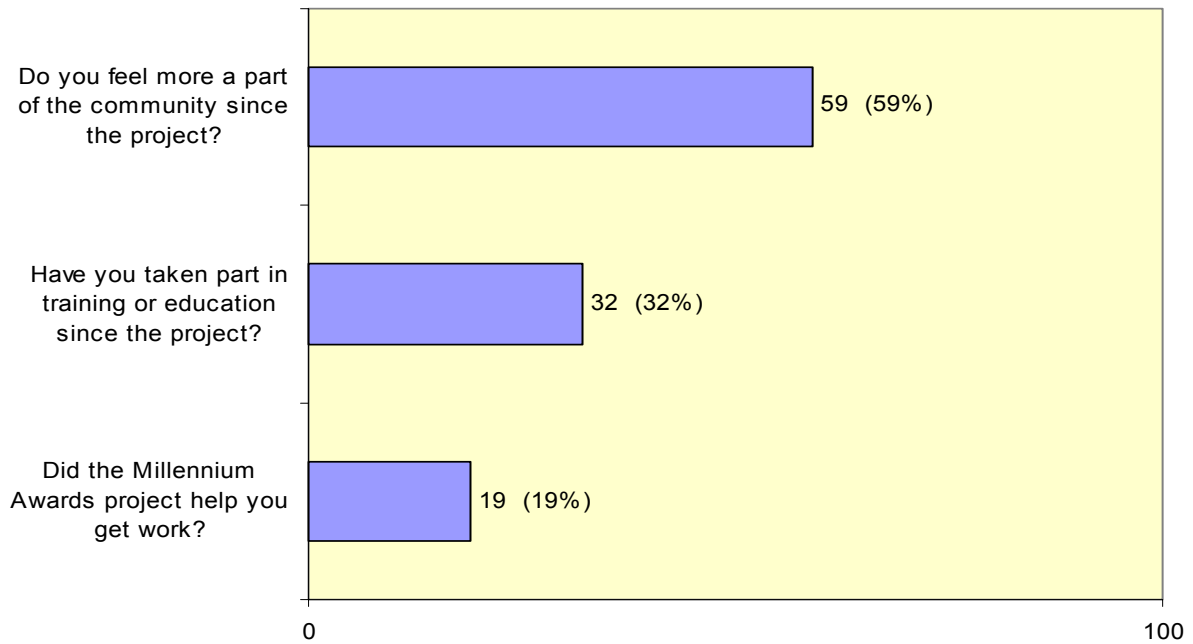
**Figure 47: Has the project had a long term effect on your:**

Some 54 per cent of interviewees said that they had taken part in some form of (non project related) community activity since the project compared to 62 per cent in 2003 and 66 per cent in 2002). Activities have generally declined over time with the exception of volunteering, which increased between 2003 and 2004 (from 41 per cent to 44 per cent).

**Figure 48: Have you taken part in community activities since the project ended?**

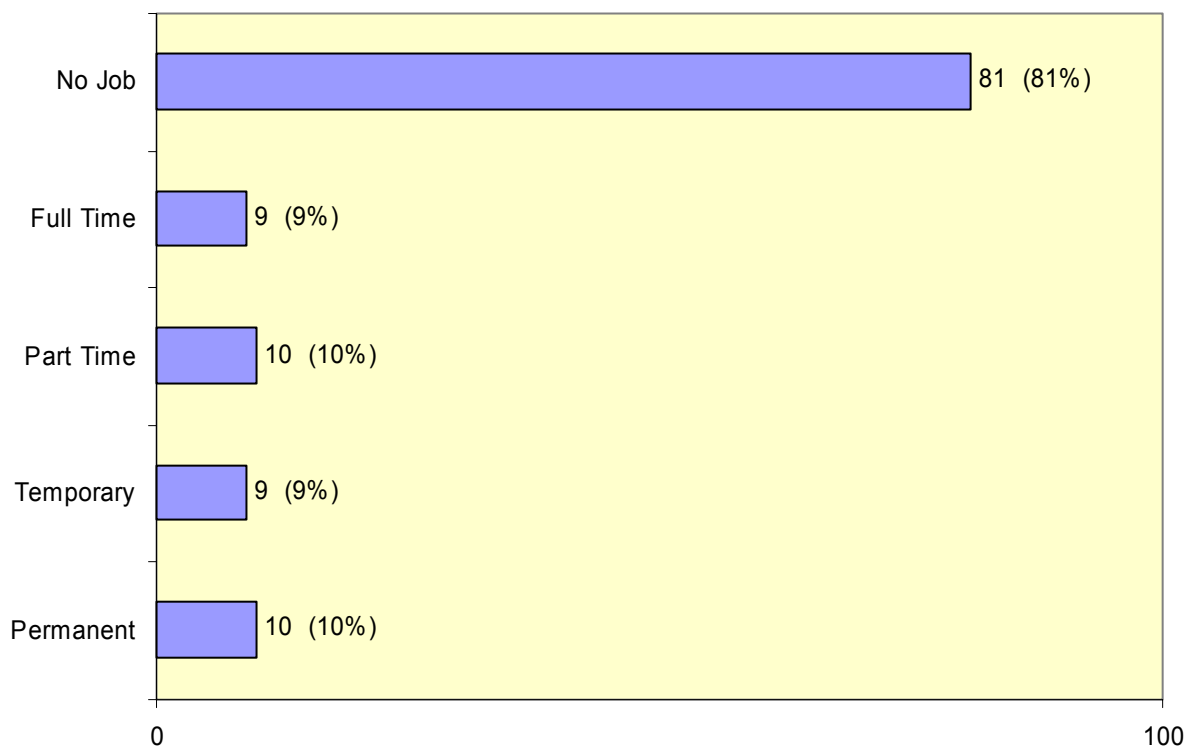
they felt more a part of the community since their Millennium Awards project (compared to 67 per cent in 2003 and 54 per cent in 2002).

**Figure 49: Other personal impacts**

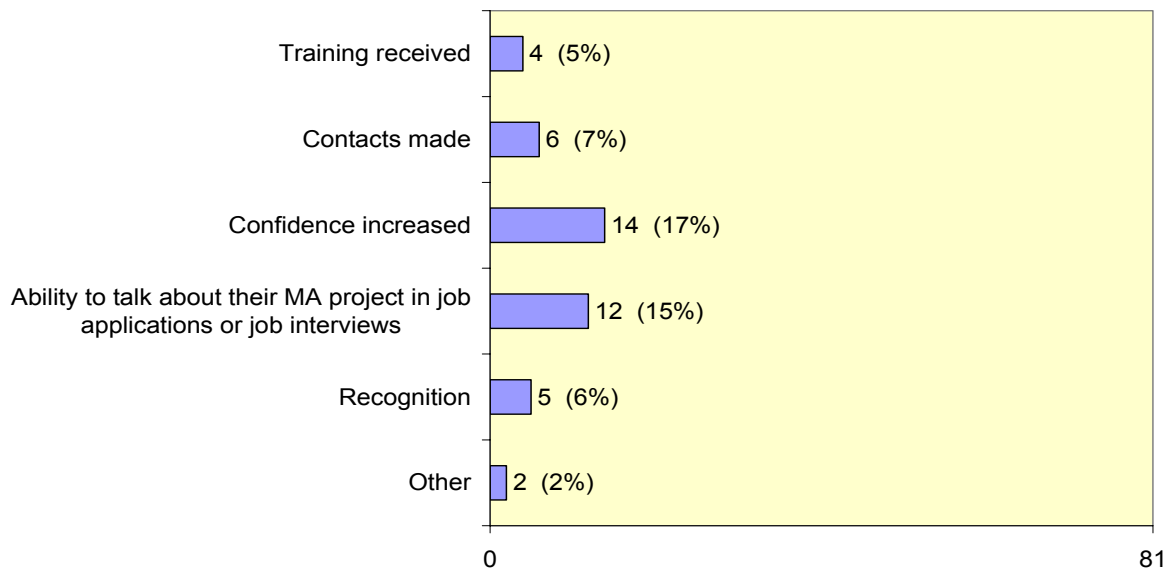


Some 19 per cent said that their project helped them get work (compared to 25 per cent in 2002 and 23 per cent in 2003). Participating in education has fallen (32 per cent in 2004 compared to 44 per cent in 2003 and 47 per cent in 2002), but is still significant.

**Figure 50: Did the Millennium Awards project help you get work?**

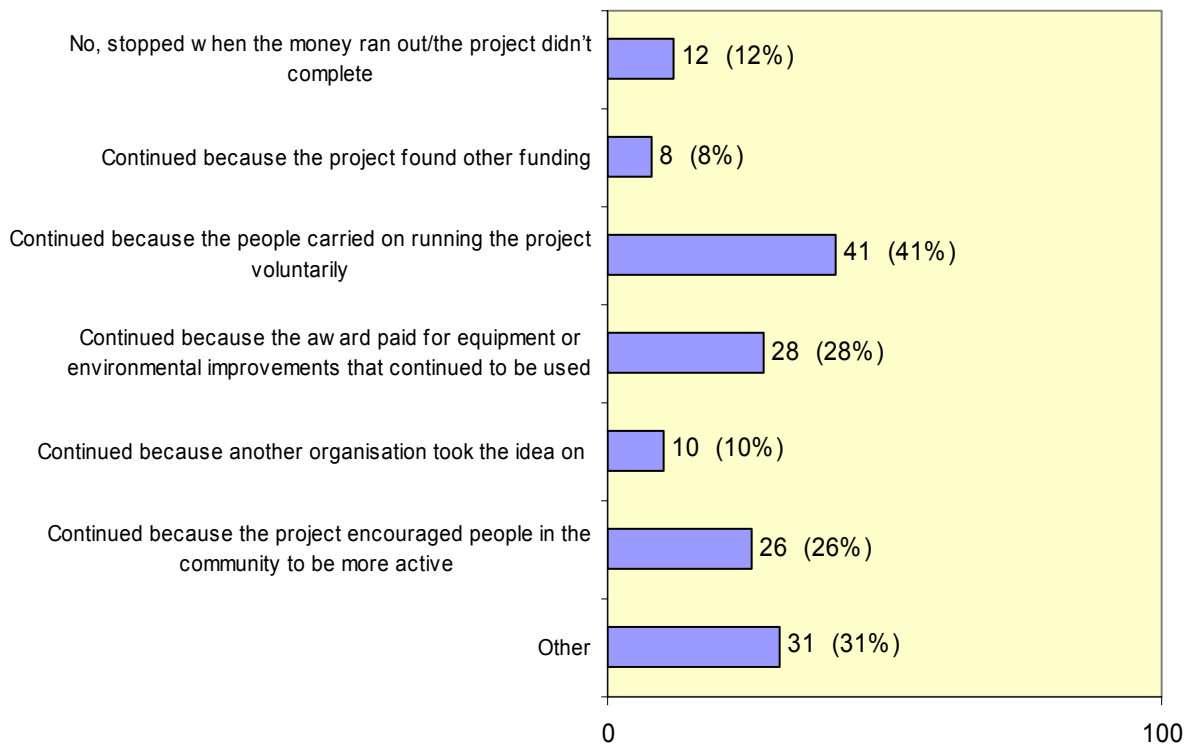


**Figure 51: If yes, how did Millennium Awards help you get a job?**



Some 88 per cent of interviewees said that the community benefit of the project continued beyond the time of the Award (compared to 90 per cent in 2003 and 89 per cent in 2002). The main reason that the benefit continued was because people carried on running the project voluntarily.

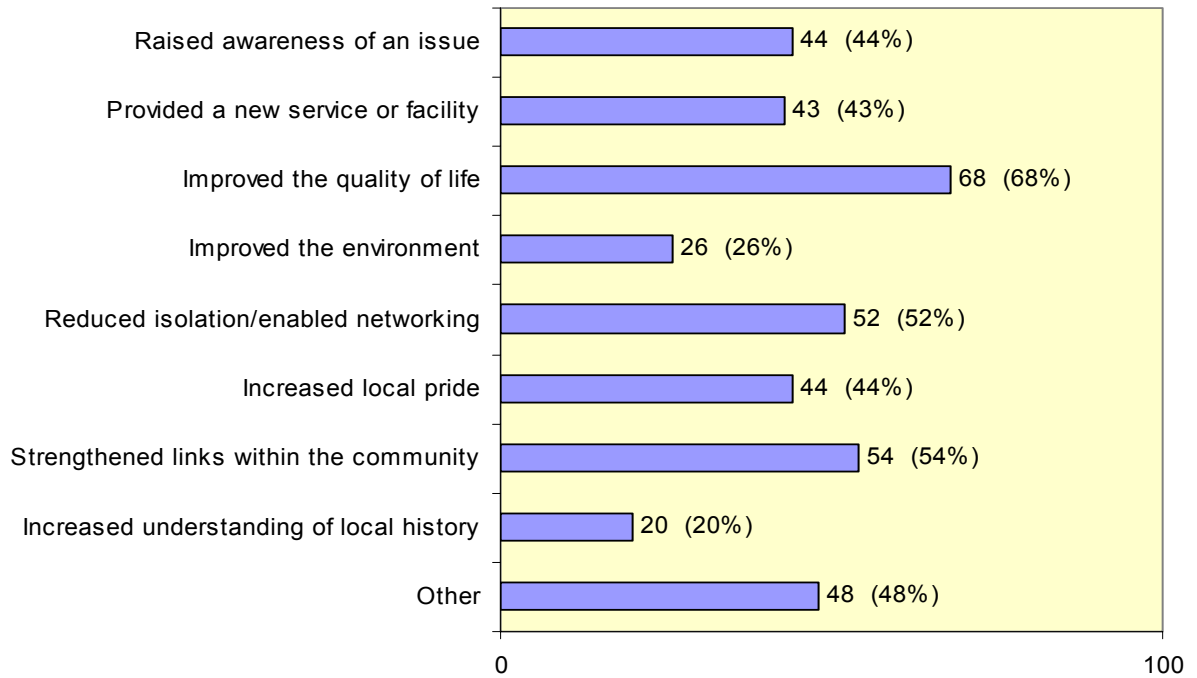
**Figure 52: Did the benefit of the project to the community last beyond the time of the Award?**



interviewees said that their project raised awareness of an issue (compared to 63 per cent in 2003 and 55 per cent in 2002), 43 per cent of interviewees said that their

project provided a new service or facility (compared to 65 per cent in 2003 and 41 per cent in 2002) and 68 per cent of interviewees said that their project improved the quality of life in their community (compared to 75 per cent in 2003 and 59 per cent in 2002).

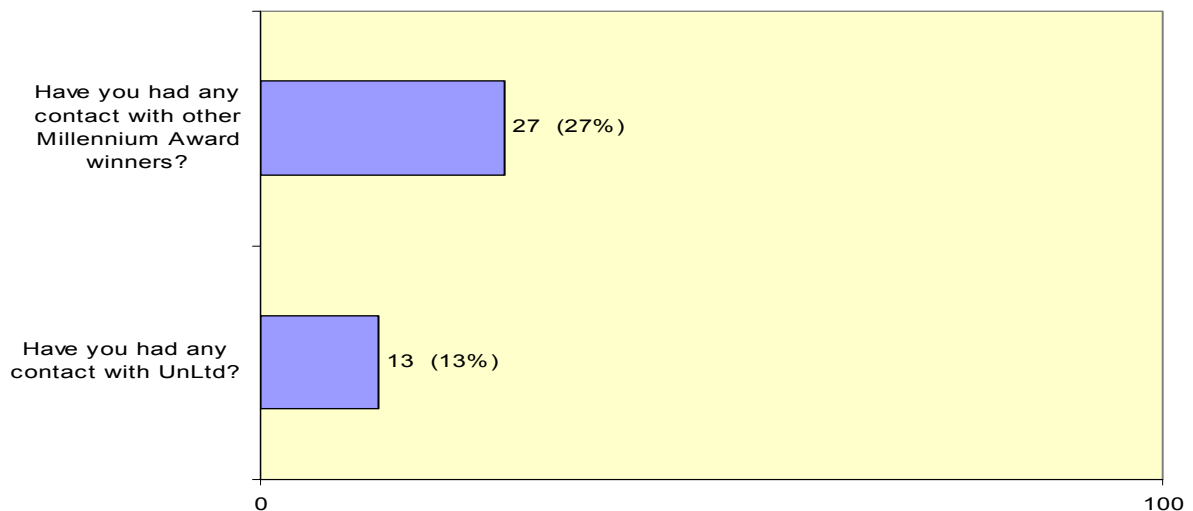
**Figure 53: What has been the long term impact of your project on your community?**  
Has it:



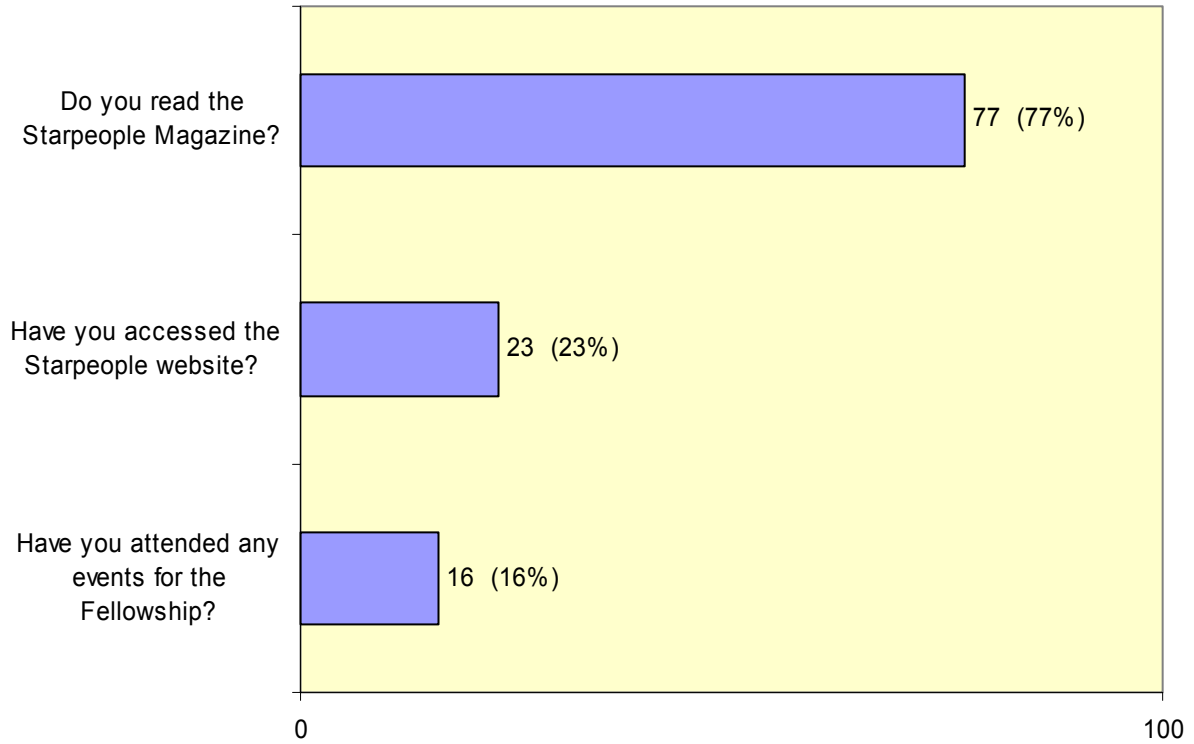
### The Fellowship

As with the main survey, contact between Millennium Award recipients has declined over time. Some 27 per cent of interviewees said that they had had contact with other Millennium Award recipients (compared to 30 per cent of interviewees in 2003 and 36 per cent in 2002). Some 13 per cent have had contact with UnLtd (the legacy from Millennium Awards).

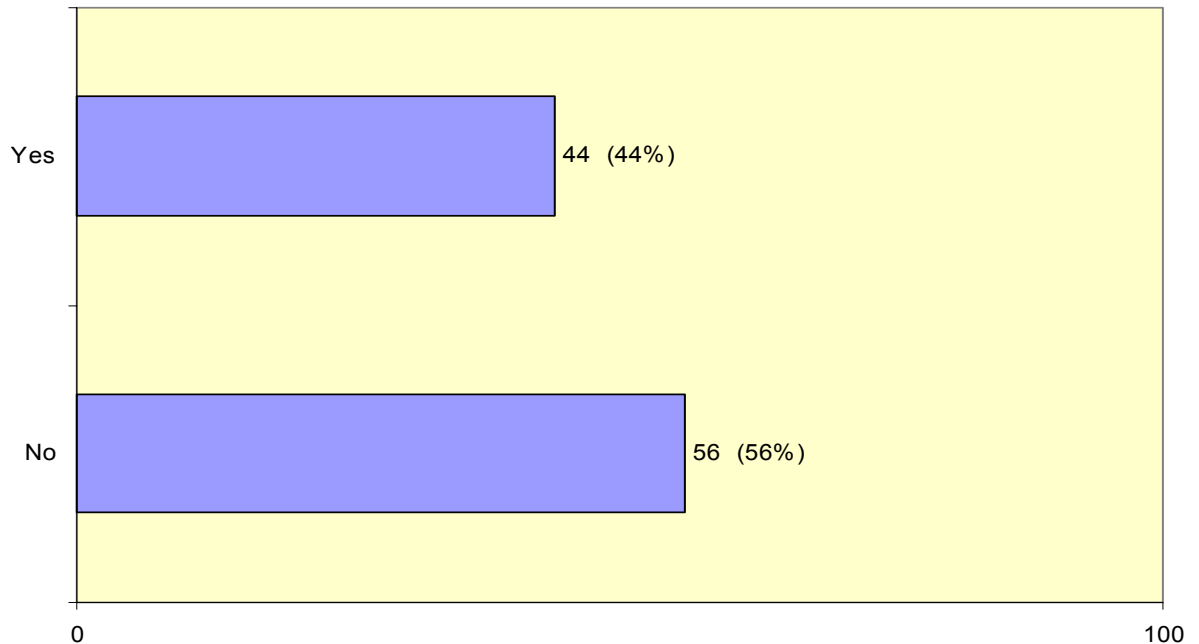
**Figure 54: Contact with other Award recipients**



**Figure 54: Contact with the Fellowship**

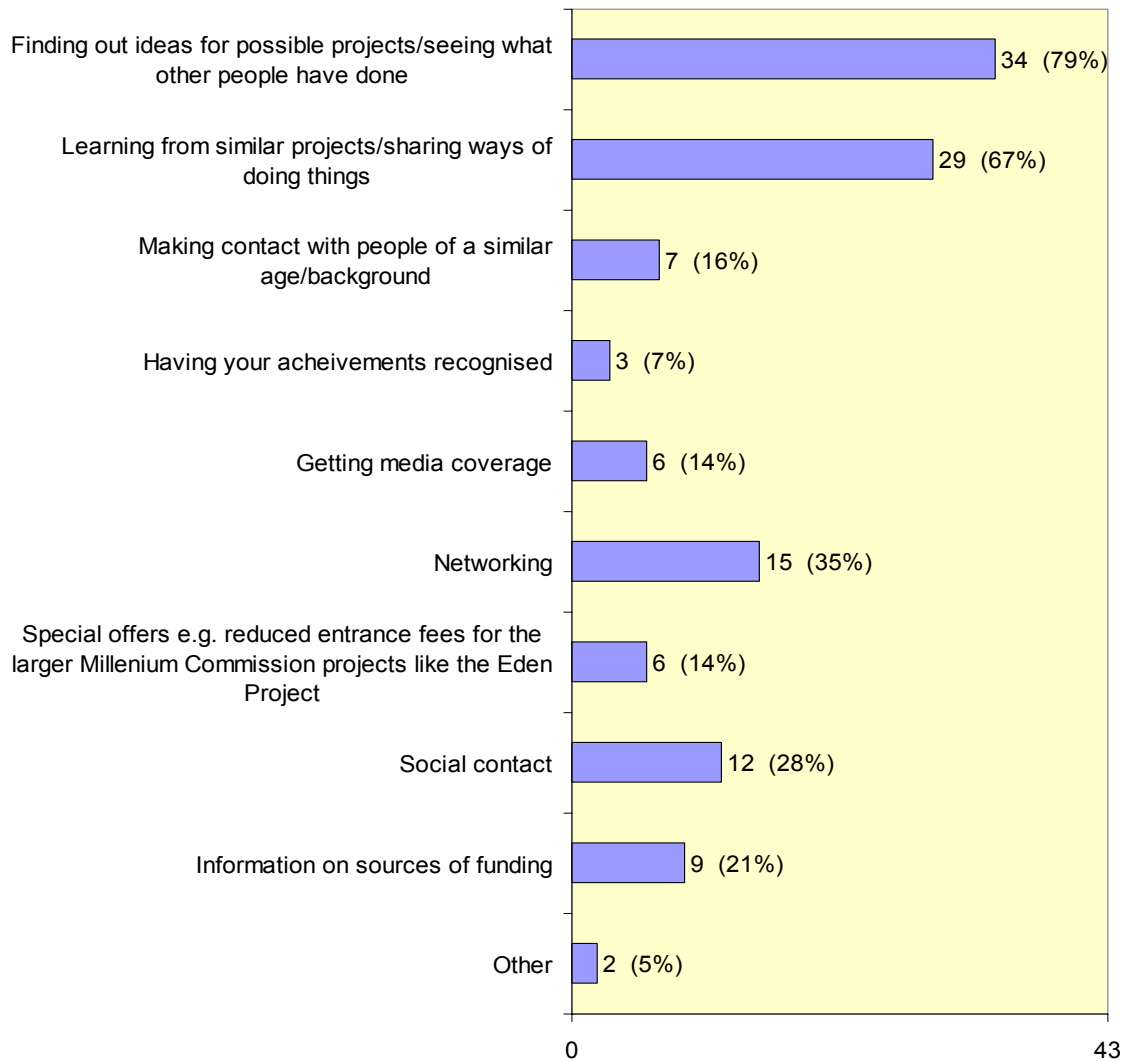


Some 44 per cent of interviewees would like more contact with other Millennium Awards recipients. This is lower than the figure for last year (47 per cent) and the year before (55 per cent).

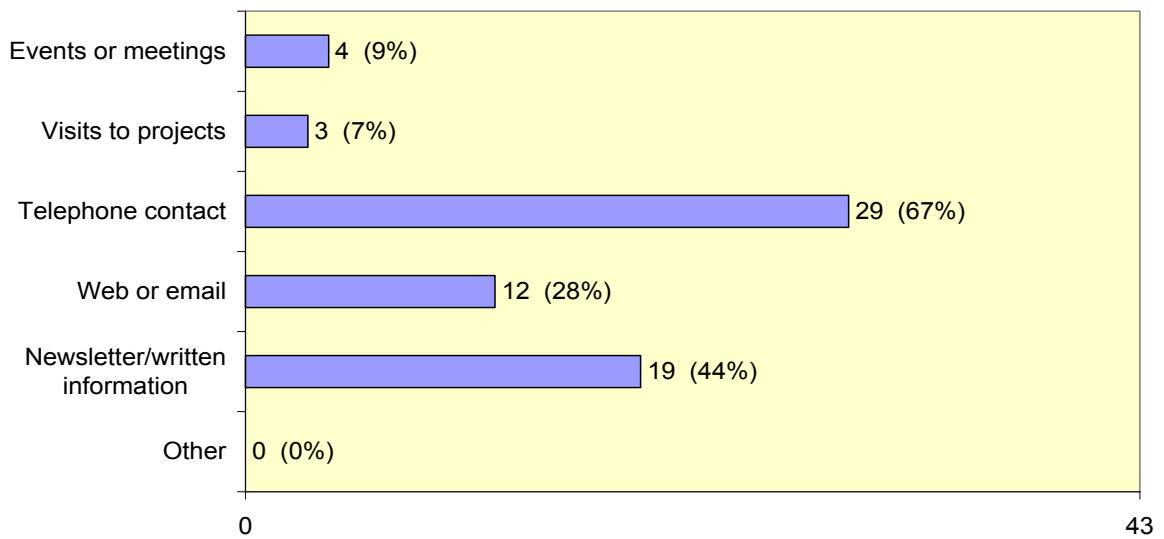


As with the main survey, the main reason for contact is to find out ideas for possible projects and see what other people have done 34 per cent and 29 per cent compared to 61 per cent and 61 per cent).

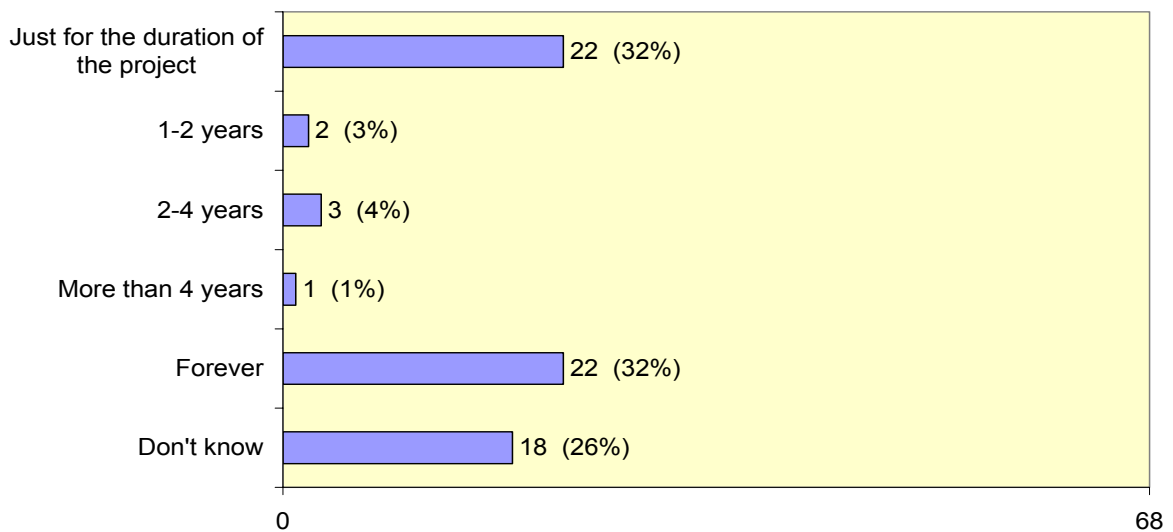
**Figure 57: What do you want contact between Millennium Award recipients to be about?**



Telephone contact was mentioned as particularly important in 2004 (29 per cent compared to 23 per cent in 2003) with events and meetings given a lower priority (four per cent compared to 12 per cent in 2003).

**Figure 58: What is the best form of contact for you?**

The core of Award recipients who are interested in the Fellowship place no limit on their participation. Some 22 per cent would like to stay involved in the Fellowship forever (19 per cent in 2003).

**Figure 59: For how long do you want to stay involved in the Fellowship/in contact with other Millennium Award recipients?**

## CONCLUSION

### **Millennium Awards: a radical scheme**

We have been privileged to analyse the Millennium Awards Scheme for five years. During this time our team has spoken in detail to 3,784 Award recipients about the work that they have done and its personal and community level effects. We have also tracked a hundred Award recipients during the three years after their Millennium Award project. This large body of research has raised and in part answered a number of questions about the role of individuals in society, the role of small grant schemes and appropriate evaluation methodologies.

In addition, the Scheme has raised issues about how to sustain individual projects of this kind, given that the majority of Award recipients see their work as evolving rather than time limited.

### **What does Millennium Awards tell us about small grants?**

#### **Small grants can be excellent value for money**

In the press launch for our first report several participants queried the wisdom of giving grants to individuals at all. There was very much a suspicion that money would be lost or would not generate public benefit. We hope that this misconception would not arise in the same way today. Millennium Awards has shown the enormous power and potential selflessness of individuals and informal groups.

Millennium Awards are value for money in terms of the depth and breadth of their impact. Firstly dealing with depth, we know that a reasonable proportion of Millennium Awards recipients (up to 13 per cent) find jobs through their projects. Furthermore these jobs are likely to be based on strong interests from the individual and thus long term options rather than pit stops. There are at least four common ways in which Millennium Award projects increase employability: they increase confidence, enable Award recipients to distinguish themselves from other job applicants in an interview by talking about their project and also help develop contacts and fourthly skills.

Job creation is only one of many impacts of Millennium Awards. In many cases Award recipients are taking on tasks that statutory bodies and institutions find challenging: discouraging the young from taking drugs, reducing bullying, integrating people with disabilities into society, encouraging racial tolerance, enthusing children about learning, helping individuals to deal with the emotional impact of long term illness, raising awareness of domestic violence, increasing civic pride in former mining areas, teaching people about the environmental impact of litter or training ex-offenders.

Moving onto breadth, most projects benefit hundreds of people and a small percentage of projects benefit thousands or even tens of thousands of people.

The Millennium Awards Scheme has high additionality. We asked Award recipients if their project would have gone ahead without the Millennium Awards money: only 4 to 7 per cent said that it would have gone ahead and 69 to 74 per cent said that it would not have gone ahead. In our second survey we interviewed rejected applicants and found that only 17 per cent had completed the full project without Millennium Awards.

Impacts appear to have longevity. Confidence and motivation peak during the project. However, other personal and community impacts peak two years after the project. Even three years after the project has ended a significant legacy of personal and community benefits is detectable.

### **Individuals are accountable**

Linked to the previous point, Millennium Awards has shown that individuals can be trusted to use their funding appropriately. Time and time again we have been struck by the strong personal commitment individuals feel for their Millennium Awards projects. This contrasts from some other programmes we have evaluated outside the Lottery where responsibility is jointly held and rather loosely felt.

Millennium Awards relates well to the wider debate that is happening in public services about the role of trust in monitoring and performance measurement systems. The scheme confirms that trust can be associated with strong not weak accountability.

### **Inexperienced grant recipients need support as well as money**

Channelling funding to individuals rather than groups has weaknesses as well as strengths. The main weakness illustrated by Millennium Awards is that project delivery is affected by personal circumstances more than would be the case for a formal group structure. For example, projects have collapsed or been delayed because Award recipients have moved house, changed job, become ill or been affected by family problems.

Individuals might have a narrower range of skills than groups especially where, as has increasingly been the case, Millennium Awards has targeted socially excluded groups. For example, Award recipients frequently tell us about the great problems they had budgeting for their projects or keeping receipts. Individuals can also feel isolated and need emotional support. However, overcoming these hurdles is often a major influence in building their confidence.

### **The costs of managing small grants can be off set by working with partners**

One of the great strengths of Millennium Awards has been its operation in partnership with existing charities or public sector organisations. The vast majority of partners have engaged with Millennium Awards and used funding to help Award recipients fulfil their dreams. Only a small number of partners have directed funding so as to develop or expand their own existing projects or activities.

Award Partners have provided a wide range of support to Award recipients such as:

- Help with the application form.

- 
- Initial information on budgeting and project management at the start.
  - Mentoring support.
  - Telephone or one-to-one meetings to review progress and answer questions.
  - An Award ceremony.
  - Processing of claims.
  - Directories for networking.
  - Scheme newsletters.
  - Supplier and trainer databases.
  - Production of press releases.
  - Scheme handbooks.
  - Access to open learning centres.
  - Shadowing by a member of staff.
  - Award labels for the scheme and mentor.

Some Award Partners have provided almost daily contact with Award recipients. The partnership structure of Millennium Awards has allowed the Millennium Commission to operate nationally and locally.

### **What does Millennium Awards tell us about social entrepreneurship?**

#### **Social entrepreneurs vary**

Millennium Awards has illustrated many different motivations for community action. Looking broadly we observed two types of social entrepreneur:

- **Observer.** Our first evaluation of Millennium Awards found a relatively large number of professionals who were using their projects to reach disadvantaged groups or communities.
- **Insider.** Since our first report, Millennium Awards has penetrated more and more deeply into socially excluded communities. A large number of projects have been run by members of the beneficiary group.

The second of these appears better because the money is going directly to needy communities. However, it is our observation that the first group of Award recipients is often faster to deliver and able to reach large numbers of beneficiaries. Insiders do not inevitably have profound insight into their communities. Some are blinded by their own personal experiences. Our evaluation suggests a valuable place for both types of social entrepreneur.

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## **Public services need to be more customer oriented**

Social entrepreneurs can be wildly successful and it is tempting to assume that they can teach public services about entrepreneurship. However, the most conspicuous strength of Millennium Awards is not entrepreneurship but customer focus. A relatively high proportion of Award recipients are using unusual delivery models to provide relatively simple services such as advice or training. These delivery models differ in their use of vivid communication media (for example working through the arts), or in their fine market segmentation (for example, see the case study of driving instruction for the deaf).

## **What does Millennium Awards tell us about impact evaluation?**

### **Soft outcomes can be measured**

There are three broad ways of measuring outcomes:

- Applying psychometric scales (e.g. measures of confidence) before and after participation in a project.
- Self reporting.
- External observation.

We adopted the middle of these. This is consistent with the ethos of Millennium Awards, which are based on trust and open communication. It is also consistent with the retrospective timing of our study and a desire for cost effectiveness. Application of psychometric scales would be expensive – most scales are not free and require careful administration. We strengthened self reporting in three ways:

- Asking for evidence. Interviewees were asked to give an example to illustrate each impact that they claimed had occurred from their Millennium Awards project.
- Asking about mechanisms. We used these evidence questions to inform later surveys, coding questions about the way in which these impacts were achieved. As evaluators we are more confident that impacts have occurred when beneficiaries can explain how or why this happened.
- Probing inconsistencies. Interviewees were trained to follow up questions on the questionnaire.

Our use of telephone interviews raised the standard of data that we could generate. However, these methods are not infallible. We are always aware that self reporting depends on:

- The willingness of the respondent to engage with the study.
- The willingness of the respondent to attribute their benefits to the project under study. This can be affected by personality characteristics such as locus of control (beliefs about the extent to which individuals control their world) as well as by self-awareness and memory.

- The ability of the respondent to understand the questions being posed. Misinterpretations can be caused by a lack of familiarity with English, by the common (but often under-rated) idiosyncratic use of language, or by lack of attention from interviewees during response.
- Personal effects such as mood and influences from memory. There are a number of perceptual heuristics that affect individuals' response to questions, the best known of which is cognitive dissonance (seeing what you expect to see).

Psychometric scales suffer some of the same problems since they are often in effect self reporting, albeit of a more detailed kind. The strength of our method is that we are only measuring whether impacts occurred, not by how much. This allows us to produce aggregate statistics based on many widely differing projects.

### **Generalisation is possible**

When we started evaluating Millennium Awards there was some doubt that such a varied range of projects could be summarised under one framework. This view proved to be overly pessimistic. We found a relatively contained number of possible outcomes for community projects of this type.

This is not the same as saying that projects have similar effects. No one project can excel at everything. Our second study found that different activities consistently lead to different outcomes. For example, the arts excel at developing confidence and communication; sports projects have the highest incidence of developing team-working and leadership; and health projects have the widest ability to develop negotiation and literacy/numeracy skills.

### **What does Millennium Awards tell us about project outcomes?**

#### **Grant recipients gain from defining their projects**

Millennium Awards typically last a year, yet the projects they support can be long lasting and transformational. One theme that interviewees mentioned again and again was the empowering effect of being funded to do what they wanted to do, of fulfilling, in some cases, a life long ambition. It was noticeable to us as evaluators that interviewees were strongly invested in their projects, that they cared deeply about the outcomes.

Aside from commitment, another effect of being demand led (as we would define it) was that the Millennium Awards Scheme was highly innovative.

Some people changed their projects as circumstances changed and the Millennium Commission usually allowed this change in direction. Flexibility seemed to add to value. Inflexibility would have halted the project.

## Confidence matters

Our analysis shows how some outcomes lead to others. The most common outcome, which seems to be at the heart of other personal and community benefits, is confidence building. Interviewees talked most often and most powerfully about the change in their opportunities and beliefs as a result of growing in confidence. Confidence was often generated through overcoming problems in implementing Millennium Awards.

## More should be done on the Linking element of social capital

One framework that provides a basis for interpreting the different types of impacts is that of social capital. Social capital has been used extensively by organisations such as the World Bank within the field of international development. The World Bank defines social capital as “the institutions, relationships, and norms that shape the quality and quantity of a society’s social interactions. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.” Empirical research appears to show that the strength of a community’s social capital can be related to its capacity to respond to regeneration initiatives and its ability to support economic activity. The World Bank suggests that strong social capital can be used as a substitute for human or physical capital, where these two are weak. This is a strong argument for the role of the community in social and economic well being.

Community Evaluation Northern Ireland (CENI) has produced a framework for analysing social capital that appears to fit well with the impacts of Millennium Awards.

**Figure 60: Elements in social capital**

Dimension	Core element	Outcomes
Bonding	Empowerment	Intended beneficiaries have confidence, skills and leadership capacity.
	Infrastructure	Intended beneficiaries participate in organisations and projects that are representative and inclusive.
	Connectedness	Intended beneficiaries are well connected with community: trusting, sharing and working towards shared goals.
Bridging	Engagement	Intended beneficiaries engage with other communities and sectors participating in relationships and networks.
	Accessibility	Intended beneficiaries have values and participate in structures and processes that make their community accessible to outside communities and sectors.
	Innovation	Intended beneficiaries are open to new ideas and solutions facilitating their community to adapt to change.

Linking	Resources	Intended beneficiaries have access to people and institutions outside the community with power and resources.
	Influence	Intended beneficiaries have representation on local and regional fora at which their interests are articulated. Intended beneficiaries recognise the interdependence between their needs and others.

Source: CENI (2003)

Each of these elements can be considered in turn:

- **Empowerment.** The Millennium Awards Scheme gives an initial boost to the confidence of the majority of Award recipients. This increase in confidence is maintained, albeit at a lower level, for the majority of Award recipients. Depending on the type of project pursued, leadership and other skills are developed and in many cases sustained over time.
- **Infrastructure.** Millennium Awards projects take many forms, including informal groupings. The Award Partners, through which the Millennium Awards Scheme is delivered, provide a range of resources and community links. Projects and partners are broadly inclusive although not always representative of the local community.
- **Connectedness.** The Millennium Awards Scheme draws attention to the energy and capabilities of individuals and groups. It helps Award recipients to make a link between their individuals' ambitions and community benefit.
- **Engagement.** The Millennium Awards Scheme gives individuals and groups a focus for relationship building and networking.
- **Accessibility.** Some Millennium Awards projects make strong links between communities or make links with external institutions.
- **Innovation.** Innovation is probably the most striking feature of Millennium Awards to the external observer. The Millennium Awards scheme empowers individuals to seek solutions to their own and their community's problems in their own way: away from institutional language, structures and boundaries.
- **Resources.** The Award Partners provide a support structure for Millennium Award recipients.
- **Influence.** The Fellowship could provide a local and regional public forum at which Award recipients' interests are articulated. It does not serve this role at present.

Our observation is that the Millennium Awards Scheme was extremely strong on empowerment, infrastructure, innovation, and engagement. Depending on the individual projects, the Millennium Awards scheme was often strong on connectedness and accessibility.

The third dimension of social capital, Linking, was less strong than Bonding and Bridging. The Fellowship could have formed a powerful structure for articulating the interests of Fellows and helping to replicate individual projects or ways of working. This has not been its intention, however. By taking its lead from Award recipients themselves, in an understandable search for high customer service, the Fellowship was rather inward looking. Our surveys showed that Fellows' main interest was in finding out ideas for new projects, that is, to strengthen innovation, which was already strong.

### **What is special about Millennium Awards?**

In our opinion, the Millennium Awards Scheme had a unique ability to foster social capital in a cost effective way. It put together an exceptionally powerful set of ingredients:

- It was demand-led. It allowed Award recipients to frame projects in a way that was meaningful and important to them and their communities.
- It was flexible. The Millennium Awards Scheme supported a wide range of projects. It gave the flexibility of working in a group or as an individual.
- It was project based. Having a specific purpose and activity provided exceptional motivation for Millennium Awards to develop their skills and position in their community. The skills were transferable to other work and leisure related contexts.
- It was accessible. The Millennium Awards Scheme did not require Award Partners to provide matching funding and had monitoring that was commensurate to the nature of the scheme. These factors enabled it to reach people outside usual funding systems.
- It combined individual and community benefit. The individual element helped to give Award recipients the skills they needed to be effective. The community element gave Award recipients the visibility and scope that they needed for wider impact.
- It provided small sums of money. Millennium Awards released an enormous amount of individual energy by removing simple barriers such as the lack of equipment, training or materials.
- It built on the knowledge and resources of its Award Partners. These partners identified appropriate Award recipients as well as checking that funds were used appropriately and that outputs were delivered.
- It combined money with support. This support included mentoring, training and practical guidance. Many interviewees commented favourably on the calibre and detail of the advice they received.
- It linked the local and the national. The Fellowship gave the potential for national recognition of Award recipients.

Millennium Awards was an exceptional demonstration that small grants can have large impacts. Some of the issues that Award recipients tackled have defeated local authorities, charities or government departments. The values at the heart of Millennium Awards, about trusting and empowering individuals and communities, are precisely the values that underlie strong social capital.

**The values of Millennium Awards must not be lost.** The themes proposed by the Lottery White Paper - of public involvement, transformation and innovation - were all exemplified in Millennium Awards. Aside from the work of UnLtd, we would like to see other Lottery distributors and the wider funding community thinking of Millennium Awards type grants as a tool that can be employed to lay the foundation for top down programmes. For example, regeneration programmes could consider establishing a Millennium Awards type programme before they apply for area-based or topic-based funding. The best individual projects and ideas could be incorporated into the programme bid, thereby helping to make regeneration more demand-led. Awards for All is the natural partner to continue this important work.

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## CASE STUDIES

Case studies are selected to give a vivid illustration of the nature and impact of the Millennium Awards Scheme. They are not intended to be representative of all Millennium Award projects.

<b>Name:</b>	Claire Lawson
<b>Award number:</b>	29605
<b>Award partner:</b>	You & Your Community
<b>Project name:</b>	Youth PLC (Pilch Lane Club)
<b>Location:</b>	Merseyside
<b>Project description:</b>	Claire started a youth club for 15-19 year olds called Youth PLC. It has been an enormous success, growing from weekly sessions to four sessions a week. It has expanded to include a Harry Potter Club for 7-11s, a Drama Club and band nights for budding young musicians. All their work and achievements are displayed at the club. Several of the youngsters are also involved in the Duke of Edinburgh's Award scheme, take part in weekends away, listen to guest speakers and receive sports' coaching.
<b>Personal impact:</b>	Before starting the club Claire studied for a youth worker's qualification. She is now employed by the local diocese to run the project on a part-time basis, working alongside volunteers and, in some cases, parents. It has clearly boosted her confidence and self esteem enormously. She said: "The young people told me how much they appreciate what I've done... I suddenly realised I could do more." Claire added that running the club is like running a mini-business. She had to learn quickly and think on her feet. At the same time, she was acting as something of a coach/mentor to the youngsters, many of whom brought their problems to her or sought her advice.
<b>Community impact:</b>	There had previously been very little for young people in this area to do. Youth PLC not only improved the quality of life for the youngsters, it also improved life for the rest of the community by visibly reducing the amount of trouble in the parish. Claire said: "It's good to get people to see that all youngsters aren't bad." The club has also developed links to local schools by forming a band which gives regular performances. The club was recently awarded £8,000 by Children in Need. "I suppose I've become a community leader," added Claire. The project continues to grow and also now receives funding from the local council.

**Name:** Francis Cook

**Award number:** 29190

**Award partner:** Drugscope



**Project name:** FOCUS

**Location:** Merseyside

**Project description:** FOCUS is a group of former drug users who work with current addicts and those newly off drugs. Many of the people they work with suffer from mental health problems and low self-esteem. The group also encourages patients to become involved in changing and improving the treatments and services that are available to them. It deals with specific issues, such as the impact of Hepatitis C. The former drug users have been especially helpful to the professionals by giving presentations and talking to the government agencies involved in tackling drug use.

**Personal impact:** Although a group project, Francis seems to have been the pivotal force in making FOCUS such a success. As a result she has been closely involved in mapping a strategy for health and drug service provision. She has also played a key role in building and leading the team involved in running FOCUS. She had previously done a masters degree in drug addiction, and is now undertaking further research into the subject.

**Community impact:** This project has had an impact on a wide range of people aged from teenagers to those in their fifties. It has also helped to tackle the dual stigmas of mental health and drug addiction, making the wider community more aware of the real issues involved. Despite its success, Francis added: "There are still drug addicts needing help, and professionals needing to be made aware of the issues."

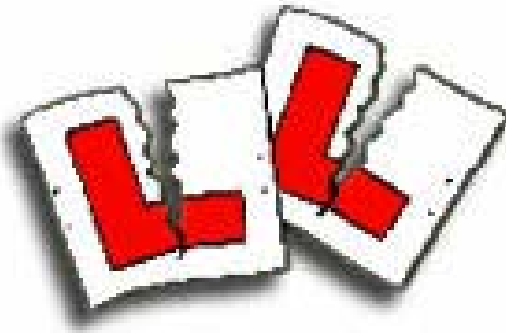
<b>Name:</b>	Alan Jackson
<b>Award number:</b>	29179
<b>Award partner:</b>	You & Your Community
<b>Project name:</b>	Rookhope Alive
<b>Location:</b>	Co Durham
<b>Project description:</b>	Rookhope, formerly a centre of lead and iron mining, is an isolated village in the Weardale Valley in the middle of County Durham. With the demise of the local pub, community life had all but died out. Rookhope Alive set out to bring life and a sense of community back into the village.
<b>Personal impact:</b>	With the village once more alive – “rocking”, to use Alan’s phrase, people have had to rethink their engagement with the community. Alan has been a pivotal force, raising more than £300,000 for charity events, organising St George’s Day celebrations and putting on community classes. He said: “It’s brought out latent skills in everyone who was involved.”
<b>Community impact:</b>	Rookhope Alive has revitalised the village by getting people motivated with activities, getting people connected to social enterprises, and re-opening the village pub. Local people gave their labour to help with the refurbishment, and the pub acts as a local community centre with facilities such as a computer club. A Rookhope in Bloom competition is now on the agenda. There are also regular village newsletters and a thriving website publicising the area.



<b>Name:</b>	David Eckersall
<b>Award number:</b>	29225
<b>Award partner:</b>	You & Your Community
<b>Project name:</b>	African Summer 2003
<b>Location:</b>	Gloucestershire
<b>Project description:</b>	<p>Eight members of a drumming band visited Senegal. Upon their return they decided to invite a group of Senegalese drummers and dancers to the Forest of Dean. As well as rhythm they brought fire-eating, stilt walking and limbo dancing to the Forest. The aims were to show the Senegalese their world, and to “open the eyes of the Forest of Dean people to the outside world and a different culture”. The project also aimed to use music, dance and the arts to tackle racial intolerance. The Senegalese gave a series of workshops and demonstrations. Their visit culminated in a grand finale concert.</p>
<b>Personal impact:</b>	<p>David is delighted with the success of the project. He received public recognition, and the feedback was that the project had been well run. It developed in him new cultural awareness skills, for example accommodating the Senegalese in an environment where they could be self-catering according to their own traditions. He was also able to practice his logistics; getting a group of people from A to B – especially when the majority are not English speakers – is never easy. The visit passed off without a hitch.</p>
<b>Community impact:</b>	<p>The Forest of Dean has a 0.2 per cent ethnic population, and many people are seemingly unaware of the world beyond their own environment. This project helped to widen their horizons. African Summer 2003 also received £14,000 in grants from Awards for All, the Scarman Trust and the Countryside Agency, which allowed a wide number of people to participate. Those who took part were also given the opportunity to learn Djembe, Tama, Sabar and Balafon singing and dancing. The visit by the Senegalese drummers led to two relationships, of whom one couple are now married.</p>

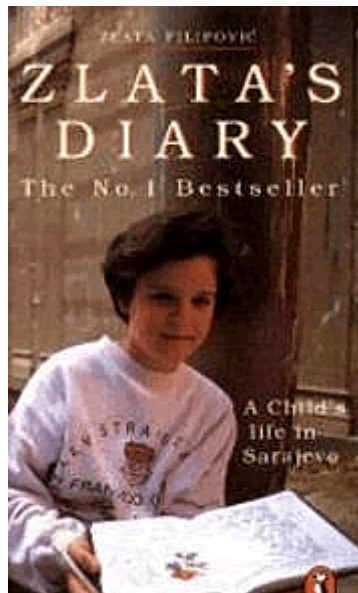
<b>Name:</b>	Rosemary Loshak
<b>Award number:</b>	29518
<b>Award partner:</b>	King's Fund
<b>Project name:</b>	CHAMP (Children and Adult Mental Health Project)
<b>Location:</b>	London
<b>Project description:</b>	CHAMP (Children and Adult Mental Health Project) is a project to support the children of adults who suffer from severe mental health problems. These children are known to be vulnerable, and living around these problems can lead to them developing mental health problems of their own. The project was designed to give the children an opportunity to get out and have a break from their family and usual surroundings. In addition to getting out and about and experiencing new places and activities outside London, the children have met others in a similar position to themselves.
<b>Personal impact:</b>	Rosemary works in the field of mental health, but until this project had not previously worked with children's groups. She benefited greatly from the support provided by the King's Fund, in particular the Fund's leadership programme where she met other people working in same field,. This helped to change her way of thinking, challenged old views and has helped her to work with the parents of the children. Her main problem was making time available to cope with the demand generated by the project within the confines of a busy working week.
<b>Community impact:</b>	This was a difficult project to tackle. Rosemary had to work via the mental health network to find families to approach on an individual basis to offer help to. The children were from diverse ethnic groups, many of whom would not otherwise have mixed with each other. One of the most significant outcomes of the project is that the children have a far better understanding of what they can access within their local communities. The feedback has been extremely positive, both from children and their families. Rosemary would like to extend the project, possibly by offering residential breaks to young people who are in need of respite.

<b>Name:</b>	Niyi Adelakun
<b>Award number:</b>	31142
<b>Award partner:</b>	You & Your Community
<b>Project name:</b>	Driv-Tru
<b>Location:</b>	Merseyside
<b>Project description:</b>	Driv-Tru teaches driving instructors how to teach driving to deaf people. They organised a course in Croydon in association with a local centre for the deaf. It takes place over seven weeks (three hours per week). Some of the driving instructors enrolled from advanced courses, and all very much enjoyed the experience. There were ten trainee instructors on the first course, and Niyi hopes to repeat the exercise, both in Croydon and across the country.



<b>Personal impact:</b>	Niyi's reaction of the success of her project was: "I learned that dreams can come true." The idea came after seeing a deaf friend struggle – and fail – with trying to find her own instructor. Through the project she learnt to negotiate and network and became adept at using a database. She made a presentation to the participants at the beginning of the course, and afterwards gave a speech to round it all up.
<b>Community impact:</b>	There are very few driving instructors in the country who can communicate with deaf people. This means that deaf people, who often can otherwise be entitled to drive, are unable to take lessons. This project has made great steps in helping to reduce the isolation that is sometimes felt by deaf people.

<b>Name:</b>	Philippa Challenger
<b>Award number:</b>	31903
<b>Award partner:</b>	You & Your Community
<b>Project name:</b>	Children's War Diaries
<b>Location:</b>	Berkshire
<b>Project description:</b>	Philippa and her colleague, Zlata Filipovic have been collecting children's war diaries from different conflicts in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries. Zlata, then aged 12, famously kept a diary during the civil war that raged in Sarajevo in 1992. It was later published in 36 languages. The most famous example of such a diary was Anne Frank's from the Second World War. However, there have been others, many of which have not received the same degree of attention.
<b>Personal impact:</b>	The sadness - and hope - of children's war diaries made a tremendous impact on Philippa. She had to deal sensitively with a number of authors of all ages, and spent a long time perfecting her internet search skills.
<b>Community impact:</b>	Their hope is to have their collection of war diaries – provisionally entitled <i>Voices from the Fire</i> – published at the end of 2004. They are confident that the combination of such powerful words from so many different children will make a strong impact.



**Name:** John Earl  
**Award number:** 31841  
**Award partner:** Parkinson's Disease Society Millennium Awards  
**Project name:** Website for young people with Parkinson's  
**Location:** Kent



John Earl (centre) with colleagues

**Project description:** John and his colleagues have used their £4,800 Award to fund a six month project to create a specialised interactive website for young people who have Parkinson's Disease. The website went live during Parkinson's Awareness Week in April 2004.

**Personal impact:** John is a retired university mathematics lecturer with Parkinson's Disease. He is also the secretary of his local branch of the Parkinson's Society. He has considerable expertise in computing, but was keen to extend his skills to using the latest web design package for a valuable purpose. Managing the project was a learning experience for John. Previously he had never been involved in preparing budgets for anything of this nature.

**Community impact:** Although young onset Parkinson's Disease is a fairly rare condition, meaning large gatherings of sufferers are difficult to organise, John hopes the web site will bring together those who are afflicted –whether in a virtual world or by discovering others with the same condition living nearby. It is currently aimed at people living in Kent, but they hope to expand it into a nationwide service.

<b>Name:</b>	Margery Miller
<b>Award number:</b>	31921
<b>Award partner:</b>	Citizens' Action
<b>Project name:</b>	Bowls for All Ages
<b>Location:</b>	West Midlands
<b>Project description:</b>	Margery Miller's local bowling club had closed. She and her colleagues found a neglected, overgrown venue, which had once been a championship-standard venue, and – with the help of her grant – put everything right. Now it looks fabulous. Newcomers to the sport are positively encouraged, and there are now 60 regular members (making ten teams) ranging in age from 11 to 87, with people coming from all over the area to play.
<b>Personal impact:</b>	Margery is rightly very proud of the work that has gone on to develop the bowling green. In the course of the project she has learnt to delegate more than ever before. She said: "I've learnt to be very blunt, because for years I had been put upon." She had to bring in outside help for the physical aspects of the renovation, because many of the male bowlers were too elderly and physically weak – so she successfully approached the probation service. For Margery the future looks bright, and she intends to continue as a community leader for some time. She said: "I'm 65, and still able to run a club that will help others. That's my achievement."
<b>Community impact:</b>	Simply by restoring the bowling green, Margery and her colleagues have had an impact on the community; not only does it look good, but it has also instilled a sense of pride among local people. Keeping it that way is not easy. Fertiliser, for example, costs more than £600 per year. The green backs on to a local pub, attracting local drinkers as players (and players as drinkers), and a big new housing estate is opening up bringing with it the possibility of new members. Margery says: "We've created a real new resource for the community which should last for years to come and pay for itself. On the down side, Margery feels that she has learnt a lot about the negative attitudes of her local media. "The papers don't want to know about bowls at all," she says.

<b>Name:</b>	Rodney Gwynn
<b>Award number:</b>	31910
<b>Award partner:</b>	Citizens' Action
<b>Project name:</b>	Sheringham Helping Hands
<b>Location:</b>	Norfolk
<b>Project description:</b>	<p>Sheringham Helping Hands is a small group of volunteers led by Rodney Gwynn who provide a gardening service to elderly people in the Sheringham area of Norfolk. They applied for funding because of the tools, insurance and transport that were needed in order to deliver a good service. Sheringham Helping Hands works closely with Age Concern and other agencies, and members communicate with each other via email. Rodney says: "I've identified a need within the community in north Norfolk of retired people, usually elderly ladies, whose gardens are in a poor state. They cannot manage to look after the gardens themselves, nor can they afford a gardener."</p>
<b>Personal impact:</b>	<p>By their own admission Rodney and his small team are not professional gardeners, and he found it difficult starting out as a novice. But all of them feel their confidence has increased as their gardening skills have developed. When they started the project they had no idea how they would get on with each other while working together, but happily there were no difficulties. For Rodney the experience has given him an insight into the difficulties older people sometimes have with mobility and practical matters. He said: "It's really different from how you imagine it will be."</p>
<b>Community impact:</b>	<p>For many elderly people the desire to stay in their own home is very strong; yet the practicalities can seem insurmountable. Overgrown gardens can be especially intimidating, and this project has helped some people to remain in their own homes. As well as working on gardens, Rodney has been an ambassador for the project, talking to North Norfolk District Council about his work, and seeking their help. He has also secured private sector sponsorship from Tesco. Rodney says the project has been a success for the community. He says: "It is only a small organisation, but yes, it has worked in a limited way."</p>

**Name:** Shaun McKillop  
**Award number:** 31038  
**Award partner:** You And Your Community Scotland  
**Project name:** Fife Flags



**Location:** Fife

**Project description:** After attending a Gay Pride march, Shaun and others opened a meeting place in Dumfermline for lesbian, gay and transsexual people aged 12 and older. The average age is mid-twenties. Condoms, pregnancy tests and the services of a clinical psychologist are all available. They started out being open once a week, but have now expanded to twice a week, and have built links with many of the other service and agencies in the area.

**Personal impact:** Shaun feels that his leadership skills and confidence have improved as a direct result of working on Fife Flags, However, he admits his filing is still poor. He has had to work closely with social workers in Fife, helping to develop the region's youth strategy. He has also, to a degree, learnt how to engage with the community. He is cautious about involving the media in his work, as he is anxious not to provide a target for homophobic hooligans.

**Community impact:** Fife Flags is a safe drop-in centre where gay, lesbian and transsexual people can get advice on all sorts of issues. Many people have made friends through Fife Flags, and as a result now undertake other events together such as hiking, biking and camping.

<b>Name:</b>	Samuel Rowe
<b>Award number:</b>	31031
<b>Award partner:</b>	You And Your Community Scotland
<b>Project name:</b>	The Travelling Storypot
<b>Location:</b>	Lanarkshire
<b>Project description:</b>	This is a piece of travelling theatre designed to illustrate the importance of story telling, and to introduce children to the art of the oral tradition. The Travelling Storypot involved workshops, two street festivals and an appearance at the Edinburgh Festival fringe. It has also been performed in several Scottish schools. The Travelling Storypot lasted for three months, and proved to be enormously popular and successful with a range of audiences, particularly young people.
<b>Personal impact:</b>	Samuel is an actor who, even before this project, had a reasonable level of self confidence. Nevertheless, he gained a great deal of knowledge in many different areas. For example, the printer sent 1,600 unusable fliers, and Samuel had to move quickly to source replacements. He says: "I realised what was achievable when you put your mind to it." For him it was a "magical" experience, incredibly rewarding, and one that he would very much like to repeat. To that end Samuel is hoping to organise a similar project based around 9/11, the Madrid bombings and the worldwide issue of refugees, and is seeking fresh funding.
<b>Community impact:</b>	Part of The Travelling Storypot's success stemmed from the fact that it was free to audiences. In addition, many of the performances were held in the open air providing some of the child-based audiences with a positive experience of the world of the theatre, away from the formality of the traditional theatre environment. This particularly benefited children from a special school. Samuel feels that some of the magic of story telling traditions has vanished, and that through The Travelling Storypot some of that magic has been restored to the community, with children understanding that stories originate from real-life experiences. It made a powerful impact on groups of children who had rarely, if ever been exposed to the theatre.

<b>Name:</b>	Clifford Ainley
<b>Award number:</b>	31104
<b>Award partner:</b>	You And Your Community England
<b>Project name:</b>	Seascale ‘Community Together’ Day
<b>Location:</b>	Cumbria
<b>Project description:</b>	<p>Following a successful Golden Jubilee Celebration in 2001, Clifford was prompted by older residents of Seascale to re-create the “Fun Days” that used to be held in the past. He formed a committee and put together the first of what will hopefully be a regular Seascale Community Together Day, with lots of old-fashioned stalls along with a bouncy castle, marquee and other entertainments. Several nearby villages also contributed, and there are plans to continue – hopefully with a three month music festival. Clifford and his team generate some funding from the Day, but it is an expensive event to organise with, for example, the marquee costing £1,000 alone in hire charges. They are currently searching for future funding.</p>
<b>Personal impact:</b>	<p>The Seascale Community Together Day was immensely fulfilling for Clifford. He learnt a lot about team working – “Previously I wasn’t good at this,” he says – and leadership. Learning about community engagement was one of the most interesting things for Clifford. He says: “In the past we had a parish council, but they didn’t really bring the community together.” Unfortunately he didn’t get round to tackling his technophobia. “I let others do the research and the emails,” he says.</p>
<b>Community impact:</b>	<p>The entire community has benefited from the Seascale Community Together Day, and the community – in particular families - have been among Clifford’s most vociferous supporters. Clifford says: “People have been brought together who wouldn’t have been brought together before.” Local businesses also came together to support the Day, and new community leaders have been thrown up as a result. Clifford says: “We are constantly coming up with new ideas to invigorate the community.” He is also constantly fundraising to ensure that there can be a successful future for the Seascale Community Together Day.</p>

<b>Name:</b>	Christine Hughes
<b>Award number:</b>	26241
<b>Award partner:</b>	You And Your Community England
<b>Project name:</b>	Sensory Sailors
<b>Location:</b>	Tyne & Wear
<b>Project description:</b>	Christine and a group of friends used their Millennium Awards funding to refurbish a buccaneer yacht called the <i>Arctic Tern</i> . When it was finished – a project that took more than two years – they began giving sailing lessons to visually impaired people and others with sensory impairments. Christine found she was well supported throughout the project. She says: “If I wasn’t sure about anything I asked for advice. I never went ahead without being sure what I was doing was right.”
<b>Personal impact:</b>	Christine is blind but, with the help of her guide dog, she has learnt to sail. She says: “It shows you that, although your eyes don’t work, the rest of you still does.” Christine always was a good leader, but had suffered a stroke and had to relearn many of the skills she previously enjoyed. The project helped her to develop her research and teaching skills, by contacting trusts to see how they could support her work, and by her work persuading people that visual impairment was no impairment to sailing. Tyne Tees Television took an interest in Christine’s work, and being featured on television gave her a real sense of achievement.
<b>Community impact:</b>	A large number of disadvantaged children helped with the refurbishment of the yacht. Sailing in her has given hope – and continues to give hope – to those who have sensory impairments. The freedom of the open seas is an experience that many of them have come to truly enjoy and appreciate. Within the wider community there is a greater acceptance that a sensory impairment is not something to be afraid of, while for those who took part there has been a marked improvement in the quality of life, not least a great sense of confidence and happiness. They are now talking with potential funders about the possibility of finance in the future.

<b>Name:</b>	Pamela Cuffin
<b>Award number:</b>	32728
<b>Award partner:</b>	You And Your Community Wales
<b>Project name:</b>	Ynys Mon Self Help and Support
<b>Location:</b>	Gwynedd
<b>Project description:</b>	This is a self-help and support service for people with anorexia, bulimia and other eating disorders. It was set up by Pamela Cuffin who realised there was no existing service for sufferers in the Gwynedd area. The service is run from Ynys Mon (Anglesey), a small, largely rural island off the northwest coast of Wales. Pamela and her team provide information, books, a website, email and PO box address. They also give talks to homeless groups and schools and in the process helped dozens of people.
<b>Personal impact:</b>	Pamela says: "I realised there was a need for a group like this when I was affected by an eating disorder ten years ago. There was no self-help support, and no service within the NHS in Wales." Although Pamela feels she could have done with a mentor who was more local to her than the one she had, she says she has benefited from the project. Having formerly thought "I can't do this", she says she now has a "can do" approach. The project opened a lot of doors, and through those openings Pamela was able to engage both with the community and on a professional level with psychologists. As a result of her research she has begun to lobby MPs about service provision in this field, and questions about the lack of statutory provision have been asked on her behalf in Parliament. She says: "I have changed career-wise as well as personally as a result of this."
<b>Community impact:</b>	There have been several requests for Pamela and her team to extend their service to the rest of Wales which, as yet, they are not equipped to do. Nevertheless, people continue to bring others in need of help to the team's attention. For those in need – as well as their families, friends and carers – the quality of life has improved demonstrably. Pamela has also taken care to look after the carers on her team, organising things like Indian head massages to help reduce the stress that the work brings.

<b>Name:</b>	Karen Milburn
<b>Award number:</b>	26251
<b>Award partner:</b>	You And Your Community England
<b>Project name:</b>	Interactive Law for Young People
<b>Location:</b>	Cleveland
<b>Project description:</b>	This project teaches children from difficult housing estates about crime prevention and the law through the use of an interactive play. It is based on an interactive murder-mystery, and came about after a friend suggested to Karen that it might be a good way to engage young people. They first have to help in a fictional crime scene in which local members of the community are involved, working with the police and learning about forensic techniques, etc. Then – and this was the part funded by the Millennium Award – they visit a court and work with solicitors and magistrates to understand the court’s procedures. They are now planning to take the youngsters on a visit to a prison, to see for themselves the outcome of the judicial process.
<b>Personal impact:</b>	Karen was a community worker on a problem estate. She had set up community groups, Neighbourhood Watch schemes, etc, and won awards for her work, but felt she was not really engaging with the troubled youths in her patch. As a result of this scheme Karen has gained a paralegal qualification. She was also taught by a friendly local journalist how to write press releases. She is now turning to the business side of running a project that is growing at such a fast rate, and has just completed her first business plan, covering the next three years.
<b>Community impact:</b>	The project has been such a success that Karen has been running murder-mysteries all over the country, and continues to get requests to demonstrate her work. The original project was run by a committee of 12 people, all of whom benefited from the experience. Out in the local community, people talk about a reduction in petty crime and vandalism, which they attribute to the scheme. Many of the volunteers who take part return to help a second time; for example, the leader of the council has played the role of murder victim on three separate occasions.

<b>Name:</b>	Adam Hyland
<b>Award number:</b>	26041
<b>Award partner:</b>	Whizz-kids 'No Limits'
<b>Project name:</b>	PPC FC
<b>Location:</b>	Dorset
<b>Project description:</b>	The PPC FC (Poole Physically Challenged Football Club) is a football team for disabled people. It started when Alan and his friends, who had all played football together at a special school, lost that facility and wanted to continue with their sport.
<b>Personal impact:</b>	In 2003 Adam, who has cerebral palsy and uses a wheelchair, won the Whitbread Young Sports Achiever award for his work in creating sporting opportunities for young people. While at school he had been actively discouraged from taking part in sporting activities; now he is glad he ignored his detractors. Adam has also given talks to other groups about how to set up and run a team. In order to get the team going he had to become a qualified coach. He says: "I learnt teaching skills and how to deal with and care for other people."
<b>Community impact:</b>	There are some six regular players in the PPC FC and they have fixtures arranged roughly every three weeks. It has proved to be extremely popular among the disabled community, because previously there were no other sports facilities. Adam's hope now is to create a regional football league for physically challenged footballers from across the area.



<b>Name:</b>	Zara Todd
<b>Award number:</b>	26033
<b>Award partner:</b>	Whizz Kids ‘No Limits’
<b>Project name:</b>	The Wheel Guide to Life
<b>Location:</b>	London
<b>Project description:</b>	<p>Zara Todd and a friend, Jo, from Scotland, have set up a website for young disabled people in the UK (<a href="http://www.wheelg2life.info">www.wheelg2life.info</a>). It gives information on education and social activities, and is written in a way that is accessible and attractive to young people. The site has won an International Web Design award, and is considered to be so good that Zara and her friend have been asked to set up a similar web site for disabled youngsters in Jamaica. They have also been approached by the BBC to do work for the corporation. There have been more than 4,000 “hits” on the web site. The goal is to make the site interactive, and already they have begun raising money to fund the improvements.</p>
<b>Personal impact:</b>	<p>Although hard work – especially with raising the finance to continue the web site – Zara has found that the experience has opened up many new opportunities for her. Nevertheless, she admits: “I am still not the best organised person in the world!”</p>
<b>Community impact:</b>	<p>The increasing number of hits, and the number of people who contact Zara and Jo, are testimony to the impact of this project on the disabled community.</p>



**Name:** Jangir Khan  
**Award number:** 26136  
**Award partner:** Leeds Safer Communities  
**Project name:** Asian Football League Online  
**Location:** West Yorkshire



**Project description:** Jangir set up a web site for his local Asian football league, which consisted of ten football clubs. After their matches players enter the results directly into the web site, creating instant league results. There were several obstacles to overcome, not least training the players to use computers and obtaining permissions (for example, obtaining permission to use photographs of people, especially if those people had religious concerns).

**Personal impact:** Jangir says: "Prior to this project I was confident with computers, but the mention of web sites made me shiver. I thought they were too hard." Thanks to this project he has now gained the skills and confidence not only to do the work himself, but to lead and train others. Ideally he would have benefited from more specialised help with the web design, but now he wants to talk about working with a national company or with a Premier League web site.

**Community impact:** Jangir concentrated on always getting those who were least able with computers to do the work, in order to widen their skill set. He discovered that many people in the Asian community in Leeds are unfamiliar with internet technology. This is being addressed – in part through Jangir's work - and now the league wants him to get further funding in order to create a message board. The web site has become a huge resource for the Asian community. Jangir says that by just being involved in some way keeps youngsters off the streets and helps to prevent crime.

<b>Name:</b>	Gillian Archbold, for Sabrina Archbold
<b>Award number:</b>	26797
<b>Award partner:</b>	You And Your Community England
<b>Project name:</b>	Special-Abilities.Net
<b>Location:</b>	West Yorkshire
<b>Project description:</b>	<p>The web site <a href="http://www.special-abilities.net">www.special-abilities.net</a> was set up in 1999 by Gillian and Sabrina to make special needs users and carers aware of the array of help, information and advice that is available to them. The site has around 2,500 hits per month, including some international visitors. Over the years Gillian had collected lots of information from parents she met through visits to the hospitals and other sources, charity and voluntary work. She put it onto disks, and started to help parents, who in turn would then tell someone else who needed help. As the demand grew she set up a small charity called "Special Abilities" which is thriving in the Wakefield area.</p>
<b>Personal impact:</b>	<p>Until recently Gillian and Sabrina have been working from a bedroom in the family home. They feel that part of the success of the project has been the feeling of empowerment they have received, that from the bedroom they can help many other people. They have developed computer skills, and have been making contact with social enterprise companies with a view to increasing the funding and development of the site. Their hope is that the service will grow and grow. They say: "We love it!"</p>
<b>Community impact:</b>	<p>At a recent conference on special needs Gillian and Sabrina identified more than 900 families who knew of, and who had benefited from the web site. They feel very strongly that it has helped to reduce the feeling of isolation from which many people with special needs and their carers suffer. The international contact has given the project a new dimension, and they hope to build links between people with special needs in this country and overseas.</p>

Special - abilities.net

<b>Name:</b>	Nadine Drummond
<b>Award number:</b>	30201
<b>Award partner:</b>	Skillset
<b>Project name:</b>	Herstory, history, our story
<b>Location:</b>	London
<b>Project description:</b>	This project dealt with issues of homophobia within the young black community by means of a radio documentary programme. It looked particularly at issues of language and misplaced beliefs. It was difficult finding people to be interviewed, because many did not want their voices to be recognised. So Nadine and her team found a method of distorting the sound to make the voices indistinguishable. The programme also used reggae music to attract listeners.
<b>Personal impact:</b>	The daughter of an Army officer, Nadine Drummond studied law at Cambridge – one of only 84 black students out of an undergraduate population of 11,600. As a result of this project she has been accepted on to a postgraduate course at Birmingham Broadcasting School. She knows that making this programme has been extremely helpful in securing her place, and is very excited about the future and about working in this field. It was a very steep learning curve, and she benefited from the training delivered by BBC One Extra. At the beginning of 2004 she was featured in the BBC Two programme <i>Black Ambition</i> , which received coverage in the <i>Sunday Times</i> and <i>Western Morning News</i> , and this boosted her confidence in dealing with the media. Of the project she says: “It confirmed my abilities.”
<b>Community impact:</b>	The community impact has been difficult to ascertain. Nadine hopes that for those who did take part it helped them to understand themselves better. However, the project is not yet finished and so has not yet been broadcast. Nadine hopes that when it is it will help young black people to accept the presence of homosexuality within their communities.



<b>Name:</b>	Marie James
<b>Award number:</b>	30187
<b>Award partner:</b>	Skillset
<b>Project name:</b>	The Jamaicans
<b>Location:</b>	London
<b>Project description:</b>	Marie set out to investigate the factual history behind a book called <i>The Jamaicans</i> by Victor Stafford Smith. The book is about 16 <sup>th</sup> century Jamaica, when the British invaded, and charts local people's thinking about whether to go with the British or the Spanish – a choice between life or death. Marie travelled to Jamaica to undertake research into the factual history behind the book.



<b>Personal impact:</b>	With Stafford Reed's book being out of print, Marie's research included a visit to Jamaica. She interviewed the late author's son and visited many of the locations mentioned in the book, including some – such as caves – that were found for her by local contacts. She found working with the communities in Jamaica to be an exhilarating and worthwhile experience. She also developed her research and investigative skills, and in the process completed a journalism course. She says: "The people you have to live amongst bring you a sense of cultural understanding."
<b>Community impact:</b>	Marie hopes to extend the project in order to create a digital information resource and an audio recording of Stafford Reed's book. She found that the people in Jamaica who she spoke to and worked with were fascinated by the project, and in particular by their own history. It has recorded a unique and valuable piece of Afro-Caribbean history.

**Name:** Margaret McCathie  
**Award number:** 29887  
**Award partner:** You And Your Community Scotland  
**Project name:** Laughter Therapy  
**Location:** Stirlingshire



**Project description:** Margaret McCathie is a great believer in the healing power of laughter therapy and has trained extensively in the field. She uses the laughing Buddha (pictured above) to illustrate her work. She was inspired by the work of Patch Adams, the American clown doctor, who believes that laughter is a way of reminding us – and making us believe – how truly joyful we are.

**Personal impact:** This project has enabled Margaret to organise herself into becoming more of a business, with advertising, business cards, etc. She also received a £500 grant from Sterling Enterprise to buy a computer. She has learnt how to adapt to different audiences, including working with disabled and handicapped people. She is now planning a visit to China with Patch Adams and some 43 other practitioners of laughter therapy – for which she needs for funding - to learn more and train further.

**Community impact:** Margaret receives marvellous feedback from the people she works with. She says: “Laughter therapy really does change people’s lives.” As well as benefiting those whom she treats, Margaret has had her work examined by a scientist who is studying the beneficial effects of laughter. She firmly believes that laughter is good for health because it changes the chemical balance in the body.

<b>Name:</b>	Nicholas Smalley
<b>Award number:</b>	27201
<b>Award partner:</b>	MS Society
<b>Project name:</b>	Is it as it was?
<b>Location:</b>	Midlothian
<b>Project description:</b>	<i>Is it as it was?</i> is the title of a book and a compact disc produced by Nicholas and his colleagues for people with physical and learning disabilities. It was the follow-up to an earlier project, <i>Wha's Like Uss</i> , produced by Nick and his wife May – who has MS - for people who find it difficult to read a traditional book because of their illness or disability. The stories in the book are based on events such as the Battle of Killicrankie and the Tay Bridge disaster, as well as re-telling the tales of strange goings-on at Glamis Castle, the childhood home of the late Queen Mother.
<b>Personal impact:</b>	The success of May's first book was overwhelming, and the second has been no different. It was as much about raising awareness as about raising money, and both Nick and May feel it has been extremely successful in this regard. They have both been boosted by the popularity of the project.
<b>Community impact:</b>	This book/CD brings stories to people who would otherwise not have been able to enjoy them. More than 5,000 have now been distributed across Scotland, and Nick has received encouraging feedback. He feels that sufferers of MS have benefited tremendously from his work.

## APPENDIX ONE: AWARD PARTNERS

<b>Organisation</b>	<b>Awards scheme name</b>
Age Concern England	Age Concern Millennium Awards
Alzheimer's Society	After Dementia Millennium Awards
Arthritis Care	Arthritis Care Millennium Awards
Ashton Community Trust	New Start Millennium Awards
Banbridge District Council	ABC Millennium Awards
Barrow Community Regeneration Company	Barrow CRC Cultural Achievement Millennium Awards
BASSAC	BASSAC Millennium Awards
Birmingham Partnership for Change	Birmingham Partnership for Change Millennium Awards
Birmingham Voluntary Service Council	Birmingham Mentoring Consortium Millennium Awards
Bolton MBC	Bolton - Citizens of Tomorrow Millennium Awards
Brent Council	Brent Generation Challenge Millennium Awards
Bristol Zoo Gardens	Bristol Zoo Gardens Millennium Awards
BTCV	BTCV Natural Pioneers Millennium Awards
C2M	C2M Millennium Awards
CAFOD	CAFOD Millennium Awards
Campaign for Learning	Reading Families Millennium Awards
Castle Vale Housing Action Trust	Castle Vale Millennium Awards
Common Purpose	Common Purpose Millennium Awards
Community Education Development Centre	Parents in the Community Millennium Awards
Community First	Community Innovators Millennium Awards
Community Foundation for Greater Manchester	Health Through Action Millennium Awards
Community Foundation, Serving Tyne and Wear and Northumberland	Tyne & Wear Foundation and County Durham Foundation Millennium Awards
Community Media Association	COMMEDIA Millennium Awards
Community Service Volunteers	CSV Millennium Awards
Council of Ethnic Minority Voluntary Sector Organisations	CEMVO Millennium Awards
County Durham Foundation	Coalfields Community Spirit Millennium Awards
CSV Scotland	Glasgow New Opportunities Millennium Awards
Deafblind UK	Deafblind UK Millennium Awards
DrugScope	Drugscope Millennium Awards
Earthwatch Europe	Earthwatch Millennium Awards
Earthwatch Europe	Earthwatch Millennium Awards
Edinburgh Environment Partnership	Edinburgh Environment Partnership Millennium Awards
Glasgow City Council	Sense Over Sectarianism Millennium Awards
Groundwork	Groundwork Millennium Awards
Hampshire County Arts Office	Your Shout Millennium Awards
Help the Aged	Help the Aged Millennium Awards
Help the Aged	Citizens Action Millennium Awards
Help The Hospices	Help The Hospices Millennium Awards
Highlands and Islands Enterprise	Western Isles, Skye and Lochalsh Millennium Awards
Jewish Music Institute	Jewish Music Institute Millennium Awards
King's Fund	King's Fund Millennium Awards
Leeds City Council	Leeds Safer Communities Millennium Awards
Leicester City Council	Positive People Millennium Awards

LINK	Global Teachers Millennium Awards
Liverpool City Council	Liverpool City Council Millennium Awards
Living on the Line Trust	On the Line Millennium Awards
Medical Foundation for the Care of Victims of Torture	Community Action Millennium Awards
Mencap	Mencap Millennium Awards
MFS Trust	Millennium Forest for Scotland Millennium Awards
Middlesex University	Enfield and Haringey Community Achievers Millennium Awards
Mind	Mind Millennium Awards
Mind	Real Lives, Real People Mind Millennium Awards
MS Society	MS Society Millennium Awards
Multicultural Media Centre for the Millennium Ltd / Multicultural Media Millennium Awards	Multicultural Media Millennium Awards
National Deaf Children's Society	Jack Ashley Millennium Awards for Young Deaf People
Norfolk Shrievally Trust	Norfolk PACT Millennium Awards
North East Lincolnshire Council	Getting Involved Millennium Awards
Northern Ireland Environment Link	Building Sustainable Communities Millennium Awards
Nottinghamshire County Council	Nottinghamshire Living History Archive Millennium Awards
Parkinson's Disease Society	CREATE IT - Parkinson's Disease Society Millennium Awards
Peak District National Park Authority	Peak Potential Millennium Awards
Perth and Kinross Quality of Life Trust	Better Place to Live Millennium Awards
Pre-School Learning Alliance	Family Learning Millennium Awards
Preston City Council	Proud Prestonians Millennium Awards
Queen's Nursing Institute Scotland	Welcome to Wellbeing Millennium Awards
Raleigh International Trust	Raleigh International Millennium Awards
Raleigh International Trust	Raleigh International Millennium Awards
Rathbone Community Industry	Rathbone Millennium Awards
Resource: The Council for Museums, Archives and Libraries	Sharing Museum Skills Millennium Awards
Royal Philanthropic Society incorporating The Rainer Foundation	RPS Rainer/CRE Millennium Awards
School for Social Entrepreneurs	School for Social Entrepreneurs Millennium Awards
Scope	Scope 'Give It a Go' Millennium Awards
Scottish Community Foundation	Chase Millennium Awards
Scottish Community Foundation	You and Your Community - Scotland
Sedgemoor District Council	Sedgemoor Local Agenda 21 Millennium Awards
Skillset	Skillset Millennium Awards
Suffolk ACRE	Suffolk ACRE Millennium Awards
Summer Education (UK)	Summer University Millennium Awards
Swansea Council for Voluntary Services	Swansea Citizenship Millennium Awards
Tarka Country Trust	Tarka Country Millennium Awards
Techniquet	Techniquet/Pan Tecnicon Millennium Awards
The British Council	British Council Youth Millennium Awards
The Civic Trust	Civic Trust Millennium Awards
The Community Foundation for Northern Ireland	NIVT Changing Lives; Changing Communities Millennium Awards
The Community Foundation for Northern Ireland	You and Your Community - Northern Ireland
The Farmington Institute	The Farmington Institute Millennium Awards
The Farmington Institute	The Farmington Institute Special Needs Millennium Awards
The Fieldfare Trust	Fieldfare Millennium Awards

The Open University	The Open University and The Living Archive Millennium Awards
The Peabody Trust	Peabody Trust Millennium Awards: Leaders for London
The Peabody Trust	Champions for Change Millennium Awards
The Prince's Trust	Prince's Trust 'M Power' Millennium Awards
The Prince's Trust	The Prince's Trust Millennium Awards
The Quest Trust	Quest Trust Millennium Awards
The Royal Incorporation of Architects In Scotland	Royal Incorporation of Architects In Scotland Millennium Awards
The Royal Society	Royal Society / BAAS Millennium Awards
The Save the Children Fund	SCF 'Saying Power' Millennium Awards
The Scarman Trust	Scarman Trust People's Millennium Awards
The Scarman Trust	You and Your Community - England
Tomorrow's People	New Steps Millennium Awards
Tower Hamlets Summer University	Summer University Millennium Awards
TS2K	TS2K 'Be Creative' Millennium Awards
Tunbridge Wells Borough Council	Cheers for Peers Millennium Awards
Voluntary Action Cumbria	Cumbria Rural Leadership Millennium Awards
Voluntary Services Overseas	World Youth Millennium Awards
Wales Council For Voluntary Action	Arwain: WCVA Millennium Awards
Wales Council For Voluntary Action	You and Your Community - Wales
West Lothian Council	West Lothian Millennium Awards - Breaking Down Barriers
Whizz-Kidz	The Whizz-Kidz 'No Limits' Millennium Awards
World University Service UK (RETAS)	RETAS Millennium Awards
Young People's Trust for the Environment and Nature Conservation	Living for the Future Millennium Awards