



## Youth Workforce Dream Team Consultation Results

### What we did:

#### The Online Game:

We created the 'Youth Workforce Dream Team' online game which invited young people to choose and train an idea team of leaders and workers for a youth project.

We looked at the choices people made in the game – and the reasons they have for their choices – to find out about the issues that young people playing the game felt were important for the training of leaders and managers in services for young people.

*27 young people created teams in the game before 26<sup>th</sup> February 2008.*

#### The Survey:

We ran an online survey that asked young people to choose their priorities for training leaders and managers in youth services.

*17 young people completed the survey.*

#### Discussion events:

We created a paper-based version of Youth Workforce Dream Team, and used it to carry out discussions with young people at a number of regional youth events.

*Over 70 young people took part in these discussions.*

### What you told us:

Across all the different methods we used to ask for your views making sure leaders and managers were training in **Involving young people as leaders or the project/service** was a top priority.

You suggested this was because:

- *“Young people need to be able to express their ideas and be listened to.”*
- *It will “encourage young people to become actively involved in the development of their own project/service.”*
- *“Giving young people a responsibility will make young people feel respected and as though they matter.”*

**Involving young people in creating change** (in roles other than as leaders) was also a top priority because:

- *“They’re the ones who will have a better idea of what is needed, because they can relate to other young people’s needs.”*
- *“As well as initially finding out what young people want changed, and feedback after, youths need to implement the changes.”*

**Building a culture of respect, diversity and equality for all** was important to you. Reasons given included:

- *“Respect of cultures and diversity is so important, and something which often gets over looked.”*
- *“It is important that we respect each other otherwise nothing will happen to create change”*

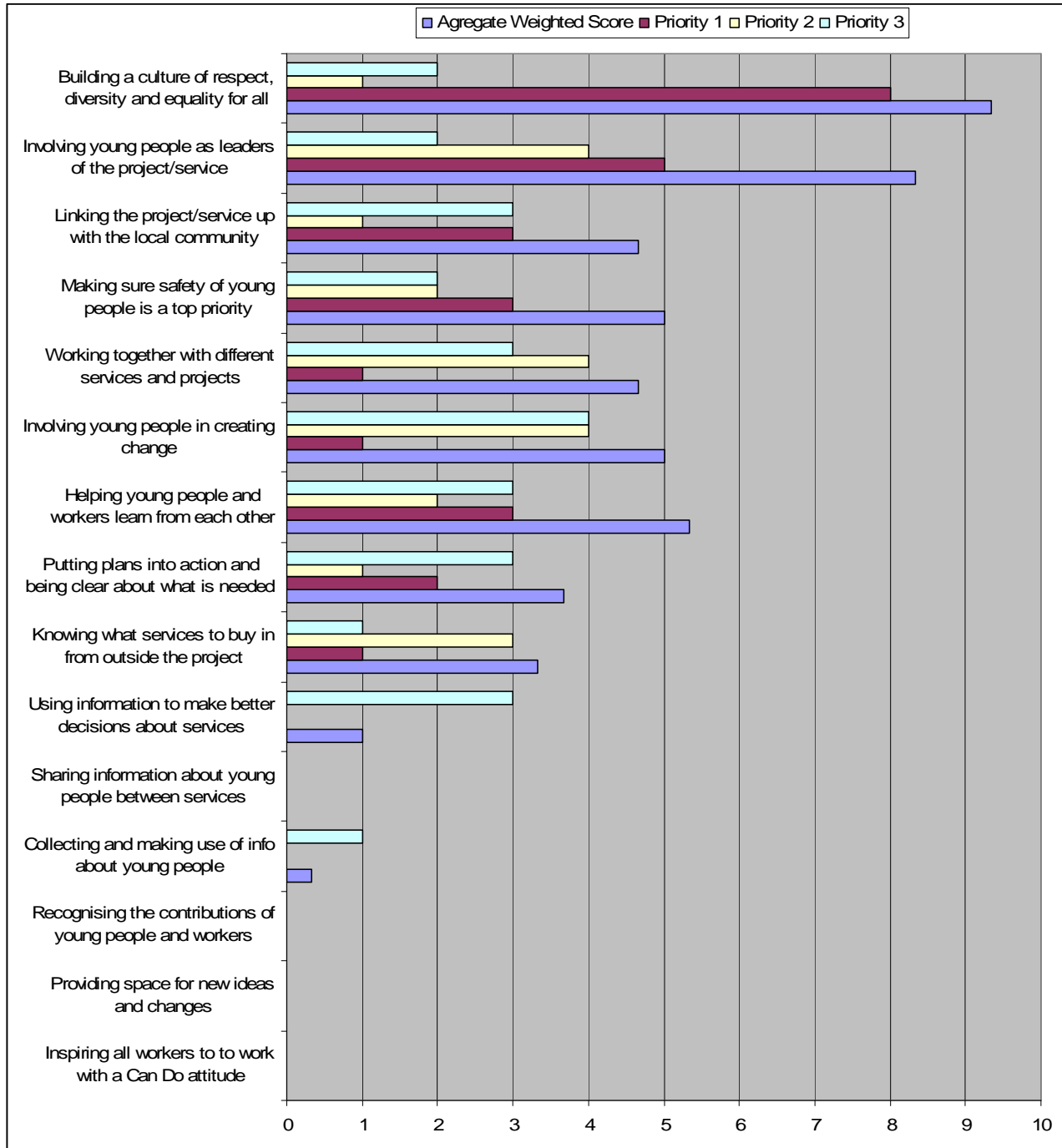
**Linking up the project/service with the local community** was a high priority in the discussions and survey, and a medium priority for those responding through the game. Responses suggested this was because:

- *“Getting as many people involved creates closer communities. People will begin to work as a team.”*
- *“The work should relate to community needs.” And “to help other people in the community”*
- *“Being linked to the community is the most important thing.”*

The following pages include more detailed data and feedback with results from the consultation.

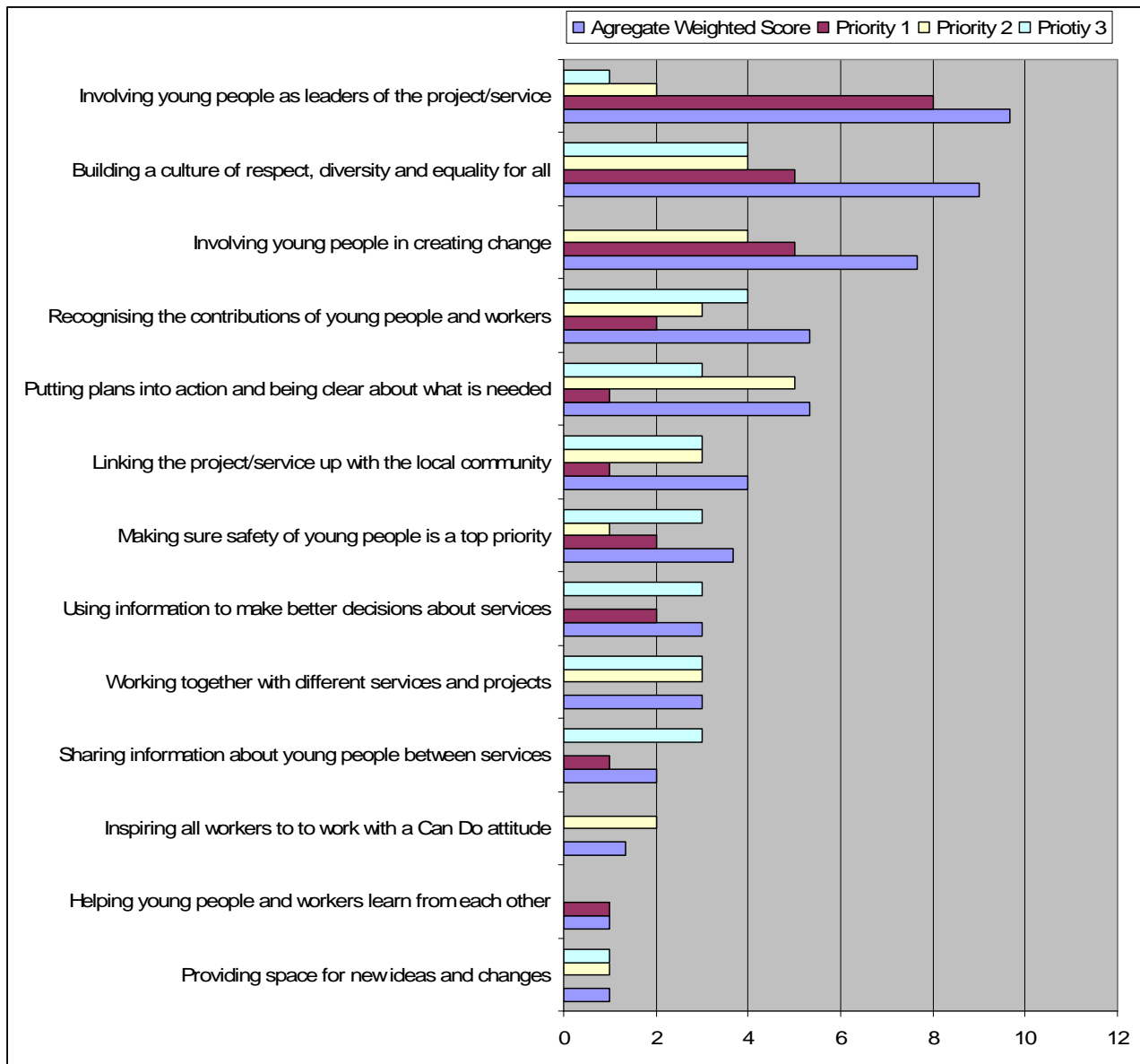
## Online Game: Creating Teams

The graph below shows the training priorities that young people indicated in their choice of training in the game.



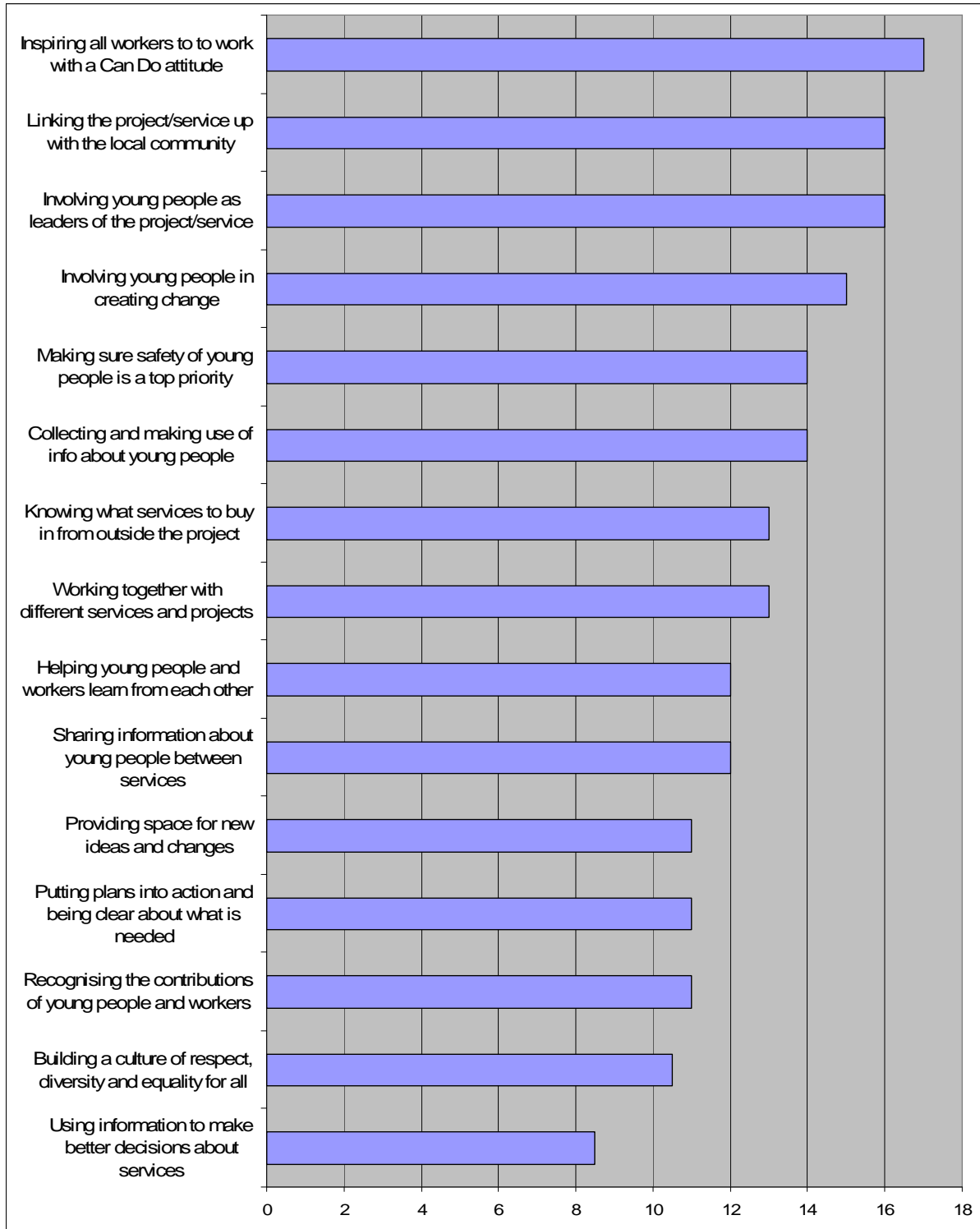
# The Survey

The graph below shows the training priorities that young people indicated in responses to the survey.



# Discussion events

The graph below shows the training priorities that young people indicated at the regional discussion events.



# Formal report

- Three separate consultation exercises were run with young people to identify key priorities for training of leaders and managers in services for young people. Given the abstract nature of the question ‘what training do you think leaders and managers in the youth workforce need’ – a game-based consultation method was designed to provide context to the questions asked. This game was delivered as an online game, and as a paper-based discussion starter. A standard online survey was also offered both as a ‘control’ to check the results from the game, and to engage those more comfortable with completing a straightforward survey. All these exercises used a list of 15 types of training which was based upon the list offered in the wider workforce survey.
- In person discussion groups took place with over 70 young people at ‘Aiming High for Young People’ regional events in Yorkshire and Humber and North East England. 27 young people used the online game to express their views on leadership and management training, and 17 responses from young people were received to the online survey. A number of responses to the online survey and game were received from adults, but have not been included in this analysis.
- The results from these three consultation exercises have been separately analyzed, with shared priorities across all three drawn together to give a picture of the forms of training young people feel are most important for leaders and managers of services for young people.
- **Involving young people as leaders or the project/service** emerged as the top priority, closely followed by **Involving young people in creating change**. Reasons given included: the importance of young people being listened to; encouraging young people to become more actively involved in developing services; tapping into young peoples enthusiasm and energy for taking action to create change; demonstrating respect for young people; improving the quality of services as young people can better relate to their peers, and having a stronger understanding of the change that is needed on the ground’ and the rate of social change and the need for staff need to be able to adapt to new trends and changes.

The importance of involving young people throughout a change process, rather than just at the start and end through consultation and feedback was emphasized in a number of responses.

These findings have implications both for the training and capacity building that will be delivered to leaders and managers, and for the way in which it is delivered. Given the development of training and capacity building for leaders and managers will be a change process, and given consultation has already taken place with young people on their priorities for change, sustainable methods for involving young people as partners in the further development and delivery of training should be explored in depth.

- **Building a culture of respect, diversity and equality of all** was highlighted as a priority in the game and survey (although was a lower priority in the discussion groups – possibly due to responses here being group, rather than individual, responses). Reasons given included: *“Respect of cultures and diversity is so important, and something which often gets over looked”*; *“It is important that we respect each other otherwise nothing will happen to create change”*; and *“everyone has different views and it is important to unite them”*. One respondent specifically asked for Muslim Youth Work to be provided.
- **Linking up the project/service with the local community** was a high priority for the discussion groups, and a medium priority for respondents to the survey and game – although a number of the additional comments in the survey and game focused heavily on the importance of projects being linked to the community, both to improve the projects, and to support young people in being engaged in their wider communities.

Reasons for the importance of linking projects/services with the community included: making sure projects served community needs, not service targets/needs; drawing on the resources available in the community to work with young people; making young people aware of their wider community and making the community aware of work taking place with young people; to make sure young people feel they have a stake in their communities and so respect them; and to help the wider community.

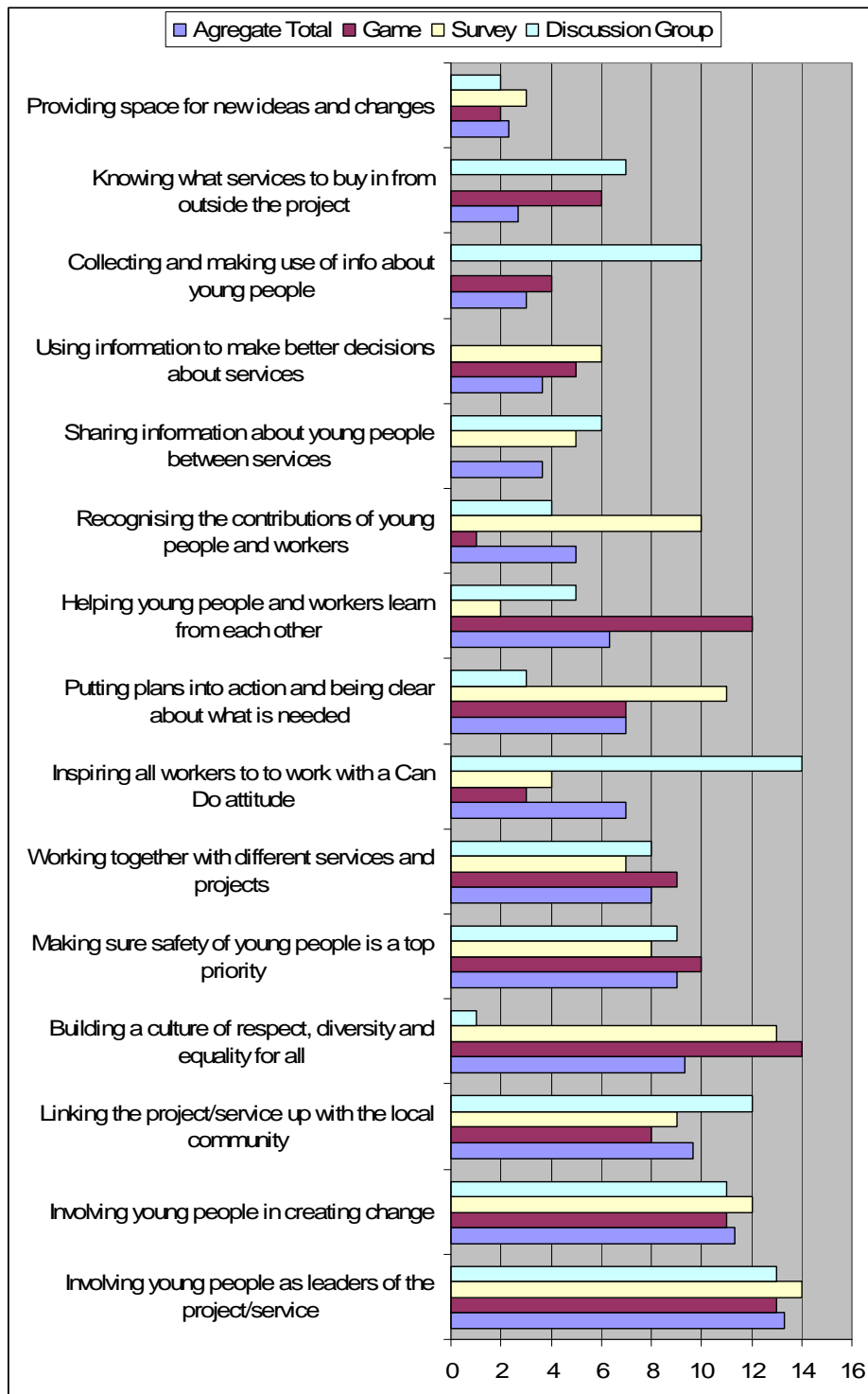
The nature of the comments about links with the community suggests that young people value something more than services simply being members of local area partnerships and community groups at a strategic level – but want the projects and services they are involved in to be embedded in their local communities – and to be building bridges between young people and the wider community at the very local level.

- Making sure safety of young people is a top priority; working together with different services and project; plans into action and being clear about what is needed; and helping young people and workers to learn from each other – also featured highly when aggregate priorities are explored.
- Respondents to the survey and game were also asked to suggest **other forms of training** they would like leaders and managers to receive. Many of the suggestions focused on particular youth work skills around listening to young people and supporting them in individual situations, knowing how to respond appropriately to young people in different contexts, and listening to and acting upon the voice and views of young people – both individually and collectively.

A number of respondents suggested particular forms of training and skills building they would like to see, including training in the use of new technology to engage with young people, creative skills, and training on conflict mediation and peace building.

There is a suggestion in these responses that unless managers are themselves skilled at interacting with young people, their efficacy will be limited.

# Aggregate Table



The table to the left shows priorities across all the consultation methods.

The priorities from each consultation method have been arranged and scored from 15 (top priority) down to 1 (lowest priority) and the average across each method has been taken to give the aggregate total.

The graph shows training times in order or aggregate total, with the highest aggregate total being the highest overall priority.

Bars for each of the consultation methods are shown to support identification of deviation between these methods.