

# ‘WHEN TOMORROW COMES’

The future of local public services

## Appendix 1. Survey tables

A face to face survey of 782 young people aged between 11 and 21 was carried out to support the work of the Policy Commission. The survey was conducted by LVQ Research between 26 and 29 April 2011 as part of the Children's Omnibus Survey. The survey was managed by Demos. It provides information on young people's current use of public services, the ways in which they want to engage with local public services and their views on who has the right to influence their behaviour. The survey questions can be found at the end of Appendix One.

This Appendix presents the data tables referenced in the Policy Commission report 'When Tomorrow Comes – The Future of Local Public Services '.

**Table 1. Most frequently used services by age and school / work status**

**A – Services used in past year**

**B – Services used more than once in past year**

	Age 11 – 14		Age 15 – 18		Age 19 – 21		At school		6 <sup>th</sup> form		Higher Ed		At work		Unemploy ed	
	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)	A No (%)	B No (%)
Council leisure centre	151 (53)	139 (49)	117 (41)	104 (37)	77 (36)	64 (30)	224 (50)	205 (46)	25 (34)	21 (29)	30 (40)	23 (30)	47 (39)	40 (34)	18 (27)	18 (26)
Private gym	15 (5)	12 (4)	68 (24)	58 (20)	77 (36)	68 (32)	52 (12)	44 (10)	20 (27)	16 (22)	33 (44)	31 (41)	39 (33)	33 (28)	16 (23)	14 (20)
Youth club	81 (28)	62 (22)	64 (23)	49 (17)	10 (5)	6 (3)	129 (29)	100 (22)	8 (11)	5 (7)	6 (8)	4 (6)	5 (4)	2 (1)	7 (10)	6 (9)
Outdoor playing facilities	179 (63)	161 (57)	118 (41)	99 (35)	55 (26)	47 (22)	258 (58)	228 (51)	19 (26)	14 (19)	27 (35)	23 (31)	34 (29)	32 (28)	15 (22)	9 (14)
Community centre	36 (13)	26 (9)	30 (11)	23 (8)	19 (9)	13 (6)	59 (13)	46 (10)	6 (8)	3 (4)	6 (8)	4 (5)	8 (7)	5 (4)	6 (9)	5 (7)
Other faith, voluntary or charity organization	30 (10)	25 (9)	25 (9)	19 (7)	17 (8)	13 (6)	46 (10)	38 (8)	7 (9)	5 (7)	7 (9)	5 (7)	7 (6)	4 (3)	6 (8)	6 (8)
Library	173 (61)	146 (51)	142 (50)	109 (38)	90 (42)	69 (33)	265 (59)	219 (49)	34 (46)	28 (37)	46 (61)	35 (47)	33 (28)	25 (21)	26 (37)	18 (27)
Health centre	83 (29)	55 (19)	110 (39)	81 (28)	101 (47)	65 (30)	144 (32)	101 (23)	32 (44)	24 (32)	34 (45)	18 (24)	53 (45)	33 (28)	29 (43)	24 (35)
Advice centre e.g. connexions	8 (3)	6 (2)	89 (31)	59 (21)	33 (16)	18 (8)	54 (12)	38 (9)	18 (25)	8 (11)	18 (24)	10 (13)	20 (17)	13 (11)	19 (28)	14 (20)
Other	10 (4)	9 (3)	8 (3)	7 (2)	6 (3)	6 (3)	17 (4)	15 (3)	1 (1)	1 (1)	3 (4)	2 (2)	2 (2)	2 (2)	1 (2)	1 (2)
None	20 (7)	23 (8)	18 (6)	32 (11)	27 (13)	40 (19)	25 (6)	38 (9)	7 (10)	11 (15)	4 (5)	6 (8)	20 (17)	27 (23)	9 (13)	13 (19)

Base 782 (Age 11 to 14 – 285; Aged 15 to 18 – 284; Age 19 to 21 – 213; at school – 445, 6<sup>th</sup> form – 74, higher education – 76, working – 118, unemployed – 69)

**Table 2. Most important services for young people by age and gender**

	Age 11 – 14		Age 15 – 18		Age 19 - 21	
	Boys No (%)	Girls No (%)	Boys No (%)	Girls No (%)	Boys No (%)	Girls No (%)
Council leisure centre	32 (23)	35 (25)	20 (14)	28 (20)	15 (14)	17 (16)
Private gym	4 (3)	1 (1)	24 (17)	11 (8)	30 (28)	16 (15)
Youth club	19 (13)	18 (13)	8 (6)	11 (8)	3 (3)	1 (1)
Outdoor playing facilities	59 (42)	33 (23)	37 (26)	13 (9)	18 (17)	5 (5)
Community centre	0 (0)	4 (3)	5 (3)	2 (1)	1 (1)	2 (2)
Other faith, voluntary or charity organization	6 (4)	7 (5)	4 (3)	1 (1)	6 (6)	3 (2)
Library	13 (9)	26 (19)	14 (10)	26 (18)	14 (13)	15 (14)
Health centre	11 (8)	5 (4)	18 (12)	29 (20)	5 (5)	30 (28)
Advice centre e.g. connexions	0 (0)	1 (1)	15 (11)	13 (9)	5 (5)	4 (4)
Other	4 (3)	5 (3)	1 (1)	2 (2)	2 (2)	1 (1)
None	12 (8)	16 (11)	13 (9)	25 (18)	16 (15)	19 (18)

Base 782 (boys aged 11 to 14 – 142; boys aged 15 to 18 – 142; boys aged 19 to 21 – 106; girls aged 11 to 14 – 142; girls aged 15 to 18 – 142; girls aged 19 to 21 – 107)

**Table 3. Would like to use services more often by school / work status and social class**

	At school	6 <sup>th</sup> Form	Higher Ed	Working	Unemployed	ABC1	C2DE
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	307 (69)	44 (60)	49 (64)	73 (62)	40 (57)	279 (70)	233 (61)
No	139 (31)	30 (40)	27 (36)	45 (38)	29 (43)	119 (30)	151 (39)

Base 782 (at school – 445; 6<sup>th</sup> form – 74; Higher Ed – 76; Working – 118; Unemployed – 69; ABC1 – 398; C2DE – 384)

**Table 4. Top 10 services young people would like to see more of (free choice)**

Service	No (%)
More youth centres/clubs	90 (11%)
More outdoor sports facilities	84 (10)
More parks/play spaces	67 (9)
More leisure centres	53 (7)
More for older children/teenagers	43 (5)
Skateboard park/ramps	30 (4)
More gyms/fitness centres (council owned)	29 (4)
Cheaper/low cost gym memberships	23 (3)
More local/easily accessible places	22 (3)
More social centres/places to hang out/meet people	21 (3)

Base 782 (Any 452 - 58%; None 201 -26%; Don't know 130- 17%)

**Table 5. Whether enough services / facilities are available by age, school / work status and social class**

	Total	Age 11 – 14	Age 15 – 18	Age 19 – 21	At school	6 <sup>th</sup> Form	Higher Ed	Working	Unemployed	ABC1	C2DE
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	468 (60)	160 (56)	178 (62)	130 (61)	263 (59)	43 (58)	49 (65)	70 (60)	43 (62)	259 (65)	209 (54)
No	307 (39)	122 (43)	103 (36)	82 (39)	176 (40)	31 (42)	27 (35)	47 (39)	26 (38)	137 (34)	170 (44)
Don't Know	7 (1)	2 (1)	4 (1)	1 (*)	6 (1)	-	-	1 (1)	-	3 (1)	5 (1)

Base 782 (aged 11 to 14 – 284; aged 15 to 18 – 285; aged 19 to 21 – 213; at school – 445; 6<sup>th</sup> form – 74; Higher Ed – 76; Working – 118; Unemployed – 69; ABC1 – 398; C2DE – 384)

**Table 6. Whether enough services / facilities are available by age year and social class**

	Age 11	12	13	14	15	16	17	18	19	20	21	AB	C1	C2	DE
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	36 (50)	45 (63)	44 (62)	36 (51)	43 (60)	47 (67)	42 (58)	46 (64)	36 (51)	48 (68)	45 (64)	76 (72)	183 (63)	101 (59)	108 (51)
No	34 (48)	26 (36)	27 (38)	35 (49)	24 (34)	24 (33)	30 (42)	25 (36)	34 (48)	23 (32)	25 (36)	30 (28)	107 (37)	68 (40)	103 (48)
Don't know	1(2)	1(1)	-	-	4 (6)	-	-	-	1 (1)	-	-	-	3 (1)	2 (1)	3 (1)

Base 782 (age 11 -21, sample size = 71; AB- 105; C1- 293; C2- 171; DE- 213)

**Table 7. Whether young people feel they have a say in which services are provided by age**

	Total	Aged 11	Aged 12	Aged 13	Aged 14	Aged 15	Aged 16	Aged 17	Aged 18	Aged 19	Aged 20	Aged 21
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	157 (20)	14 (19)	11 (15)	11 (15)	9 (13)	17 (24)	20 (28)	14 (20)	17 (24)	18 (25)	16 (22)	10 (14)
No	622 (80)	56 (79)	61 (85)	60 (85)	62 (87)	53 (75)	51 (72)	57 (80)	54 (76)	53 (75)	55 (78)	60 (85)
Don't Know	3 (-)	1 (2)	-	-	-	1 (2)	-	-	-	-	-	1 (1)

Base 782 (age 11 – 21, sample size = 71)

**Table 8. Whether young people feel they have a say in which services are provided by school / work status and social class**

	At school	6 <sup>th</sup> form	Higher Ed	Working	Unemployed	ABC1	C2DE
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	85 (19)	18 (24)	22 (29)	15 (13)	7 (15)	77 (19)	80 (21)
No	358 (80)	56 (76)	54 (71)	103 (87)	51 (74)	319 (80)	303 (79)
Don't Know	2 (1)	-	-	-	1 (1)	2 (1)	-

Base 782 (At school – 445; 6<sup>th</sup> form – 74; Higher Ed – 76; Working – 118; Unemployed – 69; ABC1 – 398; C2DE – 384)

**Table 9. Whether young people would like to have more of a say in which services are provided by age, gender, social class and location**

	Total	Aged 11 – 14	Aged 15 – 18	Aged 19 – 21	Boys	Girls	ABC1	C2DE	North	Mids	South
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	474 (61)	165 (58)	195 (68)	114 (53)	230 (59)	244 (62)	251 (63)	223 (58)	109 (51)	168 (63)	197 (65)
No	305 (39)	118 (41)	89 (31)	99 (46)	160 (41)	145 (37)	146 (37)	159 (41)	103 (48)	98 (37)	104 (34)
Don't Know	3 (-)	1 (*)	1 (*)	1 (*)	1 (*)	2 (*)	1 (*)	2 (*)	1 (1)	-	2 (1)

Base 782 (Aged 11 to 14 – 284; Aged 15 to 18 – 285; Aged 19 to 21 – 213; Boys – 391; Girls – 391; ABC1 – 398; C2DE 384; North – 213; Mids – 266; South – 303)

**Table 10. Whether young people would like to have more of a say in which services are provided by school / work status/ethnicity**

	Total	At School	6 <sup>th</sup> form	Higher Ed	Working	Unemployed	Ethnicity White	Ethnicity BME
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	474 (61)	283 (63)	46 (62)	52 (69)	58 (49)	35 (51)	417 (59)	57 (79)
No	305 (39)	162 (36)	27 (37)	24 (31)	60 (51)	33 (48)	291 (41)	14 (19)
Don't Know	3 (*)	1 (*)	1 (2)	-	-	1 (1)	2 (-)	1 (2)

Base 782 (At school – 445; 6<sup>th</sup> form – 74; Higher Ed – 76; Working – 118; Unemployed – 69; White- 710; BME -72)

**Table 11. Willing to help by age and social class**

Willing to help	Total	Aged 11 - 14	Aged 15 - 18	Aged 19 – 21	AB	C1	C2	DE
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
Yes	379 (48)	137 (48)	154 (54)	88 (41)	62 (59)	142 (49)	70 (41)	104 (49)
No	403 (52)	147 (52)	130 (43)	125 (59)	43 (41)	151 (51)	100 (59)	109 (51)

Base 782 (Aged 11 to 14 – 284; aged 15 to 18 – 285; aged 19 to 21 – 213; AB -105; C1 – 293; C2 -171 DE –213)

**Table 12. Prepared to help get more services by service use in past year**

Service	Yes No (%)	No No (%)	Base
Total	379 (48)	403 (21)	782
Council leisure centre	198(57)	146 (43)	344
Private gym	93 (58)	67 (42)	160
Youth club	101 (65)	54 (35)	155
Outdoor playing facilities	184 (52)	168 (48)	353
Community centre	47 (55)	38 (45)	85
Other faith, voluntary or charity organization	50 (69)	22 (31)	72
Library	211 (52)	193 (48)	404
Health centre	143 (49)	151 (51)	294
Advice centre e.g. connexions	82 (63)	49 (37)	130
Other	11 (48)	12 (52)	24
None	20 (31)	45 (69)	65

**Table 13. What young people are prepared to offer by age and social class**

What kind of help would you be willing to offer?	Aged 11 - 14	Aged 15 - 18	Aged 19 - 21	ABC1	C2DE
Willing to speak out or sign a petition to bring services to your area	67 (49)	77 (50)	38 (43)	100 (49)	82 (47)
Willing to pay a membership fee	23 (17)	29 (19)	21 (23)	43 (21)	29 (17)
Willing to pay for using services	28 (21)	31 (20)	23 (26)	53 (26)	29 (17)
Willing to volunteer to help design the service	64 (46)	54 (35)	31 (35)	87 (42)	62 (35)
Willing to volunteer to help improve the service	46 (34)	43 (28)	37 (42)	66 (32)	60 (34)
Willing to volunteer to help run the service	48 (35)	50 (32)	36 (41)	86 (42)	49 (28)
Willing to volunteer to publicise the service to get more young people using it	36 (26)	40 (26)	28 (32)	60 (29)	45 (26)
Other	1 (1)	2 (1)	1 (1)	2 (1)	2 (1)
Don't know	-	2 (2)	-	1 (1)	1 (1)

Base 379 (Aged 11 to 14 – 137; Aged 15 to 18 – 154; aged 19 to 21 – 88; ABC1 – 205; C2DE – 175)

**Table 14. What young people are prepared to offer by service use**

What kind of help would you be willing to offer?	Leisure centre	Private gym	Youth Club	Outdoor Play	Comm. Centre	Other vol.	Library	Health Centre	Advice Centre	Other	None
Willing to speak out or sign a petition to bring services to your area	102 (52)	50 (54)	56 (56)	104 (56)	30 (65)	29 (58)	112 (53)	74 (52)	39 (48)	3 (24)	8 (41)
Willing to pay a membership fee	42 (21)	23 (24)	22 (22)	35 (19)	8 (16)	12 (24)	37 (18)	36 (25)	18 (22)	1 (11)	1 (6)
Willing to pay for using services	56 (28)	23 (25)	23 (23)	48 (26)	8 (18)	17 (34)	54 (26)	41 (29)	25 (31)	1 (11)	-
Willing to volunteer to help design the service	84 (43)	33 (36)	40 (40)	84 (46)	20 (43)	25 (49)	85 (40)	60 (42)	33 (40)	8 (70)	6 (32)
Willing to volunteer to help improve the service	67 (34)	32 (34)	36 (36)	57 (31)	17 (37)	22 (44)	69 (33)	50 (35)	38 (47)	5 (40)	5 (26)
Willing to volunteer to help run the service	68 (35)	41 (44)	40 (40)	68 (37)	21 (45)	30 (60)	85 (40)	58 (40)	34 (41)	2 (21)	4 (18)
Willing to volunteer to publicise the service to get more young people using it	53 (27)	33 (35)	30 (30)	61 (33)	16 (34)	19 (39)	61 (29)	50 (35)	30 (36)	3 (26)	3 (16)
Other	1 (1)	-	1 (1)	1(1)	1 (1)	-	2 (1)	1 (1)	1 (1)	-	1 (7)
Don't know	-	1 (1)	-	-	-	-	1 (1)	-	-	-	1 (6)

Base 379 (leisure centre – 198; private gym – 93; youth club – 101; outdoor play- 184; community centre – 47; other voluntary – 50; library – 211; health centre – 143; advice centre – 82; other – 11; none – 20)



**Table 15. How much time young people are prepared to offer by service use**

What kind of time would you be willing to offer?	Leisure centre	Private gym	Youth Club	Outdoor Play	Comm. Centre	Other vol.	Library	Health Centre	Advice Centre	Other	None
One afternoon or evening every few weeks	83 (42)	41 (44)	39 (39)	74 (40)	14 (30)	16 (32)	82 (39)	54 (38)	35 (43)	6 (49)	9 (45)
One afternoon or evening a week	63 (32)	32 (35)	39 (39)	60 (32)	23 (49)	21 (42)	75 (35)	50 (35)	31 (38)	2 (21)	6 (30)
Two afternoons or evenings a week	22 (11)	10 (10)	9(9)	22 (12)	5 (10)	7 (15)	28 (13)	22 (15)	5 (7)	1 (10)	1(5)
More	10 (5)	4 (4)	5 (5)	11 (6)	4 (8)	2 (4)	9 (4)	6 (4)	4 (5)	1 (13)	1 (3)
Don't know	19 (10)	7 (7)	8 (8)	18 (10)	2 (4)	4 (8)	17 (8)	11 (8)	7 (8)	1 (7)	3 (17)

Base 379 (leisure centre – 198; private gym – 93; youth club – 101; outdoor play- 184; community centre – 47; other voluntary – 50; library – 211; health centre – 143; advice centre – 82; other – 11; none – 20)

**Table 16. Young people's awareness of media messages by social class**

Which of the following advertising messages are you aware of / have you heard of?	ABC1		C2DE	
	No	%	No	%
Campaign to encourage people to eat five fruit or vegetables a day ( <i>i.e. 5 a day</i> )	236	90	214	90
Campaigns to encourage people to take more exercise ( <i>i.e. change for life</i> )	209	80	181	76
Campaigns to stop smoking, ( <i>i.e. pictures &amp; health warnings on cigarette packets</i> )	239	92	208	88
Campaigns to encourage testing for sexually transmitted infections ( <i>i.e. RU Clear Chlamydia campaign</i> )	180	69	173	73
Campaigns to stop binge drinking ( <i>i.e. know your limits drinking adverts</i> )	202	78	179	75
Campaigns to promote road safety ( <i>i.e. don't let your friendship die on the road campaign</i> )	158	61	159	67
Campaigns to stop gang violence ( <i>i.e. carry a knife &amp; lose your life campaign</i> )	133	51	147	62
Campaigns to stop anti-social behaviour	141	54	145	61
Campaigns to encourage volunteering	103	40	94	40
None	3	1	7	3

Base 498 (ABC1 261; C2DE 237)

**Table 17. How young people's behaviour changed by gender**

Which of the following have personally changed what you do yourself?	Boy		Girl	
	No	%	No	%
Campaign to encourage people to eat five fruit or vegetables a day ( <i>i.e. 5 a day</i> )	106	42	140	56
Campaigns to encourage people to take more exercise ( <i>i.e. change for life</i> )	71	29	80	32
Campaigns to stop smoking, ( <i>i.e. pictures &amp; health warnings on cigarette packets</i> )	37	15	38	15
Campaigns to encourage testing for sexually transmitted infections ( <i>i.e. RU Clear Chlamydia campaign</i> )	21	8	28	11
Campaigns to stop binge drinking ( <i>i.e. know your limits drinking adverts</i> )	22	9	24	10
Campaigns to promote road safety ( <i>i.e. don't let your friendship die on the road campaign</i> )	21	9	18	7
Campaigns to stop gang violence ( <i>i.e. carry a knife &amp; lose your life campaign</i> )	11	5	10	4
Campaigns to stop anti-social behaviour	8	3	12	5
Campaigns to encourage volunteering	8	3	12	5
None	81	33	69	28

Base 498 (Boys 249; Girls 249)

**Table 18. The right to change young people's behaviour by age**

Which organisations or individuals do you think have a right to change how you act or think?	Aged 11-14		Aged 15-18		Aged 19 - 21	
	No	%	No	%	No	%
Family	260	91	237	83	162	76
Friends	82	29	148	52	109	51
Youth workers	23	8	36	13	23	11
Teachers/School or Lecturers/College	125	44	90	32	46	21
Doctors/hospital	60	21	84	30	67	31
Voluntary organisations	11	4	18	6	13	6
Charities	11	4	15	5	12	6
Church or mosque etc	14	5	17	6	11	5
Social workers/Social Services	24	8	36	13	24	11
MPs/The government	27	10	35	12	30	14
Other	5	2	11	4	10	5
None/ Don't know	15	5	17	6	20	10

Base 782 (Aged 11 – 14 284; aged 15 – 18 285; aged 19 – 21 213)

**Table 19. The right to change young people's behaviour by age and gender**

Which organisations or individuals do you think have a right to change how you act or think?	Aged 11-14				Aged 15-18				Aged 19 - 21			
	Boys		Girls		Boys		Girls		Boys		Girls	
	No	%	No	%	No	%	No	%	No	%	No	%
Family	127	90	132	93	111	78	126	89	73	69	89	84
Friends	37	26	44	31	75	53	74	52	49	46	61	57
Youth workers	14	10	9	6	17	12	19	13	13	12	10	9
Teachers/School or Lecturers/College	57	40	69	49	41	29	48	34	23	22	23	21
Doctors/hospital	34	24	26	18	44	31	41	29	31	29	36	34
Voluntary organisations	7	5	4	3	11	8	6	4	4	6	8	7
Charities	7	5	4	3	7	5	8	6	4	3	8	8
Church or mosque etc	3	2	11	8	9	6	9	6	4	4	7	7
Social workers/Social Services	13	9	11	7	14	10	22	16	11	11	13	12
MPs/The government	17	12	10	7	21	15	14	10	17	16	13	12
Other	2	1	3	2	7	5	4	3	8	8	2	2
None/ Don't know	9	6	5	4	8	6	9	6	14	13	7	6

Base 782 (Aged 11 – 14 (boys – 142; Girls – 142), Aged 15 – 18 (Boys – 142, Girls – 142), Aged 19 – 21 (Boys - 106, Girls – 107))

**Table 20. The right to change young people's behaviour by gender and social class**

Which organisations or individuals do you think have a right to change how you act or think?	Boys		Girls		ABC1		C2DE	
	No	%	No	%	No	%	No	%
Family	312	80	347	89	339	85	321	84
Friends	161	41	179	46	192	48	148	38
Youth workers	44	11	37	10	42	11	39	10
Teachers/School or Lecturers/College	121	31	140	36	151	38	110	29
Doctors/hospital	109	28	103	26	123	31	88	23
Voluntary organisations	25	6	17	4	25	6	17	4
Charities	17	4	21	5	25	6	14	4
Church or mosque etc	16	4	27	7	24	6	19	5
Social workers/Social Services	39	10	46	12	46	11	39	10
MPs/The government	55	14	37	10	54	14	39	10
Other	17	4	9	2	10	2	17	4
None/ Don't know	31	8	21	5	25	6	28	7

Base 782 (Boys 391; Girls 391 / ABC1 398; C2DE 384)

**Table 21. The right to change young people's behaviour by school/work status**

Which organisations or individuals do you think have a right to change how you act or think?	School		6 <sup>th</sup> form/ college		HE		Working		UN	
	No	%	No	%	No	%	No	%	No	%
Family	398	88	60	81	68	89	91	78	49	71
Friends	168	38	35	47	42	56	61	52	34	49
Youth workers	49	11	8	11	11	14	9	8	4	5
Teachers/School or Lecturers/College	184	41	26	35	24	31	18	15	10	14
Doctors/hospital	108	24	26	36	28	37	33	28	16	24
Voluntary organisations	23	5	4	6	8	11	5	4	1	2
Charities	21	5	5	6	10	13	2	2	1	1
Church or mosque etc	25	6	3	4	7	10	2	3	4	6
Social workers/Social Services	44	16	11	15	12	16	10	9	6	9
MPs/The government	47	11	13	18	12	16	16	14	4	6
Other	10	2	3	4	2	3	5	4	6	9
None/ Don't know	24	5	4	5	4	5	12	10	8	12

Base 782 (school 445; 6<sup>th</sup> form 74; HE 76; working 118; UN 69)

**Table 22. How the Government should try to influence young people by age**

How do you think the government should try to influence how you act or think?	Age 11	Age 12	Age 13	Age 14	Age 15	Age 16	Age 17	Age 18	Age 19	Age 20	Age 21
	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)	No (%)
By passing laws which ban activities of which it does not approve	10 (14)	12 (17)	11 (16)	15 (21)	17 (24)	12 (16)	14 (20)	11 (15)	11 (16)	10 (15)	13 (19)
By taxing activities of which does not approve	1 (2)	4 (6)	3 (4)	3 (5)	10 (14)	11 (15)	6 (8)	9 (13)	6 (8)	4 (6)	8 (11)
By running marketing & advertising campaigns against activities of which it does not approve	16 (23)	13 (19)	11 (16)	14 (20)	18 (26)	17 (24)	16 (22)	19 (27)	20 (29)	23 (32)	29 (41)
By getting its message into the networks from which you get your information (i.e., Facebook or friendship groups)	20 (28)	24 (34)	35 (50)	27 (38)	37 (52)	33 (46)	24 (34)	46 (65)	31 (44)	34 (48)	27 (39)
Other	3 (5)	3 (5)	-	-	1 (2)	4 (6)	3 (4)	5 (7)	1 (2)	3 (4)	2 (3)
None	28 (40)	30 (42)	21 (29)	21 (29)	13 (19)	15 (21)	23 (32)	12 (17)	19 (26)	20 (28)	17 (24)

Base 782 (Ages 11 – 21, sample size = 71)

**Table 23. How the Government should try to influence young people by school / work status**

How do you think the government should try to influence how you act or think?	At school	6 <sup>th</sup> form	Higher Ed	Working	Unemployed
	No (%)	No (%)	No (%)	No (%)	No (%)
By passing laws which ban activities of which it does not approve	78 (18)	19 (26)	15 (20)	14 (12)	10 (14)
By taxing activities of which does not approve	32 (7)	11 (15)	8 (10)	7 (6)	7 (11)
By running marketing & advertising campaigns against activities of which it does not approve	94 (21)	23 (32)	27 (35)	34 (29)	19 (27)
By getting its message into the networks from which you get your information (i.e., Facebook or friendship groups)	182 (41)	40 (54)	37 (48)	48 (41)	32 (47)
Other	14 (3)	2 (2)	3 (4)	5 (5)	2 (3)
None	134 (30)	13 (18)	17 (22)	34 (29)	21 (30)

Base 782 (At school – 445; 6<sup>th</sup> form – 74; Higher Ed – 76; Working – 118; Unemployed – 69)

## Survey questions

JOB NO.	SERIAL NO.	CARD NO.	KEY NO.	QUOTA NO.
(1) (2) (3) (4)	(5) (6) (7)	(8)	(9)	(10) (11)
8 0 1 0		1	1	
<b>APRIL 2011 CHILDREN'S OMNIBUS – LV/8010</b>				
RESPONDENT'S NAME:				
ADDRESS:				
FULL POSTCODE:	(12-18)			
TEL:		DATE:		
OCCUPATION OF HEAD OF HOUSEHOLD:				

<b>SEX</b>	(19)		<b>SCHOOL YEAR IF AT SCHOOL</b>	(26)
Boy -----	1		Year R -----	CLOSE
Girl -----	2		Year 1 -----	2
			Year 2 -----	3
			Year 3 -----	4
			Year 4 -----	5
			Year 5 -----	6
			Year 6 -----	7
			Year 7 -----	8
			Year 8 -----	9
			Year 9 -----	0
				(27)
			Year 10 -----	1
			Year 11 -----	2
			Year 12 -----	3
			Year 13 -----	4
			<b>SCHOOL/WORKING STATUS</b>	(28)
			School -----	1
			6 <sup>th</sup> form college -----	2
			University/higher education -----	3
			Working full-time -----	4
			Working part-time -----	5
			Unemployed -----	6

<b><u>CLASS</u></b>	<b>(22)</b>
A -----	1
B -----	2
C1 -----	3
C2 -----	4
D -----	5
E -----	6

**NUMBER OF PERSONS IN H/HOLD**

Aged 16 years and over \_\_\_\_\_ (23)

Aged 0-15 years \_\_\_\_\_ (24)

<b><u>SATELLITE/CABLE/DIGITAL</u></b>	<b>(25)</b>
Satellite/Sky Digital -----	1
Cable -----	2
Digital – Freeview -----	3
None -----	4

<b><u>HOUSEHOLD MEMBERS</u></b>	<b>(29-37)</b>
Mother -----	1
Father -----	2
Step Father/Mother -----	3
Other Adult Relation -----	4
Other Adult -----	5
Older Sibling -----	6
Younger Sibling -----	7
Other Child -----	8
No other child in Household -----	9

<b><u>TV REGION</u></b>	<b>(38)</b>
Scottish -----	1
Border -----	2
Tyne Tees -----	3
Yorkshire -----	4
Granada -----	5
Central -----	6
Harlech -----	7
Anglia -----	8
Carlton/LWT -----	9
Meridian -----	0
West Country -----	X

<b>INTERVIEWER DECLARATION</b>	
I certify that I have conducted this interview with a person previously not known to me according to the Market Research Society Code of Conduct and the instructions provided.	
SIGNED:	
NAME:	
DATE:	

**FOR CHILDREN AGED 15 OR UNDER OBTAIN PARENTAL PERMISSION AND READ OUT SHOW CARDS WHERE NECESSARY.**

**Parent's signature:** \_\_\_\_\_

**Relationship to child:** \_\_\_\_\_



**SHOW CARD A**

QA Good morning/afternoon, I am from ....., a market research company. We are looking for people in certain occupations or professions. Do you, or any members of your family or close friends or relatives work in any of these occupations?

* Advertising -----	1	* Journalism -----	1
Alcoholic Drinks -----	2	* Marketing -----	2
Banking -----	3	* Market Research -----	3
Brewing -----	4	* Media -----	4
Building -----	5	* Packaging/Design -----	5
Catering -----	6	Pharmaceutical -----	6
Confectionery -----	7	Pub/bar/restaurant work -----	7
Dairy Products -----	8	* Public Relations -----	8
Food/Grocery Trade -----	9	Soft Drinks -----	9
Insurance -----	0	Toiletries -----	0
		Travel -----	X

**DO NOT RECRUIT IF, ANY STARRED (\*) OCCUPATIONS OR PROFESSIONS MENTIONED, OTHERS CONTINUE.**

**SHOW CARD B**

Q1a Which of the following services have you used in the past year?

Q1b Which have you used more than once in the last year?

Q1c Of those you use, which are the most important to you?

Q1d Which of these services would you like to use more often?

	<b>Q1a Services used in past year</b>	<b>Q1b More than once in last year</b>	<b>Q1c Most Important</b>	<b>Q1d Like to use more often</b>
	(39)	(41)	(43)	(45)
Council leisure centre	1	1	1	1
Private gym	2	2	2	2
Youth club	3	3	3	3
Outdoor playing facilities	4	4	4	4
Community centre	5	5	5	5
Other faith, voluntary or charity organisations	6	6	6	6

Library	7	7	7	7
Health centre	8	8	8	8
Advice centre e.g. Connexions	9	9	9	9
Other (Please write in)	0	0	0	0
	(40)	(42)	(44)	(46)
None	1	1	1	1

**ASK Q2 FOR EACH OF THE SERVICES WOULD LIKE TO/USE MORE OFTEN AT Q1d ONLY.**

**SHOW CARD C**

Q2 What stops you using ..... (read out service from Q1d) more often?

**READ OUT SERVICES MENTIONED AT Q1d.**

	Council leisure centre	Private gym	Youth club	Outdoor playing facilities	Community centre	Other faith, voluntary or charity organisations	Library	Health centre	Advice centre e.g. Connexions	
Lack of time	1	2	3	4	5	6	7	8	9	(47)
These things are not available often	1	2	3	4	5	6	7	8	9	(48)
Not available at the right time for me	1	2	3	4	5	6	7	8	9	(49)
No-one to do them with	1	2	3	4	5	6	7	8	9	(50)
Cost too much	1	2	3	4	5	6	7	8	9	(51)
Not allowed by parents	1	2	3	4	5	6	7	8	9	(52)
Not allowed by the organisation that provides the service	1	2	3	4	5	6	7	8	9	(53)
Too far away/ difficult to get to	1	2	3	4	5	6	7	8	9	(54)
Service isn't very good quality	1	2	3	4	5	6	7	8	9	(55)
Other (Write in)	1	2	3	4	5	6	7	8	9	(56)

Q3 Thinking of the services like the ones mentioned, that you are able to use personally. Do you think there are enough services and facilities like the ones mentioned in Q2 available to you?

(57)

Yes ----- 1  
No ----- 2

Q4 What other services or facilities like the ones we have just talked about would you like to see more of? PROBE FULLY.

(58)

---



---

(59)

---



---

(60)

---



---

Q5 Local Councils make decisions about what services are available in your area. Do you feel you have a say in which services are provided in your area?

(61)

Yes ----- 1  
No ----- 2

Q6 Would you like to have more of a say in which services are provided in your local area?

(62)

Yes ----- 1  
No ----- 2

Q7 If you could think of some services that you would like but are not offered at the moment, would you be prepared to help in order to get more of these services set up in your local area?

(63)

Yes ----- 1 **GO TO Q8**  
No ----- 2 **GO TO INSTRUCTION ABOVE Q10a**

**IF 'NO' CODED AT Q7 SKIP TO INSTRUCTION ABOVE Q10a.**

**SHOW CARD D**

Q8 What kind of help would you be willing to offer? (64)

Willing to speak out or sign a petition to bring services to your area -----	1
Willing to pay a membership fee -----	2
Willing to pay for using services -----	3
Willing to volunteer to help design the service -----	4
Willing to volunteer to improve the service -----	5
Willing to volunteer to help run the service -----	6
Willing to volunteer to publicise the service to get more young people using it -----	7
Other (Write in) _____	8

**SHOW CARD E**

Q9 If you would be willing to volunteer in any of the ways outlined above, how much time do you think you be willing to put in? (65)

One afternoon or evening every few weeks -----	1
One afternoon or evening a week -----	2
Two afternoons or evenings a week -----	3
More -----	4

**ONLY ASK Q10a/b IF AGED 15 YEARS AND OVER OTHER GO TO Q11.**

**SHOW CARD F**

Q10a Which of the following advertising messages are you aware of/have you heard of? (66)

Campaign to encourage people to eat five fruit or vegetables a day (i.e. 5 a day) -----	1
Campaigns to encourage people to take more exercise (i.e. change for life) -----	2
Campaigns to stop smoking, (i.e. pictures & health warnings on cigarette packets) -----	3
Campaigns to encourage testing for sexually transmitted infections (i.e. RU Clear Chlamydia campaign) -----	4
Campaigns to stop binge drinking (i.e. know your limits drinking adverts) -	5
Campaigns to promote road safety (i.e. don't let your friendship die on the road campaign) -----	6
Campaigns to stop gang violence (i.e. carry a knife & lose your life campaign) -----	7
Campaigns to stop anti-social behaviour -----	8
Campaigns to encourage volunteering -----	9

**SHOW CARD F AGAIN**

Q10b Which of the following have personally changed what you do yourself?

(67)

Campaign to encourage people to eat five fruit or vegetables a day (i.e. 5 a day) -----	1
Campaigns to encourage people to take more exercise (i.e. change for life) -----	2
Campaigns to stop smoking, (i.e. pictures & health warnings on cigarette packets) -----	3
Campaigns to encourage testing for sexually transmitted infections (i.e. RU Clear Chlamydia campaign) -----	4
Campaigns to stop binge drinking (i.e. know your limits drinking adverts) -	5
Campaigns to promote road safety (i.e. don't let your friendship die on the road campaign) -----	6
Campaigns to stop gang violence (i.e. carry a knife & lose your life campaign) -----	7
Campaigns to stop anti-social behaviour -----	8
Campaigns to encourage volunteering -----	9

**ASK ALL**

**SHOW CARD G**

Q11 Which organisations or individuals do you think have a right to change how you act or think?  
Please choose as many or as few as appropriate.

(68)

Family -----	1
Friends -----	2
Youth workers -----	3
Teachers/School or Lecturers/Colleges -----	4
Doctors/hospital -----	5
Voluntary organisations -----	6
Charities -----	7
Church or mosque etc -----	8
Social workers/Social Services -----	9
MPs/The government -----	0

(69)

Other (Please write in)

----- 1

### **SHOW CARD H**

- Q12 How do you think the government should try to influence how you act or think? (70)
- |   |   |
|---|---|
| By passing laws which ban activities that it does not approve of -----  | 1 |
| By taxing activities that it does not approve of -----  | 2 |
| By running marketing and advertising campaigns against activities that it does not approve of -----                     | 3 |
| By getting its message into the networks from which you get your information (i.e. Facebook or friendship groups) ----- | 4 |
| Other (Please write in) -----   | 5 |
| None of these -----   | 6 |

***EITHER PARENT OR CHILD CAN ANSWER Q13 BELOW BUT ANSWERS ARE FOR CHILD INTERVIEWED.***

### **SHOW CARD I**

- Q13 Which of the following best describes you? Choose a number from 1 to 5, and then tell me the letter in that section that best describes you. (PARENT CAN ASSIST WITH REPLY). SINGLE CODE ONLY.

(71)

- 1) White
- |  |   |
|--|---|
| a. British -----   | 1 |
| b. Irish -----   | 2 |
| c. Eastern European -----                                      | 3 |
| d. Any other white background (please write in and ring) ----- | 4 |
- 2) Mixed
- |  |   |
|--|---|
| a. White and Black Caribbean -----                             | 5 |
| b. White and Black African -----                               | 6 |
| c. White and Asian -----                                       | 7 |
| d. Any other mixed background (please write in and ring) ----- | 8 |

(72)

- 3) Asian or Asian British
- |  |   |
|--|---|
| a. Indian -----  | 1 |
| b. Pakistani -----   | 2 |
| c. Bangladeshi -----   | 3 |
| d. Any other Asian background (please write in and ring) ----- | 4 |
- 4) Black or Black British
- |  |   |
|--|---|
| a. Caribbean -----   | 5 |
| b. African -----   | 6 |
| c. Any other Black background (please write in and ring) ----- | 7 |
- 5) Chinese or Other ethnic group
- |   |   |
|---|---|
| a. Chinese -----                              | 8 |
| b. Any other (please write in and ring) ----- | 9 |

## Appendix 2. Focus groups

The work of the Policy Commission was informed by data collected through focus group discussions with fifty young people (aged 16-18) conducted by Envision - a youth empowerment charity. The focus groups took place between March and May 2011 in four Birmingham schools:

- King Edwards VI Aston (17 young people)
- George Dixon International School (19 young people)
- Plantsbrook School (8 young people)
- Small Heath School (6 young people)

### Questions asked in the Focus Groups

The following were used as a guide in the focus group sessions.

#### Value Continuum

The facilitator reads out the following statements and students must decide whether they agree or disagree. The facilitator then questions the student on their stance/opinion.

Statements such as:

- “Young people don’t care about their community.”
- “I feel that my opinion counts when governments make a decision”
- “Young people should be more involved in decisions about services that affect them”

#### Questions

- As young people living in Birmingham, what services do you think should be provided for you and your community?
- Should these services be provided for everyone or for particular groups of people? Why? Does it depend on the service?
- Thinking about leisure services (leisure services were selected as a focus as it was felt that most of the young people involved would have experience of, and opinions about, them):
  - What do you most enjoy doing in your spare time?
  - Where do you do those things? (probe for public facilities or clubs ...)
  - If there was a club near you that organised activities like that, would you be prepared to help in running it?
    - Break down what ‘running it’ means – what level of responsibility would you be prepared to take on? Could young people run the club by themselves? What help might you need to do this? Who else might be needed to help run the club (e.g. parents, youth workers)? What would these people do?

How many hours a week would you be prepared to put in?

- One afternoon or evening a week
  - Two afternoons or evenings a week
  - More
  - One afternoon or evening every few weeks
- 
- If services such as leisure centres or youth clubs were going to change or improve, would you want to have a say? How would you have your say? How would you want to be involved (e.g. focus groups, discussion forum, social media? One off interaction? Ongoing?) What support (e.g. training and/or resources) do you need? Do professionals need to change their ways of working? How?
  - If young people like yourselves are organising their own projects (like Envision projects) how can organisations/government support you?
  - Which of the following do you think has the right to influence the way you think or behave (e.g. how to stay healthy, helping in your community, changing the environment)?
    - a) Family
    - b) Friends
    - c) Government or local councils
    - d) Charities
    - e) Religious bodies e.g. the church or mosque
    - f) School or college

Do some have more influence than others? Why?



## Responses from the Focus Groups

### Quotes

#### General comments on public services

- “All public services should be available to everyone however more should be done to benefit young people in full-time education.” (King Edwards VI)
- “Public services are not good- they need to improve.” (George Dixon)
- “Lots of people don’t use facilities, so there should be more activities to get people involved.” (Small Heath)

#### The need for (greater) engagement of young people

- “The Police should be educated about young people more. They could join up or support youth projects and work with young people to help the community.” (King Edwards VI)
- “Young people should be more involved in decisions about services that affect them.” (George Dixon)
- “People don’t listen to young people, if they listened more they’d care about their community more.” (George Dixon)
- “We are part of society we don’t want to be left out.” (George Dixon)
- “We should have more say in our communities.” (Plantsbrook)
- “Young people aren’t really listened to.” (Plantsbrook)
- “It feels like everyone makes decisions for us and don’t really ask what we think or what we’d like.” (Plantsbrook)

#### Public services and young people’s lives

- “Leisure Centres should be made free to everyone in full-time education, especially young people. We just can’t afford to go at the moment. Having free access would help tackle obesity, encourage exercise and keep young people off the streets.” (King Edwards VI)
- “The Police and emergency services aren’t accessible to young people. They don’t have a good relationship with us and are more likely to respond to adults. Elderly people should be made a priority for emergency services.” (King Edwards VI)
- “We are much more likely to do an activity or visit a club, youth centre, leisure centre if it is free. Money restricts which students can go. Majority of our group pay for at least one activity per week.” (King Edwards VI)
- “We are the next generation it will be tough for us to live in a bad community.” (George Dixon)
- “More police patrols [are needed] because not everyone feels safe.” (Plantsbrook)

### The need for input from a range of stakeholders in running services:

- “Young people couldn’t run the centre on their own though it’s a good idea to get young people involved. We would help out where we could but studies would take priority.” (King Edwards VI)
- “We wouldn’t be able to give enough of our time to run it whilst still in education.” (King Edwards VI)
- “We’d need help from people who can do finances and manage.” (King Edwards VI)
- “I don’t think we could run it [a leisure centre] on our own but could definitely help out and volunteer our time. We would prefer to go to a centre that we help to run.” (Plantsbrook)
- “I think experienced people should run the centre but we can advise and help to run it, everyone who uses the centre should have a say.” (Plantsbrook)
- “It should be a mix of age groups who help.” (Plantsbrook)

Stakeholders mentioned in the FGDs: “professionals”, “parents and family”, “friends”, “business advisors”, “anyone that is willing to help - volunteers, students, youth workers”, “someone with experience”, “government”, “council”, “centre employees”, people with financial expertise, people that can help with “skills training” and provide “fundraising support”

### **Responses to specific questions**

Q: As young people living in Birmingham, what services do you think should be provided for you and your community?

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
<ul style="list-style-type: none"> <li>• Clean parks</li> <li>• Free public transport for students on school days – to and from school” (counter argument also voiced - “If it was free, students would abuse public transport”</li> </ul>	<ul style="list-style-type: none"> <li>• More EMA for refugees</li> <li>• Dance club</li> <li>• Free gym</li> <li>• Sports club; free sport; better gym facilities</li> <li>• Better parks to play in</li> <li>• Gaming club; video game club</li> <li>• Sex advice centre</li> </ul>	<ul style="list-style-type: none"> <li>• Trains</li> <li>• Buses</li> <li>• Hospitals</li> <li>• Dentists</li> <li>• Leisure centres</li> <li>• Transport; transport should be free to students.</li> <li>• Sports activities should be free or cheaper for YP.</li> </ul>	<ul style="list-style-type: none"> <li>• More youth activities</li> <li>• More projects like Envision</li> <li>• More volunteering opportunities</li> <li>• More sport activities- football competitions with other communities and get the opportunity to mix</li> </ul>

<ul style="list-style-type: none"> <li>• Leisure centres, libraries, schools, transport</li> <li>• Emergency services</li> <li>• Free leisure centres to encourage exercise and tackle obesity</li> <li>• Recycling facilities</li> <li>• Police on patrol</li> <li>• Leisure and community centres</li> <li>• Rubbish collections; more bins</li> <li>• Fire service</li> <li>• Careers advice</li> </ul>	<ul style="list-style-type: none"> <li>• Better leisure centre</li> <li>• (Free) transport</li> <li>• Learning centre</li> <li>• Job advice centre for teenagers</li> <li>• A place where you can go to improve your knowledge</li> <li>• There should be more activity</li> <li>• Gas, water and electric should be free for those who can't pay</li> </ul>	<ul style="list-style-type: none"> <li>• Healthcare</li> <li>• Advice on Universities and jobs</li> </ul>	<p>with them. Cricket for girls</p> <ul style="list-style-type: none"> <li>• More activities- sports snooker, badminton, ice skating, squash. Our youth club has football and trips but it is really busy and sometimes difficult to get a place.</li> <li>• There should be some different activities for male and female but generally they should be provided for everyone.</li> </ul>
--	--	---	---

As mentioned above, the discussions about improvements to services and the sorts of roles the young people can play /are prepared to play focused on leisure as it was considered to be an area that most would have an opinion about.

Q: If leisure centres/youth clubs were to improve how would they be different from what currently exists?

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
<ul style="list-style-type: none"> <li>• Appeal to everyone</li> <li>• Have different times for different groups of people.</li> <li>• A group running the centre would let opinions from different types of people be put forward</li> </ul>	<ul style="list-style-type: none"> <li>• They should offer new things</li> <li>• Have something for everyone</li> <li>• More facilities in the leisure centre</li> <li>• Provide more activities</li> <li>• Offer new facilities (music, sports, dancing)</li> <li>• More trips</li> </ul>	<ul style="list-style-type: none"> <li>• Would be better run because lots of different age groups could make decisions</li> <li>• Something for everyone.</li> <li>• Lots of people would own it instead of the council so we would look after it more.</li> </ul>	<ul style="list-style-type: none"> <li>• It would be in some sense different because we would have a good service and make sure the customers are happy</li> <li>• Something for everyone</li> <li>• By having regular activities,</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular service to the customers</li> <li>• Make people aware of it and keep them excited</li> </ul>	<ul style="list-style-type: none"> <li>• Could be really chaotic with lots of people trying to run it or make decisions.</li> </ul>	consistency, better opening hours and more activities.
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#### Roles that the young people are prepared to play

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
<ul style="list-style-type: none"> <li>• An introduction to the centre for guests, new customers</li> <li>• Running taster sessions</li> <li>• Showing young people the benefits of using the facilities</li> <li>• Management – being on a board to help decide how the centre is run, though we would need to have someone with experience in managing a centre to help</li> <li>• The centre could be run by different people in the community including a small group of young people – at the moment centres are run by one person who decides what they think everyone will want. By having a group you will have different ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Doing a survey</li> <li>• Taking leadership</li> <li>• Help the manager</li> <li>• Employee</li> <li>• Coaching others</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching/ instructing</li> <li>• Decision making</li> <li>• Advisors to managers – we could run the activities for students and younger people.</li> </ul>	<ul style="list-style-type: none"> <li>• Help organise activities</li> <li>• Deal with problems</li> <li>• Support the manager</li> <li>• Could be run on our own</li> </ul>

Time commitment that young people would be prepared to make (in helping to run a leisure centre)

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
A few hours a week like a part-time job but studies would come first.	<ul style="list-style-type: none"> <li>• 1 or 2 hours per week if unpaid, 5/6 or more if paid</li> <li>• Evening time – 2 hours</li> <li>• 16 hours a week</li> </ul>	<ul style="list-style-type: none"> <li>• Most people would go once a week to volunteer</li> <li>• It would be hard to plan when people work and making sure people go unless they are paid.</li> <li>• We have lots of exams and coursework and so couldn't always go.</li> <li>• Students that have exams could just give our ideas and help make the decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 4 days a week into the centre- to ensure the smooth running of the centre.</li> <li>• If we were doing it full time but not whilst at school.</li> <li>• It would work if we volunteered our time like at Envision. So we go in once a week.</li> </ul>

Channels for young people to make contributions (to the development of leisure centres)

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
The facilitator did not get a chance to ask this question in this FGD	<ul style="list-style-type: none"> <li>• Writing to newspaper</li> <li>• Talking to your local community</li> <li>• Talk to the manager there</li> <li>• Write a letter</li> <li>• Email</li> <li>• Talking to them through the radio</li> <li>• Persuade them to come to a meeting (letter, adverts, leaflets)</li> <li>• Contact the council</li> <li>• Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Focus groups like this</li> <li>• Questionnaires on Facebook or in school.</li> <li>• Allow us to come to meetings at the centres to say what we think.</li> <li>• If we are being asked then it has to be genuine and the council have to take on board what we say. Sometimes it feels like they ask us just for the sake of it, then make their decision anyway.</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement-participate through focus groups and volunteering</li> <li>• Questionnaires sent to the community so people who want can have their say.</li> </ul>

	<ul style="list-style-type: none"> <li>• Interviews/debate</li> </ul>	<ul style="list-style-type: none"> <li>• All of us use Facebook and it would be really easy to give our opinion through that.</li> <li>• Facebook doesn't let us give proper feedback though because it would just be yes or no answers. If we were able to meet someone or join a group that makes decisions it would be better</li> </ul>	
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Support that organisations/government should offer young people that are organising their own projects

King Edwards VI	George Dixon	Plantsbrook School	Small Heath School
<ul style="list-style-type: none"> <li>• Listening to our opinions</li> <li>• Taking us more seriously</li> <li>• Giving advice specifically aimed at us</li> </ul>	<ul style="list-style-type: none"> <li>• Give money to raise for our organisation</li> <li>• Give us free advice</li> <li>• Promote us, spread the word to people</li> <li>• Financial support</li> <li>• Students should be allowed to vote at 16</li> <li>• Give us support by giving us the tools that we need</li> <li>• Raise money for charity; help the needy – Japan [FGD took place around the time of the disaster in Japan]</li> <li>• Listen to us more and actually care</li> <li>• Training should be free</li> <li>• The government should listen us / young people (more)</li> </ul>	<ul style="list-style-type: none"> <li>• Give us advice</li> <li>• Provide money or grants to put towards our projects.</li> <li>• Help people like Envision to do more</li> </ul>	<p>The facilitator did not get a chance to ask this question in this FGD</p>

## Behaviour change

Q: Which of the following do you think has the right to influence the way you think or behave (e.g. how to stay healthy, helping in your community, changing the environment)?

	King Edwards VI Aston School (17 YP in the FGD)		George Dixon International School (19 YP in FGD)		Plantsbrook School (8 YP in FGD)		Small Heath School (6 YP in FGD)	
	No. of YP who voted yes	% of the total no. of YP in the FGD	No. of YP who voted yes	% of the total no. of YP in the FGD %	No. of YP who voted yes	% of the total no. of YP in the FGD	No. of YP who voted yes	% of the total no. of YP in the FGD
Family	15	88	10	53	8	100	6	100
Friends	10	59	4	21	7	87.5	6	100
Government or local councils	3	18	4	21	"Only in some cases"		4	67
Charities	2	12		*	5	62.5	3	50
Religious bodies	7	41			3	37.5	4	67
School or college	9	53			7	87.5	5	83

\* The bell rang and the YP rushed out of the room so the facilitator was not able to complete the exercise

## Reasons given:

King Edwards VI Aston School

- "Family raise us and provide us with food/shelter so have the right to influence us and tell us what to do."
- "Friends are close to us and like similar things."
- "Friends shouldn't tell us what to do but they do influence our music, sports and games."
- "Governments/local councils do have the right because they get told by experts and professionals. "
- "Governments don't have the right to influence us because we don't get to elect them until we are older."

#### George Dixon International School

- Friends do not have the right because they can be a bad influence

#### Plantsbrook School

- “Family bring us up and provide us with money and food so they should influence us.”
- “We all influence each other about clothes and music.”
- “Governments do have the right to influence if it’s advice from experts like 5-a-day. But they don’t have the right to influence us about our decisions in life or who we vote for.”
- “Governments and councils do influence all the time and they have the right because they were voted in – but we didn’t vote for them because we can’t yet. When we can vote then they will have the right.”

#### Small Heath School

- “Our family are who we trust and are closest to.”
- “Our parents brought us up and always influence and tell us what to do.”
- “Governments should know what’s best and provide good advice.”
- “If you go to mosque then they should influence your behavior.”
- “Schools can teach us important things though they don’t really tell us about our community – it is more focused on the lessons.”



## Appendix 3. Case studies

The Policy Commission was keen to explore practical examples of existing initiatives delivering services for, to and alongside young people and commissioned Demos to identify and undertake six case studies. The material below was compiled in May and June 2011 by Demos researchers. It presents examples of innovative approaches to service design and to engaging young people, as well as to governance and funding structures. Within each case study, researchers explored how the initiatives work to change user behaviours as well as understanding how young people themselves are given opportunities to shape delivery of public services. They examine how young people from varied backgrounds are engaged, how the initiatives organise themselves to meet young people's aspirations, and how their approaches might be adopted and adapted by decision makers and public service providers looking to engage more holistically with young people.

### Introduction to Case Studies

There are groups working with and for young people in innovative and transformative ways in the UK. These enterprises could be described as the 'Big Society' in action – not because they are necessarily aligned politically with anything that the Conservative Party would recognize as its agenda, but because they are delivering vital services for, to and alongside young people in such a way as to encourage participation, action and self-worth.

In identifying the case studies Demos looked to entities operating in policy areas identified by the Policy Commission. These included health, leisure and housing. The service providers selected reflect the themes of best practice and innovation that were identified during the Policy Commission's evidence gathering sessions; which included input from a diverse range of individuals, experts and organizations engaging with young people – particularly 'hard to reach' young people - in a range of public service areas.

### Case study 1: UsCreates – Chlamydia prevention campaign

Uscreates is a social design agency that specializes in community-based behaviour change. It is a collaborative consultancy comprising designers, journalists and facilitation specialists in order to co-create services and produce and implement social marketing strategies.

They frequently work with young people – either as part of broader community engagement projects or as a discrete target group.

Uscreates worked with young people and NHS Birmingham East and North to increase Chlamydia screening rates among 15 to 24 year olds.

*“Uscreates is a dynamic and professional organisation who helped the PCT in developing innovative responses to a challenging area of increasing our Chlamydia screening uptake amongst young people. They delivered high quality work on time and in budget and were flexible in meeting our changing requirements throughout the project. I have no hesitation in recommending them to other organisations.”<sup>1</sup>*

They collaborated with local colleges, the Princes Trust, Empire Cinemas and young Birmingham residents to first gather meaningful insights, and then test ways to overcome specific behavioural barriers.

Thirty Youth Ambassadors were recruited to both author the programme, which they called CHECK YOU OUT!, and deliver the pilots.

These included:

- A free cinema night: providing a safe environment with people taking a Chlamydia test rewarded with free popcorn and a soft drink, resulting in a 100% testing rate.
- A Facebook campaign hub: this tackled misinformation and social stigma, and to date has accrued over 5,000 fans.
- A film making competition: young people described how to get tested for Chlamydia, winning a day with a professional production company.
- An outdoor communication campaign: billboards, bus stops and featuring the Youth Ambassadors.

The results from the pilots informed a comprehensive 12-month strategy blending innovative interventions with service redesign recommendations. This behaviour change programme – targeted at young people - won an award at the Institute of Practitioners in Advertising Best of Health Awards 2010.

### **Behaviour change designed by young people**

Uscreates began by recruiting young people from the target area to give them insight into awareness, understanding and attitude towards sexually transmitted disease and Chlamydia in particular.

*‘We wanted to understand what they were aware of around Chlamydia.’<sup>2</sup>*

Uscreates were clear that a vital preliminary stage in any behaviour change campaign is to research a deep understanding of the target demographic from a number of angles – including their attitude to the particular area, the social networks they are part of, the likely incentives structures for prolonging engagement and their drivers and motivations.

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<sup>1</sup> Waheed Salem, NHS Birmingham East and North.

<sup>2</sup> Uscreates service designer, structured interviews, May 2011

Uscreates uses established charities and community groups within their target areas to access young people.

*'60 young people were used for the insight stage. Their selection was through signposting we got from organisation, and we went to colleges and schools and we got young people in temporary accommodation, going through the Princes Trust to get to hard to reach people.'*<sup>3</sup>

*'We asked questions around 'Do you know what it is? Do you know how you get tested? Do you know how you get it?''*<sup>4</sup>

Uscreates were aware of the ethical issues involved in any behaviour change campaign – and especially conscious of the need for a thorough ethical framework in dealing with young people. It is with this in mind that they use information gathering exercises to recruit those who appear comfortable and willing to engage on the subject at hand.

*'Through the workshops we identified a number of people not embarrassed about the subject of Chlamydia and so we enlisted these people. Those in temporary accommodation were actually the ones most likely not to be embarrassed (but this group was quite difficult to work with. Some had criminal records and there was an incident of theft).'*<sup>5</sup>

They find that young people are generally keen to become involved and willing to participate in projects – even without the offer of direct rewards or incentives.

*'We ran co-design workshops - some in class time, some in evenings and some at weekends. But I don't think we provided incentives for any of these.'*<sup>6</sup>

*'One of the reasons we don't need to use incentives is that we find that the topic area often draws people. It is also about relationships we build up with people on the ground. We don't have to provide incentives because people are interested and engaged. They feel part of it and a sense of ownership over co-creating. We tried recruitment agencies to select people but we found that this didn't work because they didn't want to work through the process to the end.'*<sup>7</sup>

On the basis of the information gathered through workshops – and using the participants recruited through the same activities – Uscreates then engages in building a campaign with young people at the heart of their approach.

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<sup>3</sup> Uscreates service designer, structured interviews, May 2011

<sup>4</sup> Uscreates service designer, structured interviews, May 2011

<sup>5</sup> Uscreates service designer, structured interviews, May 2011

<sup>6</sup> Uscreates service designer, structured interviews, May 2011

<sup>7</sup> Uscreates service designer, structured interviews, May 2011

Their Chlamydia campaign made innovative use of social media in order to promote awareness and testing amongst young people in the target area. Their Facebook group – which attracted 5,000 ‘fans’ by using youth ambassadors to promote it to peers online - allowed Uscreates to both disseminate practical advice central to their campaign and to advertise their events programme.

Events run by Uscreates were based on suggestions from young people involved in the campaign – these ideas were then developed by service designers alongside young people in order to ensure that they were attractive to the target groups. Uscreates designers were very clear that using environments with which young people were comfortable was central to their strategy for appealing to young people and affecting behaviour change – this led them to use the local cinema as a hub for testing.

The role of youth ambassadors was important to Uscreates’ efforts to both normalize testing and encourage participation. They used the youth ambassadors both online and in their public campaign – featuring them in advertising and events. Uscreates was clear that their ambassadors helped the campaign to resonate with young people and that the use of young people to represent the campaign was necessary.

*‘We always build up peer owners in the community. This creates ownership and a longer spillover effect from co-creation.’<sup>8</sup>*

However, they acknowledged that this use of young people causes further ethical concerns – especially given the sensitive nature of the campaign’s subject matter. Resolving these conflicts depends on judgment and on ensuring a thorough and ongoing ethical analysis of the activities, campaign and use of volunteers.

### **A different kettle of fish?**

Uscreates do not believe that young people are particularly difficult to engage when compared with other groups. However, there are marked differences in how to engage them and in what is demanded of a service provider once they have established a relationship.

*‘Older people are more patient, but apart from that they are evenly engaged.’<sup>9</sup>*

The particular challenges appear to be concerned with maintaining engagement – young people demand much greater levels of contact and reassurance in Uscreates’ experience and are more likely to refuse to engage if there are gaps in the campaign.

In addition, Uscreates were clear that any public service looking to engage young people in a campaign such as their Chlamydia campaign needs to tailor its recruitment methods to

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<sup>8</sup> Uscreates service designer, structured interviews, May 2011

<sup>9</sup> Uscreates service designer, structured interviews, May 2011

young people. In this sense, Uscreates' tactics resemble MyNav (please see below) – designing recruitment and engagement tools that resemble popular cultural phenomena and utilizing existing popular tools (such as Facebook) to capture young people's imagination.

## **Problems and challenges**

Uscreates experiences working with young people to affect behaviour change throw up a number of issues that policy makers must bear in mind when promoting this kind of intervention.

Uscreates has largely relied on partner organisations to access potential participants and volunteers in the past. However, they have noticed a growing reticence amongst local groups to provide access to their volunteer base.

*'With the increased demand for volunteers, other groups have become far more protective about sharing their volunteers (implications for the Big Society).'*<sup>10</sup>

This lack of co-operation poses real problems for organisations looking to work with young people on specific, short-term programmes such as behaviour change projects. They do not have the established roots within the community that would be required to have pre-existing contacts and networks – in relying on local groups they face potential problems in recruiting volunteers and participants. This is especially an issue with young people who are, as a group, 'harder to reach' for organizations such as Uscreates. Schools can prove difficult to access and there is no presumption of co-operation – even when the project or programme has full buy-in from the local authority or a local public agency. This is likely to become more problematic as schools and other public bodies become further decentralized and autonomous. It may lead to a reduction in the potential for programmes such as Uscreates' Chlamydia intervention to have the cross-community impact that they have had in the past.

In light of difficulties with recruitment through partner organisations Uscreates has been making greater use of recruitment methods that are not reliant on institutions.

*'As an example of how we might engage young people, we set up a cube which was a bit like the Big Brother diary room. This works very well in getting young people interested – they think they might be on TV.'*<sup>11</sup>

Uscreates have also been disappointed by the lack of engagement in sustaining their projects and building on their momentum. Public bodies tend to form their client base – paying for specific projects such as the Chlamydia campaign – but have proved reluctant or unable to ensure that these projects have life after Uscreates leave.

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<sup>10</sup> Uscreates service designer, structured interviews, May 2011

<sup>11</sup> Uscreates service designer, structured interviews, May 2011

In the case of the Chlamydia campaign this has meant that the Facebook page has ceased to be regularly updated and has lost contact with its fans – including those who participated in the campaign. This may have led to a degree of resentment amongst the youth ambassadors who were so central to the success of the original campaign. It also means that the PCT has lost a tool in promoting sexual health messages and, should it wish to engage in an anti-Chlamydia campaign again, would likely have to begin again with fresh recruitment, information gathering and campaigning.

This short-sightedness is not unique. Public bodies need to understand that behaviour change campaigns working with young people are not discrete from their everyday activities – they must be ongoing and integral to them in order for them to work.

### **Case study 2: [Right here](#)**

Right Here is a programme that aims to radically change how the mental health and wellbeing of young people aged 16 to 25 is looked after across the UK.

The campaign is funded with £6 million – coming predominantly in the form of grants from the Paul Hamlyn Foundation - and aims to develop and implement new, early intervention techniques to prevent and treat mental health and wellbeing issues in young people. As well as funding, Right Here receives support in the following areas from the Paul Hamlyn Foundation: developmental support in:

- partnership working
- evaluation
- youth involvement
- organisational change

Right Here consists of four sub-projects, all working in these areas.

#### **The Four Projects**

The four projects were launched in June 2010. They followed a year long programme of preparation – during which time staff were recruited, partnerships with public bodies, agencies and charities were established and youth panel – comprised of young people – were recruited to act as guides to the projects.

The four projects are geographically focused, based in:

- Brighton and Hove
- Newham
- Fermanagh
- Sheffield

Each of these local projects has its work informed and overlooked by a ‘youth panel’ comprising young people from the locality – these young people are involved in shaping the work of the local project, campaigning on behalf of Right Here and mental health issues and in raising interest in the work of Right Here amongst their peers.

Right Here was set up to answer a perceived gap in service provision for young people in the area of mental health and wellbeing. The services offered are focused on prevention rather than treatment and are informed by service-users and by the projects’ innovative use of ‘youth panels’. However, because the projects are localized and informed by local young people the precise nature of their offer – how it is established, what it consists of and who it targets – varies from place to place. Right Here is a model of the kind of devolved, ethos-driven public services that may well find a place in a more decentralized public service landscape in the UK.

### **Involving young people from the start**

Right Here are clear about the need for genuinely participatory youth services to involve young people from the outset – in the design of the service, its targets and its approach.

*‘It’s a very participatory project that started by involving young people and continued to involve them along the way.’<sup>12</sup>*

*‘I was one of the young people who worked on the first few stages of the bid. I sat on the interview panels with all the adults when Right Here came up to do the interviews. They came to visit the young people and I was one of the young people. They had a second stage of interviews and I was on the interview panel for that as well. I’ve been involved from right in the bid.’<sup>13</sup>*

*‘From the outset young people were recruited at the national level to help design the Right Here project in conjunction with the Paul Hamlyn Foundation (PHF) and the Mental Health Foundation (MHF).’<sup>14</sup>*

However, they conceded that they struggled to involve young people from as diverse backgrounds as they would have liked – especially for the national youth panel that informs the overall Right Here project.

*‘The selection process has not been successful in terms of the ways it was thought through. I think there’s quite a lot to learn from this in terms of the application process required a lot of filling out a long document which would obviously put off a lot of young people. I think it was six or seven pages with questions and a lot of things around conflict resolution and working out as a group, which are*

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<sup>12</sup> Right Here team member, structured interview, May 2011

<sup>13</sup> Right Here youth participant, Structured Interview, June 2011

<sup>14</sup> Right Here team member, structured interview, May 2011

*questions that wouldn't necessarily engage hard to reach young people for instance. As a result we have a youth panel which is predominantly from the north of England (apart from 2/3) and is quite well educated. That was the original youth panel but that has now changed because obviously with the new youth panels coming on board we now have representatives from the local projects. This allows a far more representative panel through the outreach from the local projects.'*

*'But at the time the panel was very much young people, 16-25, who felt passionate about mental health. Either because they had mental health issues themselves and didn't like the services they went through or because they had personal interest.'*<sup>15</sup>

It is clear from Right Here's experiences that recruitment methods for youth participation have to be designed carefully to avoid excluding particular groups through complexity or off-putting formats, language and style.

Right Here acknowledges that its national youth panel was not as representative as they had hoped and that this may damage the ability of the campaign to understand and target young people holistically.

*'I'd done School Council but nothing like this. I've done volunteering work. I volunteered at Rich's House Hospice.'*<sup>16</sup>

However, their experience of youth panels once localized projects were up and running is encouraging – having a local presence made it much easier for them to recruit young people to their national panel and to ensure a measure of representation. A key lesson here is that beginning at the national level, as opposed to within the localities in which a public service will seek to work, may hinder attempts to build representative and diverse youth participation.

The youth panels were heavily involved in deciding which applications for funding were accepted and taken forward by Right Here and which were declined. The Right Here structure was complicated, in that they sought local partner organizations to fund to carry out the objectives of the campaign, the youth panel were instrumental in deciding between them.

*'My grant panel. We've got two sub-projects in Newham which we fund. The decision of which project got funded has come from just young people. We got 40 applications in two weeks which we had to go through.'*<sup>17</sup>

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<sup>15</sup> Right Here team member, structured interview, May 2011

<sup>16</sup> Right Here youth participant, Structured Interview, June 2011

<sup>17</sup> Right Here youth participant, Structured Interview, June 2011



The panels were also able to contribute hugely in terms of youth experience of services, giving the commissioning process great insight into what frustrations existed with existing provision.

*'I am a mental health service user myself and I was quite frustrated with the fact that services just don't seemed to be joined up. The support that you get is a bit patchy and you sort of end up running around like a headless chicken really not really understanding where you should be going and how best to access the support you need. So, I had an interest from that side of things but I was also interested in it from the point of view that there was limited support available from when I was at school. We weren't sure of where to access support. I think that if I had accessed support at that time then it might have reduced the issues that I've subsequently had. I thought really that it seemed like a really good plan for a research led project to say "hang on a minute... things aren't quite working here" put the feelers out and start trying to relate on the ground. Do the research from that and then say this is the new model for how potentially services could be delivered in a better way to support young people.'*<sup>18</sup>

However, despite a clear commitment to allowing the youth panel to make those funding decisions, Right Here restricted their choices. The campaign received over 200 applications from potential partners but –

*'we didn't make them go through all of them. We made a shortlist of about 8 projects. They had to decide 4 of the 8. They went with the steering group to interview staff and young people of the shortlisted project. This was on top of the three half days a year. But only 1-3 could usually make it. So there was a lot of commitment actually involved. They were involved in the interviews and decisions with the steering group.'*<sup>19</sup>

This does lead to questions about the ability of funding organizations to more fully devolve their allocation decisions to service-users and young people themselves.

These questions have been faced by Right Here, who now argue that participation and collaboration are more realistic aspirations than 'youth-led' service delivery.

*'At Right Here we definitely prefer the collaborative as opposed to the youth-led. This is because, in terms of youth participation, we are very clear that young people have a lot to bring to the table, as well as experts, in terms of grant-making. We are talking about around £6m on the table. That's a big responsibility. We wanted to make sure young people had the information they*

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<sup>18</sup> Right Here youth participant, Structured Interview, June 2011

<sup>19</sup> Right Here team member, structured interview, May 2011

*need. As much as possible we brief them but all the decisions in Right Here, at least at a national level, are made as a joint process.'*<sup>20</sup>

Right Here have also learned important lessons about how to manage youth participation in terms of communication and expectation management from their initial experiences with their national youth board.

*'Around the selection of the projects there was actually quite a big issue in terms of the communication mechanism. I don't know if we want it to be in the report, but I suppose it's not confidential, but at the time there had been some misinformation around some projects that meant that the young people had been briefed but the young people who had actually briefed them had created misconceptions that hadn't been the case with steering group members. So when they met there was conflict in the decision about one project. And it is only by jointly talking that actually things came to light and everyone which project should get the funding.'*

*'What this shows is the importance of not over-raising expectations. I've been working in youth participation for about six years now. There had been – maybe a lot less now that people are finding that youth-led is very difficult for very good reasons and doesn't necessarily have the right impact because young people are not necessarily informed well enough or in the right way or can't commit – so there has been a lot of current about the 'youth-led' thing. We are joint. We learn from each other and that better allows you to reach your goals. The aim really is not to have young people involved in decision making, it's to improve the life of young people. Leaving that to young people to decide is not necessarily going to do that because there is a lot of information they do not have. It is not possible to download this information with a few meetings with them. There has to be a discussion and an agreement has to be reached.'*<sup>21</sup>

*'From the information that I received when I signed up I thought that it was going to be far more youth led. I think there was a lot of tension in those first days about really establishing what people's expectations were and actually what level we were at and what level of involvement there was going to be. So, I would say that it is not youth led and it never has been although we have got an opportunity with this digital project which is coming along which I think is going to be a lot more youth led. Compared to a lot of other activities we have been doing. But, in general terms it is youth involving rather than youth led.'*<sup>22</sup>

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<sup>20</sup> Right Here team member, structured interview, May 2011

<sup>21</sup> Right Here team member, structured interview, May 2011

<sup>22</sup> Right Here team member, structured interview, May 2011

*“I think, in many respects, we did hope that it would be more youth led and I think there was the realisation from the youth panel that actually we weren’t in a position whereby it would be youth led but what we wanted to be clear on are what the participation opportunities would be. So it was only through discussion that we established exactly where we were at and where we would potentially be at. We sort of went through that ladder of participation where everyone marked on it where their expectation had been and where they thought they were at. We sort of went through a bit of a negotiating process to say “Well actually, there are a few opportunities that might be at the level that you are expecting but in general terms it’s probably going to be just above the level that we are at now. So it took quite a lot of time I think really and I know that it is something that we keep revisiting to make sure that we are still on track. There is still the opportunity for people to participate more fully in certain areas and commit more time and be more central to decision making. But there is also the capacity for those who don’t have the time or the inclination to participate in the process but not have the same level of commitment. It is a bit of a fine balancing act I suppose.”<sup>23</sup>*

What is clear for any service provider/commissioner looking to learn from Right Here and emulate its success is that clear communication about where responsibility lies and what eventual decision making is being invested in young participants is very important. ‘Youth-led’ services were not, as far as Right Here were concerned, appropriate as a means to establishing funding relationships with potential partners – this is a decision to be taken on a service by service basis but, whatever the approach, it must be communicated clearly with participants. Once the reality of their participation had been clearly communicated to youth panel members, and their views had been taken into account, they seemed happy with a youth-participation structure.

*‘With the national decision making that goes on there needs to be a certain level of accountability. With the funding pressures and the general sort of circumstances of decision making is at such a position... you know... youth led would be nice but ultimately quite a lot of legwork had been done to shape the project to what was anticipated would happen. Whilst certain elements of control have been surrendered I don’t see it as a particularly negative thing that we have moved from youth led to youth participation. Providing it’s not a tokenistic contribution to it I am not actually sure that it matters considerably when you are talking about the scale at which we are working at the minute.’<sup>24</sup>*

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<sup>23</sup> Right Here youth participant, Structured Interview, June 2011

<sup>24</sup> Right Here youth participant, Structured Interview, June 2011

## The importance of training

Right Here did not demand that all young people who joined their youth panels have substantial or detailed knowledge of mental health campaigns. This meant that training was essential to ensuring that participants were prepared, knowledgeable and able to give value to the organisation.

*'Because it is a mental health programme a lot of the training was around mental health; anti-stigma. And because it's a panel consisting of service users and non-service users, there's a lot of dynamics that we build as part of it. They are still being delivered training as part of the process.'*<sup>25</sup>

What is also clear is that, as well as being a useful tool of youth services delivery, youth participation can form an important end in itself. The young people participating in Right Here's panel network benefitted from that participation in a number of ways.

*'I think we can see with the project representatives joining, and what we call 'programme'. 'Programme' includes the national panel and those at the national level – those who were there before the projects joined – and 'projects' are those involved with the local projects. Those are the two key levels. So 'programme' is London based.'*

*'In terms of knowledge of mental health, knowledge was quite scatty. I think what Right Here has tried to do is give it a narrative around the 'continuum of mental health' – everyone has mental health and everyone should be looking after their mental health. Mental health shouldn't just be targeted at those with a mental health issue.'*<sup>26</sup>

However, the panel structure – mixing service-users with non-service-users – posed difficulties and problems in terms of the duty of care to participants.

*'issues have arisen is actually when the project representatives joined – because they were from a different background from the panel – some issues arose around vulnerability and behaviour. It has been very difficult to overcome these issues in terms of 'how do you restrict your freedom in order to make sure other people aren't offended by your behaviour or put at risk by your behaviour'. People coming from more 'hard to reach' backgrounds can create some issues. It is something we're trying to solve. We were expecting the merging to be difficult but didn't know around what the issues would arise. It was mostly around*

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<sup>25</sup> Right Here team member, structured interview, May 2011

<sup>26</sup> Right Here team member, structured interview, May 2011

*changing behaviour when attending RH meetings to make sure young people wouldn't be offended or put at risk.'*<sup>27</sup>

Youth participants in Right Here were proud of the work that they had undertaken and felt strongly that their youth was key to making a success of the project overall. They felt that their ability to relate to other young people lent the projects credibility.

*'With youth ambassadors you get the passion from the young people who have been in that position and been involved in an issue and experienced that. I think that experience and passion shines through when they speak to other people and people take note from that. Whereas if you just get a leaflet you just look at it and think that's jargon. When professionals used to come into school and speak people just used to laugh at them because you think 'that'll never happen to me, they're talking a load of crap', whereas if you speak to a young person that has been in that situation you're more likely to take note because that young person knows how it feels and if I ever end up in that position I can speak to that young person and get support.'*<sup>28</sup>

## **Barriers to participation**

Right Here have identified a number of problems and barriers to youth participation which are particular to working with young people. Some of these – such as a high level of churn – chime with the experiences of other case-studies (such as MyNav). These issues were less problematic for Higher Croft Action Group because of their community wide focus – changing the Estate through with young people – meaning that opportunities for continued engagement should be there when young people grow out of the specific services on offer.

The other problems have been largely overcome by Right Here through a process of continuous learning and refreshment of activities and approach. The key issues appear to have been focused on recruitment methodology, clear communication, expectation management and ensuring a calm environment for deliberation.

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<sup>27</sup> Right Here team member, structured interview, May 2011

<sup>28</sup> Right Here youth participant, Structured Interview, June 2011

### Case study 3: Street games

StreetGames is a network of over 120 local projects which provide regular doorstep sports sessions within disadvantaged communities. It has been running since 2007 and has worked with over 140,000 people – generating a total attendance of around one and a half million.

StreetGames has a highly devolved and localized structure - the projects are locally run, funded and controlled – whilst StreetGames provides a range of activities and resources to help support and improve local delivery.

The inspiration for StreetGames came from an innovative football tournament, organised in April 2003 by The Football Association, the Government Office for the North West and the regional New Deal for Communities. The idea was to run a sporting event for young people in renewal areas, bringing together the worlds of sport and renewal. It was taken up in different ways in London and in the North East. Since then StreetGames has spread from Northumberland to Cornwall and across from Liverpool to Hull.

StreetGames promotes DOORSTEP SPORT - sport delivered close to the home in disadvantaged communities at the right time, the right place, the right price and in the right style to engage young people.

Since its launch in 2007, StreetGames has developed a network of over 120 local projects which provide regular doorstep sports sessions within disadvantaged communities:

- Attracting over 137,000 participants
- Generating over 1.4 million attendances.

StreetGames' latest monitoring figures show that 36% of participants are females, 22% are from black and minority ethnic (BME) groups, 85% are from deprived areas and 12% are aged 16+ years.

StreetGames is not just about developing sport, it also recognises the important role that doorstep sport can play in improving local communities and the lives of those people living within them. As such, StreetGames uses sport to:

- Increase social action and volunteering
- Develop stronger and safer communities
- Improve health and well-being.

Increasing social action, volunteering and developing community capacity is vitally important to StreetGames. It recognises the vital role of volunteering by encouraging young people from disadvantaged areas to become involved in sports volunteering.

Through this they can significantly improve their life chances by obtaining leadership and life management skills, as well as providing a route to recognised qualifications.

The Co-operative StreetGames Young Volunteer programme was created in 2007. The programme helps 16-25 year-olds gain sports qualifications and community leadership skills whilst volunteering, and has helped over 3,700 volunteers gain more than 4,875 qualifications since its formation.

To date the 8,000plus coaches and volunteers that have been recruited into StreetGames sessions have achieved over 4,800 new qualifications.

StreetGames uses sport to develop stronger and safer communities by providing positive activities for children and young people within disadvantaged neighbourhoods. Data collected locally demonstrates the important contribution being made by projects – for example:

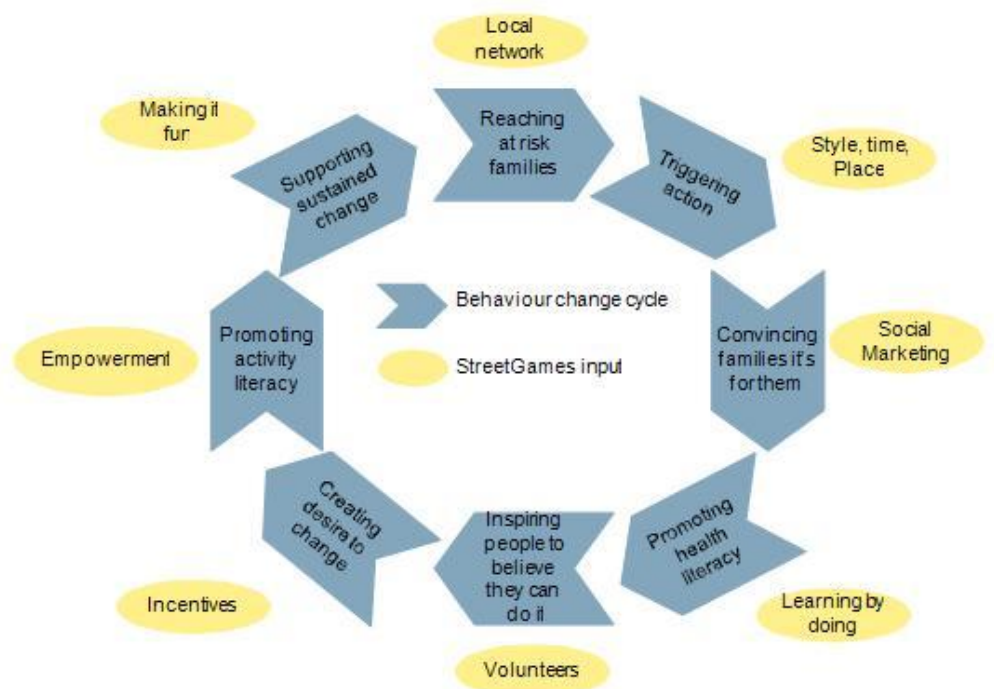
- A StreetGames summer activity programme held in Bucknall, Stoke-on-Trent, helped in a 45% reduction in anti-social behaviour during the 2009 summer holidays
- The Bristol StreetGames Bike Project had an extremely positive effect on a number of trouble hotspots in the area. Data provided by Network Rail highlighted a 42% reduction in trespasses and a 50% reduction in incidents of vandalism compared to the previous year during the period of the Bike Project.

StreetGames projects provide an effective means of improving health and wellbeing, and tackle health inequalities within disadvantaged areas by:

- Encouraging more young people to get involved in sport and physical activity
- Keeping them coming back
- Supporting them on a pathway to sustained behaviour change.

In addition, to encourage more young people to become physically active, many projects integrate health advice and information within the activity sessions. Project coaches and volunteers pass on vital information to young people in an informal manner - found to be an effective method - as they are seen as role models or 'one of us' within the local community.

The diagram below illustrates how the StreetGames approach links with the behaviour change cycle:



## Best of both worlds

StreetGames was set-up with a clear guiding ethos, modelled on co-operative values.

*'We set up in Easter four years ago with a two year match funding project between the Cooperative and V. We started off with 15 projects around the country. The programme's run nationally but is led by local youth projects and we provide them nationally with national support, guidance and framework. After the first two years we were doing quite well so we applied for further two years of matched funding from V and the Coop. However, the Coop are our sole funder at the moment up until the end of 2013. Streetgames matches the Cooperative's value. They're interested in local impact on young people. They have a new campaign called 'Join the Revolution', and part of that is a scheme called 'inspiring young people'. They've funded a range of youth projects through that.'*<sup>29</sup>

But the organisation does not fully deliver any services itself, instead relying on local service providers to whom they offer support, guidance and advice as well as accreditation.

<sup>29</sup> StreetGames Senior Manager, structured interviews, May 2011



In its early years, the organisation established over 120 separate local projects – mostly in partnership with Local Authorities. StreetGames acknowledges that not all of these projects are still live – and the organisation has restated the importance of sustainability in funding of youth services, their own experience having been highly variable:

*‘We are just doing a risk-assessment of all our local projects. There are some we know the local authorities have ended due to local funding issues. Local sport funding is one of the first areas to take a hit.’<sup>30</sup>*

StreetGames are concerned that their reliance of the Co-op as a sole funder nationally, combined with Local Authorities withdrawing financial support, could undo some of their achievements in building localized, community sport and leisure infrastructure for young people. However, they saw opportunities emerging in some of the new philanthropic and community asset initiatives emerging from the Big Society agenda and from Government itself. The difficult public spending climate has also led them to refocus some of their national focus – in order to help guide local services through funding challenges.

*‘we’re seeing new interest from community interest companies (CICs) and social enterprises and community associations. Our work at the moment is in large part guiding local projects how to get through this difficult economic time.’<sup>31</sup>*

StreetGames national and local staff felt that the franchise-like national network of highly localized services gave StreetGames ‘the best of both worlds’. Services themselves are very neighbourhood focused and highly rooted in the communities they serve but the national infrastructure provides StreetGames with sophisticated national policy engagement, pooled expertise and opportunities for the sharing of best practice.

This has also had a positive affect on the StreetGames’ ability to adapt its services and learn from both challenges and successes:

*‘The programme never stays the same. It evolves over time.’<sup>32</sup>*

*‘Our approach was that we needed to take the best practice from all the local schemes happening around the country. We then needed to get all these schemes involved in a network and from that the learning can create training courses for people. We work to change the way that mainstream sport works. We provided a model that could serve local need.’<sup>33</sup>*

StreetGames nationally interacts with the services it supports in a number of ways. As well as providing guidance and assistance to local services, they disseminate evidence on what

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<sup>30</sup> StreetGames Senior Manager, structured interviews, May 2011

<sup>31</sup> StreetGames Senior Manager, structured interviews, May 2011

<sup>32</sup> StreetGames Senior Manager, structured interviews, May 2011

<sup>33</sup> StreetGames Senior Manager, structured interviews, May 2011

has proven successful and provide training and toolkits to new partners and in areas where partners feel they would benefit from further support.

*'What we do is look at the projects that have been successful and create a toolkit. We've just created a retention training course for projects. We've also set up a course on how to set up a Street Games project. We use the phrase 'right style, right times, right place and right price'. The idea is that we're moving new barriers. There's no sign up process or affiliation with a club. If you want a kick-around with someone in the park we'll help arrange that for you. Initially there is no coaching element; it's about trying to make fun and enjoyment. What happens there is that we create opportunities for competition and that's where training and coaching may come in. Initially it's built on 'just come along and having a go'. We've found that it's the staff members of the local project, it's their approach, and if they are from the local area, if they've been a volunteer and are now a staff member, it makes all the difference. It's not about sending somewhere into the area to address a need – instead it's about building a long-term future for it.'*<sup>34</sup>

It is likely that, in a more decentralized and localized service delivery environment, federalized and highbred providers such as StreetGames will become more important in youth services. Their highly adaptable structure – in which local services can work more or less closely with the national body depending on need – allows these providers to maintain close community links without sacrificing the national influence and commissioning leverage of a larger competitor. This may be especially important in youth services – several of the providers and service leaders we spoke to emphasized the crucial importance of hyper-local, connected and 'trustworthy' services to achieving contact and engagement with 'hard-to-reach' children.

StreetGames also emphasized the importance of accessibility to maintaining a credible offer to communities that engages those who are less likely to take advantage of public services.

*'What we've found is that, particularly through schools, those who are already good at sport are likely to use their school's facilities and so on. But those who are less good are left out. So the projects are firstly about ease of access. The fact that it's not a club and not initially about competing and winning, it's about coming along to play with your mates is really important. And also we offer a wide range of sports activities, not just football, so it can involve people. For instance we offer a lot of dance now because it's got really popular for young men and women.'*<sup>35</sup>

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<sup>34</sup> StreetGames Senior Manager, structured interviews, May 2011

<sup>35</sup> StreetGames Senior Manager, structured interviews, May 2011

Finally, StreetGames offered great insight into how to attract and engage volunteers over a prolonged period of time. For StreetGames, the volunteer experience is crucial – their volunteers are recruited cold and from existing service users. StreetGames offer training – both informal and leading to accredited qualifications – which they believe improves their offer to volunteers.

*‘With the volunteering, all projects can send their staff on a two day training scheme. Then we’re here whenever we’re need by the projects.’<sup>36</sup>*

Since its inception, StreetGames has helped 3,700 volunteers gain more than 4,875 qualifications in sports administration, training and coaching. This side of StreetGames work both helps them retain quality volunteers – by providing them with an incentive to remain with StreetGames services – and promotes StreetGames purpose by helping young people develop accredited sports qualifications.

#### Case study 4: Higher Croft Action Group

The Higher Croft Action Group was founded in 2008 by Pat Crocker and Christine Robinson, residents of the Higher Croft Estate in Blackburn. The Estate itself comprises 3,200 homes and its population includes more than 3,000 young people aged between 0 and 19 years. Higher Croft Action Group exists to engage those young people, provide services to them and to promote cohesion and understanding between young people living on the estate and between them and older generations. As a winner at the 2011 ‘Big Society Awards’, the Higher Croft Action Group has come to some public attention and, endorsed in its work and its approach by the Government, is an example of what the Government means when it talks of the ‘Big Society’. The Group provides a range of services to young people resident on the estate – foremost of which is their youth club. In addition, they have been very active in facilitating and promoting youth engagement in developing new facilities and services for the area. They have worked with young people to provide sports facilities for young people at the estate’s Recreational Centre, worked with Play Pathfinder to design, develop, fund and build two new recreational parks, run two successful community carnivals, regularly run football tournaments and have spearheaded a campaign to improve the environmental quality of the estate through ‘clean-up’ campaigns. In addition, the Action Group has run leisure trips and residential team-building sessions for young people of a range of ages from the estate.

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<sup>36</sup> StreetGames Senior Manager, structured interviews, May 2011

The Higher Croft Estate is a mixed area of social housing, private tenants and owner-occupiers. It is a highly economically deprived area –

*‘The history of the estate is that it is very deprived - Very unemployed and very anti-social. It didn’t have a very good reputation at all, and the apathy was absolutely dreadful. Nobody even seemed to have the inclination to try and better themselves.*

*This had been a problem for years and years – of things being implemented and never followed through. Nothing was sustained. Nobody believed that anybody was willing to do something for them. People and groups had come in to help and left – they didn’t have the patience.’<sup>37</sup>*

This deprivation was coupled with a growing problem of social disconnect amongst young people themselves – with gangs forming around territories and competing for influence.

*‘pockets of the estate would not mix. There’s a river in the middle of the estate and you used to have factions but that’s passed now because we’ve pulled them together through sport.’<sup>38</sup>*

The leaders of the Action Group strongly articulated their view that previous attempts to engage young people in the area had failed on a number of common counts:

- They lacked local knowledge and understanding.
- They were too issue specific, preventing them from achieving wide enough ‘buy in’ from hard to reach young people in the area.
- They were too temporary, setting out to achieve clearly defined discrete goals and then ceasing their activities either once those goals were perceived to have been achieved or funding came to an end.

This final point was one that the founders of the Action Group were particularly determined to avoid in their own work.

*‘What we try to aim as a group is that if we did find funding to do things that we did make it sustainable. Whatever we did had to be sustainable so that kids going forward could use all the facilities.’<sup>39</sup>*

They felt strongly that young people had felt let-down by previous efforts at engagement because too little had been done to consider the long-term sustainability of services and facilities. In effect, that young people’s expectations had been raised and then damaged by false promises and a lack of strategic thought. In order to counter this danger, the Higher

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<sup>37</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>38</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>39</sup> Higher Croft Action Group team member, structured interview, May 2011

Croft Action Group have been wary of short-term or one-off grants for activities that they aren't certain they can maintain once the source of funding expires. This has limited some of their desired activities but they feel that this is necessary in order to ensure that they do not repeat the mistakes of other organizations in the area.

*'Our Blackburn and Darwen Council had all sorts of different funding pots. There were pathfinder people which the Government had given money to regenerate areas. But all that money has gone. Local Governments don't have that money. But prior to that there were quite a few different support networks to help us. We were lucky as we did it at the right time because now it's all been cut. Like I said, we've got the sustainability, we've got the park, we've got the changing rooms.'*<sup>40</sup>

They believe that their sustainable approach has earned dividends in terms of the success of the Action Group in engaging young people who found it hard to trust public services and were highly cynical about using services provided for them.

*'It took us about 6 months to get them to come to the youth club then it took another 12 months for them to learn to trust me and Pat. And what they did is they tested and tested and tested us every week. I think what they wanted to test us for was whether we were going to stay. They crossed the boundaries and pushed us but when they felt we were going to stay they stopped.'*<sup>41</sup>

## **Funding**

Funding has proven the area of greatest ongoing frustration for the Higher Croft Action Group. As a group they have been relatively successful in attracting inward investment for their services and facilities but, nonetheless, they feel that as a small, community led organisation they have been disadvantaged in dealing with commissioners and funders.

*'We've been successful on quite a few funding things. But this is where it breaks down again on the policy side of things... the loops we had to go through with that was unbelievable. They don't make it easy for people like us to apply for funding. It's very very difficult.'*<sup>42</sup>

*'We've had to employ a solicitor. We're two women on the voluntary youth club for crying out loud. He did it pro bono and only charged us for the work that had to be, not for his time. How do they expect small community groups to apply for these big lottery funding because they need things like a solicitor and a Governing*

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<sup>40</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>41</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>42</sup> Higher Croft Action Group team member, structured interview, May 2011

*body? How can they do this? To me it's criminal – they're saying apply for this, apply for that.*<sup>43</sup>

## **What young people want**

The Higher Croft Action Group argues that a sense of 'ownership' is vital to young people's positive experience of public services. They suggest that this can be achieved relatively easily – by engaging young people in the design of spaces that you intend them to use and services you intend them to make use of.

In terms of the physical environment in which the Action Group works with young people, the leaders maintain that the involvement of young people in design and decoration from a very early stage has been integral to preventing vandalism and destruction and has bred a huge respect for the physical space despite its flaws.

*'When we started out we wanted to make it feel like it was theirs. So we ran a competition to decide what they wanted to call it and the winners would be taken to an art company to turn their design into reality and put into a sign.'*<sup>44</sup>

However, the leaders of the Group acknowledge that ownership leads to issues as well as to benefits. By encouraging young people to lead the decoration and design of the spaces that they use, the Action Group has developed a very high level of commitment to the building itself. The Action Group's success has meant that it has had to look to moving premises and the Group is concerned that this may disrupt their activities and affect young people's perception of both the stability of the Group and their own ownership of its space.

*'We need to move premises though, but it won't be the same as they won't initially feel like it's theirs'. But hopefully in two years we've worked with them so hard that with this new football pitch that's being built – we want to have the premises next door – so they will not feel like they're losing, rather they're gaining.'*<sup>45</sup>

There is also an emerging concern that a strong sense of 'ownership' has led young people participation in the Action Group's services to become quite territorial.

*'We also need to educate them a bit more that 'it's not just for you, it's for the whole community'. If there's a football team playing on that pitch when you want to that's tough. They say 'well we'll beat them off', - 'well, you won't'. They need to learn to share.'*<sup>46</sup>

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<sup>43</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>44</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>45</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>46</sup> Higher Croft Action Group team member, structured interview, May 2011

*'Because they find it hard to get something to call their own, once they've got it they find it so hard to share.'*<sup>47</sup>

### **Personalisation and choice**

The Higher Croft Action Group pursues a personalized approach to helping young people acquire new skills and identify activities that they would like to participate in. The Group has secured funding to provide sports training to a limited group of young people, which they are keen to pursue. The Action Group believes that this training – whilst meeting personal aspirations for the young people directly benefiting – will have a wider, positive impact on the community.

*'youth that want to do training in sport, whether it be refereeing or level 1, 2 or 3 in coaching. We're very excited about that because a lot of the kids who we've known over the past three years are coming to the age where they can do that. We want to put them through it because we know they're going to stay on the estate. If we do it for those kids then hopefully in ten years time it's going to start evolving. These kids, we've given them certain opportunities so when they get to 18/20 they'll want to do the same with the kids coming through.'*<sup>48</sup>

*'It gives something for people to come into. People don't just think Higher Croft is a bad area anymore. Before any of this happened people used to think we were a bad area but since more and more people have come it's not bad at all.'*<sup>49</sup>

However, the Action Group has very limited active involvement from the young people it works with in terms of Governance and Structure. The leaders of the Action Group believe that the young people they work with are not ready to take on overall leadership and, in any case, do not at the moment aspire to do so.

*'They don't have any aspirations to do anything. It's only through coming to us each week that they start learning.'*<sup>50</sup>

This may be, in part, due to the relative infancy of the initiative – which was only founded in 2008 – meaning that they do not yet have a cohort of young people who have been involved for a sufficiently long period to wish to take on the management of the services.

However, the absence of young people in overall leadership of the Higher Croft Action Group may also be related to the approach of its founders – who believe that a key part of their mission is to provide social and behavioural development to the young people with whom they work.

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<sup>47</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>48</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>49</sup> Higher Croft Action Group youth participant, structured interview, June 2011

<sup>50</sup> Higher Croft Action Group team member, structured interview, May 2011

*'We try to educate them that little bit more but by visiting, not by talking, they don't like being talked at.'*<sup>51</sup>

*'I think it's a social negligence from the parent's side of thing. The parents of these children were all probably pregnant at 14-15 and now their children's children are the ones we've got. The parents have no parental skills, no work, no guidance. They've not been taught anything – social etiquette. And it's gone down to the third generation now.'*<sup>52</sup>

The perception from the Group is that the young people with whom they work need to be taught how to behave – from sharing to anti-social behaviour – and that this is the core purpose of the Action Group and the contribution that it makes to the wider community.

This is something that young members of the group reflect in what they say about the purpose and benefits of the group to them and to their peers.

*'We know they're there for us and do care. Sometimes if stuff goes on in the family or people have problems we can talk to them and they don't tell anybody. It's really good as it's somebody to talk to. I tell them anything and they give me advice. They're like friends, they're not like adults. Some people don't have anybody to talk to but their parents and so if the problem's about them then you're a bit stuck. It's a really good break for me in my large family. They're all (8) younger than me, and the youngest is on its way, so it's difficult in my house and it's really good to come here.'*<sup>53</sup>

This is also evident in the Group's approach to engaging with local public services such as the Police Force. The Group has deliberately facilitated non-confrontational contact between the local 'Community Beat' neighbourhood policing teams and young people. The Group has taken this approach with other local public services as well – including Connexions and local social housing providers – and feel that involving pre-existing public services is important.

*'Anybody who wants to set out really needs that local network. Without that you're not going to get very far.'*<sup>54</sup>

However, the Group has found its relationships with formalized public services patchy and feel they do not receive sufficient support from the public sector.

*'The Community Beat team is very important. We have a very good relationship with our community beat team although we don't see them that often. Although we do see them on a Friday night if they're around.'*<sup>55</sup>

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<sup>51</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>52</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>53</sup> Higher Croft Action Group youth participant, structured interview, June 2011

<sup>54</sup> Higher Croft Action Group team member, structured interview, May 2011



*'The Government also needs to do more to support people like me financially. I mean look what they've got – an estate that's turned around and they haven't done anything. We're not asking Government to do the work for us – we'll get dirty, we'll do the job – but we need the support to get us in to start doing that work. We need the money in order to sustain it. We want to work, we want to do the dirty bits.'*<sup>56</sup>

### Case study 5: Phoenix Housing Co-operative

The Phoenix Housing Co-operative aims to provide affordable housing to people who are either homeless or at risk of homelessness. It was founded in 1980 but has been in its modern form since 1992 when it merged with HCH1 Housing Co-operative. Today it has around 300 members in over 150 accommodation units across the London boroughs of Hackney, Islington and Tower Hamlets. Their total housing stock is valued at over £3.4 million and is a mixture of owned and short-life housing leased to Phoenix. Through its co-operative structure decision on key issues is done by members through committees and sub-committees, allowing residents collectively to also act as their own landlords. However, day-to-day running is done by paid staff interviewed and selected by its committees. In 2009 Phoenix piloted its 'Housing Plus' project which engaged its members as volunteers to help refurbish newly acquired property in Poplar, East London at a low cost. Following the success of this scheme they are opening a new and larger 'Housing Plus' project in July 2011 which hopes to get more of its members as well as the local community involved in transforming long-term void properties into viable homes for its members.

Phoenix's decision-making is conducted through its committees. It holds three general meetings a year which are attended on average by around 60 of its 300 members. Alongside this its committees and sub-committees meet at least once a month. The Management Committee (ManCom) sets the strategic direction of Phoenix and manages the Co-operative's finances. It consists of members elected at the Annual General Meeting. All committee positions are unpaid and any member can stand for election. Other committees include Welfare Committee (WelCom) which is charged with deciding who should be allowed to join the cooperative and ensuring that new members are fully integrated into Phoenix. This deliberative decision-making structure was viewed by members as an important tool in promoting engagement with the work of the cooperative. We spoke to the Business Development Manager who argued it helped engender a system of reciprocity:

*"By being a cooperative everyone is equally a landlord as well as a tenant. As a cooperative there are also wider expectations of tenants: it is about membership*

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<sup>55</sup> Higher Croft Action Group team member, structured interview, May 2011

<sup>56</sup> Higher Croft Action Group team member, structured interview, May 2011

*and participation. I believe there is a real difference between a cooperative housing approach and a housing association approach.”<sup>57</sup>*

This view is supported by one of the Co-operative members we spoke to:

*“I think it starts to be interesting when you realise that your opinions and views are valued and can change things.”<sup>58</sup>*

But there is mixed success in the ability of the committees to engage members. One Co-operative member we spoke to summed it up as:

*“Sitting listening to the accounts for hours just isn’t interesting. Whereas getting some hands-on experience is”<sup>59</sup>*

Phoenix’s ‘Housing Plus’ project has been an important mechanism in promoting engagement of Co-op members in Phoenix’s work – and in many ways has been more successful in engagement than the committees. It has also allowed the Co-operative to increase its housing stock at low cost. It has been a central factor aiding the Co-operative to manage the difficulties posed by the recession. It has facilitated the rapid expansion of the Phoenix membership: over the past 18 months, membership doubled to 300 members. Phoenix’s traditional approach to expansion was to try and access grants and purchase small numbers of properties. However, due to the difficulty of accessing Social Housing Grants and accessing credit during the recession, “Housing Plus” was produced as an alternative.

The principle of “Housing Plus” is that in exchange for Local Authorities or Private Landlords offering a long-term lease agreement of 2-30 years, Phoenix brings empty housing back into use. In 2009 Phoenix reached an agreement with Poplar HARCA, a social landlord managing around 8,500 homes in Poplar, East London, to bring 5 empty units in “Sumner House” back into functionality. These units were seen as ‘uneconomic to bring up to *Decent Homes Standards*’ by Poplar HARCA due to the limited lifespan of the estate. They had substantial problems including chronic rising damp, and did not have functioning kitchens, bathrooms or heating which “Housing Plus” had to fix.

The refurbishment was done by 30 Co-operative members and supported financially by some ‘operating surplus’ Phoenix had achieved in the year. A site manager was employed to oversee the work done by the volunteer members. Through “Housing Plus” Phoenix was able to bring the properties back into use for 75% less than the rate quoted to Poplar HARCA.

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<sup>57</sup> Phoenix member, structured interview, May 2011

<sup>58</sup> Phoenix member, structured interview, June 2011

<sup>59</sup> Phoenix member, structured interview, June 2011

The Business Development Manager stated:

*“For me ‘Housing Plus’ is just so logical. We get to increase housing stock, increase the long-term income stream for Phoenix, whilst doing it at low-cost, and offering opportunities for developing new skills for our members.”<sup>60</sup>*

One of the reasons that the “Housing Plus” scheme was so successful was that it engaged an internal pool of talent. One Co-operative member told us:

*“Some had skills already, particularly painters and decorators. There was a carpenter. The refurb definitely brought out a previously untapped pool of skills.”<sup>61</sup>*

Phoenix state that this Housing Plus approach will help contribute to a number of social goals:

- reducing the number of empty properties within the local area;
- meeting local housing need and reducing levels of local homelessness;
- reducing the likely occurrence of vandalism, anti social behaviour and crime that empty properties can attract;
- developing the skills and improving the employability of local residents;
- delivering the physical, economic and social regeneration of local areas.

A range of tools were used by Management Committee to encourage members to get involved in the Housing Plus project. Our interviews showed that three key methods were used: appealing to members’ duty, appealing to self-interest and direct engagement. Management appealed to members’ sense of duty by explaining through committee meetings and letters, how it was good for the co-operative and part of the rights and responsibilities of Co-op membership. They also appealed to self interest, explaining that it might help members’ chances of being re-housed in a new flat in the area. It was also presented as an opportunity to get experience on a building site – learning new skills and gaining working experience that could be used to improve chances of later employment. For some members skilled in construction and refurbishment, the Business Manager told us she ‘strong armed’ them personally to make sure they helped out.

The Co-operative members we spoke to who had been engaged in the project frequently cited that it was the ‘communitarian ethos’ that meant that members were willing to get involved in the refurbishment.

*‘Not much incentive was needed to get us involved. I just did it because I was part of the co-op, and I guess that’s why most people did it, because they have that communitarian ideal and it was a unique way to express it.*

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<sup>60</sup> Phoenix Development Manager, structured interview, May 2011

<sup>61</sup> Phoenix member, structured interview, June 2011

*What's interesting is that I thought that people who had been involved in the refurb would demand to be re-housed in these flats given they helped in it - but that didn't really happen. So it's about ethos really. It's definitely energised the coop.'*<sup>62</sup>

The next "Housing Plus" project is due to begin in July 2011 and hopes to get local volunteers who are not members involved in the refurbishment. It is hoped that by doing it Phoenix can get local support for their work and give work experience to young people in the local FE college.

### **Scale-restrictions**

Similar to the experience of Higher Croft Action Group, Phoenix has found that its relatively small size has put them at a disadvantage compared to larger housing associations. This is not only in terms of grants, as it was for Higher Croft Action Group, but also in terms of its ability to contract new properties with Local Authorities. The Business Manager told us:

*"What I do find is that our size counts against us. We're a small project and can only transform a few houses at a time – we don't have as much infrastructure as a housing association. Therefore Local Authorities are more likely to go to large housing associations to sort their problems out."*<sup>63</sup>

Being unable to offer to Local Authorities the ability to take on board large projects transforming void accommodation means that Phoenix is less attractive as a contractor to Local Authorities. In contrast, large Housing Associations that can afford to do this, and already have the infrastructure, are likely to be preferred despite not being able to perform the work at as low a cost as Housing Plus.

Also, because of the smaller returns involved in short-term housing Phoenix needs a large number of such schemes in order to be financially viable. Therefore its disadvantaged position, because of its small size, compounds the difficulty in making "Housing Plus" a viable project. A member on the Management Committee told us:

*"Short term housing is very expensive so we need a large quantity to break even"*<sup>64</sup>

Unless Phoenix gains substantially in size, and this requires Local Authorities to be less reluctant to engage smaller housing groups, "Housing Plus" will not serve its full potential.

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<sup>62</sup> Phoenix member, structured interview, June 2011

<sup>63</sup> Phoenix Development Manager, structured interview, May 2011

<sup>64</sup> Phoenix member, structured interview, June 2011

## Staff-support to allow Co-op committees to focus on broader goals

Similar to the way Right Here place emphasis on being “youth-collaborative” instead of “youth-led”, Phoenix committees are supported by full-time staff instead of being self-dependent. It was felt that this was central in enabling the committee members to manage their time, given it is a voluntary position, and to have the expertise needed to address necessary issues. Members also said that if there were not staff to support the committees’ work, it would be a big disincentive to members to get involved in committees. The former president of the Management Committee we spoke to stated:

*“The staff members are really good which takes the pressure off us. I’m sure there are coops who don’t have paid staff members and have a lot more work, but because our staff are so good ManCom can talk about more broad issues instead of the nitty-gritty.”<sup>65</sup>*

Another former member of the Management Committee we spoke to stated that it was far more time-consuming in the past when they didn’t have full-time staff to support them:

*“We have paid staff who do so much of the work so it’s not so time consuming. In the olden days when we didn’t have these staff it was probably more burdensome. Chairs then used to serve for a year then step down because it is so much work.”<sup>66</sup>*

In our interviews with members, there was some fear that the committees historically were not well-equipped enough to manage some of the large decisions they had to make. One member we spoke to stated:

*“The management committee didn’t understand the finances of the Coop because they’re volunteers, they’re not experts. There’s no training essentially. The key deficit is a lack of skills in the management committee and a lack of knowledge of where to access those skills.”<sup>67</sup>*

Through grant funding, committees can now access training and employ staff to help inform decisions. But, similar to Higher Croft Action Group, the lack of ability to access grants can limit the ability of Co-op to engage members. The former president of the Management Committee we spoke to stated:

*“It can be very demotivating if people have all these great ideas and then suddenly they can’t do anything because there is no funding. It doesn’t need to be a lot of funding, just enough for tea at an arts event.”<sup>68</sup>*

For Phoenix, therefore, grants are particularly important in order to help promote member engagement, and to employ staff to support committees’ work.

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<sup>65</sup> Phoenix member, structured interview, June 2011

<sup>66</sup> Phoenix member, structured interview, June 2011

<sup>67</sup> Phoenix member, structured interview, June 2011

<sup>68</sup> Phoenix member, structured interview, June 2011

## Case study 6: MyNav

MyNav is an online community and information provision project aimed at young people living in Foyer Federation hubs.

It comprises a web-based, informal and personalized service modelled on the ability to change direction and make decisions that is found in the SatNav technology from which it takes its name. MyNav offers information, advice and guidance to help young people navigate the transition from a child's social identity and service expectations to those of an adult and so help them to attain a sustainable livelihood and a role in their community.

MyNav is available to young people making use of Foyer accredited services in a number of areas, including Peterborough and Weston-Super-Mare. It was launched with the intention:

- To stimulate access to and development of positive informal learning activities.
- To enable the application of new media technology in supported housing contexts to facilitate new learning experiences and opportunities.
- To encourage a more personalised ethos in the way services empower young people to take control over their lives.
- To determine how a focus on 'future navigation' can enhance the role of services such as Foyers to operate as recognised learning and coaching environments.
- To explore the above points through the potential of the Foyer process, as demonstrated across the five different Foyer hubs taking part in the pilot project.

MyNav is the brainchild of Colin Faulkner who is the Director of innovation at Foyer.

*'He was talking to someone at a networking event and joked that it would be good for all young people to have a SatNav type system for the transition into adulthood. We wanted to engage with systems of new media and networking. We also wanted to pay more attention to the informal learning activity taking part in Foyer Feds already. This was all happening at the time of Learning Revolution Transformation fund driven by BIS to enable more learning opportunities. We needed that initial funding to get the project rolling.'*<sup>69</sup>

The site itself was developed in partnership – with the Foyer Federation working with the University of London Computer Centre (ULCC) to develop platforms. These were based on similar networks already in use at academic institutions.

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<sup>69</sup> MyNav team member, structured interview, May 2011

The platforms - including Moodle, Mahara and an online support plan – were built using £20,000 for ULCC to develop the site and provide Foyer with support for a period of eighteen months (this included developing capacity within Foyer).

Funding came from the Learning Revolution Transformation fund - £160,000 – and an additional £90,000 from other partners. Investment was not just concentrated on building the hardware, platforms and appropriate technology. Foyer also recognised the need to upskill staff in order to ensure that the networks were used to their full potential.

*'A lot of the money was spent on project managing and developing the capacity within Foyer and arranging training days.'*<sup>70</sup>

## **Overview of Pilot**

The pilot project ran from Oct/Nov 2009 to March 2010 in five Foyers. By the end of the project there were about 200 users on the site, out of a potential pool of about 500. There were 145 individual hits a day.

The structure of the network was based initially around 3 key sites:

- *Moodle* which gives information on what is available and allows people to sign up to offers
- *Mahara* is like a social networking site
- *Personal learning Plan* (Under development) - which is a personal learning plan online which is only accessible to the young person and their support worker

## **Sustainability of MyNav**

MyNav's sustainability is a key issue for Foyer. In order for the sites to work – and to generate and galvanize participation from young people – they need to demonstrate their worth and sustain interest overtime. However, the initial funding for the network was time-limited and came to an end, forcing Foyer to attempt to identify alternate means by which to continue to offer the service sustainably.

*'Funding from Learning Revolution Transformation fund ended and there was a gap of funding. To sustain MyNav without this money would require a subscription fee by Foyer hubs. The fee would be about £1,000 a year, but that depends on how many are involved (more Foyers mean a lower price).'*<sup>71</sup>

In the end, the Department for Education and Schools stepped in to cover some of the funding gap. However, it is clear that a funding structure based on clientele contributing to the costs of running the MyNav sites would be more sustainable and less Government

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<sup>70</sup> MyNav team member, structured interview, May 2011

<sup>71</sup> MyNav team member, structured interview, May 2011

dependent. In many ways this exemplifies the fundamental problem for innovative youth services such as MyNav – they must have funding to demonstrate their effectiveness and worth and yet are expected to demonstrate both of these prior to securing funding.

### **What do young people want?**

MyNav as an approach is premised on the concept of familiarity. Young people are perceived to be familiar, comfortable and well disposed towards social networking and so it is the format of the social network that Foyer have adapted to their purpose.

*‘Given that NyNav works a lot like a social networking site it is more suited to young people so a lot of the staff handed over responsibilities for sharing the site to young people.’<sup>72</sup>*

*“The MyNav resident ambassadors and staff are getting involved – a lot of people use computers here, so they are naturally interested in what it has to offer.”<sup>73</sup>*

MyNav staff believe that their ‘young people friendly’ service structure enables them to engage with young people on their own terms, avoid some of the difficulties of power relationships by communicating relatively passively and ensure that they are not imitating difficult previous public service relationships – such as that between pupil and teacher.

*“As part of the MyNav project I am really looking forward to developing my creative skills and getting involved with the photography project that is coming up.”<sup>74</sup>*

However, it is important to note that – successful as the pilot has been in many ways – participation in the MyNav network stood at only two fifths of the targeted cohort. It would appear that a core group of users became very involved in the site and participated frequently – around 150 of the members – while despite the deliberate use of social media in order to appeal to young people on their own terms many resisted participation.

### **Learning from MyNav - How do young people want to relate and communicate with local public service professionals?**

MyNav feel strongly that there are important lessons to be learned from their experience more broadly across the public sector.

- Informal learning:

*‘We believed that formalising the informal learning process would help expand it further. It could be stepping stones to education, employment or*

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<sup>72</sup> MyNav team member, structured interview, May 2011

<sup>73</sup> MyNav user, Destination Independence, 2010

<sup>74</sup> MyNav user, Destination Independence, 2010



*training. However, some users are far more active than others. The more active users took up ambassadorial roles within their Foyer hubs. There were 5 Foyer hubs during the project. So we involved the active young people within MyNav initially hoping that they would share that knowledge with other young people within the Foyers.'*<sup>75</sup>

Foyer found that MyNav users did not respond to the sites uniformly. Some took to the network quickly and became swiftly committed to using it, networking through it and contributing to it. Some, however, engaged more intermittently and were less committed to the network.

Committed users were more readily engaged in the more formal or 'purposeful' aspects of the site, such as signposting to training and career development tools. This could point to a problem with the MyNav approach – that it, potentially, allows those who are interested in accessing public services already to do so whilst continuing to fail to reach those who are harder to engage. However, MyNav staff suggested that they felt the sites had introduced its committed users to services, tools, training and advice that they would not have otherwise known about nor taken an interest in.

- Shared learning through 'ambassadors'

*'We had several training days during the project for users and staff. The young people who took part in the training days took that knowledge back with them to their Foyer and acted as an ambassador. There were between 2 and three ambassadors in each Foyer (those who attended a training day). (It is a 'fine line' between ambassadors and users).'*<sup>76</sup>

The difference between committed and non-committed users of MyNav meant that there was a core group who participated more actively and more consistently than others. MyNav sought to make use of those committed users by providing them with additional training in order to allow them to help others to learn about the site.

This approach was positive and impactful. It placed recruitment to the service in the hands of users, breaking down barriers between the service itself (as represented by young people acting as 'ambassadors') and its users. In addition, it gave another layer of benefit to those users who showed themselves committed to the project – they were given training, support and their commitment was recognized.

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<sup>75</sup> MyNav team member, structured interview, May 2011

<sup>76</sup> MyNav team member, structured interview, May 2011

- Impact of Foyer ethos on engaging YP – including effect of pro-social/non-deficit model

*‘The freedom to shape the offer is part of our ethos and helps to engage the young people. MyNav is similar to a social network so is more likely to be familiar with young people.’<sup>77</sup>*

The Foyer Federation does not approach young people with a view to establishing what they can’t do or don’t have. This is reflected in MyNav which, from a very early stage, trusted young people to shape the service and input on changes and innovations.

This approach contrasts with other case-studies - such as Higher Croft Action Group – where the emphasis is on leading young people to an understanding and appreciation of norms through direction, ‘tough love’ and firmly established goals around remedying perceived deficits.

The approach at MyNav appears to have worked well. This may, in part, be because the use of social networking as a platform for the service meant that the young people were already highly familiar and comfortable with the expectations and norms contained therein.

### **Difficulties in engaging young people - Do young people see engaging with public services as a ‘last resort’? Why?**

MyNav gives us great insight into the difficulties facing a public service provider looking to engage young people on a positive, pro-social basis rather than on a compulsory or deficit-led approach. Because MyNav used the frameworks of social media there was an expectation that young people – feeling familiar with it – would engage happily and readily. However, many saw the similarities between MyNav and sites such as Facebook, MySpace and Bebo and simply questioned why they should participate in this one rather than any other. This has consequences for those who believe that the key to engaging young people is mimicry – designing the service to closely resemble an existing aspect of young people’s lives. By encouraging young people to compare a public service with an already popular experience or product providers may well be opening themselves up to a form of competition they are likely to lose. Part of the problem of ‘last resort’ – young people’s reluctance to actively engage with public services – may well spring, or at least be exacerbated by, this issue.

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<sup>77</sup> MyNav team member, structured interview, May 2011

MyNav appear to have largely overcome the problems with Facebook comparison by developing and promoting its unique selling points:

*'The online system was a bit clunky at first but got better when we got more YP involved. Some young people (YP) initially couldn't understand the need as much could be done already on Facebook. But once we explained to them the security issues around that – MyNav is a closed site – they better understood.'*<sup>78</sup>

MyNav also used incentives to encourage and engage young people in their service.

*'We did have incentives throughout the project – such as competitions where the prize was funded by the BIS money for example digital cameras – to capture peoples learning journeys. This was open to all members of the five Foyers – limited to the young people subscribed to the site.'*<sup>79</sup>

*'Foyer hubs also gave benefits accessible only through MyNav. These were in-kind incentives to join. Weston had vouchers for young people who signed up. In Scarborough they would pay for gym memberships. In Bodmin there were clothes vouchers if they attended an interview training day.'*<sup>80</sup>

But MyNav was also integrated into young peoples' support packages anyway. So it wasn't necessary to provide incentives throughout the pilot – instead they were used to generate bursts of activity at key moments, such as at the launch, in order to show young people the worth of the sites.

MyNav also opens up more opportunities through 'power packs' - such as social activities and trips - which is itself an incentive, albeit one that has been built into the overall service itself. Also, through MyNav, young people are getting more control over what is included in their package (on the site). Therefore because 'informal learning' is so vast, many of the activities on MyNav were incentives in themselves.

### **In what ways are young people more likely to get involved?**

MyNav staff emphasized that a prescriptive approach to services for young people is unlikely to succeed in attracting and engaging hard-to-reach young people. Services must, therefore, be adaptable and open to evolution and change in response to the needs, ideas and issues of the young people using them.

*'We definitely used a 'wait and see' approach to see if MyNav worked – we would then evolve MyNav to fit around what the users wanted or needed.'*<sup>81</sup>

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<sup>78</sup> MyNav team member, structured interview, May 2011

<sup>79</sup> MyNav team member, structured interview, May 2011

<sup>80</sup> MyNav team member, structured interview, May 2011

<sup>81</sup> MyNav team member, structured interview, May 2011

MyNav staff were acutely aware that engagement was falling away and that they needed to adapt their service in order to engage the fluctuating user-group with whom they work and to expand its use. They are therefore looking at innovative tie-ins with existing non-public services in order to lend credibility to the site and to make it easier to use.

*'We're trying to tie in looking at Facebook, looking at Gmail and looking at MyNav.'*<sup>82</sup>

This has the potential to open the site up to more users which, in turn, will drive use by pre-existing members. It also has the potential to overcome the issue of competition – by linking with those services which young people identified as competitors MyNav should be able to demonstrate their 'value added' to those non-public services used by young people already.

### **Young people using MyNav**

Some young people have been given specific, high-level access rights (on Moodle), if they expressed an interest, to design their own opportunities on the website and engage young Foyer members in those.

*'One young person from Scarborough wanted to do a creative writing workshop. Someone from Bodmin taught some of their peers sign language.'*<sup>83</sup>

*'I think that about four young people (YP) had the highest access rights to edit the courses (on Moodle) but some YP would have the opportunity to log on with their support worker and put things up or engage in specific areas of the site where they could actively contribute (instead of just reading they could enter things for example in a box, like a photo of an activity).'*<sup>84</sup>

Mahara – the more social network style part of the site – was designed to reflect social networking norms so users had more control over Mahara than other aspects of the sites (such as Moodle).

Mahara is where Foyer was able to capture the learning journey of young people– for example members might write a blog, upload photos or add YouTube clips.

MyNav can get people to network between Foyers. For example, some young people began talking to each other through MyNav despite being in separate Foyers, then at national events hold they would meet each other and speak. Young people can add each other as friends on Mahara. It creates a UK-wide peer network.

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<sup>82</sup> MyNav team member, structured interview, May 2011

<sup>83</sup> MyNav team member, structured interview, May 2011

<sup>84</sup> MyNav team member, structured interview, May 2011

*'MyNav has really benefited from being able to view everyone's packages/online offers – i.e. What they can access. For example those YP in Weston-Super-Mare could see the offer available in Bodmin and could compare. This inspired staff to look and learn from what is being offered in other Foyers. It also got YP to realise what they're not receiving in their local area, how they could go about getting it, and generally what they should expect from their Foyer service.'*<sup>85</sup>

## **Long-term issues**

MyNav was, overall, very successful in engaging difficult to reach, Foyer clients in its networks during the course of the pilots. However, continuity has proven an issue for the sites – especially as the pilot process has drawn to an end.

*'Activity levels did drop after March 2010. This would have been in part because some YP involved in Foyer moved on. Also, it is because Foyer Fed stopped bringing down the axe so hard now that the initial period has passed – and this was deliberate. In Peterborough some YP benefitted from the Future Jobs Fund which enabled them to maintain the site. In Holton a staff member maintained it. In Bodmin participation dropped – but it was never that involved much in the first place.'*<sup>86</sup>

*'Today there are about 280 users, although some of those accounts will be inactive and we will remove those soon. We are also including more Foyers now. Access to MyNav needs a username and password which depends on staff at the Foyers recruiting young people.'*<sup>87</sup>

These issues flag up a central and recurring issue in terms of young people's services – the need for sustainability of momentum and activity to be built in from the offset in order to avoid drop-off and decline.

Even services such as MyNav, which are heavily user-driven and designed to be in some ways self-sufficient, appear to require ongoing maintenance and momentum from vanguards or staff. The churn-rate of young people – who, by their very nature, grow up and out of services designed specifically for them – means that whilst young people can act as ambassadors and recruiters for services they are not feasible, long-term managers of those services themselves.

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<sup>85</sup> MyNav team member, structured interview, May 2011

<sup>86</sup> MyNav team member, structured interview, May 2011

<sup>87</sup> MyNav team member, structured interview, May 2011

## Conclusion

Our case studies have presented some of the innovative methods and tools that local services are using to engage young people. The services began by identifying the nature of young peoples' relationship with institutions and networks, and looked at ways they can tailor their service to reflect this. Often this has required a more resource-intensive approach to service-provision, yet the benefits of this include bettered access and use of important services by young people.

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