Appendix:
A place to grow

Exploring the future health of young people in five sites across the UK

Preface

This is the accompanying appendix for the Health Foundation report *A place to grow*. The report outlines the discussions and themes that arose from five sites across the UK and whether they have the assets for a healthy future.

This document presents a more in-depth explanation of the site visit process and engagement, which includes:

Appendix 1 outlines the breakdown of the methodology of how the sites across the UK were chosen, the peer researcher process, the telephone interview process, the expert advisers for the site visits, the details of the youth-led tour, the providers of services to young people visit and the central meeting information.

Appendix 2 displays the table of things that young people and system leaders agreed needs to be stopped, started and amplified to create a better context for young people's lives in terms of the four assets.

Appendix 3 contains the full list of workshops led by youth-led peer researchers and guided by Leaders Unlocked in each place to gather their experiences of developing the four assets.

Appendix 4 is the full structured interview questions of the telephone conversations the Health Foundation had with members of the community at each site who shape the experiences of young people in that place.

Appendix 5 lists the local system leader organisations and central meeting attendees for each site.

Appendix 1: Methodology

How the sites were chosen

Sites were chosen to reflect the diverse range of places young people experience as they grow up in the UK. Three criteria were identified at the outset:

— five site visits: one each in Northern Ireland, Scotland, Wales and one each in the north and south of England
— mix of rural and urban areas
— include at least one area of ethnic diversity.

UK-wide Office for National Statistics (ONS) data that classifies each local authority into a particular group was examined. More information on these area classifications can be found on the ONS website.

ONS area classifications were then selected to represent each area. The areas and classifications chosen were:

— Northern Ireland: rural; 'Town and Country living' ONS group
— Scotland: 'Services and Industrial Legacy' ONS group
— Wales: rural; from 'Countryside living' ONS group
— England (one in north England and one in south England):
    — one from 'Business, Education and Heritage Centres' ONS group and
    — one from 'Urban Settlements' ONS group with ethnic diversity.

In Northern Ireland, 82% (9 out of 11) of areas are 'Town and Country Living', well above the UK-wide level of 20%, so we selected an area from that group.

Desk research was then conducted on each of the local authority areas that met the area classifications for that geographical area, including key data on the area and whether the area had a Children and Young People's Strategy. We also considered whether the people working on the visits had contacts in the area that would facilitate broad and deep connections into the community.

Peer-research process

The Health Foundation contracted Leaders Unlocked, a specialist social enterprise that helps organisations to engage effectively with young people, to conduct the youth engagement in each site.

Leaders Unlocked recruited 10–20 young people aged 12–24 in each place to act as peer researchers. The young people were interviewed, and, where applicable, consent was sought from parents and guardians to take place in this work. The young people then attended a briefing workshop about the Young people's future health inquiry, and the assets that arose in the engagement phase see the report Listening to our future for more information on the engagement work and development of the assets. The young people were trained to conduct workshops in locations in their community and co-designed the activities that would take place in these workshops.

Leaders Unlocked then helped the peer researchers run workshops to reach other young people in their area. Workshops took place in schools, youth groups, and other locations relevant to young people's lives (a full list is available in Appendix 3). Through the workshops, 100–150 young people were reached in each of the sites. Including the peer researchers, over 600 young people were reached across the site visit programme.

Leaders Unlocked helped the peer researchers analyse the data they had gathered and explore themes. The peer researchers distilled findings and recommendations for change for the area for each of the assets. They presented these as a formal presentation to system leaders and the Health Foundation at each site. They also created annotated maps of each site, which were displayed and discussed.

Telephone interview process

The Health Foundation wanted to understand the perspectives of those with leadership roles—formal or informal—and other aspects of the system that having a bearing on young people's lives despite not being visible to the young people in those places.

Therefore, in parallel with the peer-research process, the Health Foundation conducted telephone interviews with organisations that were attempting to create opportunities for young people in the places. Organisations invited to take part included educational institutions, local authorities, employers, the third sector and others. Between 10 and 15 interviews took place at each site (a complete list of those invited and who took part is included in Appendix 4). These interviews were then analysed by the Health Foundation and the findings presented as part of the central meeting at the site.

The interview schedule is included in Appendix 4.

Visiting team

Aside from the team at the Health Foundation, four expert advisers were invited to join the site visits:

— Julia Unwin CBE, Strategic adviser to the Young people's future health inquiry
— Jabeer Butt OBE, the Race Equality Foundation
— Ed Cox, the Royal Society for the encouragement of Arts, Manufactures and Commerce
— Dr Ann Hagell, Association for Young People's Health

All attended at least four out of five visits. Their thoughts and reflections on what they saw and heard were sought throughout the process and have helped shape the findings of this report.

Youth-led tour

During the analysis session, Leaders Unlocked helped the peer researchers identify key places in the site that were important to them or that showed something important about the area. They then planned a route that would allow them to show these places to the visiting team.

On the first day of the visit, the young people supported by Leaders Unlocked, conducted the visiting team on this tour. They explained their reasons for selecting the points visited on the tour. The tour also provided the visiting team with the opportunity to ask questions and talk informally with the young people.

Service visit

On the morning of the second day of the visit, the visiting team met with a provider of services to young people.

This gave the visiting team an opportunity to hear in depth about one of the facilities on offer to local young people. They were also able to explore with the service manager(s) and of the wider challenges and opportunities in the area that had a bearing on their service.

Our thanks go to:

— Bradford City FC Foundation, Bradford
— HWB Dinbych, Denbighshire
— Connect with Work, Bristol
— KA Leisure: The Portal, North Ayrshire
—YMCA Lisburn, Lisburn

Central meeting

The culmination of the site visit was the central meeting, which included the peer researchers, representatives of organisations who had taken part in the telephone interviews and other local stakeholders including elected members.

The peer researchers presented their findings, answered questions and discussed the map they had created. The findings of the telephone interviews were then presented, followed by a facilitated discussion between the representatives from organisations in the area. Finally, participants divided into groups to discuss the 'assets', with instructions to reach a consensus on recommendations for things that the area should stop, things that the area should start and things that the area should 'amplify' (continue, scale up, or increase resource for).

Site visit reports

A slide deck was produced for each site and sent back to all participants. A final meeting was held with the site visit team to agree the themes and messages for the report.

Appendix 2:
Stop, Start, Amplify

Bradford	Stop	Start	Amplify
Right skills and qualifications	Change in schools for change's sake. It is the culture that makes a difference rather than things like uniforms, timetables etc.	Recognising the importance of life skills in putting qualifications into practice. Provide opportunities to develop them.	Increase the number of high quality, long-term (eg 3-year) apprenticeships.
Personal connections	Bradford should stop being down on itself — there are great things about Bradford and we are being limited by our own view of ourselves.	Greater understanding of different cultures should be encouraged with greater opportunities for cultures to come together.	Youth clubs and services should have secure funding. Marketing should occur in a way that is visible to young people.
Financial and practical support	The erosion of funding of services for young people.	Free transport for young people aged 11-19 to allow them to take up opportunities on the other side of the city.	Structured delivery of life skills education should be scaled up in all schools — it should happen from Year 7.
Emotional support	Ignoring mental health and emotional support and making mental health difficult to talk about.	Creating more walk-in/ walk-out or youth café services, which provide emotional support in a more casual setting.	The support available in schools and improve the advertisement and promotion of opportunities and services that provide support to young people.

Denbighshire	Stop	Start	Amplify
Right skills and qualifications	Current school hours were not conducive to young people's learning patterns and it was felt that a later start to the traditional school day would improve engagement.	Create more direct partnerships between Career Wales and businesses; and better links between employers and schools to give young people a better idea of roles and opportunities available.	More fluidity and flexibility between post-16 courses so that they can be tailored to the individual.
Personal connections	The attitude of 'can't do'—be 'can do'. Will and desire to change things is missing—if people think creatively it will make a difference.	Have a proper 'one-stop-shop' for services—everything in one place to stop unnecessary trips over long distances, and so people know they will get what they want.	Fund and publicise youth services and childcare options. Ideas for publicity includes posters in public places (eg McDonald's) advertising the social media accounts.
Financial and practical support	Budget cuts that have had a negative impact on public life, eg the reduction in youth activities supported by the council, the closure of Denbigh College and consolidation of council services in Rhyl. These affect young people both directly and indirectly.	Improve access to affordable housing in Denbighshire for young people and support young people with housing advice and grants towards the cost of deposit and furniture.	More places like the Hafod/Hub that provide young people who may be struggling with stable accommodation, advice and support to get their lives back on track.
Emotional support	Stigmatising and punishing young people for behavioural/mental health problems in schools.	Opportunities for everyone to learn about emotional support, including parents and teachers eg youth-led lessons on emotional support.	More spaces/services that provide holistic support where young people can be expressive and get more focussed support if they need it.

Bristol	Stop	Start	Amplify
Right skills and qualifications	Stop stigmatising qualifications such as apprenticeships. Instead ensure apprentices are paid fairly and all ages are earning the same minimum wage.	Develop an app that can help young people identify and contact role models in various industries they are interested in pursuing.	Better collaboration to equalise and personalise service offers to young people across Bristol.
Personal connections	For organisations and groups to stop working in silos and start working collaboratively.	Start communicating the value of volunteering to all young people so they understand the benefits they will receive—use young people as ambassadors to do this.	Spread the knowledge from schools that are doing well across the city—create a hub of information so they can learn from each other.
Financial and practical support	Stop the overuse of zero-hours contracts when regular hours can be provided instead.	Free transport for young people (like London) and create an online directory (one stop-shop) of all the services that young people might need.	Expand the services that are currently available so they are able to reach people before they go into financial crisis (prevention).
Emotional support	Currently teachers can be unknowingly indiscreet when students require help. Teachers need to be more aware for behaviour change.	Improve how services are advertised so they reach young people (start using Instagram etc).	Expand the youth clubs that are available.

North Ayrshire	Stop	Start	Amplify
Right skills and qualifications	Assuming everyone has to have experience for all roles.	Teach life skills, like how to be an employee.	The promotion of all routes as equal options post school (eg university/ apprenticeship).
Personal connections	The procedures that stop the police from breaking down barriers and having positive relationships with young people.	Joining the dots between organisations and young people and make sure all young people are aware of opportunities.	Expand apprenticeships and mentoring opportunities.
Financial and practical support	Wage inequalities in the workplace. Young people should be paid the same as other people in their position, regardless of age.	The groundwork to understand what could be done to improve Education Maintenance Allowance (EMA) provision. Start a local campaign with partners and Members of the Scottish Youth Parliament to ask Scottish Government to look into reforming EMA.	More schools should allow credit unions to engage with students, to teach and help young people to set up accounts, and help with saving and budgeting.
Emotional support	Unhelpful labelling and language associated with mental illness, stereotypes and earlier life experiences that can be self-fulfilling (eg adverse childhood experiences, 'boys don't cry').	Encouraging people to have open and honest conversations with each other at all levels.	The mental health toolkit and the process of freeing young people's insights and voices to create more toolkits and aids.

Lisburn	Stop	Start	Amplify
Right skills and qualifications	The current system for transition into secondary school. Either no tests or remove fees for the transfer test.	Building life skills and emotional resilience at an earlier age.	Increase opportunities to follow diverse careers, eg through schools partnering with South Eastern Regional College.
Personal connections	The narrow career options on offer; more options needed.	Sharing good practice between grammar schools and high schools.	The youth council.
Financial and practical support	Educational maintenance allowance boundaries; make available to all.	A community reward system. Ask local companies to donate discounted tickets to activities and events to reward young people for their commitment or service to community.	More community transport for young people to get to youth clubs.
Emotional support	Excluding young people from the design of services. Consult and seek their views on how services should be run.	A universally-available prevention service, involving having conversations with young people and educating them about mental health.	Widening the reach of services that are available through better promotion. Services do not need to provide emotional support specifically but more a space to offer activities (eg crafts) and have fun.

Appendix 3: Full list of Leaders Unlocked workshops in each place

North Ayrshire	Group	Location	Attendance: 165
	Irvine Royal	Irvine Royal	19
	Youth Forum/MSYPs	Calderwood Community Centre	91
	Redburn	Redburn Community Centre	4
	Largs Academy	Largs Academy	6
	Ardrossan CYC	Ardrossan Youth Centre	8
	West Kilbride Community Centre	Ardeer Community Centre	3
	SCRATCH (Ardeer Youth Centre)	Ardeer Community Centre	19
	Kilwinning Youth Forum	Cranberry Moss Community Centre	15

Lisburn	Group	Location	Attendance: 126
	Life skills class	Wallace High School	15
	Tuesday youth group	YMCA	13
	Drop-in community group	Youth Initiatives	13
	Thursday Youth group	YMCA	16
	Life skills group	Resurgum	12
	Learning for Life and Work class	Wallace High School	18
	Youth group	Resurgum	15
	Life skills group	Ballymacash Community Centre	12
		St Patrick's Academy	12

Bristol	Group	Location	Attendance: 127
	Wellfest	OTR	30
	LGBTQ+ group	OTR	15
	Drop-in session	Youth Moves	7
	Youth Council	Youth Council	18
	Youth opinions	OTR	15
	Youth Group	Creative Youth Network	7
	Youth group at Docklands	Assertive Engagement Service	15
	Learning disabilities group	Youth Moves	20

Denbighshire	Group	Location	Attendance: 113
	Llanarmon and District Youth Club		9
	Student Union	Rhyl College	1
	Residents	Yr Hafod	6
	Plas Cefndy		13
	Youth Shedz	Yr Hafod	7
	Denbigh Youth Project		28
	Nacro Rhyl	Nacro Rhyl	3
	Ysgol Denbigh High	Ysgol Denbigh High	44
	Young mothers supported accommodation	Nacro Denbigh	2

Bradford	Group	Location	Attendance: 142
	Open Workshop	Speakers Corner	6
	Shaping Spaces	Culture Fusion	6
	Princes Trust	Culture Fusion	12
	LGBT youth	Equity	6
	Inclusion groups x2	Culture Fusion	9
	Alternative curriculum group	Step 2	6
	Bingley Youth Café	Myrtal Place, Bingley swimming pool	14
	Queensbury School		38
	Mind the Gap		22
	The Wish Club	Bingley	12
	Build a Girl	Holmewood Community Centre	11

Appendix 4: Interview schedule for telephone interviews with organisations

Scene setting—about the aims of the interview

Thank them for their time.

The Health Foundation is an independent charity committed to bringing about better health and health care for people in the UK. In 2017, we launched a 2-year inquiry, which aims to understand the extent to which young people aged 12–24 today are moving into adulthood with the tools for a healthy life. In particular, we are interested in whether young people have acquired the right skills and qualifications, emotional support, financial and practical safety net and personal connections that are building blocks for a healthy life. These assets are important for young people to access good quality work, housing and strong relationships and wellbeing. As a part of this inquiry we are visiting five sites across the UK to gain a real world understanding of how formal and informal systems in a locality come together to shape young people's experiences and opportunities. The purpose of this call will be to help inform the site visit and the work more widely. This should take around half an hour of your time. Any questions before we begin?

1. About you/your organisation Describe your organisation for me.

2. What outcomes are you/your organisation aiming for young people in your area? How far is this to do with health and wellbeing? [OR: Does your organisation have any specific objectives for young people in your area? How far do you consider health and wellbeing in this?] [OR: What are the aims of your organisation for the people who use your services? How far do you think about young people specifically?]

3. So, you have said that your key outcomes are XXX. How much capacity do you have to support wider outcomes beyond the ones your organisation is specifically focusing on? [prompt: ie how much space do you have to think about emotional support/developing key skills alongside that?]

Enablers/Assets

4. Do you think this is a good place for young people to grow up? Why/why not?

Skills and qualifications

5. We are interested in whether young people are getting the right skills and qualifications to prepare them for life and for the job they want in the future. What do you think of the education/skills training available to young people in your area? Do you think it equips them for employment/ adult life? [Prompt: Can you expand on that?]

Personal Connections

6. We are interested in whether young people are able to build up the confidence and personal connections to prepare them for life. What do you think of the formal and informal opportunities you are aware of for young people in your area to develop confidence, and to connect with adults who may be able to help them? [Prompt: We found that many young people said this was an important factor in getting employment (eg volunteering opportunities, mentors, but also what is available to them informally via their community)]

Financial and practical support

7. We are interested in whether young people have a financial and practical safety net. Do you think many young people in your area have either formal or informal support they could rely on if they need it? [Prompt: In our research so far this largely comes from family. Do you get a sense that families are able to support young people, for example by letting them continue living at home? What about the formal support networks available when family is unable to provide this safety net?]

Emotional support

8. We are interested in whether young people have emotional support. Do you think that many young people in your area feel emotionally supported? Where is that support coming from?

System/Structural issues

9. What do you think are the challenges and barriers for young people living, working and growing up in your area? When it comes to accessing secure work, good housing and in maintaining strong relationships? [Prompt: What are the barriers to accessing secure work and good housing and maintaining strong relationships?]

10. Are there any specific opportunities that living in your area provides to young people as they live, work and grow up in your area (eg positive opportunities for accessing secure work, good housing and in maintaining strong relationships)?

11. How would you describe the wider systems to support young people's life chances in your area? These can be formal or informal. [Prompt: such as education system, policing system, housing system, welfare system, health system?]

12. And how well do you think these organisations and systems collaborate and work together regarding support for young people in your area? Can you give us some examples?

13. What are the barriers to you doing your job and achieving your desired outcomes? [Prompt: These could be things at a national, regional or local level that are stopping you in reaching the outcomes you are aiming for with young people.]

Good practice

14. Within your work with young people, is there any achievement that you are particularly proud of? Do you know of any examples of other good practice in your area that improves young people's chances of a healthy life?

Final questions

15. Finally, is there anything else you'd like to mention? [About young people and your area?]

16. And is there anyone else who you recommend us following up with? [Name and contact if happy to share.]

Appendix 5: System leader organisations interviewed and central meeting attendees

Bradford

Organisations represented across interviews and central meeting

No. of interviews
10

Bradford Metropolitan District Council

Connexions

No. of system leaders attending central meeting
16

Bradford City FC Foundation

Centrepoint Yorkshire

Sharing Voices

Queensbury Academy

Denbighshire	Organisations represented across interviews and central meeting
No. of interviews 7	The Pop in Centre (Prestatyn)
	Denbighshire County Council
No. of system leaders attending central meeting 12	Grwp Cynefin/The Hwb (The Hub - Denbigh)
	Denbigh Youth Project (DYP)
	Denbighshire Voluntary Services Council
	Scouts
	North Wales Police
	NACRO
	Representative from Chris Ruane MP's office
	Clwyd Young Farmers' Club
	Ann Jones, Welsh Assembly Member, Vale of Clwyd

Bristol

Organisations represented across interviews and central meeting

No. of interviews
12

South Bristol Youth

Cotham School

No. of system leaders attending central meeting
15

1625 - homelessness charity

Catch 22

University of West England

Bristol City Council

Off the Record

Bristol City Youth Council

West of England Sport Trust

Unite Foundation

Redland Green School

Creative Youth Network

Health Watch

NHS

North Aysrhire	Organisations represented across interviews and central meeting
No. of interviews 11	North Ayrshire Council, Community Planning Partnership
	Ayrshire Chamber of Commerce
No. of system leaders attending central meeting 21	North Ayrshire Health and Social Care Partnership
	NHS Ayrshire and Arran
	Barnardos
	Police Scotland
	KA Leisure
	NHS Ayrshire and Arran
	Police Scotland
	Carnegie UK Trust
	Women's Aid
	Ayrshire Community Trust
	Fullarton Parish Church

Lisburn

No. of interviews
8

No. of system leaders attending central meeting
17

Organisations represented across interviews and central meeting

Police Service of Northern Ireland

South Eastern Regional College (SERC)

South Eastern Health and Social Care Trust

Northern Ireland Education Authority

Lisburn and Castlereagh City Council

Brooklands Youth Centre

YMCA Lisburn

Resurgam Trust

Northern Ireland Public Health Agency

Robbie Butler, MLA Ulster Unionist Party