

University of South Wales
School of Education, Early Years and
Social Work

**What do Caerphilly East area young
people and youth workers believe their
21st century Youth Service should look
like?**

MA Working for Children and Young People
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A dissertation submitted in partial fulfilment of the requirements of the MA
Working for Children and Young People Degree

DECLARATION

This work has not previously been accepted for any degree and is not being concurrently submitted in candidature for any degree

Signed...NRottan..... **(Candidate)**

Date.....05.10.2020.....

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirement for the degree of MA

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STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by explicit references. A reference list is appended.

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Abstract

In November 2018 Caerphilly Youth Service introduced a pilot scheme with the purpose of providing a universal model of youth work delivery to increase participation of young people, recognised as requiring support, in a cluster area registered as the Caerphilly East. This dissertation evaluates this scheme, asking should it now become the adopted model of delivery. Through extensive examination of relevant literature and empirical research, involving a mixed method approach where young people and youth workers completed questionnaires and participated in interviews, two main themes were identified, 'Building Blocks' (pre-requisites for young people to thrive) and 'Scaffolding' (what is needed to hold up the services for young people).

Relationships, support and activities were recognised as working well, however the cluster size and availability of regular outdoor activities were found to not work so well. Improvements are required to the communication of information, number of sessions on offer and the participation levels of young people involved. Participants supported this scheme becoming the adopted model, although the researcher learned that the size of the cluster area requires a significant reduction and that young people and youth workers would benefit from being involved in cluster meetings.

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Table of contents

Page

Declaration	i
Abstract	ii
Acknowledgements	iii
Table of contents	iv
Chapter 1: Introduction	1
Chapter 2: Literature Review	7
Chapter 3: Methodology	28
Chapter 4: Report and Discussion of Findings	39
Chapter 5: Conclusion and Recommendations	68
Bibliography	75
Appendices	90

Introduction

Background Information

In November 2018 Caerphilly Youth Service embarked on a pilot project in the Caerphilly East area. Its aim was to “increase the effectiveness and participation of youth work engagement in a specific local area through co-ordinated multi-agency work, offering one to one work, group work, outreach sessions, and drop-in sessions in Crosskeys Youth Centre” (O’Neill, 2018, p. 1). This new structure has been identified as a ‘universal’ model of delivery, which incorporates youth clubs and a main ‘hub’ working together in a ‘cluster’ area, with the latter opening all year. The hub has introduced a ‘Time4u’ youth club, which works with young people with low self-esteem, confidence and poor social skills. They also provide 1:1 and group work with young people in EOTAS (education other than at school), home tuition and those struggling with engagement in education during day sessions. The cluster area is approximately 14 miles long (Trinant to Risca), 7 miles diameter (out to Blackwood), and includes 7 youth clubs, which currently open 30 weeks of the year. O’Neill (2018, p. 2) reports that the role of the scheme is to “reach and support young people from wider communities and provide additional support to young people not yet in crises”, therefore delivering both open access and targeted provisions. He sees this support as being “more professional and efficient”, whilst it “embraces the modern needs of young people, communities and other stakeholders”. This is in keeping with the vision of the Youth Work Strategy for Wales (2019) to provide universal safe spaces, whilst recognising the benefits of preventative interventions.

Research question and aims

The pilot scheme has been extended into summer 2020, with this considered, the research question asked; Do young people and youth workers support the pilot scheme becoming the adopted model of youth work delivery in the Caerphilly East area? Although the project had been extended, with managers identifying early indications of success, this study sought to find if youth workers and young people agree with this assessment.

With the question set, the first aim is to identify what elements of the pilot scheme have worked to date, considering aspects of the scheme that the young people and youth workers recognised as being successful. The second aim is to determine what elements of the pilot scheme have not worked to date, thus identifying aspects of the project that participants have viewed as unsuccessful. Aim three seeks to formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme. If the scheme were to become the adopted model of delivery, this would help communicate the suggestions that were made and develop the scheme further. This set the basis for the working title: What do Caerphilly East area young people and youth workers believe their 21st century Youth Service should look like?

Despite its original pilot time of 12 months in 2018, the scheme is still operational in 2020, and no decisions have been declared on its permanency. If this alternative were to prove successful, this model would be replicated across the borough, with Caerphilly Youth Service partitioned into three clusters areas, each with a main hub linking youth clubs to it. Currently youth clubs in other areas of Caerphilly work independently from each other, and there are no central hubs that are open all year round.

Research focus

Although this initial scheme does not currently affect all clubs, if it were to be introduced across the borough, this would impact my provision, the 'Chill Club', and would change the look and feel to Caerphilly Youth Service. I therefore have a vested interest in this scheme and whether it should become an adopted model of youth work delivery throughout the borough. The commitment is also to involve young people in the planning of services using their voices to "shape and assess service provision" (Caerphilly Youth Service, 2019a) providing a service that is youth-led. To further explore this Gormally and Coburn (2014, p.872) advocates that "it is important to develop practice-based research in order to ensure that the voices of the young people are heard and acted upon, as loudly and clearly as possible". St Croix (2016) reminds us how frontline staff should also have a say in what is needed as "youth work is experienced by its least senior practitioners, who do the overwhelming majority of face-to-face youth work and yet whose voice are rarely heard in policy or research". In order to stay true to the principles and purposes of youth work (Youth Work in Wales Review Group, 2018) with regards to participation, and following the National Occupational Standards of Youth Work (LSIS, 2012, YW 25, YW 27), this research included the views of young people and youth workers involved in the pilot scheme.

As various terms have been used in the pilot scheme summary it is important to explore their meanings and the implications they have on this scheme. One such term that has been used is that of 'universal' which Ritchie and Ord (2016) clarify is interchangeable with that of 'open access' and 'generic'. This is alternative to that of targeted youth work, where young people's engagement is through an association of need. The scheme has also been identified as a 'specific local area' although 'local' has different meanings to people and required further scrutiny. The term 'participation'

in the schemes aim also required further development, as there has been much debate on what participation means, and how it is encouraged (Ordd, 2007; Podd, 2011; Young, 1999; Checkoway, 2011; Arnstein, 1969; Hart, 1997; Sheir, 2001). The consideration of the schemes 'effectiveness' was judged in terms of what young people and youth workers think is working well, what they believed did not work well, and what improvements they suggested could be made.

The summary (O'Neill, 2018, p. 1) discusses the scheme as a "preferred model" yet Cooper and White (1994) refutes that youth work models are only theoretical. One youth worker alone cannot influence a model, and within an organisation workers will deliver in different ways, yet how a youth setting works 'with' young people can be viewed, and their core principles can indicate their preferred model.

Previous research, highlighting what young people and youth workers want from a youth provision, are also explored to provide insight into existing knowledge and findings around what they believe to be good practice in development of youth work delivery models. This recognised similar wants and needs from young people, such as 'somewhere to go, something to do, someone to talk to, and space of their own' (Williamson, 1996; Robertson, 2000; Ritchie and Ord, 2017) and that very few youth workers felt that they had a voice (St Croix, 1996). The Literature Review chapter discusses the above themes and theories in greater detail and in relation to the key aims of this research outlined above.

Research methods

The research strategy employed to conduct the empirical research involved a mixed-methods design, involving both quantitative and qualitative data collection methods. This allowed a triangulation of the data for analysis. The following quote explains this in greater detail.

“The researcher gathers both quantitative and qualitative data, analyses both datasets separately, compares the results from the analysis of both datasets, and makes an interpretation as to whether the results support or contradict each other” (Creswell, 2008, p. 557)

Whilst engaging the above strategy, the primary data was collected using register numbers, questionnaires, interviews and a focus group, comprising of 9 young people and 10 youth workers directly involved in the Caerphilly East area scheme. The Methodology chapter outlines in greater detail the research strategy and data collection techniques used in this research.

Value of this research

With economic austerity and dwindling open access provisions (Unison, 2016) very few local authority budgets stretch to researching their services. Furthermore, changes to services are very often due to budget management requirements that have very little influence from its primary client or stakeholders. This dissertation has given the opportunity to ask those directly involved in the scheme what they think, and although the researcher believes this would have been best conducted to show the need for this change, it has given a voice to those directly impacted.

The value of this research is therefore to Caerphilly Youth Service, young people in the Caerphilly borough and those that wish to research their provisions in the future.

The Reports and Findings of this research, detailed in chapter 4, inform us of the key themes found. Theme one is that of the 'building blocks' which includes space, relationships, activities, support and participation, whilst theme two the 'scaffolding' comprises of universal, location and management. These themes are discussed in terms of the key aims of this research and secondary data revealed in the extensive literature review.

The last chapter, Conclusion and Recommendations, details the conclusion of this research specifying what works, what does not work, and what improvements can be made in the Caerphilly East scheme. It identifies that although all participants recommend it becoming the adopted model of youth work delivery, there are some limitations. Recommendations are made on this basis. The research question is also addressed informing us what young people and youth workers in the Caerphilly East area believe their 21st century Youth Service should look like.

The following chapter – Literature review – discusses the themes introduced above, and further exploration of literature produced in relation to the critical analysis of previous, and emerging models of youth work practice. It begins by looking at what young people and youth workers have said in previous studies.

Literature review

Introduction

At the turn of the 21st century Extending Entitlement (National Assembly of Wales, 2000) sought to reshape the landscape of youth work in Wales. With this policy giving the centre stage to youth work and youth services it was heralded by Conroy (2018) as the 'New Albermarle' period, referring to the 1960s era which saw a similar drive for universal youth work as a result of the Albermarle Report (HMSO, 1960). The vision of the Welsh Assembly Government in 2000 was based on universal entitlement, so that no young person would be overlooked by services. Extending Entitlement was described by Haines (2004) as:

"The Welsh Assembly Government's vision of the future for young people in Wales aged between 11-25 years, is based on the concept of universal entitlement, which means that every young person in Wales has a basic entitlement to a range of high quality services which will enable them to participate effectively in opportunities for learning, employment, good health, citizenship and social inclusion" (Haines et al, 2004, p. 5)

As a response Caerphilly Council, the focus of this research, incorporated the 10 entitlements into its Children and Young People's Plan (Children and Young People's Partnership, 2008). This identified the provision for both open access and targeted services, with young people requesting more youth clubs and better access to health advice and information. Nearly 20 years on from Extending Entitlement, Caerphilly Youth Service, on a backdrop of austerity measures, is revisiting its provisions by piloting a new scheme in the east area of the county, as a way of exploring a new approach to its services, and of reaching its young people.

This literature review explores other literature and research undertaken into what young people and youth workers want from their youth service. The key aims of this

study will be critically reviewed in relation to existing literature and secondary research data available in related studies. The identified three aims are to identify what elements of the pilot scheme have worked to date, to determine what elements have not worked and seeks to formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme.

By concentrating the literature review in this area, a detailed understanding of previous findings can be considered and analysed. As a result, this will inform a clear focus upon which to base empirical research.

What are youth worker's views?

There is a limited range of research on what youth workers think, other than their opinions as to what young people want. Williamson's (1996) research, conducted prior to Extending Entitlements, found that youth workers mirrored much of the identified 'needs' that young people reported, such as a space of their own and advice on health issues. He did, however, find that youth workers recognised the transition work that they played a part in. The term 'transition work' Williamson (2007) identified as 'critical moments' in young people's lives which often require 'critical intervention'. This can still be seen in the youth worker's role today, such as the NEET (not in education, employment or training) and youth homelessness projects. Williamson (1996, p. 47) highlights youth workers concern that "youth work provisions become 'dominated' by a particular group of young people" and how this may benefit those, yet "other young people may be deterred from participating ". This emphasises the difficulty of how to attract all young people, without making it uninviting to everyone, as well as

maintaining open access whilst targeting those hard to reach, or easy to ignore, individuals.

Nolas (2014, p. 36) identified that youth workers main focus was “enabling young people to make relationships with each other and with adults”. She highlights how these relationships are built through “the youth-centred and voluntary way in which activities were organised”, that may have looked to some as unstructured but were structured. Krueger (2005), cited in Nolas (2014, p.36) made the analogy of youth work as that of a “modern dance” where the day starts structured but twists and turns as interactions with young people evolve. However, when the conversation around curriculum arose in Williamson’s (1996) research, youth workers had mixed feelings. Ord (2008) explained how during the 1980s there had been several attempts that failed to introduce the youth work curriculum, similar to that of education, on a national level. By the early 1990’s the expectation was on local authorities to produce their own policies, with the Youth Work Curriculum Statement for Wales being written in 1992. Some youth workers, however, have resisted their introduction believing they will stifle their flexibility, and impose a predetermined approach on a youth workers role (Williamson, 1996; Ord, 2008), proclaiming “young people did not attend youth work settings to be ‘curriculumed’” (Williamson, 1996, p. 55) . The last two decades have seen an increase in the development of curriculums (Ord, 2008) and Caerphilly Youth Service (2013) established their own, requiring 50% of sessions to be built around the curriculum.

As well as the above debate around curriculums, there are reported concerns from youth workers around ‘having a voice’. This was recognised by St Croix (2016), who researched part-time and volunteer youth workers, and found that they wanted to have

a say in decisions being made, and to feel that their opinions were as valuable as full-time workers. St Croix (2016, p.70) identified how “many of the workers in this study felt marginalised” and were also “excluded from meetings”. Bolger and Scott (1984), cited in St Croix (2016, p. 71) criticised that this is a historical viewpoint where “it is assumed that volunteers and part-timers turn up and hang out with young people, while full timers hold the keys, the money and the information”. Consideration of the Caerphilly senior youth workers in youth clubs revealed that more now hold full-time positions than at any time previously. Williamson (1996, p. 46) acknowledges that “full-time workers recurrently defended the commitment of part-time staff with whom they worked, but simultaneously emphasised that they were not, nor could they be expected to be ‘experts’”. Rose (1997) explained that much of the fulltime service by the late 1980’s had been replaced by part-time workers giving them greater responsibility but less expectation to improve their roles. By the beginning of the 1990s the lack of training was being considered, with professional recognition being the carrot dangled to improve the quality of youth work. Nolas (2014) identified similar worries from youth workers about lack of training and increased targets in her research. Williamson (2011, p. 200) also addresses how now “only outcomes matter”.

“The increasing recognition of youth work (and youth workers) and the focus on professionalism, if not professionalization, has been accompanied by a far more hard-nosed and technocratic, almost ‘business model’ for youth work: targets, outcomes, performance, indicators, measures”
(Williamson, 2011, p. 199-200)

Today the fear is that the diversity that part-time youth workers enhance the service with will now be lost with the professionalisation and qualification requirements.

What are young people's views?

One of the largest research studies, where young people were asked what they want from youth work, was conducted in Wales by Williamson (1996). He interviewed 135 young people between the ages of 15-19, to identify how some projects retained this age group, as many found they were unable to. In his findings (1996, p. 23-35) he identified four themes; "somewhere to go, something to do, some space of our own and someone to talk to".

These results were replicated in Robertson's (2000, p. 7) research in youth clubs where young people identified "that they value the club as a warm and friendly social meeting place, and for things to do including trips away, activities, special projects, discussions and issue based work". Nolas (2014, p. 31) investigation found that the young people not only wanted unconditional relationships in 'liminal spaces' (transitional), but to "get away from everyday social diversions and tensions they experienced in order to achieve a sense of belonging". Ritchie and Ord (2017) found young people wanted a routine of somewhere to go that was safe and accepting, where they could interact with others. They also found that they wanted respectful relationships with youth workers that were informative, as well as positive activities that were inclusive of the diverse nature of the members. These they themed as the 'youth work process'.

In keeping with the theme of youth work process Robertson (2000, p.74) informed us that young people want "somewhere to go that is not too organised" whilst Williamson (1996, p. 25) discussed how they "embrace many of the activity-based aspects", yet that "young people were less enamoured with the provision of structured sessions on

'issues'". Williamson (1996, p. 27) indicated that the "older young people" were looking for more distinct relationships with youth work, "notably the accessibility of advice, support and guidance on an informal, non-judgemental and confidential basis". The Department for Education, Lifelong Learning and Skills (Welsh Assembly Government, 2006) investigation concurred with that of Williamson (1996), and their emphasis of information, advice and support led to the National Youth Service Strategy for Wales (Welsh Assembly Government, 2007) introducing personal support and learning coach roles. This consequently influenced a more prescriptive approach to settings, despite it advocating for participation through voluntary universal provisions.

Research conducted later by the Children, Young People and Education Committee (2016, p. 12) found that there was still "not enough provision for older children", with a young person informing that "lots of them are more aimed at younger children". The older young people (Williamson, 1996) did, however, identify that the higher level of participation in choosing activities replicated the higher level of the older age group returning to provisions, echoing The Children and Young People's Partnership (2008, p. 19) research in Caerphilly that found that young people wanted "better information about sexual health and increased participation and consultation activities".

Payne (2003), cited in White (2003, p. 2), however, contradicts the need for young people to have their own provisions believing that "the more you provide separate buildings and spaces for young people, the more you cut them from others in the community". Although Batsleer (2009) informs us of that young people are using public

spaces less often as they are often viewed as making trouble, so having spaces just for children is still important, as Kay et al explains.

They are spaces for children's own agendas, although not precluding adult agendas, where children are understood as fellow citizens with rights, participating members of a social groups in which they find themselves, agents of their own lives but also interdependent with others, co-constructors of knowledge, identity and culture (Kay et al, 2006, p. 186).

Nolas (2014, p. 34) identified the space in her research as “like a harbour, young people were free to set sail in and out and like a family they were unconditionally accepted at the centre” The findings of which was consistent with that of Ritchie and Ord's (2017, p. 279-280) research that concluded that there was a “deeper level of need that open access spaces meet”. The Youth Work Strategy for Wales (2019, p. 16) proposed how they “want youth work to create safe spaces that all young people can voluntarily choose to access”, yet on a backdrop of austerity spending cuts and a growth of targeted provisions, very few of these spaces can still be found, as highlighted in the report entitled ‘The Damage’ (Unison, 2016).

From the above literature the following topics require further exploration; universal youth work, participation, theoretical models of youth work, looking at locations of provisions and management of change. These examine the current debates and inform questions to be asked in the questionnaire.

‘Universal’ youth work

Caerphilly Youth Service (2014, p. 2) stated it “needs a youth service that delivers a balance of universal provision for all young people and targeted services that supports the needs of young people who are most in need”. The term ‘universal’, however, is

contested with Davies and Merton (2009) highlighting the requirement to understand the language used for settings. They believe universal implies available to all regardless of where they live or how much wealth they have. Wylie (2010, p. 4) believes that “youth work has always aspired to be universal”. The House of Commons Select Committee on Education (2015, p.13) however, argues that “we do not believe that there are any truly universal youth services and consequently propose to use the term ‘open access’ rather than ‘universal’”. Davies (2015) and Jeffs and Smith (1999) defines open access as requiring a voluntary involvement.

The alternative to open access is targeted youth work where young people attend due to an identified need or risk (Davies, Merton, 2009). Davies (2009) nevertheless, argues that the history of youth work implies that it has always been targeted on those that were poor and lived in areas of high levels of deprivation. This was confirmed by the House of Commons Select Committee on Education (2015, p.12) that found that youth services “funded by the state tended to be located in certain communities or geographical areas and not others”. Caerphilly area youth clubs can still be found predominantly in areas of high deprivation, which were previously regarded as Communities First Areas (Stats Wales, 2012).

Jones (2014, p. 221) discussed the term ‘progressive universalism’, where services are open to all young people, but youth workers can identify those that may need some support or targeted early intervention. Cousse (2008), cited in Williamson (2011, p. 199) however, claims that “youth work works for young people who least need it and does not reach those who do”. Whilst some young people have the confidence to enter a provision and interact with others, there are others who may not. Caerphilly Youth Service (2014) estimated the borough youth population at over 30,000, yet in its annual report (2019b) it targeted to work with only 4,500. This could be seen as an

example of Conroy's (2018, p. 13) claim that "we therefore seem in Wales to have moved from the idea of Extending Entitlement (2000) to what could now be argued as 'reducing entitlement'". This is in contrast to the youth work aims, such as the central 'pillar' of inclusivity, and the duty to incorporate anti-oppressive and anti-discrimination into all practice (Wales Review Group, 2018).

Sapin (2013, p.31) endorses that "rather than attempting to offer 'universal' provision for all in the area, a specific activity or project may be designed to address individuals in particular circumstances". Therefore targeting the work we do with young people. While Spence and Devanney (2013, p.74) believes that "the willingness of young people to access youth projects is responsive to what is on offer and how far this meets their needs and interests". Consequently if you are not providing services for them that they want, they are unlikely to attend.

Unison (2016) reported that most local authorities are more likely to reduce open access services than targeted services, and the Children, Young People and Education Committee (2016) voiced their concern that "targeted provision has been prioritised at the expense of open access provision". This was seen in the Caerphilly Medium Term Financial Plan (2014) where youth club evenings were reduced from 45 weeks per year to 30, saving £100,000 from the budget. With money in budgets dwindling, youth work has seen large cuts in open access services, and more targets and measures placed on those that have survived to ensure continuation of funding (Hughes et al, 2014; Mason, 2015). However, Williamson (2011) recognises that without open access youth work, young people are unable to engage with youth work, as their entry into it has been removed.

With the application of Extending Entitlement, Rose (2004, p. 4) hoped that through “greater organisational security we will also be able to articulate in a positive way what we are unable or unprepared to do”, such as increased targeted work, yet ten years later Hughes et al (2014) addresses that youth workers are now even more likely to work in these areas.

“The space to work in this way is becoming more restricted. Instead, now, there is an increasing policy emphasis on targeted, intensive interventions, shaped by a ‘deficit’ model of youth which has become normalised through the language required of practitioners to support (increasingly competitive) funding bids” (Hughes et al, 2014. p. 4).

Wylie (2000, p.21) reported that “local authorities need to decide how to identify key relevant target groups of young people and set clear priorities of action – by client group, by geographic location, by issue, by department”. Although, arguably, this decision would be identified by what young people need and wish for. Williamson (1996) found in his research that “the least programmed and most ‘drop-in’ types of settings were the most successful in reaching the most disadvantaged”. This would indicate that schemes that concentrated less on curriculum and accreditation, and more on being available when needed, would, in the long run, provide the best support that young people would return to with no obligations. The House of Commons Select Committee on Education (2015, p.16) acknowledged that “open access services can sometimes be as effective as targeted ones” with each playing a key role for young people so that “both types may be needed”.

Participation

A key principle of this research is to work to the youth work principle (Youth Work in Wales Review Group, 2018) of participation by young people, thereby giving young people an authentic voice in decision making about services. Fleming (2010), cited in Schelbe et al (2015, p. 506) acknowledges that “the most common rationale cited for increased inclusion of children in research is their right to participate derived from a human rights perspective”. In general the definition for participation is ‘taking part’, although in youth work terms identifying what participation is, becomes much more complicated. Confusion of its meaning dominates debate (Ordd, 2007; Podd, 2011), yet for Young (1999, p. 4) the action of participation “involves a process of conscious, critical self-reflection that can only be entered voluntarily”. The National Youth Bureau (1991), cited in Ordd (2007, p. 46), believes it is through this voluntary action that young people become “partners in the learning process and the decision-making structures which affect their lives and their environment”.

The term participation has been included in youth work literature since the 1960’s (Ordd, 2007; Podd, 2011) but the introduction of the United Nations Convention on the Rights of the Child (UNCRC) solidified its position within policy. In 1989 this was incorporated by the United Nations and officially validated by the UK in 1991 (Jones, 2014) with Wales becoming “the first country in the United Kingdom to embed the principles of the UNCRC into legislation” (Welsh Government, 2016, p. 2). Article 12 states that

“Children have the right to participate in the decision making process that may be relevant in their lives and to influence decisions taken in their regard, within the family, the school or the community” (UNCRC, 1984, p. 4)

In keeping with the above quote, participation's prominence in youth work in Wales established its own central 'pillar' in the Youth Work Curriculum Statement for Wales (Wales Youth Agency, 2002) and the introduction of the Participation Standards (Welsh Government, 2016).

Although no true meaning of participation can be agreed, what is emphasised is its importance, whether this is enabling young people "to exercise their rights as citizens (Checkoway, 2011, p. 340) or "as [an] underlying principle upon which the curriculum is based" (Baker, 1996 cited in Ordd, 2007, p. 46). Ordd (2007, p. 47) affirms that practices should develop a "formal structure" which would allow the full potential for participation. Formal structures have been developed for many decades from ladders (Arnstein, 1969; Hart, 1997) to levels (Sheir, 2001). Ordd (2007) warns us against viewing participation as a way of achieving when we reach the top rung or step. Identifying that different young people will participate at different levels to each other, as well as at different times. Sheir (2001, p. 116) also asserts that "it is probably not helpful to see it as a point-scoring exercise, just ticking off as many boxes as possible".

Youth work has struggled to encourage all young people to participate (Podd, 2011). Head (2011, p. 546) affirms that "confident young people are more likely to become involved, and the vulnerable or hard to reach groups may be overlooked". The difficulty being how you inform the latter that their views matter and can affect change. Checkoway (2011) addresses that, if they do not think that they can influence change, or inform others of their views, they are unlikely to participate. The challenge to local authorities is to implement strategies whereby young people do not need to be a member of a group or forum for their ideas to be heard or valued, or for their policies and structures to be viewed by young people as meaningless and tokenistic (Hart, 1992; Shenton, 2004; Kay et al, 2006).

For Ord (2007) the final process for any participation needs to be action. Young people need to see that their views are listened to and can inform change. Hackett (2004), cited in Coburn (2011b, p. 68) emphasises how “the concept of participation has been attributed as having a ‘mushroom effect’ whereby, once engaged, young people’s involvement increases, and so participation becomes a catalyst for future action”. The benefits to young people in terms of increased self-esteem, confidence and well-being has been well documented (Kay et al, 2006; Walker, 2007; Emslie, 2009), however, as Emslie (2009, p. 229) critiques “ensuring that key adults listen to what is said is much more challenging”. As Tsekoura (2016, p. 328) acknowledges “management of projects can be understood as either a struggle for the acquisition of power between young participants and the involved adults or a gift that adults offer to young people”. Neither of which would maintain and encourage participation or benefit the young people involved. Nolas (2014, p. 37) prescribes that “creating a culture of participation requires above all time for authentic relationships to flourish and for a common language to develop between young people and youth workers alike”.

In 2019 Caerphilly Youth Service (2019a, p. 6), alongside members of the Youth Forum, produced a policy on participation where they pledged to “embed children and young people’s participation into all aspects of planning, delivering and reviewing services”. Listening to what the young people have to say about this pilot scheme and acting upon their views would show a commitment to this policy.

Theoretical Models and Youth Work Ideologies in Practice

Theoretical models of youth work have been developed in literature from as far back as 1978. Cooper (2012, p. 108) maintains that “the primary measure of success for

models of youth work should be whether the particular model of youth work is useful for its intended purpose". Discussing models allows youth workers to question how they work with a young person, why they work the way they do, and to consider the influences that inform their practice.

Butters and Newell (1978), cited in Cooper (2018, p. 5), identified five models of youth work; "Character-building, Cultural Adjustment, Community Development, Institutional Reform, and Radical Paradigm". Although these were later considered flawed, Cooper (2018, p. 5) recognises that they were "influential in the UK until the 1990's".

Ord (2007, p.115) discusses how Hurley and Treacy, in 1993, established four theoretical models based on sociological factors. The first model, character building, considers that to maintain order we need to teach young people not to question change in inequalities, but for them to fit in with the roles they have been given. The second, personal development, concentrates on the individual young person, not on society as a whole. They are encouraged to make good life choices that will prepare them for a smooth transition into their place in society. The third model, critical social education, identifies how young people can have power in group membership where they can explore their inequalities. The last model, radical social change, is where the young are believed to have the power, through political awareness and activism, to change inequalities and fight the capitalist stronghold.

Cooper and White (1994, p. 2) are aware that "in practice many youth workers do not act strictly in accordance with any particular model of youth work". Although analysing the theoretical models of youth work that informs your practice, will allow you to consider where your provision sits, and where you as a youth worker are playing a part in it. Lipsky (1980) introduced the phrase 'street- level bureaucracy', where he

believed youth workers make decisions at grassroots level regardless of policy, funding or initiatives from senior managers.

Whereas Butters and Newell, and Hurley and Treacy models were built on the informal educational principles (Ord, 2007), Cooper and White (1994) recognise that youth workers need to question the role they play with their values, the policies that guide them, what they are hoping to achieve and with whom, and how funding can influence them. They provided four models; Treatment model, Reform model, Advocacy model and Empowerment model. The treatment model is similar to that of Hurley and Treacy's 'character building' model, where the young person needs changing to fit in with the inequalities of society and require treatment to keep society order. This would sit among services such as youth justice. The reform model is where Cooper and White (1984, p. 3) place settings as believing "young people are disadvantaged by their social environment" and struggle to find a place in society. This then requires "a duty to help those who have been disadvantaged through no fault of their own, to enable them to successfully compete for the 'good things' in life". Like that of the personal development model, the young person requires support to adjust to societies inequalities, not that society needs to change. The advocacy model, like the critical social education, addresses young people in terms of needing to be aware of their rights, and youth workers fighting for them to use their rights. These provisions would centre on advice and information services, such as the Blackwood Basement in the Caerphilly Borough, which also supports monthly LGBTQ+ meetings. The empowerment model incorporates that of the critical social education, in terms of working with disadvantaged groups, but also believes that young people need to fight for that change. This can be seen in the Caerphilly Youth Forum where young people set their own agendas and campaign for issues that they regard as important.

Whereas the above models consider youth work as described through youth settings, Coburn (2011a) addresses the debate of how youth work methods should be based on those of border pedagogy. She (2011, p. 478) explains how Freire (1972) had concerns around traditional methods of teaching, “teacher as an expert and the learner as ignorant”, and believed through “critical pedagogy”, and use of informal education that balances the power relationship between teacher and pupil, so that “those who are oppressed might become more critically aware of the world and how it could be changed”. Giroux (2005), cited in Coburn (2011a), offered that youth work could incorporate this form of education into its different settings, crossing the boundary into other disciplines, therefore becoming ‘border pedagogy’. Kay et al (2006, p. 189) endorses the pedagogy approach, “importantly, the pedagogue does not see himself/herself as an isolated worker, working *for* children, carrying actions *on* children”. This would integrate youth work as a theoretical method that set the youth workers values regardless of the young person’s background. Coburn (2011a, p. 480) asserts that “instead of seeing young people as a problem, youth work begins by helping young people to identify the problems that concern them”. This would entail working ‘with’ them and not ‘on’ them.

The Welsh Assembly (2015) introduced its own guidance for youth organisations by adopting The Quality Mark for Youth Work in Wales. Through a series of bronze, silver and gold levels, organisations are assessed by 12 standards. The theory is that through self-assessment organisations can identify the work it is completing at a local level and analyse if the quality of youth work is meeting its obligations to staff, young people and stakeholders. This was set as a benchmark to celebrate and improve youth organisations by seeking consistency, whilst imposing their own theories of what good practice should be.

Cooper's (2012, p. 99) review of theoretical models argues that "there is still a need for greater theorisation and model development, both to refine youth work practice and to provide a basis for critique of youth work policy". This could indicate if policy influences practice or if practice impacts policy.

Locality and the question of 'universal' access to services for young people

Caerphilly Youth Service has implemented their pilot study as a 'Caerphilly East area', which covers an area of around 14 miles. For many this would comprise of a bus ride or car journey to reach the 'hub'. The National Youth Agency (1999), cited in Wylie (2000, p.22) suggested that local services should pledge to young people to provide a "safe, warm, well-equipped meeting place within a bus ride". The Children, Young People and Education Committee (2016) found that "49% of young people need transport to get to their club". Rose (2010) reports that the introduction of the Myplace projects across Britain, that was heralded as the "new generation of 21st-century youth venues", recorded high numbers of young people attending. Having young people plan and design their own facilities, making spaces available for activities that would interest them, has influenced the introduction of youth settings that are 'central', as opposed to 'local'. In inner cities with high populations this may only require a short bus ride, yet for smaller towns and villages, with poor transport links, this could require a longer journey, and at a financial cost that could discount many, thereby contradicting any 'universal' notion of access for all.

Wood et al (2015, p. 70) also clarifies that "young people are, by the nature of their restricted mobility and resources, essentially 'local'". They socialise in their own areas and build friendships with others who live close to them and a "strong attachment to

the local neighbourhood is usually in evidence” (Weller, 2007, cited in Wood et al, 2015, p. 70). Kintrea (2008) similarly found that young people are territorial, and conflict occurs when young people cross boundaries between communities. This restricted access to facilities outside of their locality during evenings and weekends. Jones (2014, p. 22) comments how The Youth Association identified that “young people from different neighbourhoods and estates did not like mixing with one another and were often actively hostile”.

As well as the above discussion Williamson’s (1996, p. 57) research questioned how “very few youth workers adopted any systematic approach to identifying ‘need’ within their localities”; relying on what they heard or what managers believed young people wanted. Many (Batsleer, 2009; Sapin, 2013), conversely, believe that knowing a community, and how young people use it; can inform us that there is a need for a project. Using local knowledge from young people would allow the service to adapt and inform practice when the need arises. Wood et al (2015, p. 67) maintains “the importance of understanding local communities cannot be overstated” and they recommend building a community profile to help inform this.

Managing Change

The success or failure of any new scheme can often be due to the management of individuals and organisations change. Pollitt and Young (2009) state how managers can be misled into believing that the change is down to them and those involved become passive bystanders. Cameron and Green (2009, p. 3) remind us that for any

change that occurs in organisations “the people on the receiving end are individual human beings. It is they who will ultimately cause the change to be a success or a failure”.

Pollitt and Young (2009), nevertheless, believe that some negativity towards the change will ensure that it is not implemented without the necessary checks and balances. Cameron and Green (2009, p. 141) agree, stating that “leaders must encourage discussion of conflicts and tensions to enable change to emerge, while avoiding the trap of being too vague and lacking direction”.

Cameron and Green (2009, p. 14) initialised their own organisational change model, built on Kotter’s (1995) eight steps. They chose Kotter’s model as they felt it emphasises the need to “communicate the vision and keep communication levels extremely high throughout the process”. They also identify that the process of change is not a linear step but a cycle that remains, so that further change can be identified. The level of communication throughout the scheme’s introduction, and continual updates, would allow the youth workers to highlight any concerns, before they get into a position of the scheme failing.

Hayes (2014, p. 161) identifies that “a common mistake many leaders make is to treat the early stages of recognizing the need for change and diagnosing what needs to be changed as technical activities that can be managed with no reference to those who might be affected by the change”. Cameron and Green (2009, p. 151) also declare that 21st century leadership requires “a shift from expectations of one visionary leader to the need for increased connectivity and overlapping agendas between different groups”. With the new schemes impacting on both the youth worker and young people

of the area, questions around their initial involvement of the change may influence as to how much they will support it moving forward.

Summary of themes and reflections emerging from the literature review

The appraisal of the relevant literature has highlighted the following themes that will inform this research

- Part-time youth workers need to feel their opinions are valued and listened to
- Young people have consistently requested somewhere to go, something to do, some space of our own and someone to talk to
- Open access provisions best meet young peoples 'needs', although a balance with targeted is required
- The level of participation influences the retainment of young people, especially above the age of 15
- Theoretical models of youth work can inform youth workers of the type of settings they aspire to work in
- Young people are essentially 'local'
- The management of change can influence the success or failure of a new project

To inform a deeper evaluation of the Caerphilly East area scheme, what it should look like and the supported theoretical model, empirical research was conducted as part of this study. The following chapter will outline the methods used in the empirical research, including; research strategy, data collection procedures, data analysis, limitations and ethical considerations.

Methodology

Introduction

The following chapter details the rationale for the specific methodologies chosen in relation to meeting the aims of the study. In order to understand the key focus needed for data collection, analysis and critical reflection a recap of the aims is required. Aim 1: to identify what elements of the pilot scheme have worked to date. Aim 2: to determine what elements of the pilot scheme have not worked to date. Aim 3: seeks to formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme. This leads to the question do young people and youth workers support the pilot scheme becoming the adopted model of youth work delivery in the Caerphilly East area.

The literature review has previously identified the emerging themes in theory and previous research, by comparing this theory with empirical research a greater understanding of what young people and youth workers, in the Caerphilly East area, believe a 21st century Youth Service should look like will emerge.

This chapter presents the research strategy implemented to address the research aims, the means by which the data was collected, and how this data was then analysed. In addition, further discussions highlighting the limitations and research ethics are evaluated.

As a response to the COVID-19 pandemic in March 2020 the UK went into lockdown, thereby introducing a barrier to accessing participants for the research data collection. This initially reduced the options available for primary research to be conducted.

However, as lockdown restrictions were relaxed during the period of this study, some face to face contact was permitted. This developed a larger scope for this research.

Research strategy

Head (2011, p. 544) argues that “services, programs and policies that directly impact on young people will be more efficient and effective if young people’s perspectives are engaged.” This research encouraged young people to have a say in provisions that directly affect them, which maintains a youth-led service in Caerphilly and also complies with the principles and purposes of youth work (Youth Work in Wales Review Group, 2018). The National Occupations Standards (LSIS, 2012, YW 25, p. 112, YW 27, p. 120) also recommend that youth workers “influence and develop youth work strategy” as well as “facilitate and engage young people in the strategic development and delivery of youth work”.

The benefits of young people’s engagement in research has been well documented (Kirby, 2004; Fleming, 2010; Head, 2011), yet Gormally and Coburn (2014, p. 873) asks if “young people are not the primary client, then in whose interest is social change developed?” Ensuring that young people’s views were captured within this research and performed in an anti-oppressive and non-discriminatory way (LSIS, YW21), was essential, although how these views were obtained required further consideration and research.

Through the literature review a variety of methods by different researchers have been identified. Williamson (1996) used focus groups and individual interviews, as well as the opportunity to complete questionnaires for those that struggled to attend. Nolas

(2014) favoured using participatory video by focus groups of young people as well as formal and informal interviews with youth workers. Ritchie and Ord (2017) chose to base their methods on focus groups.

The Penn State University (2020) states that “empirical research is based on observed and measured phenomena and derives knowledge from actual experience rather than from theory or belief.” Empirical evidence is gathered by quantitative or qualitative methods. Creswell (2008) explains that quantitative research is where data is quantifiable and is specific enough to be measured, whereas qualitative research is data in terms of words that are analysed, themed and then interpreted by the researcher.

Choak (2012, p. 91) states that “qualitative interviewing has become the most commonly used method for acquiring information about people’s lives”, and Hennessy and Heary (2005) believes that focus groups are most suited to children. Whilst Clark and Bell (2012) recognises that although there is much debate about the advantages and disadvantages of quantitative and qualitative research, they argue that quantitative research is becoming more widely used within youth work and a skill that workers should have to help define and evaluate their work.

Dockrell et al (2007), cited in Flanagan et al (2015. p. 13) believes that “providing a mixed methods approach, using both questionnaires in conjunction with open-ended interviews, can produce high quality, robust data”. This offers a ‘triangulation’ (Gray, 2018) where advantages and disadvantages from different strategies are counteracted, by mixing methods, enabling a more thorough approach.

From these investigations, the research strategy adopted for this study was a mixed methods approach, combining both quantitative and qualitative methods. Quantitative

data from registers, as well as a questionnaire with open and closed questions was designed. This gave quantitative data for analysis as well as providing structure of the issues to discuss during focus groups and interviews. Gray (2018.p. 196) propose that “a quantitative study could be used to identify important themes that qualitative fieldwork could then deepen”. Including both young people and youth workers views, using a triangulation of mixed methods increases the validity of the research (Tucker, 2012).

Data collection procedures

The scheme was identified as the Caerphilly East area incorporating surrounding youth clubs, so the numbers of members registered at clubs was analysed by looking at registers of the financial years 17/18, 18/19 and 19/20. This was quantitative data that could be analysed using statistics.

A questionnaire (appendix 10) completed by 10 youth workers in the Caerphilly East area, seeking their views on the pilot scheme was conducted, providing access via emailed word documents and online Google forms. Gray (2018, p. 342) states that “questionnaires are research tools through which people are asked to respond to the same set of questions in a pre-determined order”. This included both quantitative and qualitative data using open and closed questions, selected responses and scaled responses that can be coded for analysis. There are seven youth clubs and one hub, all of which received a request to participate in this research.

Gray (2018) also reminds us that although questionnaires are great at gathering data, and larger samples can be accessed with relatively little cost, they can have low

response rates, as seen with only one third of youth workers responding to this research. He believes that questions can be ambiguous, and researchers have no way of questioning a specific answer.

A questionnaire finding the views of 9 young people, involved with the hub, was also completed, although more were requested to participate. Access was through printed documents and an online Google form. The young people were chosen and contacted by gatekeepers. It was requested that participants be randomised, using both previous and present attendees. Due to the current climate there was limited control over this process. The questionnaires (appendix 9) also include open and closed questions that can be coded for analysis.

Jones (2014) suggests that using similar questions for young people and youth workers would enable correlation of their opinions. This proposal was implemented and both questionnaires had questions that mirrored each other.

Questionnaires were piloted by two youth workers and young people prior to their use. Gray (2018, p. 368) acknowledges them as a “one-shot’ attempt at data gathering”. Many researchers (Creswell, 2008; Choak, 2012; Gray, 2018; Healy and Rodriguez, 2018) confirm the importance of piloting questionnaires prior to their use. Two response options were altered, and one question was disregarded, due to its ambiguity, after pilots were completed.

The last question of both questionnaires asked if participants were willing to take part in further research. Six from each group responded, and all were interviewed. Choak (2012, p. 97) reminds us that “qualitative research samples do not claim to be completely representative although they tend to draw from a wide range of individuals”.

Youth workers representing the hub, as well as youth clubs, were interviewed, and formed the basis of the sample group.

Further research was conducted by a focus group of five young people, and an interview with one young person for qualitative data, which allowed for further triangulation with other data collection methods. It took place at a venue familiar to them, as Morrow and Richards (1996), cited in Greene and Hill (2005) identified the importance of where the research takes place. Gray (2018, p.247) states that “an advantage of focus groups is that they allow for a variety of views to emerge, while group dynamics can often allow for the stimulation of new perspectives”. This allowed more examination into the questions set by the questionnaire whilst exploring new themes that emerged during the session. Having some questions structured (appendix 11) ensured the group remained on track.

This research method is, however, not without its critics. Choak (2012) acknowledges that disagreements within the group can lead to conflict and much of the conversation may not be valid to the interviewer. He addresses that it can be difficult to record when more than one person talks at the same time. Mauthner (1997), cited in Hennessy and Heary (2005) considers that peer support in an environment they regard as safe and similar to a classroom setting, can help balance the power that an individual interview would not. Laenen (2009) cited in Schelbe et al (2015, p. 510) however, reminds us that “children are so often evaluated by adults, which can contribute to a sense of powerlessness in the research context”. Heath et al (2009) cited in Jones (2014) reasons that group interviews can reduce intimidation and allow them to feel more empowered when engaging with research. This was alleviated by talking a little about myself beforehand to make it less formal.

Further research with youth workers was conducted using semi structured face to face and telephone interviews (appendix 11). Gray (2018, p. 381) states that “semi-structured interview allows for probing of views and opinionssuch probing may also allow for the diversion of the interview into new pathways which, while not originally considered as part of the interview, helps towards meeting the research objectives”. Creswell (2008) conversely believes that some participants may not like telephone interviews as they are impersonal, and researchers are unable to read nonverbal communication. However, as participants were colleagues some aspects of this were alleviated.

Data analysis

Using quantitative data from the youth club registers informed us if there had been an increase, decrease or if numbers had remained the same. This was then displayed in a statistical form of charts.

Closed, selected responses and scaled response data from the questionnaire was also analysed that was then displayed and critiqued using statistics, looking at trends and comparing young peoples and youth workers answers.

Both the focus groups and interviews were voice recorded. This allowed for full concentration on the conversation and no distractions from note taking. The interviews were then transcribed so data could be coded using thematic analysis (appendix 16) with themes and sub-themes. This was then compared with similar themes identified through the literature review.

Limitations and ethical considerations

The main limitation of this research is that although it can analyse data on this scheme it cannot make judgements as to whether it would be either successful or effective in further cluster areas. Alternative locations have young people with diverse needs and youth workers with different principles and values. This is also a small-scale study, with only a third of those involved in the scheme choosing to participate.

A further limitation is that participation was not sought from those young people who do not attend youth service provisions, and those who did participate were contacted and chosen by gatekeepers. Schelbe et al (2015, p. 510) asserts that “as more gatekeepers are involved in accessing youth participants, researchers need to vet and address greater challenges presented”. The gatekeepers may have been tempted to send questionnaires to those they believe may answer more favourably, conversely the young people may answer more positively as the request has come from them. Heath et al (2007, p. 405) critiques how “adult gatekeepers are frequently charged with the responsibility for making decisions..... , including whether or not to grant access to researchers”.

Gray (2018, p. 70) believes that research ethics “means conducting research in a way that goes beyond merely adopting the most appropriate research methodology but conducting research in a responsible and morally defensible way”. The youth work code of occupational ethics for the youth service in Wales (2012) was observed during this research. The following procedures highlight some risks, and how harm to participants was reduced. A risk assessment (appendix 2) was also completed.

Consent forms were sent to all participants (appendix 4) prior to questionnaires being completed. Information sheets detailing the purpose of the research were sent to youth

workers (appendix 7), young people (appendix 5) and parents/carers (appendix 6) including the name of researcher, supervisor and the university details. The latter informed the parents/carers to notify gatekeepers if they did not want their son/daughter to participate. This gave them information about why this research is taking place and for what purposes. Heath et al (2007) states the need for researchers to be open in our consent process so that participants feel informed of both the process and their rights within this process.

A copy of the pilot scheme summary (appendix 8) accompanied the questionnaires. This allowed them to see the proposal and aims of the pilot study, as well as reasons for its introduction. All participants were advised through the information sheet and consent forms that they were free to withdraw from the research at any time. This was also reiterated prior to the focus groups and interviews and remained available up until submission date. Non engagement was presumed as no consent, although emails reminding them to complete the forms were sent.

As participants were accessed using gatekeepers, including senior youth workers and area managers, any disclosures and safeguarding concerns could be acted upon immediately. Dempsey (2016, p. 3) identified that “strengthened interpersonal relationships between the researcher and gatekeepers may result from an approach that places the participants’ needs at the forefront”. No disclosures were made during the focus group or interview. Being registered with the Education Workforce Council (2019) produces a code of professional conduct and practice for youth workers to adhere to. The University of South Wales was also a gatekeeper for this study, having to complete a Research Ethics 1 form (appendix 1) for authorisation, prior to research. Consent was also obtained from Caerphilly Youth Service (appendix 3).

Anonymity was maintained for those that chose to complete the online questionnaires, but some returned forms via emails and participated in further research. However, confidentiality was maintained, and any identifying features were removed from the research document. This ensured that there were no detrimental implications for participants. Information has been stored, in line with General Data Protection Regulations (GDPR), on a password protected laptop, accessible by the researcher only.

Although the researcher works for Caerphilly Youth Service, they are not involved with this pilot scheme. This does, however, indicate that the power relationship between both researcher and the young people will need identifying. Schelbe et al (2015, p. 510) addresses how “if a child closely associates the researcher with an institution supporting the study, her or his perception of the researcher’s power could be magnified further”. This may also correspond with colleagues who took part in the research. As Gray (2018, p. 9) recognised “the fact that the researcher may be known to participants can also lead some to not answer as honestly as they otherwise would, or even to withdraw from participation”.

Clark and Bell (2012, p. 199) addresses how “reliability is ensured by consistency in procedures and evidenced by consistency in the reactions of research participants”. By mirroring questions in the questionnaire and setting semi-structured questions, for the interviews and focus group, that were asked in the same tone, it is hoped that consistency was maintained, and the research could be duplicated and achieve the same results. The effect of interviewer bias on research has, however, been much discussed in literature (Creswell, 2008; Choak, 2012; Gray, 2018) yet Gormally and Coburn (2014, p. 875) emphasises that “the researchers role is to interpret views from different perspectives in order to make it clear that no single perspective offers a

complete picture of the phenomena being examined”. Both Choak (2012), and Gormally and Coburn (2014), recommend researchers are reflexive in qualitative research, considering their bias, values and judgements when interacting with participants, and the impact this can have on the research data. The researcher was both reflexive and reflective during this study and has taken an objective approach as they acknowledge the potential for bias for and against this scheme. Gray (2018. p.164) identified that “the researchers’ own reflections on their actions and observations in the field and their feelings – become part of the data themselves”.

This chapter has discussed the rationale for the research strategy and the methods used. It has also highlighted some of the limitations and ethical considerations with the approaches used to reduce these concerns. The following chapter- Report and Discussion of Findings- analyses and critiques the data resulting from the above research methods.

Report and Discussion of Findings

Introduction

The following chapter discusses the report and findings of this research in relation to the aims of the study. The first aim looks to identify what elements of the pilot scheme have worked to date. The second aims to determine what elements of the pilot scheme have not worked to date. The final aim seeks to formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme. This informs the research question; do young people and youth workers support the pilot scheme becoming the adopted model of youth work delivery in the Caerphilly East area?

The methodology chapter previously identified the research strategy adopted, the data collection procedures, as well as how data would be analysed. The limitations identified and ethical considerations were also discussed highlighting concerns and procedures taken to alleviate them.

This chapter presents the report and discussion of findings of the mixed methods approach detailed in chapter 3. Statistical data from those registered at youth clubs (appendix 13), as well as data from the questionnaires (appendix 14), and interviews (appendix 15) from young people and youth workers was collated, categorising themes identified through a thematic analysis (appendix 16). These are coded and evaluated in relation to the secondary research reported in the literature review, chapter 2.

Findings and discussions

From collation of the data a number of codes emerged and were developed further. When final codes were identified two main themes developed. Theme one was classified as the 'building blocks' and included sub-themes of space, relationships, activities, support and participation. This was considered as the key ingredients needed for young people to benefit from youth work. The second theme was categorised as the 'scaffolding', including codes of management, location and universal, this being regarded as the structures that hold the building blocks in place. The themes building blocks and scaffolding symbolises that if a piece of scaffolding was removed or inserted wrongly, the building blocks wouldn't be stable, and couldn't perform at its best. The first and final codes, with emerging themes, are detailed below:

Final codes	First codes
Relationship	Friends, staff, peer support
Universal	Open-access, targeted, universal, sessions
Space	Buildings, place, facilities
Location	Local, cluster, travel, central
Activities	Activities, workshops, issue based, outdoor activities
Management	Meetings, communication, flexibility, staffing
Participation	Rules, choices, involved
Support	Support, confidence, vulnerable, 1-2-1, help

Building Blocks	Scaffolding
Space	Universal
Relationship	Location
Activities	Management
Support	
Participation	

Abbreviation	Relation to this research
YP A – I	Young people participating in questionnaire
YP 1-6	Young people participating in interviews
YW A-K	Youth workers participating in questionnaire
YW 1-6	Youth workers participating in interviews

Building Blocks

Spaces that are considered ‘useable’ for young people

The Youth Work Strategy for Wales (Welsh Government, 2019) wants youth work to “create safe spaces that all young people can voluntarily choose to access”, although it recognises that these spaces do not need to be physical buildings, but can be outside, virtual, or emotional spaces that young people are willing to interact with and their location are known to young people so can be easily accessed.

In the research 5 of the 6 youth workers interviewed referred to providing a space for the young people. Few of them described it as a place or somewhere to be, yet YW2 defined it as “somewhere warm and safe to go”. YW1 discusses the significance of this.

“To entice young people into a place where they are happy to attend, because that is important, because it needs to be warm, welcoming and friendly atmosphere” (YW1)

This suggested that it was more than just a building, but a space that was comfortable and inviting. This was also identified by YW5.

“They want a space to be themselves, try out new things, learn who they are” (YW5)

This compares to the interpretation in the literature review made by Nolas (2014, p. 34) who identifies in her research as spaces “in terms of being and to becoming, as old identities are shed and new ones were adopted”.

The young people, however, spoke in terms of physical space where they were happy with the facilities on offer. YP4 referring to it as “the main base” and highlighting that the area it was situated in wasn’t utilised to its full potential, with the outside space being used less often than they would have liked. 100% of young people rated the facilities as excellent or good in the questionnaires.

For the youth workers the idea of how the space should feel, and somewhere they can meet other people was more important. This considered the emotional attachment to a space, rather than a physical location. Although for the young people the way in which that space was used was more significant. This was consistent with other research. In Williamson (1996), Robertson (2000), Nolas (2014) and Ritchie and Ord (2017) the young people have identified space as ‘somewhere to go’. Davies (2015) informs us that young people need to feel that they have ownership of their space, whether it is a physical building or a public area they use for short periods. The hub is providing this for them but some ownership over the surrounding outside space would develop this further.

Relationships built out of mutual respect

As Young (1999, p. 62) informs us “relationships are, and always have been, at the heart of youth work”. One of the main themes emphasised by this research is that of the relationships, amongst staff and young people as well as between the young

people. The youth workers discussed the young people in terms of 'respect' and 'treating maturely', and with 'non-judgemental informal learning'. YW4 discusses how it is "good to see them grow", whilst YW6 wants to "bring out the best for them". What was also evident is the way in which the youth workers wanted to build those relationships. When asked what youth workers want from their youth service YW5 and YW2 discusses the way in which this time should be spent building relationships.

"Sometimes we just want the flexibility to just chill with the kids, interacting with them and making sure they are alright and playing with them, engaging with them" (YW2)

"So, I think that I want them to have the freedom to be able to do what the young people want to do because so often there are targets or budgets that you have to try and reach" (YW5)

Both youth workers may be referencing the flexibility to decide if a session is structured, with the youth service (*Caerphilly Youth Service, 2013*) recommending 50% of sessions are activities covering one of five core curriculum areas, or the freedom to interact without structure.

YWB, however, believed that "the curriculum works well" and YW3 indicated, when asked what improvements they thought that the young people would suggest, that structure was more in their favour:

"I would say for our sessions, we plan sessions but they don't always go to plan, so I would maybe say then to plan more and have more of a regime in our sessions. But I don't know if that is what they want because, they tend to like to just come in and have the freedom of doing sports, then cooking and then going on to the computer, I don't know if it was regimented they would like that as much" (YW3)

Although admitting that this may be their preference and not that of the young people, who may prefer less structure or a choice to take part in activities that are unstructured.

This was found in Williamson (1996) where the young people were happy to take part in activities, but less likely to engage in issue-based sessions.

The curriculum verses non curriculum debate is consistent with Williamson (1996), having found similar mixed reactions during his research. It is also an illustration of Krueger (2005) 'modern dance', where the young people have the most influence over the structure of the session, and if it is something they do not want to engage with, it inevitably doesn't happen. Nolas (2014) found that both structured and unstructured sessions can coincide within the same session, which would enable relationships to be built in a way the young people are comfortable with.

In terms of speaking positively about young people the questionnaires found the same encouraging views in which youth workers wanted to "deliver the best service for our young people" (YWD), and "seeing the young people develop" (YWD). One opinion of youth workers on what worked well, with reference to aim 1, offered the following thought:

"Youth workers are always willing to go the extra mile to ensure young people reach their potential and fully engage with their peers and with organised events and activities"(YWF)

The young people, in return, valued the relationships with staff highly, with 100% rating them good or excellent. 3 of the questionnaires also highlighted 'the staff' as what works well at the hub. The interviews emphasised this further with one young person stating they "would travel quite far as the staff were really kind" (YP6). During the focus group the young people also discussed them fondly.

NR Is there anything else that you would like to tell me about the scheme, or the youth service?

YP4 *Staff are amazing*
YP3 *Outstanding*
YP2 *Funny*

The young people were also keen to highlight the relationships that had been built between them. 2 questionnaire responses indicated how everyone gets on, as being what works well at the hub. This was backed up by the interviews when asked what they like about the scheme:

“the people are fabulous as well everyone just gets on and works as a whole group”
(YP6)

“Meeting friends as well” (YP3)

Robertson (2000, p 74) maintains that youth club is a safe space where young people can try out leader and follower roles, whilst acknowledging that “peer relationships can be one of the hardest for young people to establish”. During the focus group the young people spent some time reminiscing about a game they played with ping pong balls. The animation with which they spoke to each other about it was heart-warming, and they undoubtedly had respect and good friendships within the group. This downside of this, however, means the young people could be reluctant to move on. YW2 raised this concern when asked what improvements the young people would suggest.

YW2 *They probably want to be able to access it for a longer period of time, but obviously that is not the aim of it is it, the aim is to get them back into generic clubs, is that right?*

NR *As far as I’m aware yes*

YW2 *It’s like anything, like with Innovate, they never want to leave as they have built up those positive relationships and they always wish they could be extended.*

Incidentally this may also be the case for youth workers that have invested time building relationships, who then have to make decisions on the best time for the young

people to move on. This can create further issues with young people's trust in having a consistent role model, as well as them taking up a space on the project that they no longer require.

Notwithstanding the positive nature in which the young people and youth workers were discussed was praiseworthy and evidence that good relationships had been built. Relationships between staff and young people and between the young people themselves shone throughout this research. The National Occupational Standards in Youth Work (LSIS, 2012, YW 01) was clearly being adhered to. This provides an indication of what is working well (aim 1) in this scheme.

Confidence building activities which engage young people

The Principles and Purposes in Youth Work (Youth Work in Wales Review Group, 2018, p. 4) notify us that "youth work is essentially focused on activity which is both informal and non-formal". The National Occupation Standards (LSIS, 2012, YW 11 - 13) also informs us that youth workers should "plan and implement learning activities in youth work". With such a large emphasis on activities the discussion was high on the agenda for both youth workers and young people and was consistent across all data methods. 100% of youth workers rated the activities good or excellent, and many quoted activities as working well in the scheme in the questionnaires.

"The various activities work well" (YWI)

"Taking young people on activities they wouldn't have done before, such as residential and other outdoor activities" (sic) (YWD)

"Providing support and activities for young people" (YWE)

"Fully engage with their peers and with the organised events and activities" (YWF)

During the interviews youth workers also discussed activities in greater detail with the word being used 18 times. Most of this conversation centred on involving young people with activities. Activities were also found as themes in Williamson (1996), Robertson (2000), although Ritchie and Ord (2017) found a lack of interest in activities being offered, with young people preferring a place to wind down with conversations with other young people and youth workers.

Although activities were mostly favourable with the young people, when questioned there were also elements that they disliked, as shown in the following discussion

NR *What do you dislike about the scheme?*
YP4 *There is not enough outdoor activities*
YP2 *Yes*
YP4 *We are always in the main base really*
YP3 *We have to stay near because they don't want us going anywhere near...*
YP4 *Yeah but we not like, we got a, is it a rugby field? or the football field? Out the back but we don't really use it that much. I think we played one game of rounders' on it. So I would like more outdoor activities*

The conversation indicates that the lack of opportunities for outdoor activities is not working for the young people and is considered by them as one of the elements that are not currently working for this scheme. This was then reiterated when asked what suggestions they had to improve the scheme.

"I think we need to make an effort to get outdoors a lot more, there are a lot of people, I wouldn't say lazy but they prefer to stay indoors. So try and get more people outside"
(YP1)

This was also mentioned by a youth worker as a suggestion to improve the scheme.

"Outdoor activities would be really good" (YW5)

The young people's questionnaires, nevertheless, provided mixed responses. 78% rated the activities as excellent, and 3 identifying the activities were working well. Yet, one of them thought that other young people would suggest "more trips" (YPB) and consistent with the focus group, one thought others would like "more outside activities" (YPD). This was echoed by YW5 when asked in the interview what improvements they believed the young people would suggest.

"A lot of them want to do more outdoor activities" (YW5)

Surprisingly there was very little discussion from youth workers on the subject of issue-based workshops, although what conversations were had were in contrast of each other:

"You want to be able to have the flexibility, I know that sometimes it's, not pressured, but they do want us to be doing different workshops and all these accreditations and the kids sometimes just don't want it, especially, for example this 'bullying week' in school. They do something in school about it and we come and they say, 'we've done this all week in school', sometimes they just don't want it" (YW2)

"In general terms for me and my perspective young people are looking yes to get to be involved in a range of activities and games and everything else, but also that they can be supported through issue based work and also gaining confidence" (YW1)

YW2 suggesting that young people are not attracted to issue based work, and YW1 believing that young people are interested in this type of support. Robertson (2000, p. 75) argues that "youth organisations which try to be too controlling and aim to develop 'socially responsible' attitudes and behaviour will not attract young people as they get older or those whose lives are generally chaotic". Whilst Williamson (1996) found that older young people want support in these areas, but through advice and guidance, and not through formal learning. The young people did not comment on issue-based

sessions, and the question admittedly was not asked. Moving forward asking the young people how they would like this information delivered may be required.

The importance of activities is highlighted by its prominence throughout each data method. As Young (1999) reminds us the young people are often attracted by the activities on offer and how it is through these activities relationships are built. For youth workers involved the flexibility of what activities they engage young people in, and the provision to introduce them to new and different activities, including outdoor activities, was of a greater status. For the young people the participation in activities is a key ingredient for their time spent in sessions, although preferring more of these activities to take place outdoors. This has indicated that outdoor activities are not working in the scheme, as per aim 2 of this research. The analysis supports that activities overall were working well in the scheme and forms the basis of aim 1 of this research.

Targeted support that meets the needs of the diverse young people

The word support has been used as an umbrella term for what participants have often referred to as helping and building confidence as well as support. It is recognised that this has become a theme in this research due to the nature of the young people targeted by the hub, as they require some level of support to engage in the use of the provision. Whereas Williamson (1996, p. 47) highlights the concern that “youth work provisions become ‘dominated’ by a particular group of young people” the hub has tried to rebalance this, engaging those that may have been reluctant to participate previously. A similar theme of ‘confidence’ was found in Ritchie and Ord’s (2017)

research, where young people identified as having diverse needs, had grown in confidence due to them attending that club.

In the young people's questionnaire 100% thought the support was excellent. This was consistent with the youth workers questionnaire where 50% thought the support was good and 50% thought it was excellent. The support available was also mentioned by 2 youth workers in the questionnaire as working well at the scheme.

"Running sessions at local schools support young people who need the extra support and build their self confidence" (sic) (YWD)

"Providing support and activities for young people" (YWE)

During the interview one young person discussed support as something that they wanted from the youth service and what they liked about the scheme:

"Just to become more confident and talking in groups, and just stuff like that really, and just help me in that way yeah" (YP6)

"I don't really like going in groups but since I started here I have found a bit more confidence with talking, well not really talking in groups but new activities with them and that's built my confidence up" (YP6)

During the youth workers interviews both YW3 and YW5 discussed improving the young people's confidence, YW4 mentioning additional support and YW1 talking about supporting young people. YW2 discusses how young people may want to ask for support.

"Obviously speak to adults about things they have got going on if they want to" (YW2)

YW6 informs us how the scheme has “been targeting the more vulnerable people” and the hub’s ethos has been centred on this formula. It was considered by YW2 that those young people being targeted were already likely to be receiving support through other services. The summary tells us that the scheme is “to provide additional support to young people not yet in crisis that need an enhanced form of engagement” (O’Neill, 2018, p. 2) perhaps indicating that the young people targeted will be in crisis if some intervention isn’t given. This may have given a public perception in the Caerphilly East area that youth work is for those that need support and help in some way, and no longer viewed as a fun ‘universal’ place to go, with unconditional, non-preconceived agendas, for which Extending Entitlement (National Assembly for Wales,2000) was intended for. This is highlighted by the following conversation with a young person:

NR *Do you have any friends that go to youth clubs?*
YP4 *I have one friend and they don’t go*
NR *Do you know why?*
YP4 *They don’t need to. They are confident, they go to other places. Yes they don’t need to*

Spence and Devanney (2013) discuss how youth work, under the guise of universalism, has been able to target those that need the most support, whilst looking as if it is available to everyone who would like to engage. Although the image currently for this young person is that youth work is for those that need extra support, and not for those without an impending crisis.

In the questionnaire youth workers were asked to choose two roles they thought were most important to youth workers. The roles they could have chosen were corresponding to Cooper and White (1994) and Coburn (2011) theoretical models of youth work. The most responses were as follows: 80%responses indicated they

wanted to motivate young people, 40% wanted to help those that are disadvantaged and 40% wanted to help young people have control over their own lives. This would place the scheme within the 'Reform' model (Cooper and White, 1994) where young people are disadvantaged by society and need help and support to adjust to their inequalities.

The way in which support is given was also questioned; producing the following results from the young people (figure 1):

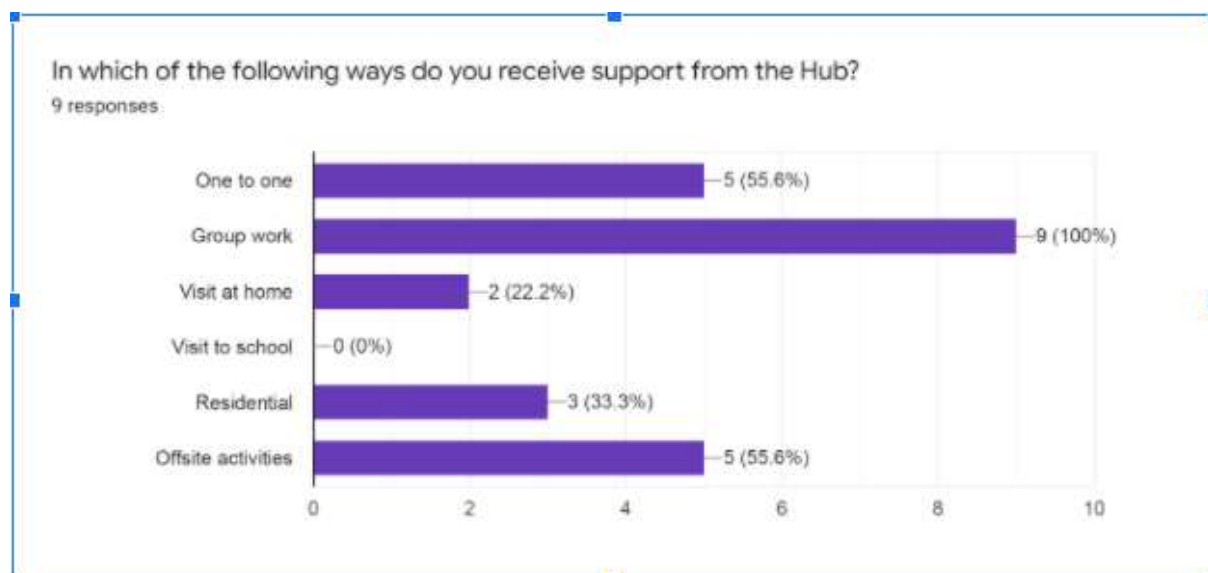


Figure 1

The youth workers recognised that one to one works well for those that need it, where some have “come on leaps and bounds” (YW3), but it isn’t for everyone. Also that some are uncomfortable in larger groups and prefer to work with smaller numbers, hence the restriction of 15 young people in the Time4U club. When asked if the scheme is having a positive impact on participation YW5 responds as follows.

“Definitely, I’ve, this year I have worked with a few young people who at the start didn’t want to integrate, didn’t want to talk to other people, they would come to the youth club

and sit on the side-lines, wouldn't get involved, but once they got involved in the project they have really started to come out of their shells, talking to other young people and staff, really building their confidence" (YW5)

It is clear from both interviews and questionnaires that the young people that attend the scheme like the support they are given and have benefitted from it. The youth workers are keen to adjust the support they offer so that the needs of individual young people are met. This indicates that support is working well in this scheme and meeting the requirement of aim 1.

Participation and the choices we make

The Principles and Purposes (Youth Work in Wales Review Group, 2018, p. 6) informs us that participation is “encouraging and supporting young people to become partners in, and share responsibility for, the opportunities learning processes and decision-making structures which affect their own and other people's lives and environments”. With this in mind the participation of the young people was analysed.

All of the youth workers thought that participation had been increased in the Caerphilly East scheme, although statistically the numbers of young people attending provisions has reduced by 17.48% over the three-year period (appendix 13). The numbers attending 'Time4U', however, has increased significantly during this period, with Risca and Ynysddu clubs facing the highest reduction in young people registered. This can be seen by the statistical data (figure 2) that records the number of young people registered at clubs in the Caerphilly East area.

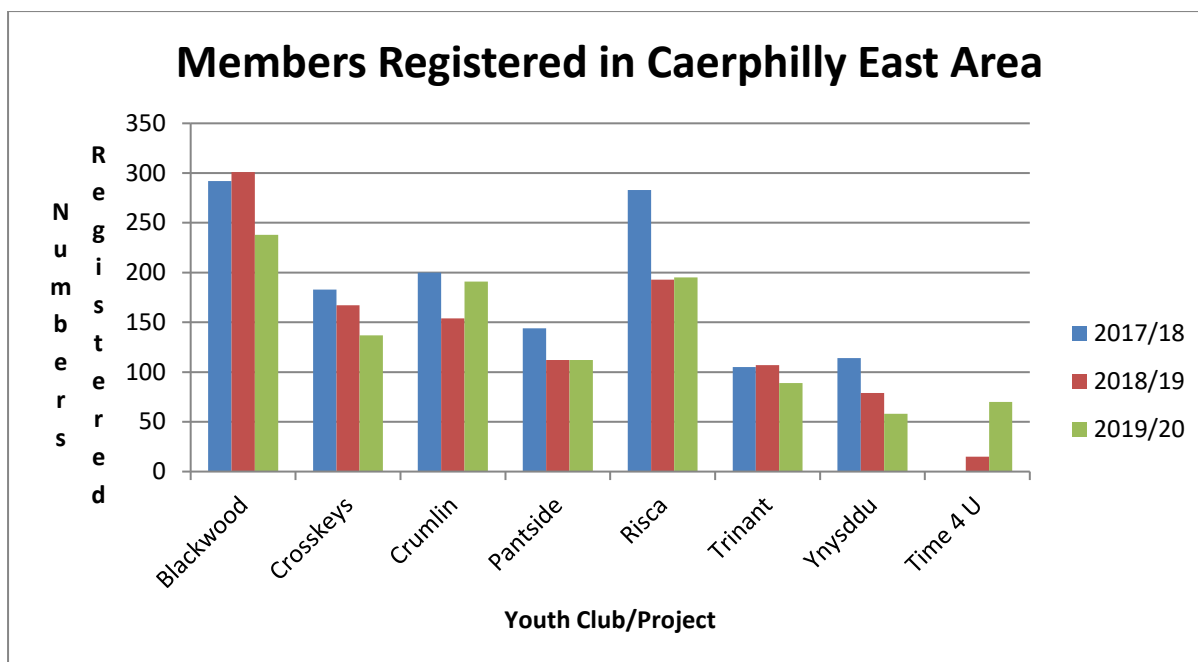


Figure 2

When asking the young people about the level of participation they experience there was mixed reactions. In the questionnaires of the 9 responses 56% of the young people think the staff and young people make the rules, leaving 44% stating the youth workers make them, although during the focus group they decided the staff made them. 90% felt listened to. 22% feel the staff tell them which activities to do, whilst 78% disagree that they do. 75% of the 8 responses indicated their rights had been explained to them and 25% didn't know. There was an increase of 4 young people attending other youth clubs in the area since joining the scheme, although they were still participating at the hub and had yet to move on, a reluctance indicated by YW2 (see relationships).

During the interviews all of the young people said if they had new ideas or suggestions they could just tell the staff.

“Just tell the staff really and then they’ll consider it” (YP6)

“I’d just ask them” (YP3)

“Just tell the staff” (YP4)

The young people felt they had some choice, although these choices were through suggestions from the youth workers initially.

- NR *Who chooses which activities and workshops you do?*
YP1 *I don’t know*
YP2 *I don’t remember*
YP3 *Normally them but we get to choose if we want to do it or not*
YP1 *They come up with an options list and we get to choose what out of those options what we are doing*
NR *So they tell you 5 or 6 activities and then you pick from those?*
ALL *Yes*
YP1 *We pick like 2*
YP4 *Yes so it’s like teamwork where they choose some activities that we could do and then we choose what we would like to do*
YP2 *Usually it’s like a vote*

Allowing the young people more independence to make initial suggestions would increase participation levels and have more benefits for those involved. It would also fulfil the Principles and Purposes in Youth Work (Youth Work in Wales Review Group, 2018, p. 4) which informs us that “young people should be empowered partners in the processes and opportunities that youth organisations provide”, and the Caerphilly Youth Service (2019a) pledge for young people “being actively involved in decisions as to what activities are offered and how services operates”.

Some of the youth workers interviewed had clear ideas of the participation levels they wanted for the young people.

“Youth workers want to be able to do what young people want to do” (YW5)

“They [young people] can have a say in particular activities” (YW1)

“From the project that is what we are trying to get out of it, what the young people want, rather than what we want out of it” (YW4)

There is clear indication that there is a level of participation involved with young people 'taking part', with youth workers understanding what YW1 terms "the youth work approach"

"in essence youth work has the same foundation wherever you are so it's all about engaging young people, supporting young people and allowing young people a voice and ability to participate in a range of activities that goes right across the spectrum" (YW1)

YW4 also informing us that evaluations have influenced the running of the project.

"All the way through since joining the team I have been involved with any consultations/discussions with young people/senior managers and sort of trying to put our own stamp on it. Also what the young people want, their feedback has been crucial throughout the pilot, so even some targets was put up for us has been changed because of what young people want" (YW4)

Nevertheless, there is little evidence of the 'mushroom effect' (Hackett, 2004, cited in Coburn, 2011) taking place, with young people's involvement still centring on voting on choices made by youth workers and not choices made by young people. Interestingly in the questionnaires a young person indicated that there needs to be more "stuff for older people" (YPC). This was reiterated during the focus group:

NR *What do you dislike about the scheme?*

YP2 *I find it's getting less appealing to people coming up 16/ 17 years of age. It's becoming less appealing like less wanting to go. Like you find other stuff that you would rather go to instead of that*

This would correspond to what Williamson (1996) identified as older young people needing a higher level of participation to maintain their engagement. One suggestion

that would look to increase the young people's voice was aired by YW1 who believed the young people would make the following suggestion:

"I think one of those improvements to put forward is to say that if we having youth forums or committees in these clubs that the representatives of those particular clubs could get together in the east area, so area wide, actually raise this as a subject in terms of their awareness so they can then pass it on to their young people/friends within in each youth club" (YW1)

This would fit with the Caerphilly Youth Service's (2019a) pledge to increase participation of young people in planning, as well as adapting to the changing needs of the young people as they are introduced. The Time4U hub could also be included in this suggestion of a youth representative.

While this enhanced participation would be the ideal scenario we do, however, need to appreciate the starting point of those young people at Time4U who were the vulnerable group, which Head (2011) indicates are often ignored, that have now built the confidence to take part and get involved. This is a great achievement for the young people involved that requires recognition, as well as reminding us of Ord's (2007) warning of not to view achievement as only being accomplished at the top rung (Hart, 1997), as young people will participate at different levels at different times. Aiming to take this involvement one step further, when the young people are ready, would advance the benefits of participation for those involved, and may indeed be the "catalyst for future action" (Hackett, 2004, cited in Coburn, 2011b, p. 68). This may also retain the older young people by making it more appealing.

Participation in the scheme is working well in some respects, although there is indication that some improvements, as per aim 3, may be needed to enhance it further. The youth workers have the 'tools' to increase participation and have built the required relationships that would enable this.

Scaffolding

Universal through restricted entitlement

The Youth Work strategy for Wales (Welsh Government, 2007, p. 6) informs us that “youth work is a universal entitlement, delivered by both voluntary and local authority youth services, and is open to all young people within the specified 11 to 25 age range”. Yet the term ‘universal’ for the youth workers interviewed (see appendix 16) highlighted the confusion of its meaning, and they were much more confident discussing the terms open access and targeted.

All participants in this research are 100% positive that this scheme should become the adopted model of youth work delivery in the Caerphilly East area, although the youth workers interviewed felt it was important that the scheme involved both open access and targeted youth work, with YW3 identifying the need for the Time4U project to be targeted as “open access means more young people” (YW3). The numbers that access the scheme was also identified as not working or needs improving in the questionnaires with youth workers.

“The amount of young people that are able to access the scheme at any given time” (YWA)

“Be able to open up to more young people” (YWC)

“More youth club hours due to high numbers” (YWB)

The young people also indicated they would like “more sessions” (YPF) or “open more days” (YPB) in the questionnaires but were content with what was on offer during the interviews. This may validate YW2 suggestion that the young people are reluctant to move on, wishing to maintain the positive relationships they have built.

There is some indication that the Time4U project would struggle to accommodate the numbers that open access would present itself with, as YW3 notifies us that “we are getting quite big with numbers now, we have a waiting list now for our Tuesday night group”. Although the inference that youth clubs in the area were operating as ‘universal’ would be misleading when weeks of operation are limited to 3/5th of the year, due to budget cuts (Caerphilly County Borough Council, 2014) identified in the literature review, and in some locations only 1 session a week during those weeks. This problem of high numbers has led to some youth workers suggesting the following improvements to the Caerphilly East area scheme.

“To run longer into the summer and through school holidays” (YWH)

“More youth club hours due to high numbers” (YWB)

“Be able to open up to more young people” (YWC)

“Increased availability” (YWA)

To allow more sessions and increase availability, a number of youth workers (YW3, YW4, and YW6) suggested increasing staff numbers, although with budget constraints this may be unrealistic.

The scheme on offer is what Jones (2014) calls ‘progressive universalism’; open to all whilst targeting those that need it, which enables authorities to have a particular provision to meet the needs of specific young people (Sapin, 2013). The insistence from youth workers that both open access and targeted youth work was required to provide for the needs of the young people was consistent across all interviews. YW2 informing us their ideal scenario would be,

“if youth clubs, part time youth service run as well then yeah, they could compliment them well and you could have a couple of full time running clubs like that that would

be brilliant, as long as they complement the part time service as they are invaluable really” (YW2).

This replicated the Young People and Education Committee’s (2016) concern that targeted provisions are being given precedence over open access, with funding and budgets more likely to be approved for the former than the latter, and confirmed by Unison (2016) in their report ‘The Damage’ discussed in the literature review. When this research was presented with statistics on numbers of members registered at clubs, information was received that some youth club sessions had been reduced in some areas prior to the schemes introduction so that funding could be found for full time staff at the hub. This gives credibility to those youth workers concerns and the findings by the Young People and Education Committee and Unison.

The overall message is that both the Time4U hub, as well as the open access youth clubs, are required to fulfil the needs of the young people. There is however a requirement to increase the availability to the Time4U project to accommodate the number of young people that requires the additional support in accessing youth work, but not at the expense of open access provisions. This is considered an area for improvement, as per aim 3.

Location and the question of being ‘local’

The cluster area covers 7 youth clubs and one hub with which the Time4U project is situated in. When asking the young people on the location of the hub in the questionnaire 6 thought it was excellent, 1 good, 1 ok and 1 poor. There was a similar mixed review during the interviews.

NR *Nothing you would change?*
 YP6 *Well if it was closer to me really*

NR *How far would you be willing to travel, on your own, to the scheme?*
 YP2 *I really wouldn't care*
 YP1 *Nor me*
 YP3 *I just live up there I can go on my bike*
 NR *So you live local?*
 YP2 *I do yes*
 YP1 *I live a good fifty meters from the club*
 YP3 *I live there*
 YP4 *I live further, my mum normally takes me but I could take the bus*

67% young people interviewed lived within the vicinity of the hub, with 33% requiring parents to transport. In the questionnaire 33% reported they live far from the project and 44% reporting they live very close.

All of the youth workers rated the location of the Crosskeys hub as good or excellent; however, when asked about it being described as a 'specific local area' the following responses were recorded.

"Well from my own perspective, if the hub for example in this particular area is based in an area that is geographically not close to my youth club then for me, that wouldn't be termed as local for the young people that actually live in that area" (YW1)

"As in the cluster area being local? I think it works ok, going forward I don't know because some young people, travel is a problem for them. If they have to come to Crosskeys from Trinant or Blackwood, then that's quite a way. I don't know if that is very local, it's very widespread for where the hub is. I don't know if it's too far out" (YW3)

"I think it is local but I'm not sure it is as central as it could be" (YW6)

This concern was echoed with location being mentioned as not working or needs improving within the scheme during the youth worker interviews.

"geographically if I'm working with young people in my area, for example then are they going to be able to access the hub which is some miles away and then those young people who can access the hub will they then be able to access my own club, again

because of the difficulties geographically. So that in that respect I can see that there may be limitations in terms of the distance between the hub and between the other youth clubs” (YW1)

Both YW4 and YW6 used the term ‘central’ as opposed to being local, highlighting the term identified in the ‘Myplace’ (Rose, 2010) projects introduced to inner cities, that was discussed in the literature review, where a particular provision may need to be in an area that is central, rather than being local. YW2 also believes that “kids don’t really go from different boroughs like different communities to access things” consistent with Wood et al (2015), and in terms of travel “they aren’t going to go and catch a bus to go to this cub” (YW2). The issue of travel was further highlighted.

“The only issue is people travelling down from Blackwood. I mean not everyone has access to vehicles and it’s a bit of a trek” (YW6).

It was however mentioned that the hub does provide some transport (YW2), although this was indicated by only one youth worker.

As a contrast youth workers 3/4/5 viewed the cluster groups as working well with one youth worker stating that they “like it” (YW5). Some of them did however voice some concerns during the interviews.

“I think it works ok, going forward I don’t know because some young people, travel is a problem for them” (YW3)

“Of course you would need a large team to cover the areas you have listed out” (YW4)

This last statement leads this research to believe that the young people currently accessing the hub have been selected from a much smaller area than the cluster currently covers, and they are already struggling with demand from that smaller area.

This would back up the claims made by one youth worker (YW2) that the hub is yet to work with young people from their area.

The size of the cluster area has considerable limitations to the scheme. The location of the hub has been identified as being good, but as the majority of young people accessing the hub are from the surrounding areas, this is ideal for them. If the outlying areas identified in the cluster where to be included the hubs location becomes an issue and a cause for concern to those that need to travel. This identifies as per aim 2, the size of the cluster is not working in this scheme.

Management and the management of change

The 'what do you think youth workers want from their youth service' question was the one that made those interviewed pause and frown the most. This is the least asked question of a youth worker (St Croix, 2016) and as shown in previous research (Williamson, 1996; Nolas, 2014) they answered in terms of what they want for young people. YW1 wanted "a centre which has access to all the relevant resources and activities" (YW1) and another wanted to "bring out the best for young people" (YW6). For three youth workers (YW2, YW4, and YW5) the importance of flexibility and freedom was crucial. The flexibility to do what the young people want and the freedom to try something new, knowing if it doesn't work then it doesn't matter. With the introduction of youth work as a profession, youth workers are now keener to set sessions around the needs of the young people and less on a prescriptive curriculum. However, as Williamson (2011) warns us in the literature review with the new 'business model' this may not be reinforced.

Nevertheless, one youth worker acknowledges their ability to be flexible.

“Just being able to try things, the lucky thing about this project is that we’ve tried things, some have worked, some haven’t. really giving us the opportunity to trial, error or even progress things that we thought that wouldn’t work or things that we hadn’t even thought of” (YW4)

The support that they had received from management to be this flexible was appreciated, and they recognise that the ability to try new things has led to them improving the provision they offer.

From the young people’s perspective, however, communication was an area for improvement. YP4 informing us of their concern.

- NR *Is there anything else that you would like to tell me about the scheme, or the youth service?*
- YP4 *I think there needs to be more communication, because some of us didn’t know where to go to meet up, so I think there need to be more communication between them of where to meet up*
- NR *More communication between the staff or staff and young people?*
- YP4 *Between the staff. I think the communication is fine with young people they need to like, because I thought it was tomorrow. They told me tomorrow in the letter I had, but it was today instead*
- YP3 *I didn’t even read the letter my mum just said its today.*
- YP2 *Same*
- YP4 *There needs to be more communication between them all, so we know where to meet, and what time, what date*

The criticism of communication was similar to those from one youth worker.

“Lack of information filtering through to the youth workers and youth centres about the scheme and involving other staff in the process” (YWF).

This was supported by two youth workers who reported finding out about the scheme through this research, and the researcher learning that staff was reluctant to participate in the research as they didn’t know anything about it. The following improvement was also suggested during the interviews.

“I need to be fully aware of the work of the hub and even though I know about it I don’t feel fully involved in it as I’m not really sure about how it can benefit the young people that I’m actually working with specifically in my area. So, passing on and discussing that information not only with the seniors across the area but also the youth workers, we need to get them involved in it as well, and having meetings specifically about this, rather than on an agenda of a more general meeting” (YW1)

For the remainder of the youth workers communication was good and each felt well informed of its progress. Two youth workers in particular highlighted that meetings were working well.

“Cluster meetings, being able to meet other staff within the Caerphilly East area to share ideas, discuss positive and negative workshops and working to the same goal to deliver the best service for our young people” (YWD)

“Yes, we are quite well informed, we have quarterly meetings about what is going on there” (YW2)

The young people and youth workers interviewed were asked if they had been consulted prior to the scheme being piloted, but none of them remember this happening. The scheme began before the Caerphilly Youth Service (2019a) pledge to include all young people in planning of services; however, youth workers have not been consulted on the reason for its introduction or how this reasoning was identified either. Hayes (2014, p. 240) asserts that “one of the most frequently used ways of minimising resistance is to present rational arguments and technical evidence to educate people about the need for change”. The youth workers are the ‘human element’ with which Cameron and Green (2009) informs us will make or break this change, so transparency on its identification of need may lead to more support.

The management of youth workers in this scheme has received mixed reviews. Some have highlighted how they have felt supported in flexible working; whilst others had previously indicated feeling constrained by a curriculum that is not meeting the needs

of their young people (see Relationships). Some youth workers are reporting that communication is very good for them, yet others are feeling that information is not being shared to the extent that they would like with some being unaware of what the scheme is about. A consistent approach would ensure the support of its stakeholders, with good communication informing its continual success in the cycle of change (Cameron and Green, 2009).

The level of support offered by managers is allowing some youth workers the confidence to use their professional knowledge to make positive advances, however the level of communication to inform all youth workers in the scheme of this support requires some improvement, as per aim 3. As Cameron and Green (2009) emphasis there is a need for high levels of communication, for organisational change to be successful. Being inclusive of all staff and young people in cluster meetings, as per YWF suggestion, will ensure that all stakeholders are felt both valued and informed, as St Croix (2016) recognised in the literature review, was often missing from her research. The level of communication with the young people also requires consistency, although it should be acknowledged that the miscommunication with young people may have been a one-off event that happened on that day.

This chapter has discussed and reported the findings of the mixed methods research data collected whilst incorporating the aims of this research, indicating what works well, what doesn't work well and what improvements can be made to the scheme. The following chapter- Conclusion and Recommendations- will summarise the findings through the aims of this research, including whether this scheme should become the adopted model of youth work delivery in the Caerphilly East area. Recommendations will be proposed based on these conclusions.

Conclusion and Recommendations

Introduction

The following chapter summarises the overall aim of this study and draws conclusions as to the extent in which the aims have been met. It further reminds us of the themes of the data reported and the highlights of the findings of the research. All of this is done within a framework of recommendations linked to the key aims of the research and draws answers to the question of whether the young people and youth workers support the pilot scheme becoming the adopted model of youth work delivery in the Caerphilly East area. As a reminder of the specific aims the first aim is to identify what elements of the pilot scheme have worked to date, the second is to determine what elements have not worked to date. The last aim seeks to formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme. The research title - What do youth workers and young people, in the Caerphilly East area, believe a 21st century Youth Service should look like? - will also be addressed

The previous chapter- Report and Discussion of Findings - informed us the main themes recognised by this research. These themes identified as the 'building blocks' and 'scaffolding'. The sub themes under the 'building blocks' were spaces, relationships, activities, support and participation. The sub themes under 'scaffolding' were universal, location and management. These themes were discussed and analysed in relation to the main aims of this research and an extensive review of the literature related to this study.

Summary

This research set out to evaluate the pilot scheme introduced in the Caerphilly East area in 2018 by giving a voice to both the young people and youth workers involved in the scheme. By incorporating a mixed methods approach, through completing questionnaires and interviews, it was considered that data could be triangulated therefore allowing for responses to be compared and contrasted. These views were then studied and analysed against the researches aims and secondary research. The research further questioned whether they thought it should become the adopted model of youth work delivery in the Caerphilly East area.

Due to the Covid-19 pandemic, restricting access to participants, this is a small-scale study with a sample of 9 young people and 10 youth workers. The limitation of the number of contributors and the acknowledgment that young people, who lived in the cluster area but did not attend the hub, were not asked to participate, was identified and explored further in the Methodology chapter.

The researcher also recognises that although they were not currently affected by this pilot scheme and had no preconceived ideas on whether it should or should not become the adopted model of delivery, they do believe that a full consultation should have taken place prior to the scheme being introduced. Nevertheless, the researcher has been objective and unbiased in the conclusions of this research. The following sections conclude the results of these findings and makes further recommendations.

What elements of the pilot scheme have worked to date?

The findings revealed that the relationships built within this scheme have received positive reports from both the young people and the youth workers who participated in this research. This is seen amongst the relationships of the young people and the staff and the young people themselves. The positive ways in which relationships are discussed are evident throughout the research. This is key principle for any youth service provision and a foundation block that other processes can grow from. This has been identified as an element that has worked well in this pilot scheme.

Another key finding is that of the activities on offer, which keep the young people interested in returning, and encouraging them to build those essential social skills and relationships with both their peers and youth workers. Both the young people and youth workers identified this as an asset of the scheme.

The vision of the scheme, as described, is to target young people identified as needing extra support to build confidence and self-esteem. Leading to access further youth provisions, whilst working in partnership with open access youth clubs, has been viewed as working well in the Caerphilly East area. Young people involved identified that the support on offer has benefitted them and youth workers are able to adapt the support to the young people they work with.

What elements of the pilot scheme have not worked to date?

All of the youth workers believed the cluster area was too large producing limitations on travelling to the hub, as well as creating unrealistic numbers of young people for those in the hub to work with. The current demand on the Time4U project has outgrown

its initial one night a week session, with YW3 informing us that young people are being put on waiting lists. This has also led to some youth workers concern that it is not being beneficial to the young people in the areas who live further away from the hub, as member numbers are already too high. Therefore the geographical size of the cluster area has been identified as not working at the scheme.

From the young people's viewpoint they have reported that there are insufficient opportunities to engage in outdoor activities. Outside facilities were recognised as not being utilised to the fullest advantage. The findings indicated that this is an element not working well in this scheme, but something that could be easily remedied, and youth workers were aware that this needed addressing.

What would improve the practice of the Caerphilly East area pilot scheme?

The research found that there is a requirement for increased availability enabling more young people to access the hub. Various suggestions such as increasing session times, staff numbers and evenings they open were made, but also identifying that the young people may be reluctant to move on resulting in higher numbers. The recognition of this requiring improvement was consistent between youth workers and young people.

There is also further concern that although the youth workers have the tools to increase participation levels, this is not transferring to the level of participation of the young people in the decision-making process. Allowing more input from the young people in producing the choices, making the rules and introducing the suggestion of the youth forum or young people's committees being involved in the cluster meetings,

would take this a step further and may improve retention of the older young people by making it more appealing. Additional consultation with young people on how issue-based information is delivered will be required as this research missed the opportunity to explore this further.

Findings indicate that communication between staff and young people on event details, as well as communication to all youth workers in the scheme requires a consistent approach. This may improve the value felt by youth workers in the area and open up a dialogue communicating future improvements that may be considered within the scheme. Communication within the scheme was recognised as an area requiring improvement.

Do young people and youth workers support the pilot scheme becoming the adopted model of youth work delivery in the Caerphilly East area?

The young people and the youth workers who participated in this research are 100% positive that this scheme should become the adopted model of youth work delivery in the Caerphilly East area.

Youth workers do, however, add some caveats to this proposal. Some stipulate that open access should remain in place and this scheme should not be to the detriment of the part-time service. One youth worker asks to be better informed, suggesting themselves and young people should be more involved in the decision-making process.

Recommendations

Based on the findings and conclusions of this research the following recommendations can be made.

1. The size of the cluster area requires a significant reduction. This could potentially free up time, currently allocated in helping out in locations identified as being too far from the hub to benefit the young people of that area, and allow another session of Time4U to be included, therefore decreasing waiting times and not reducing funding to open access provisions.
2. Include all stakeholders in cluster group meetings, including all young people's representatives and part-time youth workers, therefore ensuring communication channels are operating more consistently. This will allow all participants in the scheme to feel that their opinions are valued.
3. Further research into the method of identifying when the young people are ready to transition from the Time4U project into other provisions and the review process of identify if the move has been successful.
4. A wider consultation, which encourages all stakeholders in the Caerphilly Youth Service East area to participate, to provide a more in- depth understanding of the aims identified in this research and further contribution to future planning and strategies.

What do Caerphilly East area young people and youth workers believe their 21st century Youth Service should look like?

Participants of this research believes that a 21st century Caerphilly East area Youth Service should consist of both open access and targeted youth work, working in collaboration, to provide spaces in a location that young people are comfortable to engage in, whilst delivering both inside and outdoor activities, that they have chosen through participation in the decision making process. Those who require additional support, and those who may not, should have access to information in a way that they indicate is best for them, with youth workers having the flexibility and freedom to provide this for them. Both youth workers and young people should be part of the communication process in the planning and delivery of these services.

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Research Ethics Approval Form (RE1)

SECTION A - to be completed by Student researcher
1. Course: MA Working for Children and Young People
2. Project Title: What should a 21 st century Caerphilly East area Youth Service look like?
3. a) Name of Principal Researcher and other Named Researchers associated with the proposed project: Nicola Rottan b) Name of Research Student(s) (including dissertations) working on this project where applicable:
4. Names and affiliations of other collaborators on the project: n/a
5. Expected duration of project: From: to: March -October 2020
6. Category of Proposed Research Project: Please select one answer from (a) below and follow the guidelines: - a) Does any component of the proposed work involve living human or non-human animal participation e.g. interviewing young people, colleagues, or other participants? Yes If YES , then your research is empirical in its nature so go directly to Page 5, Section B and complete the remainder of this form and a separate risk assessment (the latter if required by your supervisor). You will also need to provide extra documentation to support your proposal (e.g., participant instructions/information sheet, written consent forms, and examples of materials that participants are to be exposed to, such as questionnaire or focus group interview questions). If NO , and your work is to be theoretical/review based, please read below and complete the rest of section A1-A3 , then sign and submit your proposal via Turnitin link in Dissertation module If the proposed work is of a theoretical/review nature , then it will normally involve one or more of the 3 following categories:

- Secondary data (i.e., data that has already been collected, published and is readily available from other sources and/or in which you have approval from the owner of that data (person, company, etc.).
- academic / professional data which will be fully referenced in the study
- Journal article data / Published research which will be fully referenced in the study

Please provide below a rationale for your theoretical study (A1), a summary outline of each chapter of your proposed project (A2) and the relevant sources of information to be utilised for your theoretical study (A3).

Your theoretical study will then go through a formal ethical review process and your dissertation supervisor will notify the outcome to you.

A1 - Rationale behind selection of theoretical study and relevance to youth & community work subject area: - (no more than 300 words)

THEORETICAL PROPOSALS ONLY

A2 - Outline Design of Study / Summary of content for each Chapter: -

THEORETICAL PROPOSALS ONLY

A3 - Sources of data / information: -

THEORETICAL PROPOSALS ONLY

I have discussed my project with my supervisor and as far as I am aware, this proposal is ethically sound. I understand that the Faculty of Business & Society Research Committee, as advised by the Faculty Ethics Champion may monitor the ethical propriety of this project. I confirm that I will abide by all other applicable codes of ethics*.

Signature of Student:

Date:

***Please now submit your Theoretical RE1 proposal via Turnitin Link in Dissertation Module Assessment area.**

SECTION B - to be completed by Investigator/Researcher for any Proposed Work that Falls into the YES Category in SECTION A above

1. Briefly state the research question(s) and aim(s) of the project:

Do young people and youth workers support the existing pilot scheme becoming the accepted practice in the Caerphilly East area?

Aims – To identify what elements of the pilot scheme has worked to date?
To determine what elements of the pilot scheme has not worked to date?
To formulate a proposal that would improve the practice of the Caerphilly East area pilot scheme?

2. Briefly describe the proposed design of the project:

This section should include information such as (although not limited to):

- *The number of studies/experiments (including pilot studies if applicable)*
- *Independent and dependent/outcome variables or factors if a quantitative project*
- *Information regarding what research methods are being employed if a quantitative or qualitative project (e.g., questionnaire questions, focus groups, observations, particular experimental paradigms, etc.).*
- *Appropriate references for materials being used from already published sources (and whether you have permission to use these).*

Introduction

In November 2018 Caerphilly Youth Service embarked on a pilot project that covered the Caerphilly East area, from Crumlin to Risca. If this alternative were to prove successful this model would be replicated in two other areas covering the borough so that the Caerphilly Youth Service would be partitioned within three areas, each with a main hub linking youth clubs. This is a change to how services currently operate with part time services and full time provisions operating independently. This sets the basis for the working title: What should a 21st century Caerphilly Youth Service look like?

Rationale

The pilot project has been extended into summer 2020. With this considered, the research question asks; Do young people and youth workers support the pilot scheme becoming the accepted practice in the Caerphilly East area? Although the project has been extended, with managers identifying early indications of success, I seek to find if youth workers and young people agree with this assessment and ask if the project should become accepted normal practice within the Caerphilly East area.

Methodology

- Using registers to identify numbers of young people using youth clubs in the Caerphilly East area one year prior to the pilot scheme and one year of the pilot scheme to explore whether numbers have increased, decreased or remained the same.
- Use a questionnaire to pilot questions with 2 youth workers and young people
- Use a questionnaire for youth workers who work in clubs in the Caerphilly East area and work in the Crosskeys Hub to ascertain their thoughts on the pilot project. (Appendix J)

- Use a questionnaire for young people who have attended the Crosskeys Hub for quantitative information (Appendix I)
- Hold telephone semi – structured interviews with young people from the Crosskeys Hub who have identified on the questionnaire that they are willing to participate. A random selection of 5 will be identified if large numbers request to take part
- Hold telephone semi – structured interviews with a random selection of 5 youth workers working in clubs in the Caerphilly East area and work in the Crosskeys Hub for qualitative information about what has worked well, what has not worked well, and what changes could improve the project.

Access to participants will be achieved through using email, telephone and local authority approved social media sites. This is due to the Covid- 19 pandemic which is restricting face to face contact with young people and youth workers. Participants will be accessed using gatekeepers, including senior youth workers and area managers.

Literature Review

Literature considering universal youth work, youth work models, youth participation, location, austerity and change management will all be reviewed. This is considering the identifying features highlighted by the pilot scheme summary.

Batsleer, J. and Davies, B. (2010) (ed) *What is Youth Work?* Poole: Learning Matters

Cooper, T. and White, R. (1994) Six Intervention Models of Youth Work (Theoretical) in *Youth Studies Australia*, volume 3,number 4, pp 30–35, Available at

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Gormally, S. and Coburn, A. (2014) Finding Nexus: connecting youth work and research practices in *British Educational Research Journal* vol 40 p 869-885 Available at

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- O'Neill, P. (2019) Caerphilly Youth Service Conference. Ystrad Mynach: Caerphilly Council 24th October 2019
- O'Neill, P. (2018) *Summary*. Ystrad Mynach: Caerphilly Council
- Ritchie, D. and Ord, J. (2017) The experience of open access youth work: the voice of young people in *Journal of youth studies* 20:3 p. 269-282. Available at <https://doi.org/10.1080/13676261.2016.1212162> (Accessed 01/05/20)
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- Rose, J. (2004) *Extending Entitlement – The Role of the Youth Service*. Available at https://unilearn.southwales.ac.uk/webapps/blackboard/execute/content/file?cmd=view&content_id=3552096_1&course_id=150841_1&launch_in_new=true (Accessed 22/04/20)
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Analysis

The questionnaire has been developed after considering relevant texts on the key areas that has been identified in the literacy review. Currently these include participation, universal vs targeted youth work, austerity, youth work models, locality and change management. The questionnaire uses both open and closed questions, linear scaled answers, multiple choice and checkboxes. Each of these can be used to evaluate their opinions. Similar questions are asked of both the young people and youth workers so they can be cross referenced for similarity or differences of viewpoints. The outcomes of the questionnaires will help inform the bases in the semi-structured interviews.

Once the semi-structured interviews have been transcribed the data will be coded using themes and sub-themes to connect them. Transparency of how these connections have been made will be critical in forming how the data has been interpreted for analysis. Presentation of results and critical analysis around emerging themes will be presented and linked back to the areas identified in the literature review. Conclusions and recommendations will then be proposed.

Conclusion

The intended outcome is to discover if young people and youth workers support the pilot scheme becoming the accepted practice in the Caerphilly East area. It will give them a voice in services that affect them and will allow them to state if they believe the scheme is what a

21st century Caerphilly Youth Service look like. They will identify what works well, what doesn't work so well and what would improve the scheme This would also provide senior management the information required to make the decision on the pilot schemes future.

3. Who will the participants be?

Young people aged 11-25, male and female, who have accessed the Crosskeys Hub Youth workers currently working in clubs in the Caerphilly East area and the Crosskeys Hub.

4. Roughly, how many participants will be involved?

20 youth workers
20 young people

5. Describe how the participants will be selected (please state all methods)

Questionnaires will be sent to all youth workers employed in the Caerphilly East area and Crosskeys Hub. Following the completion of the questionnaires a telephone interview will be held with a random sample of 5 youth workers taken from those who have indicated they would like to take part.

Questionnaires will be sent to all youth people who have utilised the Crosskeys Hub aged 11-25. All young people who complete the questionnaire will be invited to a telephone interview and a random sample of 5 young people will be taken from those who have indicated they would like to take part.

6. You may require permission(s) from an internal or external organisation(s) in order to test participants and/or collect data for this project. If so, describe how you will obtain such permission(s), whether a key person(s) has been identified within the organisation (*their position, not name*). Also, you should provide supporting evidence in an appendix to this form of any written documentation (e.g., letter, email, or memo) that will be sent to the organisation(s) in order to seek authorisation to gain access to and test participants

Fully informed consent has been requested of Paul O'Neil, Senior Youth Service Manager. (Appendix A/B)

7. What procedure(s) will be conducted with the participants?

Write this section using terms appropriate to a layperson and provide sufficient information regarding:

- *Written, verbal or online instructions/information sheets*
- *Consent and debriefing information*
- *Examples of other written and/or verbal material (e.g., questionnaire questions)*
- *Procedures that will allow participants to withdraw from the study and ask questions*
- *Processes surrounding treatment and storage of data (e.g., anonymity, confidentiality, etc.)*

*****Pay particular attention to steps you are taking if proposing to test vulnerable participants, use materials or procedures that could cause physical or psychological harm (including those that may be emotive or offensive), or include a level of deceit*****

- Fully informed consent forms are to be signed and returned prior to questionnaires being completed (Appendix G)
- Information sheets detailing the purpose of the research (Appendix E/F)
- Copy of the pilot scheme summary (Appendix C)
- All participants will be informed through the information sheet, confirmed consent forms and questionnaire that they are free to withdraw from the research at any time during the research.
- Non engagement will be presumed as no consent.
- Anonymity cannot be maintained due to the access via emails. However, confidentiality will be maintained, although I as the researcher will be aware of who the interview and questionnaire participants are. However in analysing data full names and any identifying features will be removed from the research.
- Information will be stored in line with GDPR, on a password protected laptop.

Due to the Covid- 19 pandemic there will be no access to face to face contact with young people and youth workers.

8. Has a risk assessment been carried out?

Yes (Appendix D)

9. Do you intend to use a written/online consent form?

Yes Form to be sent by email. (Appendix G)

10. If there is doubt as to a participant's ability to give informed consent, what steps will be taken to safeguard the rights of the participant (e.g. parental consent, next of kin, or, other means)? Please indicate how such consent will be obtained on behalf of the participant.

I will aim to get parent carer consent for the young people to participate, however I recognise that this may be difficult during the current situation.

I will work with my supervisor to explore whether or not given that this is a standard youth service consultation exercise rather than researching a sensitive topic, I will explore with my supervisor whether organisations and young people consent is sufficient. (Appendix H)

11. What other information will be given to participants (e.g., letters, information sheets/instructions, consent and debrief forms, etc.)? Please attach copies of all written/online information that will be given to participants.

n/a

12. Will you be exposing participants to research materials (written, verbal, and/or online) such as questionnaires, tests and measures, and interview questions?

Questionnaires / interview questions (Appendix I/J)

13. Will participants be paid for their participation?

No

14. a) Will the project receive financial support from outside of University of South Wales?

No

b) If YES, specify the nature and source of support:

c) If YES, have any restrictions been imposed upon the conduct of the research?

d) If YES, please state the nature of restrictions:

15. a) Will any restrictions be placed on the dissemination and/or publication of results?

No

b) If YES, please state the nature of the restrictions, e.g., details of any confidentiality agreement

16. Please state any other points you wish to make in justification of the proposed research study.

I have worked for Caerphilly Youth Service for the last eighteen years and I have a vested interest in any new proposals that will change the look and access to services that we currently provide

17. I have discussed my project with my supervisor and as far as I am aware, this proposal is ethically sound. I understand that the Faculty of Business & Society Research Committee, as advised by the Faculty Ethics Champion may monitor the ethical propriety of this project. I confirm that I will abide by all other applicable codes of ethics.

N Rottan

SECTION C - APPROVAL, REFERRAL, OR REJECTION

EITHER:

- a) The Youth Work Research Supervision Team APPROVE this project and confirm that it meets all ethical requirements and research activity can progress as outlined within the RE1 form:**

Signed (Dissertation Supervisor): _____

Date: _____

OR:

- b) The Youth Work Research Supervision Team is UNABLE TO APPROVE the project for the following MINOR ethical reasons which would need to be addressed in a resubmission before any research with participants begins:**

c)

Signed (Dissertation Supervisor):

Date: _____

Risk assessment

Potential hazard	Control measures	Level of risk
Child protection/ Disclosure	Contact will be via gatekeepers who have contact details if required. Safeguarding procedures will be followed as per Caerphilly Youth Service policy.	Low
Lack of access to technology	Participants will only be contacted via email and telephone call. Only devices required for this access are required.	Low
Anonymity and confidentiality not being maintained	Anonymity cannot be maintained due to emails being returned with contact information. No identifying features will be used when discussing participant's responses. Information will be stored on a password secured laptop accessible by the researcher only. This is within the GDPR guidelines.	Low
Participants unwell/upset due to current climate	No response will be considered as non-consent, contact will remain between young person and gatekeepers who can monitor illness and needs.	Low
Repercussions of negative views from colleagues	All identifying features will be removed from the research so that participants will not be recognised.	Low



Appendix 3

Dear Mr P. O'Neill

As part of my MA Working for children and young people (Youth Work Initial Qualifying) at the University of South Wales I am required to undertake a research project. The title of my research is: What should a 21st century Caerphilly Youth Service look like?

My current research aims are to

- To identify what elements of the pilot scheme has worked to date?
- To determine what elements of the pilot scheme has not worked to date?
- To formulate what changes are required to improve the practice of the Caerphilly east area pilot scheme.

I am intending to undertake this research by quantitative and qualitative methods to find out views on this subject.

This will involve me sampling young people/colleagues/professionals/service users from Caerphilly Youth Service and collating numbers of attendance at clubs based in the Caerphilly east area,

I would like to include a copy of the summary I have been given to inform youth workers and young people the purpose of the pilot scheme.

I hope to use both questionnaires and semi-structured telephone interviews to capture their views. I will seek fully informed consent and can send you examples of the information sheet and consent form I will use if required. If so, please let me know. I will seek parent/carer consent for participants under the age of 18.

At the end of the semi- structured interview I will debrief with all participants.

The dissertation will be used as part of my degree as well as to inform you of my findings. I hope it will also be useful to Caerphilly Youth Service and you would be happy to disseminate my findings. It may also be used in teaching, at conferences and in academic papers in the future. Participants will be clearly told that they do not have to take part and the decision to participate is entirely up to them.

The University of South Wales has given ethical consent for the study and all of the information collated via the questionnaire semi-structured interview will be kept in a locked cabinet or password protected on my computer. Participants and specific projects will not be able to be identified from the information and all information will be destroyed once the piece of work has been completed and passed through the University exam boards.

The study will adhere to confidentiality and anonymity.

If you require any additional information please feel free to ask.

If you wish to authorise this research please provide your written consent.

Thank you for your time.

Nicola Rottan	Lead Youth Worker	rottan@caerphilly.gov.uk
Mick Conroy	Supervisor	mick.conroy@southwales.ac.uk



Appendix 4

Nicola Rottan Senior Youth Worker

Full title of Project: Do young people and youth workers support the existing pilot scheme becoming the accepted practice in the Caerphilly East area?

Please Initial Box

- 1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
- 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
- 3. I agree to take part in the above study.
- 4. I agree to the interview being audio recorded
- 5. I agree to the use of anonymised quotes in publications

Name of Participant	Date	Signature
---------------------	------	-----------

Name of Researcher	Date	Signature
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Appendix 5

Dear participants

I am a youth worker with Caerphilly Youth Service and currently studying for my M.A (Hons) in Working for Children and Young People at the University of South Wales. I am required to undertake a research project and the title of this is: Do young people and youth workers support the existing pilot scheme becoming the accepted practice in the Caerphilly East area?

I am intending to undertake this research by asking you your views on the Crosskeys Hub. This will involve you completing a brief questionnaire on Google forms which will take you around 5 minutes to complete and submit. At the end of the questionnaire you will be asked if you would be willing to discuss your views in a telephone interview at a later date. If you consent to this contact I will make a telephone call to ask you further questions about the Hub. At the end of the call we will be able to discuss what you thought about the interview. A copy of the pilot scheme summary is attached for further information of the scheme.

The dissertation will be used as part of my degree as well as to inform senior managers' your opinions of the scheme. It may also be used to in teaching, at conferences and in academic papers in the future. You do not have to take part and the decision to participate is entirely up to you. If you choose not to, it will not affect your attendance at the Hub. If you change your mind during the study you are free to withdraw and can contact me directly without having to give a reason. You can also tell leuan or Pam Harvey who will tell me.

The University of South Wales has given ethical consent for the study and all of the information collected through the questionnaire and telephone interview will be kept on a password protected computer in my home. You will not be able to be identified from the information and all of the information will be destroyed once the piece of work has been completed and passed through the University exam boards.

The study will adhere to confidentiality and anonymity. This means that although I will know that you have completed the research no personal details or features will be identifiable that enables a reader to associate the answers to you.

I would like to thank you for taking the time to read this information and for participating in this research. If you require any further information please feel free to ask on the contact details below or Pam and leuan.

Nicola Rottan
Mick Conroy
Paul O'Neill

Lead Youth Worker
Supervisor
Senior Youth Services Manager

rottan@caerphilly.gov.uk
mick.conroy@southwales.ac.uk
oneilp@caerphilly.gov.uk

Appendix 6

Dear Parents/Carers

I am a youth worker with Caerphilly Youth Service and currently studying for my M.A (Hons) in Working for Children and Young People at the University of South Wales. I am required to undertake a research project and the title of this is: Do young people and youth workers support the existing pilot scheme becoming the accepted practice in the Caerphilly East area?

My research aims are to:

To identify what elements of the pilot scheme has worked to date?

To determine what elements of the pilot scheme has not worked to date?

To formulate what changes are required to improve the practice of the Caerphilly East area pilot scheme?

I am intending to undertake this research by asking your son/daughter their views on the Crosskeys Hub. This will involve them completing a brief questionnaire on Google forms which will take approximately 5 minutes to complete and submit. At the end of the questionnaire they will be asked if they would be willing to discuss their views in a telephone interview at a later date. If they consent to this contact I will make a telephone call to ask them further questions about the Hub. At the end of the call we will be able to discuss what they thought about the interview. A copy of the pilot scheme summary is attached for further information of the scheme.

The dissertation will be used as part of my degree as well as to inform senior managers' the young people's opinion of the scheme. It may also be used to in teaching, at conferences and in academic papers in the future. Your son/daughter does not have to take part and the decision to participate is entirely up to you and them. If you choose not to it will not affect their attendance at the Hub. If you or they change their mind during the study you can contact me without having to give a reason. You can also tell leuan or Pam Harvey who will tell me.

The University of South Wales has given ethical consent for the study and all of the information collated via the questionnaire and telephone interview will be kept on a password protected computer in my home. You will not be able to identify your son/daughter from the information and all of the information will be destroyed once the piece of work has been completed and passed through the University exam boards.

The study will adhere to confidentiality and anonymity. This means that although I will know who has completed the research no personal details or features will be identifiable that enables a reader to associate the answers to them.

I would like to thank you for taking the time to read this information. If you **do not** wish for your son/daughter to participate in this research please contact either me, leuan or Pam. If you require any further information please feel free to ask on the contact details below.

Nicola Rottan Lead Youth Worker
Mick Conroy Supervisor
Paul O'Neill Senior Youth Services Manager

rottan@caerphilly.gov.uk
mick.conroy@southwales.ac.uk
oneilp@caerphilly.gov.uk



Appendix 7

Dear Colleague

I am a youth worker with Caerphilly Youth Service and currently studying for my M.A (Hons) in Working for Children and Young People at the University of South Wales. I am required to undertake a research project and the title of this is: Do young people and youth workers support the existing pilot scheme becoming the accepted practice in the Caerphilly East area?

My research aims are to:

To identify what elements of the pilot scheme has worked to date?

To determine what elements of the pilot scheme has not worked to date?

To formulate what changes are required to improve the practice of the Caerphilly East area pilot scheme?

I am intending to undertake this research by asking you your views on the pilot scheme. This will involve you completing a brief questionnaire on Google forms, which will take you approximately 5 minutes to complete and submit. At the end of the questionnaire you will be asked if you would be willing to discuss your views in a telephone interview at a later date. If you consent to this contact I will make a telephone call to ask you further questions about the scheme. At the end of the call we will be able to discuss what you thought about the interview. A copy of the pilot scheme summary is attached for your perusal.

The dissertation will be used as part of my degree as well as to inform senior managers' youth workers opinions of the scheme. It may also be used to in teaching, at conferences and in academic papers in the future. You do not have to take part and the decision to participate is entirely up to you. If you choose not to it will not affect your work for Caerphilly Youth Service. If you change your mind during the study you are free to withdraw or can contact me directly without having to give a reason. You can also tell Paul O'Neill or Pam Harvey who will tell me.

The University of South Wales has given ethical consent for the study and all of the information collated via the questionnaire and telephone interview will be kept on a password protected computer in my home. You will not be identifiable from the information and all of the information will be destroyed once the piece of work has been completed and passed through the University exam boards.

The study will adhere to confidentiality and anonymity. This means that although I will know that you have completed the research no personal details or features will be identifiable that enables a reader to associate the answers to you.

I would like to thank you for taking the time to read this information and for participating in this research. If you require any further information please feel free to ask on the contact details below.

Nicola Rottan Lead Youth Worker
Mick Conroy Supervisor
Paul O'Neill Senior Youth Services Manager

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SUMMARY

In 2018, the Youth Service, as part of its ongoing review process, had provided a preferred model of universal youth work delivery based on the adoption of a three cluster model structure, including revisions to its portfolio of youth clubs and profile of its part time youth worker employment.

The Youth Service subsequently began the delivery of a limited (in terms of time and area covered) pilot project in order to exemplify the advantages to young people that a more wholesale adoption of a revised youth work model would result in.

Starting in November 2018, the pilot project continues at present – based on positive results to date, its originally proposed period of delivery, until September 2019, has been extended until Christmas 2019 and a further extension (to gather further evidence) may be sought for up until March 31st 2020 for the same purpose.

The pilot project is based in Crosskeys Youth Centre, the ‘hub’ youth facility in the Caerphilly East area.

- The project’s aims and activities are consistent with the professional direction contained within the new national Youth Strategy for Wales for young people to.....’have access to opportunities that enhance informal learning and support engagement with social, non-formal and more structured learning experiences...through these, they will build healthy relationships, avoid isolation and loneliness, develop social and emotional capabilities, autonomy, self-control, confidence and resilience.’

THE REPORT

The pilot delivery aims to increase the effectiveness and participation of youth work engagement in a specific local area through co-ordinated multi-agency work, offering one to one work, group work, outreach sessions, and drop in sessions in Crosskeys Youth Centre.

The context for this activity is the wider Youth Service proposal to transition its universal, open access and core funded work to a model that –

- i. embraces the modern needs of young people, communities and other stakeholders;
- ii. is more professional and efficient;
- iii. better safeguards young people;
- iv. is more effectively aligned with the grant maintained and other, project-based elements of the Youth Service, including its Families First work, Junior and Youth Forums, information services, EOTAS teams, NEETs framework, crime reduction activity, learning support and homelessness and wellbeing work.

In line with the wider structural considerations that would underpin service change across the county borough, two additional full time members of staff were recruited to occupy roles pivotal to the functioning of the pilot and in addition the work of existing part time staff was

adapted to enhance pilot delivery.

The project functions, in line with wider Youth Service intentions, have been -

- i. to reach and support young people from wider communities in the cluster area;
- ii. to provide additional support to young people not yet in crisis that need an enhanced form of engagement (as per Youth and Junior Forum objectives);
- iii. to foster more effective forms of partnership working with schools, EOTAS, social services, community organisations, mental health/wellbeing structures, Leisure services, and the Engagement and Progression (NEETs) framework, in addition to other teams within the Youth Service, including the Youth and Junior Forums, the Targeted Youth and family Engagement (Families First) project, and crime reduction work and others previously referenced;
- iv. to model year-round delivery – the current core youth service model (youth clubs) only allows for September-May coverage and in selected locations only.

The methodology used to deliver these expanded functions has included –

- i. Outreach work in school and community locations, as well as locations in the wider area that had not traditionally received youth work support.
- ii. The creation of a form of enhanced and more personalised support for vulnerable/potentially vulnerable young people in a youth club setting – this has involved the positioning of new and existing staff accordingly (that have the appropriate skill set, not typically found in most universal youth club settings), including the transference of youth work capacity from existing youth clubs to the cluster base in Crosskeys.
- iii. One to one engagement where required, included at home, in school, and with disengaged pupils.
- iv. Residential activity.
- v. Offsite activity sessions.
- vi. Community environmental work.
- vii. Accreditation-based activities, including IT-related and Gaming-related (delivered in rotation with Risca Comprehensive School to reengage pupils).
- viii. Arts and music based education workshops.

Appendix 9

Young People Questionnaire

What is your age?

11- 15 16-20 21 – 25

What is your gender?

Male Female
Non binary Prefer not to say

Are you currently attending the Crosskeys Hub?

Yes No

Did you attend any youth clubs before the Crosskeys Hub?

Yes No

Did you attend any youth clubs after attending the Crosskeys Hub?

Yes No

How would you describe your distance from home to the Crosskeys Hub?

Very close Close
Far Very far

On average how often do you attend the Crosskeys Hub?

5 sessions a week 3-4 sessions a week
1-2 sessions a week less than 1 session a week

Do you attend the Crosskeys Hub by choice?

Yes

No

In which of the following ways do you receive support from the Hub?

One to one

Group work

Visit at home

Visit to school

Residential

Offsite activities

Thinking about the Crosskeys Hub, what is your view of it?

Like it very much

Dislike it

Like it

Dislike it a lot

How would you rate the following at the Hub?

	Excellent	Good	Ok	Poor	Very poor
Activities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Location	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Support	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

In your opinion what works well at in the Crosskeys Hub?

.....
.....

In your opinion, what does not work well in the Crosskeys Hub?

.....
.....

In your opinion, what would improve the Crosskeys Hub?

.....
.....

What ideas would friends and other young people suggest that they would like from their youth service?

.....
.....

In your opinion, who do you feel is responsible for making the rules in the Crosskeys Hub?

Young people Staff Young people and staff

In your opinion, do you feel that your views are listened to at the Crosskeys Hub?

Yes No Don't know

For each statement tick which answer applies to you

	Strongly agree	Agree	Disagree	Strongly disagree	Don't now
The hub has helped me feel more in control of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what to do if I want to complain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not want to attend the hub	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My rights have been explained to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The hub has not helped me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff ask me my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The hub is too far from my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The staff tell me what activities to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How likely would you be to recommend the Crosskeys Hub to a friend?

Very unlikely	<input type="checkbox"/>	Unlikely	<input type="checkbox"/>
Likely	<input type="checkbox"/>	Very likely	<input type="checkbox"/>

Are you happy to talk more about the Crosskeys Hub in a telephone call?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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Please note that it may not be possible to contact everyone further if large numbers respond positively.

Thank you for your time

Youth Worker Questionnaire

In which of the following locations do you work?

Youth club in the Caerphilly East area Hub

How were you made aware of the Caerphilly East area pilot scheme?

Verbal Meeting
Consultation Email
This research If other please state

In your opinion, what type of impact has the scheme had on your youth club?

Very positive Positive
Negative Very negative
No impact

To your knowledge, have any of the young people from your youth club attended the Crosskeys Hub?

Yes No

Are you regularly updated on the schemes progress?

Yes No

On a scale of 1 – 5, with 1 being very positive, how has the scheme impacted the youth service in the Caerphilly East area?

1 2 3 4 5

How likely are you to refer young people to the Hub?

Very likely	<input type="checkbox"/>	Likely	<input type="checkbox"/>
Unlikely	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>
Neutral	<input type="checkbox"/>		

How would you rate the following at the Crosskeys Hub?

	Excellent	Good	Ok	Poor	Very poor
Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your opinion what works well at in the Caerphilly East area scheme?

.....
.....

In your opinion, what does not work well in the Caerphilly East area scheme?

.....
.....

In your opinion, what would improve the Caerphilly East area scheme?

.....
.....

What ideas do you think other youth workers would suggest to improve the Caerphilly East area youth service?

.....
.....

In your opinion, how likely has the scheme increased the effectiveness and participation of youth work engagement in the Caerphilly East area?

Very likely	<input type="checkbox"/>	Likely	<input type="checkbox"/>
Unlikely	<input type="checkbox"/>	Very unlikely	<input type="checkbox"/>
Neutral	<input type="checkbox"/>		

Which of the following functions are you aware that the Hub offers?

One to one	<input type="checkbox"/>	Group work	<input type="checkbox"/>
Visit at home	<input type="checkbox"/>	Visit to school	<input type="checkbox"/>
Residential	<input type="checkbox"/>	Offsite activities	<input type="checkbox"/>

Which of the following TWO roles do you believe are most important for youth workers in the Caerphilly East area?

To help young people overcome oppression	<input type="checkbox"/>
Provide young people with a useful role in society	<input type="checkbox"/>
Motivate young people	<input type="checkbox"/>
Encourage young people to be good citizens	<input type="checkbox"/>
Educate young people of their rights	<input type="checkbox"/>
Help those that are disadvantaged	<input type="checkbox"/>
Help young people have control over their own lives	<input type="checkbox"/>
Campaign for better equality for young people	<input type="checkbox"/>
Be a reflective practitioner	<input type="checkbox"/>
Other	

Do you think the pilot scheme should become normal practice in the Caerphilly East area?

Yes No

In your opinion, how likely do you think it is that the scheme will become normal practice?

Very likely Likely

Unlikely Very unlikely

Neutral

Would you be willing to participate in further questions by telephone?

Yes No

Please note that it may not be possible to contact everyone further if large numbers respond positively.

Thank you for your time

Young people's structured questions

- What would you like from your youth service?
- What do you think your friends would like from the youth service?
- Do you attend the scheme voluntarily?
- How far would you be willing to travel, on your own, to the scheme?
- Would you encourage your friends to attend the scheme?
- Who chooses which activities and workshops you do?
- What do you do if you want to suggest new or different activities?
- What do you like about the scheme?
- What do you dislike about the scheme?
- What suggestions can you make that would improve the scheme?
- Do you think the scheme should stay?

Youth Workers structured questions

- What do you think young people want from their youth service?
- What do you think youth workers want from their youth service?
- The scheme is described as a 'universal' model of youth work delivery. What do you believe is meant by this?
- The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys. It is described as having a 'specific local area', what are your views on this being local?
- Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
- How well do you feel informed about the scheme and its progress?
- What do you think works well in the scheme?
- What do you think doesn't work as well in the scheme?
- What improvements would you suggest?
- What improvements do you believe the young people would suggest?
- Were you involved in any consultation prior to the scheme being piloted?
- Do you think this scheme should become normal practice?

Appendix 13

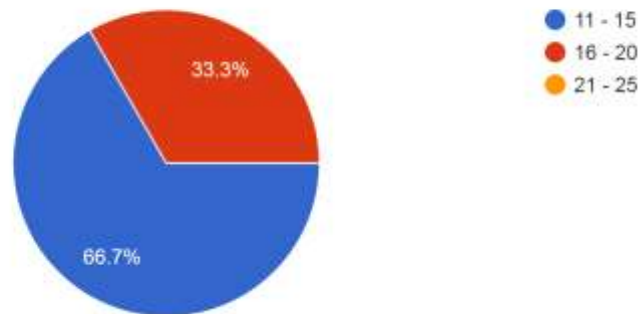
Crosskeys	183	2	167	2	137	2	1 night moved to support funding for Cluster re-modelling/ pilot project
Crumlin	200	3	154	3	191	3	
Pantside	144	2	112	2	112	2	
Risca	283	2	193	2	195	2	2 nights moved to support funding for Cluster re-modelling /pilot project
Trinant	105	1	107	1	89	1	1 night moved to support funding for Cluster re-modelling/ pilot project
Ynysddu	114	1	79	1	58	1	1 night budget moved to support TIME4U with exisiting Ynysddu staff
Total	1321		1113		1020		
							We looked at where we could start streamlining service to ensure each community still retained part time provision but also we needed to free up funding to pay for new substansive posts
							Initially was 1 x 37 hour post/ 1 x 16 hour post and 3 x 5 hour sessional posts (which we struggled to recruit to) so we then made the 16 hour post a 31 hour post to utilise hours and also
							this meant we were able to do more day time work to support young people as well
							So you need to look at where nights reduced for some clubs attendance figures may be lower but
							other young people getting access to youth service support)EOTAS--1:1 support, school links (year 6)
							TIME4U group sessions , holiday groups and additional drop in sessions), NEET support in Cluster
	2017/18	2018/19	2019/20				
Blackwood	292	301	238				
Crosskeys	183	167	137				
Crumlin	200	154	191				
Pantside	144	112	112				
Risca	283	193	195				
Trinant	105	107	89				
Ynysddu	114	79	58				
Time 4 U		15	70				
	2017/18	2018/19	2019/20				
Total with Time4U	1321	1128	1090	22.79%			
Time4U		15	70	17.48%			



Young People's Questionnaire

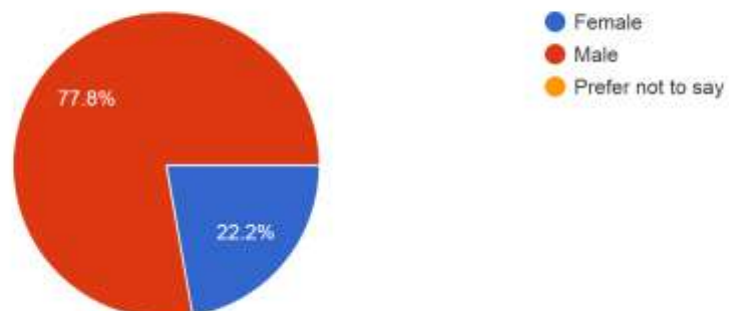
What is your age?

9 responses



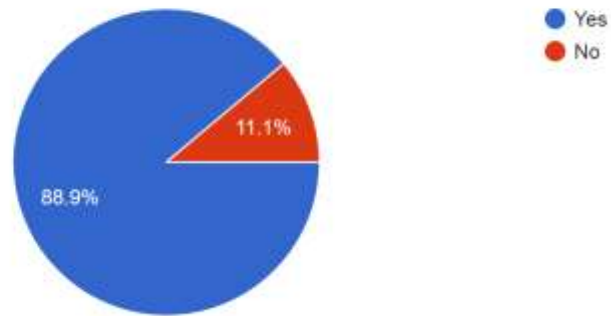
What is your gender?

9 responses



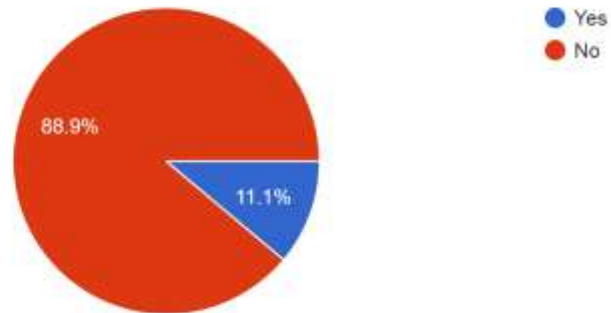
Are you currently attending the Crosskeys Hub?

9 responses



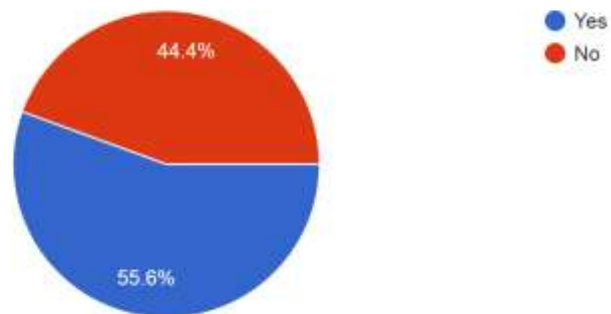
Did you attend any youth clubs before the Crosskeys Hub?

9 responses



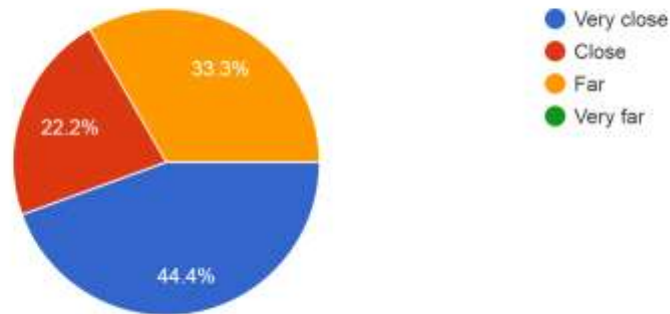
Did you attend any youth clubs after attending the Crosskeys Hub?

9 responses



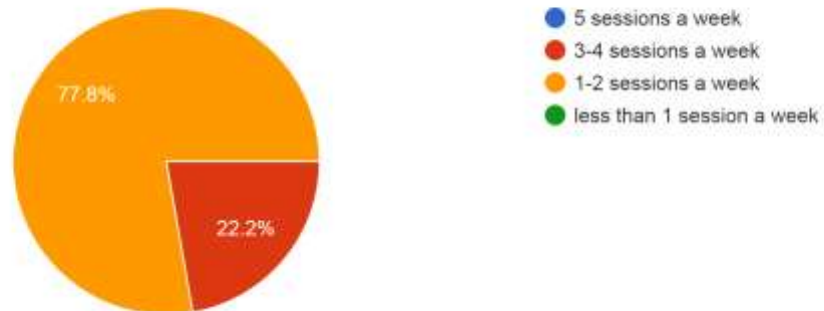
How would you describe your distance from home to the Crosskeys Hub?

9 responses



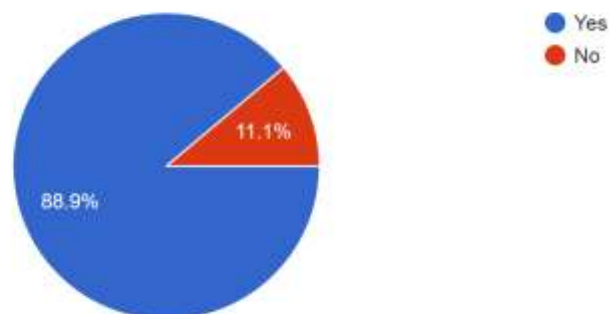
On average how often do you attend the Crosskeys Hub?

9 responses



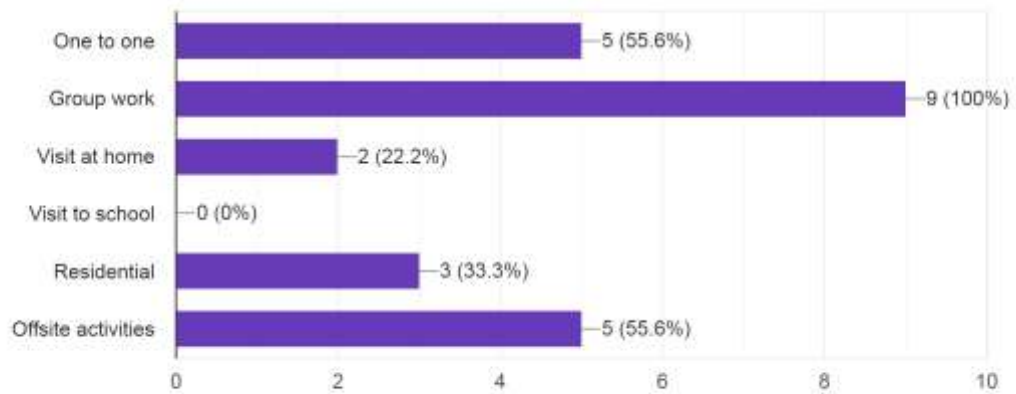
Do you attend the Crosskeys Hub by choice?

9 responses



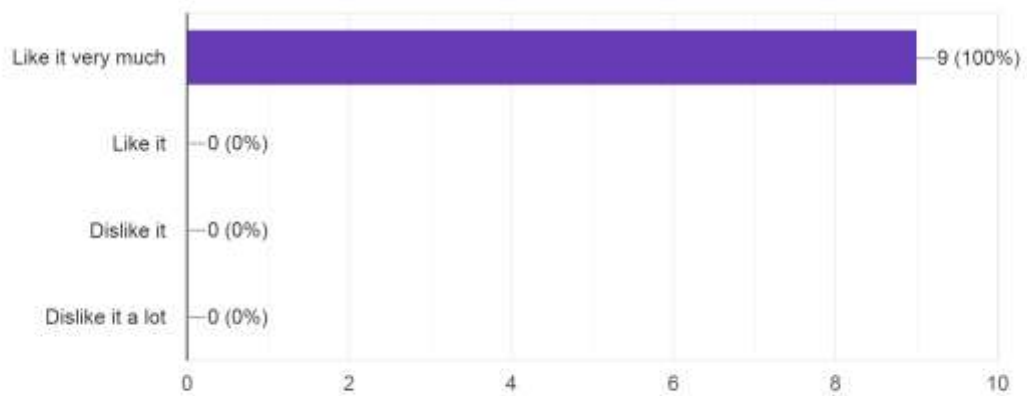
In which of the following ways do you receive support from the Hub?

9 responses

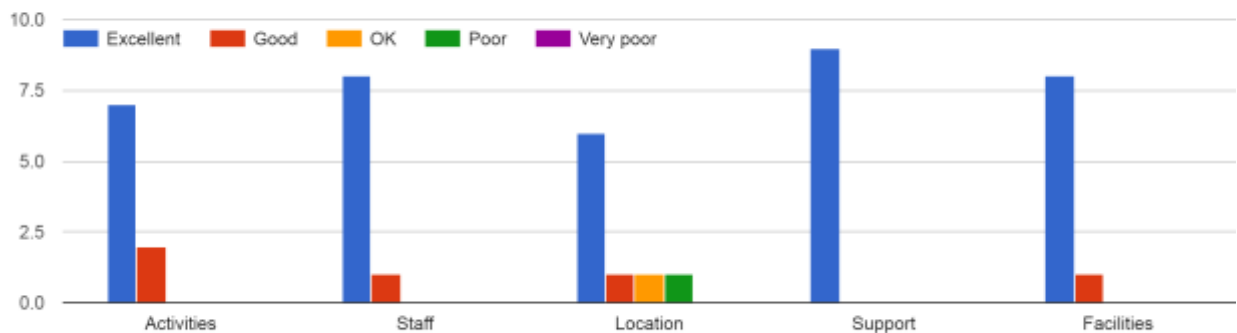


Thinking about the Crosskeys Hub, what is your view of it?

9 responses



How would you rate the following at the Hub?



In your opinion what works well at in the Crosskeys Hub?9 responses

The staff

Don't entirely know

very good listen well

everyone gets along

sports hall and the pool tables

activities

staff are friendly and inclusive, the activities are good.

Everyone's friends and get on

In your opinion, what does not work well in the Crosskeys Hub?7 responses

nothing

Don't know

people fight over music

flooding and Covid

everything works

n/a

In your opinion, what would improve the Crosskeys Hub?7 responses

skate park

open more days

the space

nothing

more sessions

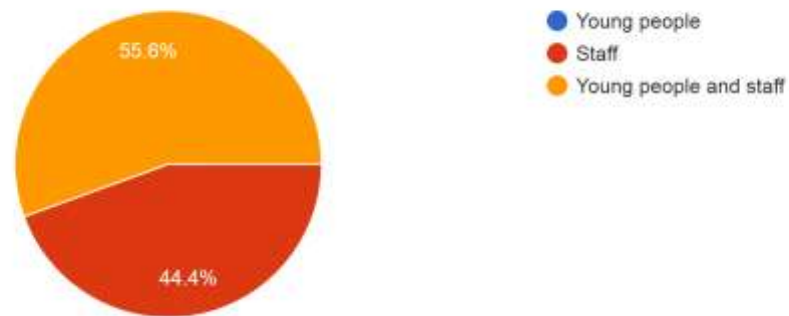
paint ball

nothing because its good and I like it as it is

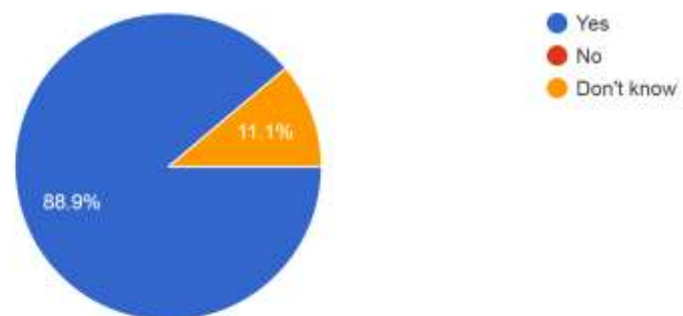
What ideas would friends and other young people suggest that they would like from their youth service? 6 responses

more trips
stuff for older people
biking, more outside activities
more sessions
football 'neat' a friend
n/a

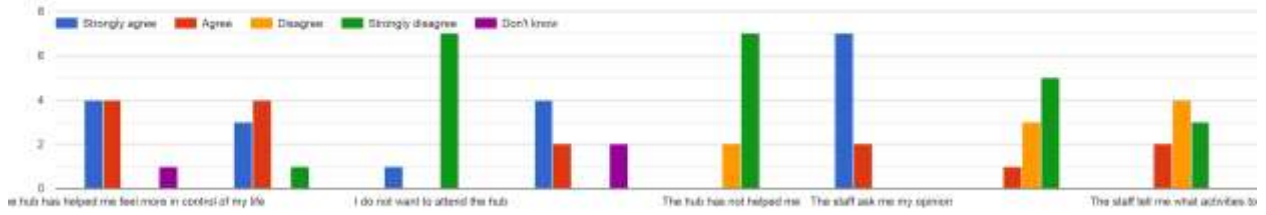
In your opinion, who do you feel is responsible for making the rules in the Crosskeys Hub?
9 responses



In your opinion, do you feel that your views are listened to at the Crosskeys Hub?
9 responses

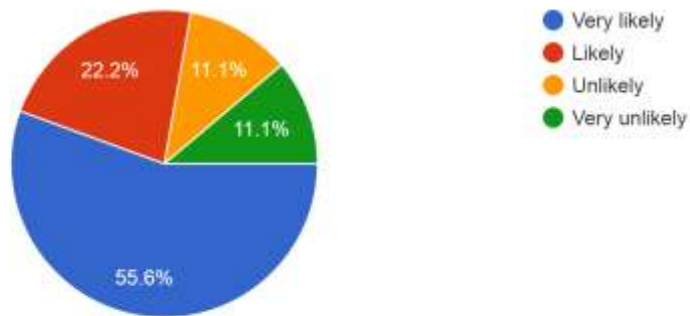


For each statement tick which answer applies to you



How likely would you be to recommend the Crosskeys Hub to a friend?

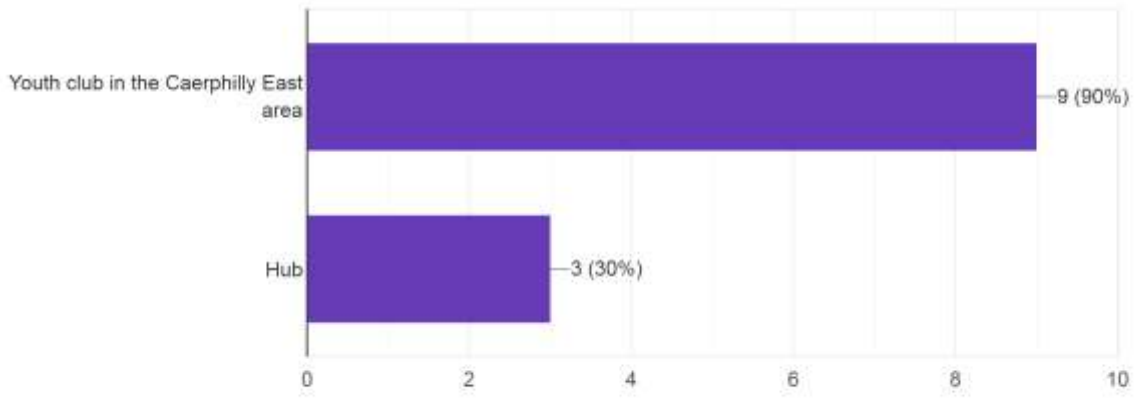
9 responses



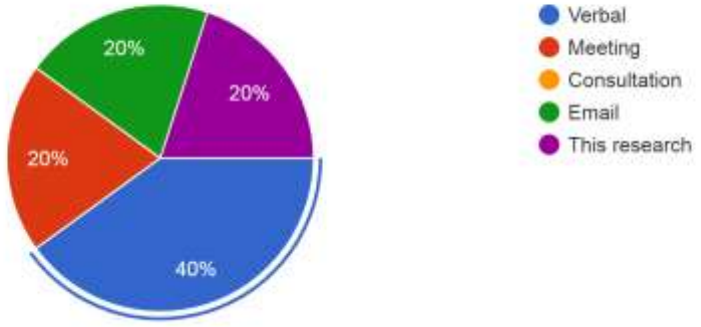


Youth Worker Questionnaire

In which of the following locations do you work?
10 responses

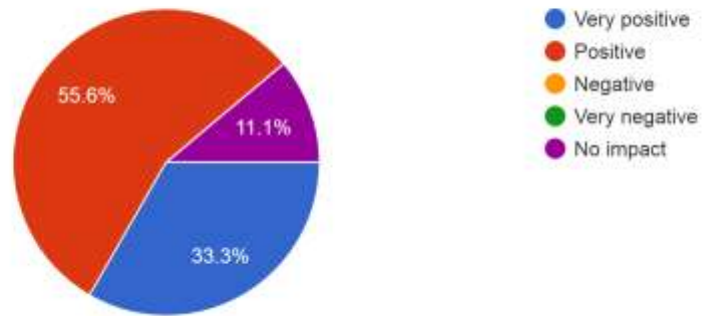


How were you made aware of the Caerphilly East area pilot scheme?
10 responses



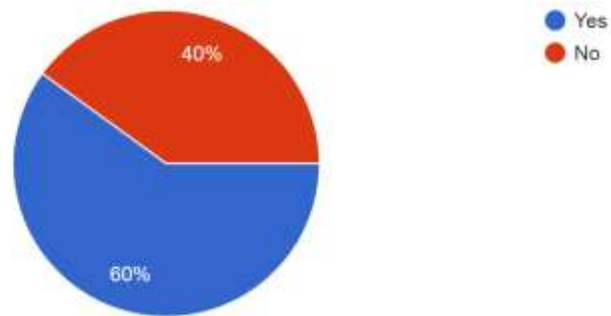
In your opinion, what type of impact has the scheme had on your youth club?

9 responses



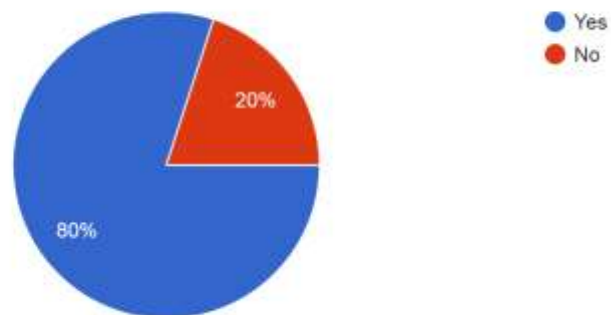
To your knowledge, have any of the young people from your youth club attended the Crosskeys Hub?

10 responses



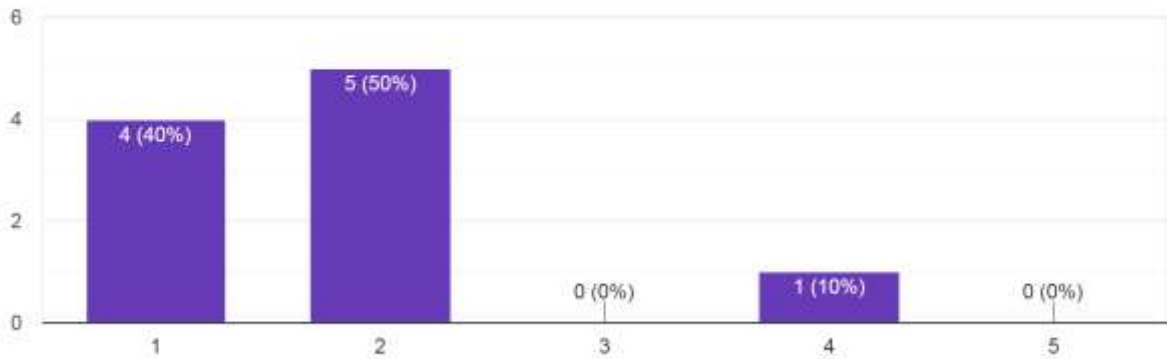
Are you regularly updated on the schemes progress?

10 responses



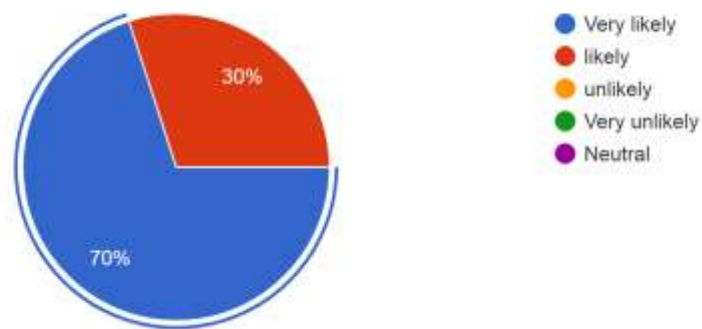
On a scale of 1 – 5, with 1 being very positive, how has the scheme impacted the youth service in the Caerphilly East area?

10 responses

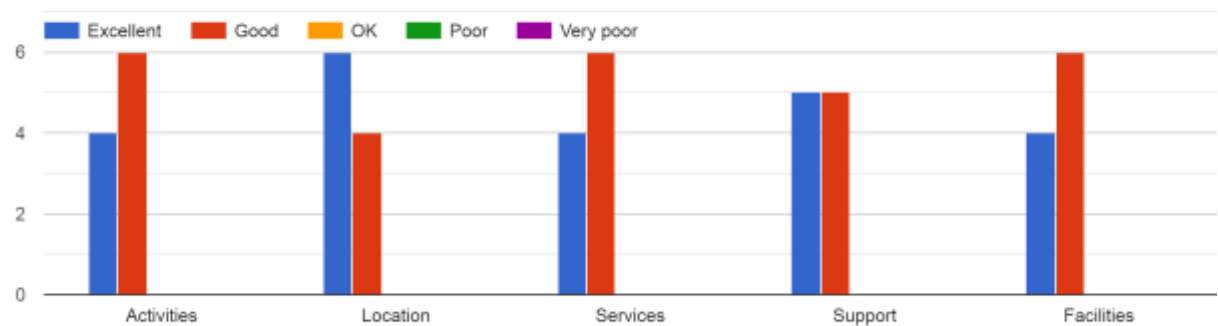


How likely are you to refer young people to the Hub?

10 responses



How would you rate the following at the Crosskeys Hub?



In your opinion, what works well at in the Caerphilly East area scheme?⁹ responses

All youth clubs working in partnership with one another

The fact that they link in with schools around the area and have regular cluster meetings which ensures everyone within Caerphilly East knows the goings on of the scheme and young people it works with. Also, the fact that they run youth sessions but on a much smaller scale so therefore the sessions are more targeted to what the young people who attend needs.

The interaction with the young people

The various activities work well.

Cluster meetings, being able to meet other staff within the Caerphilly east area to share ideas, discuss positive and negative workshops and working to the same goal to deliver the best service for our young people. strong links with the local clubs and staff. Running sessions at local schools support young people who need the extra support and build their self confidence.

seeing the young people develop and gain more confidence to try other activities or even attend other youth service provisions. also, providing half term activities, this has worked really well, taking young people on activities they wouldn't have done before, such as residential and other outdoor activities.

the curriculum works well

Youth workers are always willing to go the extra mile to ensure young people reach their potential and fully engage with their peers and with the organised events and activities

Providing support and activities for young people

the amount of facilities available on offer for the young people involved in the scheme.

In your opinion, what does not work well in the Caerphilly East area scheme?⁹ responses

Nothing

I haven't observed anything that has not worked well yet within the scheme.

Could run at more beneficial times like when the young people are off and need the distractions

Not everyone is able to access the club because they don't live close enough.

Having more staff at the project, able to run more sessions during the week, schools and outreach and detached work.

limited days within each centre

Lack of information filtering through to the youth workers and youth centres about the scheme and involving other staff in the process

N/A

the amount of young people that are able to access the scheme at any given time.

In your opinion, what would improve the Caerphilly East area scheme?⁹ responses

Be able to open up to more young people

If there were more staff so that the project could branch out into more of Caerphilly Borough and run more sessions.

To run longer into the summer and through school holidays

If the scheme was used in other youth clubs

increasing staff numbers and opening the service to other areas to work from the same model.

More youth club hours due to high numbers

Further development of ideas and ways of engaging fully with young people whilst we are in the grip of covid 19...more information sent out through flyers, email, letter posters etc.

.....An introduction of a counsellor to refer young people to if beneficial

increased availability

What ideas do you think other youth workers would suggest to improve the Caerphilly East area youth service?⁸ responses

Not sure

More staff to be able to cater more sessions to accommodate the waiting lists for the targeted sessions.

Maybe more life skills on specified evenings for young people that need them.

A member of the Project to be assigned to their club, holding weekly meetings and offering more sessions for the young people.

More youth club hours due to high numbers

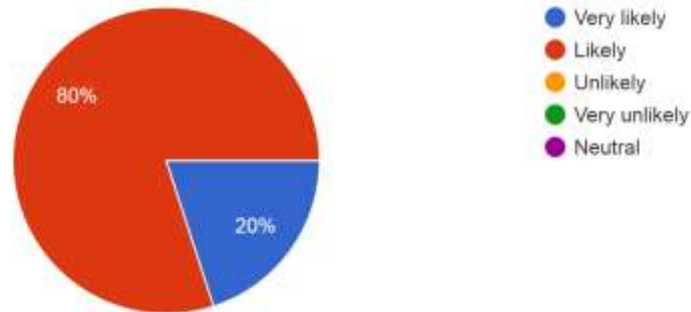
Specific meetings in relation to the scheme for senior youth workers from other areas

N/A

It being widely available throughout the Borough, accessibility to more young people at one time, quicker waiting times.

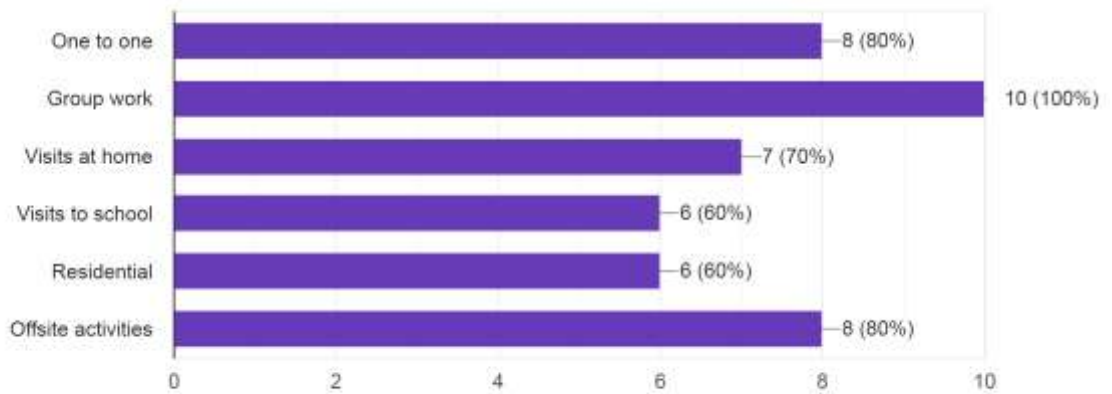
In your opinion, how likely has the scheme increased the effectiveness and participation of youth work engagement in the Caerphilly East area?

10 responses



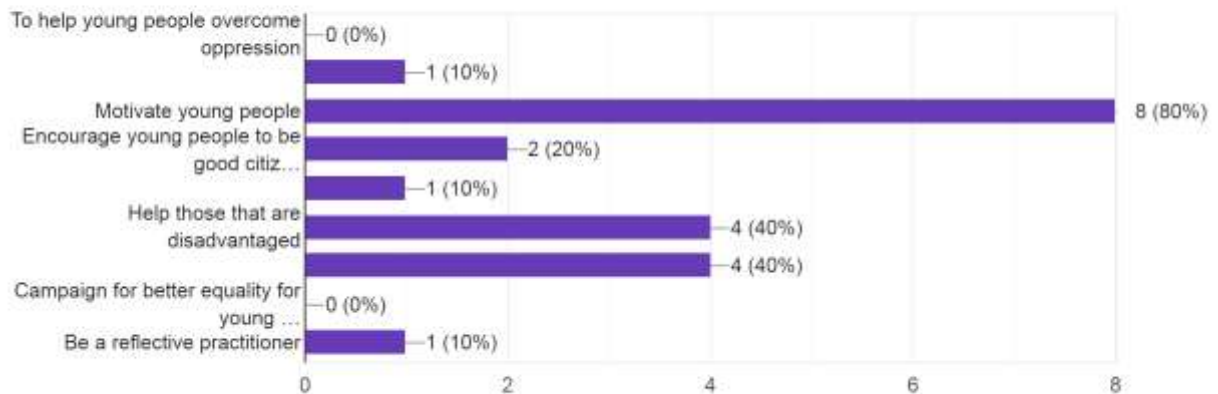
Which of the following functions were you aware that the Hub offers?

10 responses

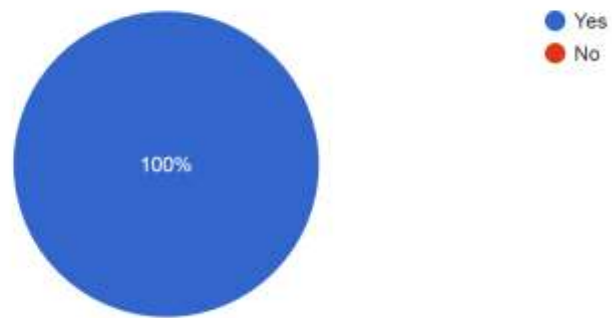


Which of the following TWO roles do you believe are most important for youth workers in the Caerphilly East area?

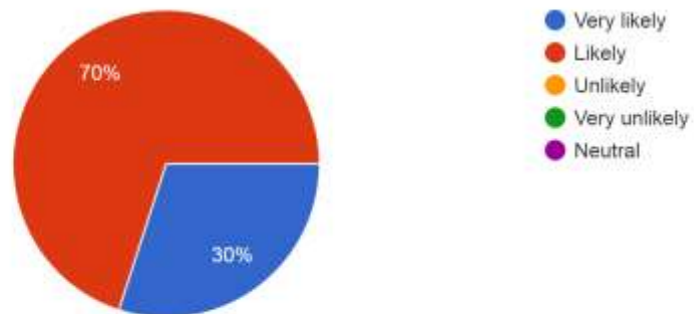
10 responses



Do you think the pilot scheme should become normal practice in the Caerphilly East area?
10 responses



In your opinion, how likely do you think it is that the scheme will become normal practice?
10 responses



Young people's structured questions

NR	What would you like from your youth service?
Y/P6	Just to become more confident and talking in groups, and just stuff like that really, and just help me in that way yeah?
NR	So just a little support yes?
Y/P6	Yes
NR	What do you think your friends would like from the youth service?
Y/P6	I don't know to be honest,
NR	Do you talk to your friends about the youth service?
Y/P6	No not really no
NR	Do you attend the scheme voluntarily? Do you know what I mean about that? Do you come because you want to come or because someone told you have to come?
Y/P6	I come on my own accord
NR	So you come because you want to come?
Y/P6	Yes
NR	How far would you be willing to travel to come to the scheme?
Y/P6	My mum drops me all the time so it's not really a problem, but I would travel quite far as the staff are really kind
NR	So you would be willing to travel but at the moment mum does the job of being taxi. Yes?
Y/P6	Yes
NR	Would you encourage friends or people you know to attend the scheme?
Y/P6	Yes
NR	Yes you would?

NR	You would tell them what about it, what would you say?
Y/P6	I would say the staff are brilliant, the activities are really good, and you just have fun
NR	Who chooses which activities and workshops you do?
Y/P6	That's the young people which do that
NR	You all make a choice?
Y/P6	Yeah
NR	What do you do if you want to suggest new or different activities?
Y/P6	Just tell the staff really and then they'll consider it.
NR	So who makes the rules in the project?
Y/P6	The staff and the young people
NR	So you do it together jointly?
Y/P6	Yeah
NR	What do you like about the scheme?
Y/P6	Everything literally the staff are really kind, the people are fabulous as well everyone just gets on and works as a whole group. I don't really like going in groups but since I started here I have found a bit more confidence with talking, well not really talking in groups but new activities with them and that's built my confidence up
NR	What do you dislike about the scheme?
Y/P6	No everything is brilliant
NR	What suggestions can you make that would improve the scheme?
Y/P6	Everything is perfect nothing I would change
NR	Nothing you would change?
Y/P6	Well if it was closer to me really
NR	Closer to you? So that is a bit of a bind having to travel?
Y/P6	Yes
NR	Do you think the scheme should stay and not be a pilot?
Y/P6	Yes

Young people's focus group

NR	What would you like from your youth service?
Y/P2	They already buy a lot of stuff so it's hard to decide what else we might need
NR	So you are talking about resources?
Y/P2	Yes it seems like they already supply loads of stuff so it's hard to think what else you need
NR	In terms of facilities, buildings and what's in them. Your all happy with that?
Y/P2	Fairly yeah
NR	Evenings? All is good?
Y/P2	Yes all good there
Y/P1	There is probably one thing like the buildings are all good but I'd like a skate park as the nearest one is up in Ty-Sign.
NR	So you would like access to more facilities?
Y/P 1	Yes
NR	So everything from the youth service that we are providing is ok for you?
All Y/P	Yes
NR	So there is nothing else, we can offer you. More support? More places where to go? Everything that we offer is all ok?
All Y/P	Yes
NR	What do you think your friends would like from the youth service?

Y/P1 Y/P3	I don't really have any friends that go I have friends that go but I don't know what they would like
NR	So is there any reason why you think your friends don't go?
Y/P1	We usually go biking together so they don't find the time to go
NR	So they don't go as they are busy doing other things?
Y/P1 Y/P2 Y/P3	Yes My friends are always on their Xbox, they are on their 24/7 like I'm normally on the PS4 but I normally go out anyway
NR	So your friends are on the Xbox so they don't find the time to go?
Y/P2	They just don't want to, they don't even go to the regular youth club, they don't want to anything they are just lazy
NR	You're not sure why?
Y/P2	No
NR	Do you have any friends that go to youth clubs?
Y/P4	I have one friend and they don't go
NR	Do you know why?
Y/P4	They don't need to. They are confident, they go to other places. Yes they don't need to
NR	Do you attend the scheme voluntarily?
Y/P1 Y/P2/4/5 Y/P3	Yes I come voluntarily Yeah Yes I come because I want to
NR	How far would you be willing to travel, on your own, to the scheme?
Y/P2 Y/P1 Y/P3	I really wouldn't care Nor me I just live up there I can go on my bike
NR	So you live local?
Y/P2 Y/P1 Y/P3 Y/P4	I do yes I live a good fifty meters from the youth club I live there I live further, my mum normally takes me but I could take the bus
NR	Would you encourage your friends to attend the scheme

Y/P2	I tried
Y/P1	No, I feel like it's their choice, I don't need to push anything on them
Y/P3	I just say it's a good place and its really fun
YP4	Not if they didn't want to. I would say like what was good about them, and well there isn't anything bad, but if there was then I would say something, but then just leave it up to them if they wanted to come or not
Y/P5	No
NR	Who chooses which activities and workshops you do?
Y/P1	I don't know
Y/P2	I don't remember
Y/P3	Normally them but we get to choose if we want to do it or not
Y/P1	They come up with an option list and we get to choose what out of those options what we are doing
	So they tell you 5 or 6 activities and then you pick from those?
All	Yes
Y/P1	We pick like two
Y/P4	Yes so it's like teamwork where they choose some activities that we could do and then we choose what we would like to do
Y/P2	Usually it's like a vote
Y/P3	I remember that ping pong one where you have to chuck it into the cup
Y/P2	cup
Y/P3	Oh yeah, It was hanging honestly
Y/P2	I had to drink yours and yours what else? You two was scared to do it I had to drink the worst one out of everyone, I was nearly sick out of everyone
NR	What do you do if you want to suggest new or different activities?
Y/P3	I'd just ask them
Y/P4	Just tell the staff
NR	Just ask the staff?

All	Yes
Y/P3	Coz I asked for paintball- that would be brill
Y/P2	I recon we could do that sometime
Y/P1	Only problem with paintball is it's 13 and over
NR	Who then makes the rules?
Y/P1	I think it's leuan and Liz, that's the two main people out of there
Y/P2	Yeah
Y/P3	Evan kinda
NR	What do you like about the scheme?
Y/P3	We have fun activities
Y/P2	Yes
Y/P1	We just have free will I guess
Y/P2	We just do anything
Y/P3	Meeting friends as well
NR	What do you dislike about the scheme?
Y/P4	There is not enough outdoor activities
Y/P2	Yes
Y/P4	We are always in the main base really
Y/P3	We have to stay near because they don't want us going anywhere near...
Y/P4	Yeah but we not like, we got a, is it a rugby field? or the football field? Out the back but we don't really use it that much. I think we played one game of rounders' on it. So I would like more outdoor activities
Y/P2	I find it's getting less appealing to people coming up 16/ 17 years of age. It's becoming less appealing like less wanting to go. Like you find other stuff that you would rather go to instead of that
NR	So people tend to move on as they get older?
Y/P1	Yes
Y/P4	I'm always the youngest
NR	At some point you won't be the youngest
Y/P4	I know

	Coz I joined the group like they said I could go in the older group or the younger groups. I met both of them. The first one was the older group and it was really fun, the other one was just, you had to sit in only one room and you just had to do something else that was pretty cool but pretty boring at the same time and we couldn't go on the PS4 or anything. So I joined the older group and it was really fun and I met new friends
NR	What suggestions can you make that would improve the scheme?
Y/P3	I think it's all good
Y/P2	Nothing really
Y/P1	I think we need to make an effort to get outdoors a lot more, there are a lot of people, I wouldn't say lazy but they prefer to stay indoors. So try and get more people outside
Y/P3	The foods really good
All	Yes
Y/P2	With this virus going around it's been harder to do stuff like this
Y/P3	I could bring like a football set or cricket set, or badminton set or something
NR	Do you think the scheme should stay?
ALL	Yes
NR	Is there anything else that you would like to tell me about the scheme, or the youth service?
Y/P1	No
Y/P4	Staff are amazing
Y/P3	Outstanding
Y/P2	Funny
Y/P4	I think there needs to be more communication, because some of us didn't know where to go to meet up, so I think there need to be more communication between them of where to meet up
NR	More communication between the staff or staff and young people?
Y/P4	Between the staff. I think the communication is fine with young people they need to like, because I thought it was tomorrow. They told me tomorrow in the letter I had, but it was today instead

Y/P3	I didn't even read the letter my mum just said its today.
Y/P2	Same
Y/P4	There needs to be more communication between them all, so we know where to meet, and what time, what date
Y/P3	Well I just found them straight away I just went down then up, and then I just saw someone with greyish hair and I knew it was one of the staff
NR	Anyone else got anything they want to say that they want to add?
All	No

Youth Workers 1 Interview

NR	What do you think young people want from their youth service?
YW1	<p>Generally speaking, I would say, young people are looking for a place to meet initially, to meet their friends and also be involved in particular activities outside of school. In general terms for me and my perspective young people are looking yes to get to be involved in a range of activities and games and everything else, but also that they can be supported through issue based work and also gaining confidence. They can be involved in groups, they can have a say in particular activities, so in more general terms young people want to meet their friends after school, but there's a range of other things they could be accessing. I think more often than not young people are looking to have fun, to be involved in activities and also take part in the range of other activities that the youth centre put on.</p>
NR	What do you think youth workers want from their youth service?
YW1	<p>I can use, I would say that the appropriate level of training and support. Youth workers obviously require from a centre based point of view, a centre which has access to all the relevant resources and activities, and everything they need to be able to carry out specific activities or issue based work or be able to put a range of activities and games on such as pool or table tennis to entice young people into a place where they are</p>

	<p>happy to attend, because that is important, because it needs to be a warm, welcoming and friendly atmosphere and I think that if youth workers have got that from a centre, then they have got the opportunities to be able to deliver those activities and the range of things in relation to youth work.</p>
NR	<p>The scheme is described as a 'universal' model of youth work delivery. What do you believe is meant by this?</p>
YW1	<p>Universal model of delivery? I think that youth work generally has got a standard approach. The youth work approach is the same nationally I think, whereas you're going to get individual types of projects and individual pieces of work happening, in essence youth work has the same foundation wherever you are so it's all about engaging young people, supporting young people and allowing young people a voice and ability to participate in a range of activities that goes right across the spectrum when it comes to youth work, whether its centre based, or outreach, or detached the same principles apply nationally in terms of youth work</p>
NR	<p>Ok, do you think that youth work should be targeted or open access or both?</p>
YW1	<p>I think a combination of both. I would say that there is a need for targeted youth work for those more vulnerable young people, and those are young people who need more specific targeted work those could be young people with special needs, they could be those with particular problems such drug and alcohol abuse for example, or those that are particularly vulnerable because end of health issues. So I think there is a</p>

	<p>real need and opportunity for youth workers to be involved in that targeted work as well as the open based, the open access youth work.</p> <p>So I think in an ideal situation we would have a combination of those two things.</p>
NR	<p>The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys. It is described as having a 'specific local area', what are your views on this being local?</p>
YW1	<p>Well from my own perspective, if the hub for example in this particular area is based in an area that is geographically not close to my youth club then for me, that wouldn't be termed as local for the young people that actually live in that area. So, if we are specifically talking about hub from this particular area then I think that only those young people that are living around the hub could actually say that they were in a local position. Because geographically this area is quite large, so I think for me, it doesn't have that local feel at all because there is real distance between the youth clubs and the hub.</p>
NR	<p>Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?</p>
YW1	<p>I would certainly say from my experience working with other youth workers, generally speaking, youth work in centre based youth work does have a huge impact on the young people, we do have considerable, significant numbers attending those youth clubs. Whether, I'm not fully aware of the actual result of the work of the hub and how that has a positive effect on the young people generally so not fully</p>

	aware of how the hub and what is actually happening through the hub is having a positive impact on young people at the moment.
NR	How well do you feel informed about the scheme and it's progress?
YW1	Having been informed via the usual channels such as email, I am aware of the project, I would prefer more involvement with perhaps senior youth workers and youth workers maybe meetings whether its virtual or otherwise, in relation to specifically to this issue so that we can debate, discuss and maybe answer questions in relation to this rather than just sending off information and thinking that people are fully aware where they may not be so there is an opportunity here to have further meetings and discussions specifically about this so, but also involve youth workers and seniors so they are fully aware of what is happening as well.
NR	What do you think works well in the scheme?
YW1	I can understand the benefits of having a hub as such, and being able to allocate young people who at first may not be ready to access other youth clubs and then giving further support through the hub so I can understand why and how that has a benefit.
NR	What do you think doesn't work as well in the scheme?
YW1	The downside possibly, geographically if I'm working with young people in my area, for example then are they going to be able to access the hub which is some miles away and then those young people who can access the hub will they then be able to access my own club, again because of the difficulties geographically. So that in that respect I can see that there

	<p>may be limitations in terms of the distance between the hub and between the other youth clubs</p>
NR	<p>What improvements would you suggest?</p>
YW1	<p>I'm certainly... being able to pass on information, that's a big one for me, to be able to ensure that because... for example, if I'm working in my club, I need to be fully aware of the work of the hub and even though I know about it I don't feel fully involved in it as I'm not really sure about how it can benefit the young people that I'm actually working with specifically in my area. So, passing on and discussing that information not only with the seniors across the area but also the youth workers, we need to get them involved in it as well, and having meetings specifically about this, rather than on an agenda of a more general meeting. So I would rather prefer to say let's raise the bar on this, lets raise the importance of this and have a meeting and have a meeting specifically in relation to this so certainly myself and other people would be fully aware of the work of the hub and how young people can benefit from having this kind of system in place</p>
NR	<p>What improvements do you believe the young people would suggest?</p>
YW1	<p>It's difficult to actually speak for young people, it would be nice to actually ask them and I think one of those improvements to put forward is to say that if we having youth forums or committees in these clubs that the representatives of those particular clubs could get together in the east area, so area wide, actually raise this as a subject in terms of their awareness so they can then pass it on to their young people/friends within in each youth club so I think to have maybe young</p>

	<p>people's involvement more fully then you could ascertain what their views are in relation to this and what they think. Again, it's difficult for me to answer for young people, only from my perspective; perhaps greater involvement with these young people is a starting place.</p>
NR	<p>Were you involved in any consultation prior to the scheme being piloted?</p>
YW1	<p>I can't remember having a discussion about this, as I said that would be part of the improvement plan for me is to, as a starting point, to say let's have that discussion, let's have that meeting and let's talk about the benefits and how certainly the young people from each of those youth clubs can have access to and can benefit from the work of this hub.</p>
NR	<p>Do you think this scheme should become normal practice?</p>
YW1	<p>I can really see the benefits, I can see the advantages definitely of such a scheme, supporting young people who are yes more vulnerable and could benefit from a lot more support so in principle definitely a good idea. There are some issues around the geographical area, how young people can access the hub, but apart from that I think if we involve other people in that discussion in some sort of development process I think that's important to get other people's views as well so we are not just seniors and youth workers and young people, get everybody's views together and then you're going to build a development plan in terms of moving forward because I think rather than think we've got this and it works ok but how can we improve it and the only way to do that is through consultation, I think that would be through working with everybody, and that could involve parents, it could involve teachers, it</p>

	could involve all sorts of other professionals, more importantly I think young people.
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Youth Workers 2 Interview

NR	What do you think young people want from their youth service?
YW2	I think they want somewhere warm and safe to go and just chill out with their friends, just to get involved with different activities. Somewhere quite relaxed, obviously speak to adults about things they have got going on if they want to. Then if they want to learn about different subjects then they can do that in the youth club. Yes, I think they want somewhere to go and just relax and be themselves.
NR	What do you think youth workers want from their youth service?
YW2	I think they want the flexibility really of being able to just, I mean my area, is very much like, you don't have many kids who want to get involved in stuff. You want to be able to have the flexibility, I know that sometimes its, not pressured, but they do want us to be doing different workshops and all these accreditations and the kids sometimes just don't want it, especially, for example this 'bullying week' in school. They do something in school about it and we come and they say, 'we've done this all week in school', sometimes they just don't want it. It could be... like we've done the 'decorate the socks' for one of the raising awareness days and kids say we've done this in school today. Sometimes we just want to have the flexibility of just chill with the kids, interacting with them and making sure they're alright and playing with them, engaging with them. If we can chuck on a couple of

	accreditations, then brilliant but I don't think, we shouldn't feel the pressure to that really.
NR	So, you're discussing there about the structure, so you don't want it to be so structured, you want it to be less structured so you can follow up on their information about casual conversations, rather than a curriculum?
YW2	Yeah rather than putting a curriculum in front of them
NR	The scheme is described as a 'universal' model of youth work delivery. What do you believe is meant by this?
YW2	What do you mean now? What do you mean by that? Time for you yeah? Well I think they mean that it's open to everybody and it offers a bit more than youth club, like a little bit extra support to just meet those people who are a little bit more harder to reach maybe
NR	Ok, do you think that youth work should be targeted, or open access or both
YW2	I think it's difficult, I think it needs be a mixture of both because if you have open access you've got the same young people accessing generic youth club coming to 'time for you' project anyway, which is not, my understanding is not what it is meant to be. But yet they are also asking us for those young people that we have identified in club. Now I have only ever identified one that I think that could do with that additional support. She already accesses youth club, so my question is there, what is the aim of 'time for you' because if it is to get them into a generic youth club then why are they asking us for referrals

NR	The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys. It is described as having a 'specific local area', what are your views on this being local?
YW2	Well I know that they go around with a minibus and pick up the kids from those areas but they have never worked with anyone from my area to my knowledge and if they have I'm not aware of it. Maybe I don't need to be aware of it but all I know is its running in Crosskeys, I don't really know much more than that really
NR	Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
YW2	I think it does and I think the young people would say that it does those who attend there. But in terms of running it out, I do think it needs to go to the wider areas, but I think there is a lot of limitations as well
NR	How well do you feel informed about the scheme and its progress?
YW2	Yes, we are quite well informed, we have quarterly meetings about what is going on there. But again, I don't have any young people that attend, it's got to be like, there's got to be people in my area that they can tap into that I don't know about. My concern is other young people already known to services somewhere along the line, which I wasn't sure was the aim of it
NR	What do you think works well in the scheme?
YW2	They provide transport, they complete the home visits, they work with home tuition and education. So it is that niche of having those extra people to give support to those young people

NR	What do you think doesn't work as well in the scheme?
YW2	Limited numbers
NR	What improvements would you suggest?
YW2	<p>Difficult to say, well because they are based in the hub, you're limited there in terms of people accessing it on their... independently.</p> <p>Especially if they are working with people on home tuition, they have that for a reason, so they're going to have their own issues. They aren't going to go and catch a bus to go to this club. So, I think you have got a lot of limitations there</p>
NR	What improvements do you believe the young people would suggest?
YW2	They probably want to be able to access it for a longer period of time, but obviously that is not the aim of it is it, the aim is to get them back into generic clubs, is that right?
NR	As far as I'm aware yes
YW2	It's like anything, like with innovate, they never want to leave as they have built up those positive relationships and they always wish they could be extended.
NR	Were you involved in any consultation prior to the scheme being piloted?
YW2	I can't remember
NR	Do you think this scheme should become normal practice?
YW2	Now what do you mean by that? If you mean like, do I think that those hubs would be better off in a couple of places then yes, but I wouldn't

	<p>want that to be at the detriment to part time service. They are invaluable aren't they? With Covid now, Kids don't really go from different boroughs like different communities to access things. So, my kids, well a couple of my kids have been down there in the school holidays, but you are missing the majority of kids then who are coming to youth club.</p>
NR	<p>Do you think that maybe the location of the hub isn't particularly great if you have got to take a bus, or do you think there should be more of the hubs?</p>
YW2	<p>It's difficult, because, Crosskeys is an amazing centre and you've got Risca who are really lucky they have a really great centre, which again are council owned. That's really great for Crosskeys and Risca young people, if they are on about having the hubs as a sole base for young people to access then slowly but surely closing youth clubs then I don't think that would be very good at all.</p> <p>What was the question again?</p>
NR	<p>Do you think this scheme should become normal practice?</p>
YW2	<p>See that's a difficult one, if youth clubs, part time youth service run as well then yeah, they could compliment them well and you could have a couple of full time running clubs like that that would be brilliant, as long as they complement the part time service as they are invaluable really.</p>

Youth Workers 3 Interview

NR	What do you think young people want from their youth service?
YW3	<p>I think they want support, people to be down to earth with them.</p> <p>Because they think that going to college and school is different to youth work, so also to be understanding, provide them with like a range of different support networks, like we do we signpost them, yeah so offer them guidance and support but in a non-judgemental and informal learning way</p>
NR	What do you think youth workers want from their youth service?
YW3	<p>To be able to give young people all those things, all the things I've listed.</p> <p>For me, I come to work to be able to help young people develop themselves, gain confidence and see the bigger picture of things.</p> <p>Support them in finding new avenues that maybe not have been open to them before. Yes, to be able to do all those things in your job role and have support from your managers and seniors.</p>
NR	<p>The scheme is described as a 'universal' model of youth work delivery.</p> <p>What do you believe is meant by this?</p>
YW3	<p>All around, so it fits everybody, it can adapt and be changed and be universal, so it's not set for one type of young person. Anyone can fall into the bracket of it and we adapt the ways we work to help that young person so it could be for everybody really. That's how I see it</p>
NR	Do you think that youth work should be targeted, or open access or both

YW3	For this project more targeted, with open access I don't know, for this project to work open access it would need more staff. Because open access means more young people which means more staff. I don't know if open access would work for this project, it's more targeted. If targeting those young people, a range of young people and trying to work with them if that makes sense, rather than having it for everybody.
NR	The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys. It is described as having a 'specific local area', what are your views on this being local?
YW3	As in the cluster area being local? I think it works ok, going forward I don't know because some young people, travel is a problem for them. If they have to go to Crosskeys from Trinant or Blackwood, then that's quite a way. I don't know if that is very local, it's very widespread for where the hub is. I don't know if it's too far out
NR	Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
YW3	Yeah, I think we have seen a lot of success with young people from different areas. It has also allowed us with the branch to other youth clubs to do that, so we've been able to navigate other young people in different areas from working in partnership with other youth clubs so yes it has been successful.
NR	How well do you feel informed about the scheme and it's progress?

YW3	Yeah very, we keep each other up to date and our manager is very good at keeping us informed of how the project is going, how it's being driven and how its progressing. Yes very good
NR	What do you think works well in the scheme?
YW3	I think the Tuesday group that we do, a mini youth club, a youth club on a smaller scale. So, we only allow up to 15 young people in that all have similarities in why they are there. But I think that is really good for the young people that we work with because it allows them the get the experience of a youth club, because a lot of them wouldn't have the confidence to go to an open access youth club, and build on their confidence and learn social skills, they are doing it un-intentionally, they don't know that they are doing that, they're just going to a group where they are comfortable but they are actually learning loads from it. To then progress on to open access, for me that is where I see the most growth. But also our 121's, we do 121's with young people that have been home schooled due to various reasons and they have come on leaps and bounds.
NR	What do you think doesn't work as well in the scheme?
YW3	I don't think so. I think that if we are to branch out to more areas over Caerphilly, it couldn't be done with two staff. We are getting quite big with numbers now, we have a waiting list now for our Tuesday night group. Going forward, we're managing at the moment but staffing needs to be looked at.
NR	What improvements would you suggest?

YW3	Staffing would be my biggest one or increasing hours for the project, or branching out to schools, but that would be difficult due to staffing as two of us can't do all of it. I think the school avenue is really paying off as it gives the young people that difference, so our youth work but in a school setting and I think that is really powerful for young people. They know that we work together so we all know what's going on but if they are not getting on in school we can go in with a different approach and see if that works. To continue that would be an improvement.
NR	What improvements do you believe the young people would suggest?
YW3	Good question, I would say for our sessions, we plan sessions but they don't always go to plan, so I would maybe say then to plan more and have more of a regime in our sessions. But I don't know if that is what they want because, they tend to like to just come in and have the freedom of doing sports, then cooking and then going on to the computer, I don't know if it was regimented they would like that as much. Maybe more time in the club as we do 1.5 to 2 hours, so maybe more time or more hours throughout the week
NR	Were you involved in any consultation prior to the scheme being piloted?
YW3	No
NR	Do you think this scheme should become normal practice?
YW3	Yeah, I think it works really well and I can see the difference in the young people that we work with from when I started until now and it's huge so it has to be making some positives.

Youth Workers 4 Interview

NR	What do you think young people want from their youth service?
YW4	<p>I think it's more about opportunities, to try things, we've got a lot of young people who attend that probably don't have those opportunities.</p> <p>That could be like outdoor activities, cooking sessions and to be honest it's a safe place to go. With a lot of places closing or not many options in certain areas I think it is somewhere for them to go and feel safe and listened to. With regards to the activities, helping parents as well within that area is key, just trying to support them as much as we can</p>
NR	What do you think youth workers want from their youth service?
YW4	<p>Giving opportunities and good facilities, just making sure we have things on offer. Just being able to try things, the lucky thing about this project is that we've tried things, some have worked, some haven't. really giving us the opportunity to trial, error or even progress things that we thought that wouldn't work or things that we hadn't even thought of</p>
NR	<p>The scheme is described as a 'universal' model of youth work delivery.</p> <p>What do you believe is meant by this?</p>

YW4	Probably everything, just trying stuff and being open to everybody. That could be from having disabilities, the sessions or age groups, boys and girls clubs, yeah everybody inclusive and involved with the youth service
NR	Do you think that youth work should be targeted, or open access or both
YW4	Both, open access is good for certain young people who feel a little bit more confident in trying the centres, but then you may get the ones who are less confident or need that support. I think that it is key on having both aspects so that they can come in if they want but some will have that additional support or help. Push them into more into open access as well
NR	The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys. It is described as having a 'specific local area', what are your views on this being local?
YW4	I think having one main hub like we do in Crosskeys and then workers covering those areas, for us it's been quite crucial because of the number of staff we have on the project, is the relationship we have with seniors within those clubs sort of what support we can offer those clubs. I think having one overall hub and then us linking in with the local clubs is the biggest key for the overall project. Of course you would need a large team to cover the areas you have listed out, but regards to working relationship with seniors they can make referrals into us and if there is anything we can support them with we do, through the cluster meetings as well

NR	Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
YW4	Massively, even though we are linking in with the youth clubs and doing the outreach stuff as well we do link in with other provisions and sports clubs. Not everyone will want to go to a youth club after the project so we do link in with sports clubs, dance centres and even cricket and bowls clubs. Youth club isn't for everybody, but we will try and work within the community, that has been a massive thing as well from the project, not just the youth centres
NR	How well do you feel informed about the scheme and it's progress?
YW4	Yes, quite a lot
NR	What do you think works well in the scheme?
YW4	Everything really, I think the number of young people we have got, we haven't gone too big or too small. We have got the balance right with young people and staff, we have been able to work closer with individuals or small groups, not everyone wants to work 121, some people don't want to work in groups. We have got the staffing levels right and the people right and I think the balance of the project reflects how well its doing. With Covid it's stopped but people need to keep on working with our young people.
NR	What do you think doesn't work as well in the scheme?
YW4	It comes down to time, of course, we run one session a week of 'time for you' and the rest is on outreach or supporting other youth clubs so overall, time and probably more sessions through the week which would mean more staff numbers on those evenings that's something we could

	<p>push forward moving into this year now. We can target more staff and run more nights we can target more young people than the levels we are now.</p>
NR	<p>What improvements would you suggest?</p>
YW4	<p>Yeah, more staff for the evening relating to the project, the location, the youth centres we use get used those evenings so we are there beforehand so if we had our own project base, or more staff that could work before youth clubs, for those targeted young people, or even at the drop in centres that we have tried before. That is something I would like to improve.</p>
NR	<p>In terms of changing your location or staying in the one location?</p>
YW4	<p>Staying in the location that we've got because it's sort of central to near enough everybody and the facilities we've got there, it would be down to staff numbers. Because of the staff we have on a Tuesday some already work in youth clubs as well so we would need to change the time, hopefully staff could work earlier than it was before, or we would have to try and change the days that the centre was not being used but again making sure we have staffing levels to cover the young people we have in the centre</p>
NR	<p>What improvements do you believe the young people would suggest?</p>
YW4	<p>They would probably say more sessions, I'd say more activities, especially the group we've got, only a handful go to a youth club after since joining the project. But most of them only go out for one session on that Tuesday, so probably say running more sessions during that week or maybe even longer.</p>

NR	Were you involved in any consultation prior to the scheme being piloted?
YW4	<p>I was, I was asked how I would run the project. I think all the targets were set before I got into post. All the way through since joining the team I have been involved with any consultations/discussions with young people/senior managers and sort of trying to put our own stamp on it. Also what the young people want, their feedback has been crucial throughout the pilot, so even some targets was put up for us has been changed because of what young people want. From the project that is what we are trying to get out of it, what young people want, rather than what we want out of it. It's been driven by young people's feedback/consultations and even speaking to parents as well, just getting the feedback on getting what they want out of the project as well</p>
NR	Do you think this scheme should become normal practice?
YW4	<p>Absolutely, yes it's a good model, we are always looking to change and improve it. But it would be good to see this model across the Caerphilly youth service, it's not just the areas we cover, I know speaking to other seniors from other areas that would like that sort of support within the daytime and in provisions as well. When you are in a youth centre for 2.5 hours and you have got 40 kids in there it is quite hard to manage and balance your team, run sessions, if you have someone else in the background able to help you run that, which we have got in the Caerphilly east, it has been a massive help for everybody</p>
NR	Anything else you want to tell me about?

YW4	<p>I'm just really glad they have piloted this project, there has been discussions for a few years. I'm glad that they have pushed for this, it has been good to see the benefits of the project, but also our young people, some of the stages that they have come on, speaking to some today that have not been in education for a few years, or some people who don't go out because they don't have any friends. It's good to see them grow so I'm glad the project was set up and going in the right direction.</p>

Youth Workers 5 Interview

NR	What do you think young people want from their youth service?
YW5	They want a space to be themselves, try out new things, learn who they are. But get help with that at the same time, so have people there who they can go, to talk to or ask for support. Or ask for new things and get involved
NR	What do you think youth workers want from their youth service?
YW5	Youth workers want to be able to do what young people want to do. So, I think that I want them to have the freedom to be able to do what the young people want to do because so often there are targets or budgets that you have to try and reach. There is also that freedom to get involved with young people, do what some activities that you see is needed in the area or they have said they want to get involved with. Such as outdoor stuff, so finding ways to do it
NR	The scheme is described as a 'universal' model of youth work delivery. What do you believe is meant by this?

YW5	Overall, it's a way of doing something like youth work that you can take from one area and spread out to other areas
NR	Do you think that youth work should be targeted, or open access or both
YW5	I think a bit of both, open access does allow young people to choose what they want to do and when, so it doesn't restrict anything. There are some young people who need a little extra or things done slightly differently which, as long as its voluntary is ok, there are some young people who open access doesn't always work for them as they struggle to get involved in it, so actually if it is a targeted thing with young people with similar needs, or who with the support in place will be more beneficial
NR	The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Cross keys. It is described as having a 'specific local area', what are your views on this being local?
YW5	I like it, if it was spread out everywhere straight away it would be too much for one team to handle, especially with the young people we work with. It's nice to have the smaller numbers to manage it. It should be moved around Caerphilly and other areas, with other teams or larger teams in place to be able to support young people and not just cross keys and surrounding areas
NR	Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
YW5	Definitely, I've, this year I have worked with a few young people who at the start didn't want to integrate, didn't want to talk to other people, they

	would come to the youth club and sit on the side-lines, wouldn't get involved, but once they got involved in the project they have really started to come out of their shells, talking to other young people and staff, really building their confidence
NR	How well do you feel informed about the scheme and its progress?
YW5	I'm quite hands on with it most of the time, I have managed to get a lot of information out of it, being able to see it first hand, it might be beneficial if there are reports being put out for people who want to monitor the progress, I'm not sure if that is done or not
NR	What do you think works well in the scheme?
YW5	Because we cap it at 15 young people per session, that works quite well, because it's not overwhelming for them, it's a smaller group it allows the young people to get to know each other more and it allows more staff to be involved. So, it's less.... you're not running around trying to deal with 20 things at once, you are able to have the conversations with young people. I think that the 121's work really well, it just allows that time but it's a bit more. There are a few young people I have worked with who have gone from little confidence, misbehaving at home, have really developed over the past year as young people and who they are. They are two quite big, the time that is given is quite important
NR	What do you think doesn't work as well in the scheme?
YW5	It would be good if it was bigger, expanded because what's been targeted is really needed but, I think it needs more sessions, once a week with a big group... I think there needs to be another session put in

	place for that so we can reach more young people, as good as it is with 15-20 kids there are more young people that need that support
NR	What improvements would you suggest?
YW5	The whole, more sessions, I think it would be good... my being involved with it, due to the flooding and corona virus, it's been a harder to interact and complete activities. Outdoor activities would be really good
NR	What improvements do you believe the young people would suggest?
YW5	That's a good one, a lot of them want to do more outdoor activities. A lot of them, when you ask them, say they are quite happy apart from some want to get into gaming, so we tried a little gaming session, they wanted to make their own games and running their own projects, I think that would be good
NR	Were you involved in any consultation prior to the scheme being piloted?
YW5	No
NR	Do you think this scheme should become normal practice?
YW5	Yeah, alongside open access youth work sessions it would be good to have in youth services just because it allows for young people who don't often... who are often marginalised or pushed to the side, it gives them a chance to open up and talk

Youth Workers 6 Interview

NR	What do you think young people want from their youth service?
YW6	Uh I think they just want a bit of respect and they just want somewhere to go and be themselves. Yes I don't think they want much more than that to do honest. A bit of respect and treated more maturely than they are else where
NR	What do you think youth workers want from their youth service?
YW6	Um, to bring the best out of the young people to be honest, and help them achieve the goals that they want to
NR	The scheme is described as a 'universal' model of youth work delivery. What do you believe is meant by this?
YW6	Universal – everyone can access
NR	Do you think that access should be through open-access or targeted, or both?
YW6	How do you mean targeted/ targeted to certain areas or certain young people?
NR	It can be both but like is there certain young people we should be working with more, or should it be open to anyone and everyone?
YW6	I think it should be open to anyone and everyone, but obviously there are certain groups of young people that do need to be, need to be included more.
NR	The Caerphilly East area scheme covers 7 youth clubs and runs from Trinant to Risca and out to Blackwood, with the hub based in Crosskeys.

	It is described as having a 'specific local area', what are your views on this being local?
YW6	I think it is local but I'm not sure it is as central as it could be.
NR	Do you mean the hub?
YW6	Yes, I mean you've got Crosskeys Risca, then you've got Blackwood. Like Trinant and Blackwood maybe a bit far
NR	Would you describe the scheme as having a positive impact on youth participation in the Caerphilly East area?
YW6	Yes I think so. I mean I've worked with young people who has been in and they have been positive about it.
NR	How well do you feel informed about the scheme and its progress?
YW6	I feel pretty informed. Mainly because I work with them anyway, so when we are in club he passes on a lot of information
NR	What do you think works well in the scheme?
YW6	From what I hear of the scheme I know they have been targeting the more vulnerable people and I think them going there they feel more comfortable rather than mingling with the more prominent young people in the area
NR	What do you think doesn't work as well in the scheme?
YW6	Like I said prior, I think it's more location than anything. Like Crosskeys is a fantastic location don't get me wrong but if you are from Blackwood you need to be more, maybe more in Newbridge which is more central to everything, all of them
NR	What improvements would you suggest?
YW6	Yes what I just said really, the only issue is people travelling down from Blackwood. I mean not everyone has access to vehicles and it's a bit of a trek. Like I said Newbridge is more central to all of them.
NR	What improvements do you believe the young people would suggest?
YW6	To be honest the young people I have spoken to that have been are quite happy. I don't know maybe a few more staff so they can be more one on one. But nothing major I don't think
NR	Were you involved in any consultation prior to the scheme being piloted?

YW6	leuan spoke to me if I seen any young people that wanted to be included in the scheme, but other than that nothing really
NR	Do you think this scheme should become normal practice?
YW6	Yes I think it's a good idea, it could go really well.
NR	Is there anything else you would like to add?
YW6	No that's about it Nic

Space	Relationship	Activities	Support	Participation	Peer support	Unexpected
<p>Somewhere to go Space Safe place to go they want a space to be themselves place to meet somewhere warm and safe to go</p>	<p>Respect Treated maturely Good to see them grow Down to earth with them Non-judgemental / informal learning Listened to Bring out the best in them Be themselves To be themselves Learn who they are They never want to leave</p> <p>I would travel quite far as the staff are really kind Staff are amazing – outstanding – funny</p> <p>Staff – positive Staff – positive</p> <p>Go the extra mile Interaction with y/p</p>	<p>Try new things Outdoor stuff Outdoor activities Planning sessions</p> <p>Activities are really good They already supply loads of stuff Fun activities</p> <p>Activities – positive Activities – positive</p> <p>Activities Other activities Activities work well More life skills</p>	<p>Targeting more vulnerable people Help them achieve goals Get help Ask for support Need a little extra Building confidence Really developed Often marginalised Additional support Support Help young people develop Build confidence</p> <p>To become more confident</p> <p>6/7 helped me to feel control in my own life</p> <p>Support Extra support Confidence building</p>	<p>Freedom to get involved Get involved Feedback/consultation What young people want Opportunities Nice to ask them Greater involvement of y/p Youth Forum y/p as reps to be involved with cluster meetings</p> <p>They come up with an option list we choose from Staff makes the rules Staff and y/p make rules Young people choose activities It gets less appealing to people coming up 16/17 – less wanting to go</p> <p>3/7 staff makes rules 4/7 staff and y/p makes rules 7/7 voluntary involvement 7/7 feel listened to</p> <p>60% new y/p in attendance 90% positive impact</p>	<p>Get to know each other more Meet their friends</p> <p>The people are fabulous Everyone just gets along “reminiscing over a game they played together” Meeting friends Communication is fine with y/p</p> <p>Everyone gets along</p>	<p>Friends don't need to go, they are already confident</p>

Management	Sessions	Location	Universal	Staffing
<p>Freedom to do what young people want Targets Opportunities to trial new stuff Targets changed Support from managers Good to keep informed Want flexibility Not pressurised – targets Quarterly meetings Training and support Access to resources Not fully aware of actual results I would prefer more involvement More involvement with senior y/w and youth workers meeting – debate and discuss Feel well informed Managed to get information – beneficial to have reports Yes informed Very informed We are quite well informed</p> <p>20% informed of scheme by this research 20% not updated on scheme Cluster meeting work well Lack of information More information Specific meetings</p>	<p>More sessions More sessions Waiting list for sessions Limited numbers</p> <p>2/7 want more sessions</p> <p>Smaller scale Amount of y/p able to access Limited days More sessions More beneficial times Open to more Increased availability Quicker waiting times</p>	<p>Travel is a problem for them Not sure if it is a central location Larger team to cover the area listed If it was spread out everywhere it would be too much for one team to handle Never worked with young people from my area Problem accessing independently y/p not going to catch a bus wouldn't be termed local for young people in my area geographically not close to my youth club limitation in terms of location of hub You would need a large team to cover the areas you have listed out</p> <p>My mum drops me all the time mum takes me I live there Live local If it was closer to me</p> <p>2/7 ok or poor location</p> <p>Not everyone is able to access Don't live close enough</p> <p>100% excellent/good location</p>	<p>Project needs to be targeted, open access means more young people Both Both Both - open access doesn't work for them Needs to be both – open access invaluable Combination of both Youth club isn't for everyone</p> <p>Friends don't need to go, they are already confident</p> <p>My friends don't go as they are busy with other things</p>	<p>More staffing More staff More y/p means more staff 2 staff couldn't do it all</p> <p>More staff Increasing staff numbers More staff Staff member assigned to youth clubs More staff</p>

Youth worker interviews

Young people interviews

Youth worker questionnaires

Young people questionnaires

Final codes	First codes
Relationship	Friends, staff, peer support
Universal	Open-access, targeted, universal, sessions
Space	Buildings, place, facilities
Location	Local, cluster, travel, central
Activities	Activities, workshops, issue based, outdoor activities
Management	Meetings, communication, flexibility, staffing
Participation	Rules, choices, involved
Support	Support, confidence, vulnerable, 1-2-1, help

Building Blocks	Scaffolding
Space	Universal
Relationship	Location
Activities	Management
Support	
Participation	