

Participatory Research

Project Report



City and Hackney Participatory
Research Project Report
2023

Contents

Executive Summary	1
Themed Findings from Research Data	3
The Brief	5
Methodology	8
Recruitment and Training Fieldwork	8
Fieldwork Session Data	17
Findings	19
Overall Themes from the Data	19
Themed Findings from Research Data	19
Final Event and Conclusion	24
Learning and Recommendations	26
Acknowledgements and Gratitude	30
Appendices	32

Executive Summary

Summary of Project Background

In collaboration with Hackney Council / London Borough of Hackney, the organisation 3Ps undertook a comprehensive project throughout 2023 aimed at gaining a deeper understanding of young people's requirements concerning youth health and well-being services. This initiative followed a participatory action research cycle, employing participatory appraisal tools to facilitate a qualitative exploration of young people's needs. The primary objective of this report is to provide a platform for the voices of City and Hackney's young residents, allowing their lived experiences and insights to shape the research findings. Feedback from the young researchers themselves, gathered through a survey, plays a pivotal role in ensuring an authentic interpretation of their experiences throughout the research process.

Research Focus and Methodology

The central focus of this research was to identify missing elements in existing literature that were vital for commissioning a new Super Youth Hub in City and Hackney. The research findings presented in this report are the result of a meticulous data analysis process carried out entirely by the City and Hackney Young Researchers.

Key Findings

The research findings underscore the genuine needs of young people in City and Hackney regarding youth health and well-being services. Young people expressed a strong desire for services and support to be situated in safe and trustworthy spaces. Furthermore, they emphasised the importance of a multidisciplinary and holistic approach to these services, advocating for partnerships across various sectors, including schools, families, technology, public spaces, and health and social care.

In summary, this research provides valuable insights into the preferences and requirements of young people in City and Hackney, with the aim of informing the development of youth health and well-being services in the region. These findings not only reflect the authentic voices of young researchers but also advocate for a comprehensive and collaborative approach to address the diverse needs of the youth population.

This report also presents key learnings and recommendations derived from a youth-focused research project conducted in City and Hackney. The study successfully engaged young people in participatory research, empowering them to share their experiences and concerns. Notably, the project demonstrated the potential for employing young researchers to represent the groups under study. To build on these successes, the recommendations include a commitment to hearing the voices of young people through participatory research processes and exploring opportunities to employ young researchers across various local authority departments. The project highlighted the positive impact of providing paid employment to young people, fostering their work skills, financial independence, and overall societal growth. To replicate this success, the recommendation is to develop projects that offer employment opportunities to young individuals.

The report also addresses challenges related to data collection, emphasising the need for well-defined processes and trust-building between researchers and respondents. Recommendations include the development of data collection and storage processes during project planning and building long-term relationships between researchers and sample groups. Finally, the report highlights the importance of effective time allocation, recognising the impact of factors such as school terms and exam periods on project delivery. The recommendation is to create a project plan that aligns with school timetables and youth services, avoiding holidays and exam periods.

Overall, this report underscores the value of engaging young people in research, providing employment opportunities, and ensuring clarity, trust, and efficiency throughout the research process. It encourages the application of these learnings to future projects, fostering a more inclusive and in research, providing employment opportunities, and ensuring clarity, trust, and efficiency throughout the research process. It further encourages the application of these learnings to future projects, fostering a more inclusive and insightful approach to understanding the needs and perspectives of youth populations.

Themed Findings from Research Data:

1. Create Better Connections

Foster stronger bonds between young people and professionals to enable stronger connection.

Challenge: Cultural barriers to discussing struggles may hinder effectiveness of services.

Solutions:

- Allow individuals to bring companions for comfort.
- Encourage social interaction and shared experiences.
- Promote diversity in healthcare staff.
- Provide social environments with activities.
- Support family connections for improved well-being.
- Improve relatability and relationships with professionals

Challenge: Length of service interactions affects connection with services and professionals.

Solutions:

- Train approachable and well-informed staff.
- Clarify service expectations and boundaries.
- Foster communication among healthcare providers i.e. partnership working.
- Create a comfortable, judgement-free environment.

2. Address Accessibility

Improve Online Accessibility.

Challenge: Lack of access to support sources.

Solutions:

- Officially share information online.
- Enable easy communication.
- Use online forms and feedback.
- Maintain in-person services.
- Promote data confidentiality.
- Utilise social media and influencers.

Improve Accessibility to Services

Challenges: Fear of the unknown, accessibility issues, unclear complaint process leads to mistrust.

Solutions:

- Reduce wait times with additional staff and bridging services.
- Provide digestible information for young people.
- Offer family solutions with cultural sensitivity.
- Ensure confidentiality and an option for a designated adult to support or attend with young people.
- Increase annual review meetings and improve transport.

3. Address Quality and Integration

Improve CAMHS Services

Challenge: Need for smoother entry and exit processes, under-staffing, long wait lists.

Solutions:

- Employ more staff.
- Maintain consistent therapists.
- Provide transparency from the start.
- Ensure confidentiality and school collaboration.
- Extend CAMHS session duration.

Better Integration of Services in Schools:

Challenge: Passive promotion of services.

Solutions:

- Promote services directly through schools.
- Train teachers on SYH offer.
- Enhance PSHE sessions and invite speakers for major issues.

4. Think About Comfort

Create Comfortable Spaces

Challenge: Discrimination within youth clubs (and management of this).

Solutions:

- Learn from successful services.
- Establish ground rules.
- Implement feedback mechanisms.
- Provide recreational rooms, approachable staff, and support services.
- Offer education on coping strategies.

Building Healthy Lifestyles in Youth Hubs Challenge: Promote a holistic approach to health.

Solutions:

- Provide recreational rooms and diverse sports activities.
- Increase awareness of health benefits.
- Educate on addiction and healthy choices.

5. Youth Hub Provision

Improve Safety of Physical Locations and Open Spaces:

Challenge: Mixed opinions on park safety.

Solutions:

- Enhance lighting and CCTV.
- Employ park rangers or community patrols.
- Expand youth hubs for a sense of community.

Super Youth Hub:

Promote connection through central hubs.

- Offer diverse activities, including support for sexual health.
- Maintain updated and spacious facilities.
- Encourage participation through awards and competitions.
- Promote accessibility, feedback, and open discussions.

The Brief

As part of the recommissioning of youth services in Public Health, 3Ps were asked to deliver a participatory appraisal programme of work. The 3Ps team were provided with the Super Youth Hub Project Brief, Population Health Hub -Super Youth Hub request, and a detailed literature review that identified five questions where more data was needed in relation to creating a Super Youth Hub for City and Hackney.

The 3Ps team then designed a training and fieldwork plan to enable a participatory action research approach using participatory appraisal tools by a group of young researchers from City and Hackney.

Participatory Action Research (PAR) is a dynamic and collaborative research approach that empowers individuals and communities to actively engage in the research process. It is a valuable method for local authorities seeking to address community concerns, promote inclusivity, and make informed decisions that resonate with the needs and aspirations of their constituents. In this section, we will delve into the core concepts and principles of Participatory Action Research, shedding light on its significance in local governance and community development.

Participatory Action Research is a research methodology that goes beyond traditional academic inquiry. It places a strong emphasis on partnerships between researchers and the communities they study. Unlike conventional research approaches, which tend to be top-down and expert-driven, PAR recognizes that those most affected by a problem are often best positioned to understand and solve it.

At its heart, PAR is characterised by the following key features:

- **Participation:** PAR encourages active participation from community members, stakeholders, and decision-makers. It recognizes their expertise and perspectives as essential to the research process.
- **Action-Oriented:** As the name suggests, PAR seeks not only to understand issues but also to catalyse positive change. Research findings should lead to tangible actions that improve the well-being of the community.
- **Collaboration:** It fosters collaborative partnerships among researchers, community members, and local authorities. These partnerships are built on trust and mutual respect, ensuring that decisions and actions are collectively determined.

Cyclical Process: PAR is an iterative process where research, action, and reflection are continuously interwoven. This iterative approach allows for ongoing adjustments and improvements in the research and action plans.

Local authorities play a pivotal role in addressing the needs of their communities and making decisions that impact people's lives directly. PAR is particularly relevant for local authorities as it offers:

- **Inclusivity:** PAR ensures that a broad spectrum of community voices is heard, including those that are often marginalised or under-represented. This inclusivity leads to more equitable and informed decision-making.
- **Effective Solutions:** By involving the community in the research process, local authorities gain a deeper understanding of local issues and can develop more effective and targeted solutions.
- **Community Empowerment:** PAR empowers communities to take ownership of their challenges and work collaboratively with local authorities to find solutions. This promotes a sense of agency and self-determination.
- **Accountability:** Engaging in PAR fosters transparency and accountability in local governance. It creates a feedback loop where actions are evaluated, and adjustments are made as necessary.

Participatory Action Research is a powerful tool that local authorities can use to enhance their decision-making processes, engage communities, and foster positive change. By embracing the principles of participation, collaboration, and action-oriented research, local authorities can build stronger, more responsive, and inclusive communities. In the following sections of this report, we will explore how local authorities can effectively implement PAR to address specific community issues and achieve their goals.

Participatory Appraisal Tools and methods represent a crucial approach in community research, fostering collaboration, empowerment, and a deeper understanding of local dynamics. These tools encompass a diverse range of techniques and strategies aimed at engaging community members as active participants in the research process. The methods adopted in this project are based on a manual developed by an organisation called Shortwork. This inclusive approach not only enhances the quality and relevance of research findings but also empowers communities by giving them a voice in shaping the research agenda and the subsequent decisions that affect their lives. Participatory appraisal helps bridge the gap between academic research and real-world applications, fostering sustainable development, and more equitable outcomes for communities.

Undertaking a participatory research project with young people is an invaluable endeavour for City and Hackney. Not only does it empower young people by giving them a voice and platform to express their perspectives and concerns, but it also fosters a stronger sense of community engagement and ownership. Moreover, such projects build trust and credibility among our youth, bridging the gap between generations and creating a more inclusive environment. By actively involving young people in research, we not only gain a deeper understanding of their unique needs and aspirations but also foster a sense of responsibility and active citizenship within our community, and presenting City and Hackney as a vibrant and responsive local authority.

There are several overall themes explored in this project. Firstly, explores how professionals and services can effectively engage with Children and Young People in City and Hackney. It aimed to identify the range of services that could be consolidated into a single accessible location, emphasising the importance of such a one-stop hub. To ensure this hub's effectiveness, the project investigates what essential information should be readily available, considering the format in which it should be presented for young people. Furthermore, it seeks to understand the necessary strategies to enhance the engagement of services for Children and Young People, contemplating elements such as location, safety, and accessibility, with potential satellite or drop-in sessions in schools as a consideration. Additionally, the project considers the role of peer support and advocacy in facilitating access to the Super Youth Hub and its virtual platform. Lastly, it aimed to address the critical issue of transitioning from Children and Young People to Adult services, with a focus on reducing the stress associated with this process. This element is an area where further work is needed and there are recommendations based on the limitations of the findings.

Methodology

Recruitment and Training

Recruitment

Recruitment took place in late 2022 with an original expectation for fieldwork to take place in early 2023.

The Young Researcher role was advertised and promoted across schools and Young Hackney sites, email distribution groups and at schools. Applicants were invited to attend a participatory recruitment day where they were asked to work in groups. The person specification asked they should be:

- Able to confidently communicate with a wide range of people
- Understand the importance of active listening and the power of including different voices
- Ability to work with people from different walks of life and treat everyone with dignity and respect
- Being open and have the ability to embrace and respect different points of view

30 applications were received.

30 attended two recruitment days.

16 Young Researchers were recruited.

Many of the young people commented that the recruitment process was a very comfortable environment and not too scary. Most of the feedback was positive about the interviews being done in groups rather than individually as it made the environment more relaxed. Some young people said that the recruitment process was very informative. However, some felt unsure what they were actually applying for until after the recruitment process.

Introductory session

After the recruitment process was completed and successful applicants notified, a barrier to delivery was identified as the project team at City and Hackney had a change of staffing. Due to this necessary delay in fieldwork delivery, a one day session was held for all the successful researchers in early January 2023. At this session the Young Researchers were introduced to the project with information including:

- Youth SuperHub and the PAR project, intelligence and insights
- Examples and case studies
- Key people in the history of PAR

Researchers were also asked to make a paper to highlight their super-powers and expectations.

“Applying for the project was easy as it was done online and I think the recruitment process was quite efficient and not too nerve-wracking because we were interviewed in groups instead of being interviewed individually.”

“A bit more clarity of the project during the ‘audition’ as it was only after I got into the project I really understood what we were doing”



Training

In March and April 2023 four training days were held with all 16 researchers to introduce and enable learning of participatory appraisal tools. Training took place at a central, accessible, location in Hackney. Through the sessions, the Young Researchers gained an understanding of participatory approaches, specific tools, and methodology used to engage and gather insights from their peers, sequencing of tools, and practicalities of arranging an effective fieldwork session. Facilitation of the sessions mirrored the ethos of the overall approach, and Young Researchers learned from observing and reflecting on the sessions and how they were facilitated and delivered. The 16 Young Researchers engaged with a series of Participatory Appraisal tools as part of their learning journey and contributed to the insights that not only informed the fieldwork but were also part of the overall findings. The initial insights from the group of Young Researchers helped shape the final research questions for their fieldwork process. Public Health intelligence we had to date formed the backdrop of the overall design, but the final design of the fieldwork was determined by the Young Researchers in accordance with PAR ethics. In the first phase of fieldwork, we hoped to engage 120-150 CYP.

Participatory Action Research Tools used on the Training Course	Question posed
Graffiti Wall	What does health and well-being mean to you?
Timeline	Use a timeline to describe your health and wellbeing over the last year (2022). What has made it difficult to stay healthy and well / what has helped / can you see any trends or patterns? / Looking back, what can you do this year?
Force Field Analysis	Positive and negative influences on health
Mapping	Draw a map of where you go to keep well in City and Hackney? Tell us what is good about these places? Are there places that are bad for your well-being? Differences at night? Follow up Question-Are these the places where you could have conversations with other Young People.
Causal Impact Diagram	What are the potential causes of poor health and well-being of young people in Hackney? What are the effects? What are the possible solutions?
Spider Diagram	What keeps you healthy and well? What are the barriers to these things? How might you overcome the barriers? What other ideas do you have? If we can include: Can we think about specific groups of children and young people and the barriers they might experience? Overcoming barriers for these groups. How are we going to engage these groups: Ethnic minority , LGBTQ+, looked after children, refugee/asylum seekers, adverse experiences, young offenders?
H- Form Diagram	What improves the health and well-being of Young People in City and Hackney? / What reduces it? / What ideas do you have to improve the health and well-being of young people in the City and Hackney?
Bean Counter	What are the top 3 things that will significantly improve health and well-being for CYP in City and Hackney?

At the end of this series of training sessions a research question was developed which the group felt would enable them to answer the missing data requirements as well as provide a much deeper insight into the thoughts, feelings and experiences of young people in City and Hackney. This then led to a series of subset questions that would be used with the different PA tools in the fieldwork process.

Appendix 2 is a table of the research questions developed at the phase one training. Feedback from the Young Researchers found that, in general, the training was very informative and left them well-equipped with research methods which they could use in the fieldwork. Some young people commented that the training could have prepared them better to deal with difficult situations and in ensuring that sessions ran smoothly, as some felt a bit thrown in the deep end in fieldwork sessions.



“The training prepared us for a lot of what we faced and it was good that we found different methods of forms and maps that could help people tell us how they feel.”

“Training was good as we were able to practise all the techniques so we were more comfortable in the actual thing. A way to improve would possibly be going through some protocols for different scenarios when things go wrong”



Fieldwork

The fieldwork was conducted from 19th April 2023 until 30th July 2023. The sessions were organised by Young Advisor based in London Borough of Hackney and the sessions took place across the borough. It was intended that these sessions were distributed across the patch on a quadrant basis, with a team of researchers allocated to each locality. Communication with the project team and young researchers took place across a group Whatsapp and, at times, email.

The initial phase one of research used research questions co-produced at the training, adhering to PAR and PA approaches.

At the sessions the groups of researchers worked in teams and each researcher had an allocated role. It was expected that all fieldwork sessions had an observer who provided an additional set of feedback on the experience, a facilitator to ask the questions and an anti saboteur to support the facilitator if the discussion needed. These roles were all part of the training programme. They asked research questions that they thought would be appropriate



to the groups and used the participatory tools that they felt they would be confident and capable to deliver in that setting and at that time.

Throughout the fieldwork sessions, the researchers were able to access support from 3Ps and the Project Coordinator at City and Hackney via a weekly drop in session at Forest Road Youth Hub. At these sessions researchers could get support around

- Fieldwork session planning and preparation of tools and questions
- Fieldwork session feedback and reflection
- Receive payments

The wider project team met for monthly catch-up and reflection sessions. This was to reflect on delivery, identify any learning so far, any address support needs. This added to the action research approach.

Young Researchers were asked for their own feedback on the fieldwork experience.

Overall, the Young Researchers enjoyed meeting with the different groups and learning about different people’s concepts and definitions of health and well-being, and perspectives and experiences of a range of services across City and Hackney. A common theme throughout the feedback was that the experience helped them to develop their confidence, in having the confidence to change the question spontaneously to suit the audience and in mediating the sessions. Many also developed their active listening and organisation skills.



“The main skills I developed were definitely spontaneity - which stems from confidence, and organisation. Organisation because to gain optimal information from a group it would be best to do research prior, so knowing age range and what not to ask was all part of organisation, where was while we would talk about question and problems with health care or making post it’s almost all of this creativity and honesty was all improvisation and just feeling like as soon as I had something to contribute I needed to just do it or I’d forget and I could miss something really important for myself.”

The main difficulty people faced was struggling to get everyone to engage. This may also have impacted on the data validity and reliability.

“...sometimes people wouldn’t really have anything to add or didn’t want to add and it was difficult to find results at times. I definitely obtained more people skills, socialising and more but also understanding questions and how to change them for other audiences.”





Check in session

A check in session was held on 29th April 2023 at Forest Road Youth Hub. At this session researchers were invited to create a timeline of the field work that had been completed so far and include highs and lows; the things that went well (magic moments) and what didn't go well (desperate moments). This reflection process enabled them to share what they would do differently and provide support and guidance for any YR's who had not yet delivered any fieldwork sessions.

Initial Analysis

An initial analysis session took place on 2nd June 2023. At this session the researchers had an opportunity to explore the data collected in the first round of fieldwork sessions. All the data from the sessions were displayed on the walls around the room, YR's were split into groups and asked to read the data and identify Roses, Buds, and Thorns.

This also gave an opportunity for the YR's to identify any knowledge gaps and therefore a set of questions that could be asked in the remaining fieldwork sessions. The remaining questions were tabled and can be found in Appendix 12 (Second stage Research Questions after 2nd June)

Researcher feedback from the initial analysis session showed that many of the young people enjoyed seeing everything come together and making connections between their findings and those of others. They told us that the session was rewarding as it allowed the young people to see their hard work all in one place and that they enjoyed identifying the common themes and developing their analytical skills.

"I found it quite enjoyable going back over everything that we did, and it was nice to be able to make links between all the data we collected. I think it was like everything started to fall into place, and seeing the fruits of our work was definitely a highlight of the whole research project."

Some, however, felt that more time was needed to cover all of the data.

"We were able to go through quite a few posters we made during field work and make roses, buds and thorns out of them to try and consolidate the data.

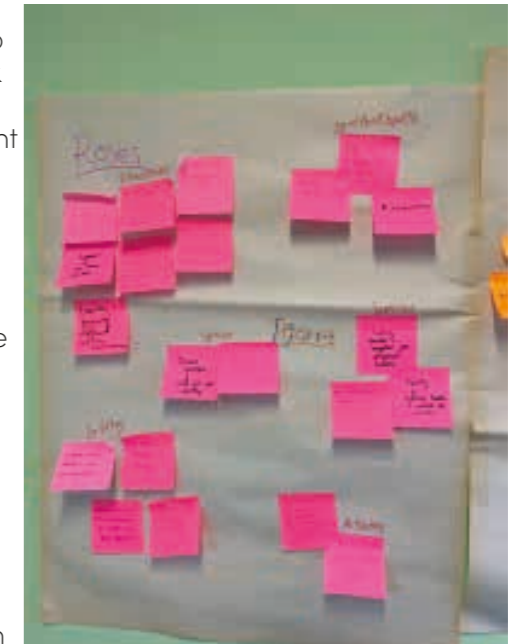
"I don't think we were able to get through making a lot of roses, buds and thorns so maybe we needed another session to complete that."

These Roses, Thorns and Buds were discussed at another Analysis Check In session, held online on 4th July 2023. Attending YR's were asked to identify any of their Magic Moments they wanted to share with each other to create support, motivation and engagement across the group.

The researchers identified a range of challenges including:

- Difficulties in completing demographic data.
- Concerns at delivering their first session
- Consciousness that the initial intention to reach the LGBTQIA+ and Orthodox Jewish communities has not been met
- Issues around supporting staff at fieldwork session venues being, at times, chaotic.
- Consideration of gender disparities in the respondent population.

This session also brought into the conversation ideas about the Bigger Picture and to start considering what the end result of the project could look like.



Data Analysis

Data Analysis took place on the 14th and 15th August 2023. This was an opportunity for researchers to review all the data that had been collected across all of the fieldwork sessions. At the analysis sessions researchers were asked to assess the evidence from all of the fieldwork sessions and answer a general question that was found to be pertinent to the research project. "To improve the health and well-being of people in the City and Hackney, we can..."



The researchers used a process of thematic analysis to synthesise the data into what they found were the themes arising from all of the research data collected. To do this the researchers were split into groups and conducted a process of reviewing the data, identifying and describing the Roses, Buds, or Thorns then worked in groups conducting a process of Affinity Clustering, to organise all the insights/ideas/issues they came up with into categories. This was further refined by half of the group into ten priority ideas for action. The other half of the group then double checked these ten areas for accuracy, coherence and clarity. They also identified that it was possible to cluster them further into five main themes. These are all included in the research findings.

Feedback from the analysis sessions found that the researchers felt that this session was a useful opportunity for consolidation and to consider solutions. Many were thankful for the opportunity to ensure that all the data was considered.

“During this session we were able to get through more posters and more data and we were able to consolidate more data into roses, buds and thorns and we had more time to separate them into different themes as well”

“It was good, felt very engaged throughout and was especially happy as we made sure not to neglect any data”

However, not all of the young people had been able to attend this session and those that did attend felt that they would have benefited from the full group being there. Some also felt that the process was very time consuming and not enough progress was made in this session.

“...It felt as if we hadn't made that much progress to fill all the gaps in our questioning as this was a difficult task...”

Report and presentation

It was hoped that the YRs would actively engage in the design, production and delivery of the final report and final presentation event to showcase their experience and findings. This was encouraged throughout the check in and analysis sessions and feedback processes were implemented throughout the duration of the project. YRs were asked their opinion on this. Overall the feedback from the researchers was very positive about the report and presentation and they felt that their experiences are reflected in the findings and final report.

“I think a lot the findings are relatable as quite a lot of data has come from other people sharing their personal experiences with us.”

“I think my feelings are represented throughout it because even the size of how much we found out shows how curious I was about other people's walks of life.”

Some of the young people commented here that the experience as a whole had been very positive for them and that they had really enjoyed being part of the project.

Fieldwork Session Data

Fieldwork sessions took place from 19th April 2023 until 30th July 2023 in a range of settings across City and Hackney. This included attending youth centre drop in sessions, adventure playground, cadets training, youth parliament specific meetings, SEND specific sessions, and youth justice focused sessions. The planning of the sessions took place in partnership with a range of City and Hackney young people's services as well as wider community networks and groups.

23 fieldwork sessions were completed.
Interactions with 231 young people.
One of the sessions took place within The City of London.
Two of these sessions took place online.

A full breakdown of the fieldwork is tabled in the Appendix 3.

Fieldwork Demographic Data

It was expected that demographic details of the respondents were collected at each fieldwork session. Researchers were asked to use a template developed in the training sessions where respondents could add a simple sticky dot process where they chose to respond. A data breakdown table is in the Appendix 7. This was a voluntary process to enable trust between respondents (sample population) and researchers. For the sessions where demographic data collection was not possible some of the challenges included not having the data sheet available and having too limited time for completion and priority was given to answering the researchers questions at the session.

10 Fieldwork sessions were able to complete elements or parts of the demographic sheets, at these fieldwork locations:

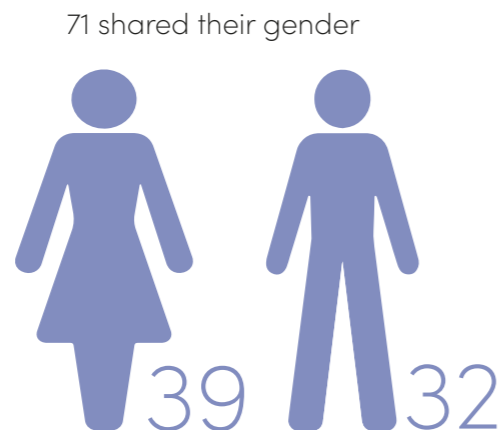
- BSix College
- City of London Police Cadets
- Concorde Youth Centre
- Forest Road Police Cadets
- Forest Road Young Adult Carers
- Hackney Quest
- Immediate Theatre
- Shoreditch Adventure Playground
- The Edge
- Well Street Community Festival

105 Fieldwork session attendees added data to the demographic sheets.
 21 told us they were entitled to free school meals
 5 told us that they have special educational needs (in addition, two sessions were delivered specifically with SEN YP).



71 shared their ethnicity.

Ethnicity	Count
Indian	3
Caribbean	8
African	15
Other Black/Black British	2
White and Black Caribbean	6
White and Black African	1
White and Asian	1
Other mixed	4
White British	9
Irish	3
Turkish	6
Kurdish	6
Jewish	1
Other White	1
Other	5



71 shared their gender

58 shared their ages, which ranged from 10 years old to 19.

Ages	Total
Age 10	1
Age 11	4
Age 12	11
Age 13	11
Age 14	3
Age 15	9
Age 16	5
Age 17	7
Age 18	6
Age 19	1

Findings

Overall themes from the data

At the analysis sessions we asked researchers to assess the evidence from all of the fieldwork sessions and answer a general question that was found to be pertinent to the research project.

“To improve the health and wellbeing of people in the City and Hackney, we can...”

This was answered through discovering ten initial themes, and paired into five categories with distinct headings.

1. **Connections**
2. **Accessibility**
3. **Quality and integration**
4. **Comfort**
5. **Youth hubs**

Themed Findings from Research Data

1. Create better connections

Foster stronger bonds between people and enable connection

What this means:

- Some cultures don't want to talk about their difficulties, and this could hinder efficacy of health and well-being services

What can be done:

- Having the option to bring someone along even if they're not part of the service in order to help young people feel more comfortable
- Being able to socialise freely and being able to find people that you share experiences with can help aid connection
- More diversity in healthcare, so people with different backgrounds can feel more comfortable
- Providing a social environment fosters connection, include sports and other activities
- Provide an opportunity for family connections, and make them aware of how to support health and well-being for good connections
- Activities themselves should be people-based and help them to get to know each other, helps self-growth and independence, therefore boosting well-being

Improving relatability and relationships with professionals

What this means:

- It can be difficult to open up to professionals
- The length or duration of an interaction with a service can affect connection
- Connection can help professionals get a deeper understanding of the young person, increasing efficacy of potential treatment by reducing misdiagnosis, and ensuring right medication given



What can be done:

- Staff need to be able to communicate with young people so they should be approachable and well trained, especially GPs
- Be more transparent in what the service can provide, clarity on the boundaries of what to expect.
- More communication between healthcare providers, professional environment in healthcare needs to foster more solutions
- Reassure that there are no consequences of accessing services, this creates a more comfortable environment for more solutions.

2. Address accessibility**Improve online accessibility****What this means:**

- Healthcare providers are able to direct people to helpful sources of support.
- Collate all services in an online directory to make it easy to find everything
- Online services can help accessibility in cases when they can't access physical services.

**What can be done:**

- Put information on services online officially (e.g. through Hackney.gov).
- Easy to access services offer easy lines of communication so that it is easy to contact people at services.
- Use online forms for quick sign up as well as online feedback forms to help improve the service and support young people to feel like they're contributing and their voices are heard
- Having in person services available still
- Share awareness that data is confidential or clarity on what is confidential and what can be shared.
- Utilisation of social media infographics on Instagram to promote the program
- Influencers could be used to share messages and information

Improve accessibility to services**What this means:**

- People are afraid to access services due to the fear of the unknown
- The overall offer of services satisfactory, but inability to access them is a barrier
- There is no clarity on the complaint process, which can hinder the quality of service

What can be done:

- Wait times need improvement, give more staff to these services and offer solutions in the meantime (bridging service) during the wait time
- More information should be available in accessible, digestible ways for young people
- Offering family solutions, more info towards parents and how services can help their children, with cultural sensitivities
- Improve confidentiality so young people don't need to worry about parents knowing about their service access
- Offer the possibility of a designated adult besides parents in case any safeguarding issues arise.
- More annual review meetings for SEND, give more details of events and services etc.
- Making transport for young people more accessible

3. Address quality and integration**Improve CAMHS services****What this means:**

- Process needs to be smoother in entry and exit, a smoother process overall
- CAMHS is understaffed with astronomical waiting lists

What can be done:

- Employ more staff
- Keep therapists constant, so personal relationships are maintained
- More transparency from the beginning about expectations and process as young people can be blind-sided while in the service.
- Provide reassurance about confidentiality, being open about what safeguarding means, parents shouldn't be told what is said in the sessions without consent
- Ensure good relationship between CAMHS and schools
- Longer CAMHS sessions to help build a relationship, ensuring that young people get the most out of the process

**Better integration of services in schools****What this means:**

- Posters aren't that helpful, CYP need to be told directly rather than passively assume they know what is available.

What can be done:

- Promote services through schools as they are trusted, Super Youth Hub should be advertised in assemblies, sessions etc.
- Develop a full range of approaches, train teachers and staff on the SYH, give them information so they can pass you on to us instead of another teacher such as Head of Year
- CYP should be able to work with a teacher that they trust
- Make PSHCE days more impactful and engaging, variety of topics and introduce services in these sessions
- Always bring in someone to talk about major issues, far more engaging, great way to promote the services they offer

4. Think about comfort**Create comfortable spaces****What this means:**

- Ensuring a commitment to diversity and inclusion, ensure that no groups are alienated, always foster respect of other backgrounds
- There can be issues with discrimination in youth clubs (such as homophobia, racism, etc.) and this needs to be erased in a comfortable youth hub
- Disappointing experiences of responses to this discrimination.



What can be done:

- Learn from other services such as Concorde, Mouth that Roars, Project Indigo, Hackney Ark etc. to see what works well for certain people.
- Establish some ground rules
- Have mechanisms for feedback in place when CYP want to raise concerns; always have a system to complain and easily talk to someone, making it an open processes
- Provide more recreational rooms with gyms etc., activities to encourage self-growth including a quiet room for meditation etc.
- Kind and approachable staff, trained and aware of discrimination are needed to increase comfort.
- Services with a direct helpline and support can help people feel more comfortable
- More education on coping systems/strategies and forming healthy ones

Building healthy lifestyles in youth hubs**What this means:**

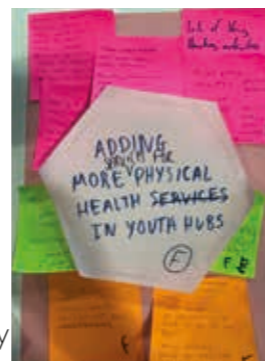
- Mindfulness, sleeping, diet, holistic approach to physical health that covers all bases
- Need somewhere for young children to go while activity is happening

What can be done:

- Provide more recreational rooms with gyms etc., activities to encourage self-growth
- Sports activities tend to be desired in the Youth Hub and can offer connection and physical activity
- Range of sports should be available
- More awareness of potential health benefits and what's available in terms of discounts etc. (e.g. Young Carers have free gyms)
- More substance mis-use education and services geared specifically towards young people
- Educate more on addiction, less centred on don't do drugs mantra, be more understanding

5. Youth Hub Provision**Improve safety of physical locations and open spaces****What this means:**

- Opinion is divided on the safety of parks; parks as locations could be a good idea, but can feel unsafe particularly at night, parks catered to children with playgrounds etc. are more safe
- Park rangers can help foster community if they are consistent, people know who to talk to if they feel unsafe in open spaces
- CYP want to feel safer in family-oriented areas, places where they grew up and with a stronger sense of community

**What can be done:**

- Improve lighting, helps younger people feel safer
- More CCTV cameras help safety, and park rangers in parks
- Park rangers or police officers but less official and less imposing.
- More youth hubs, stronger sense of community in these areas, postcode wars can inhibit access to these facilities.

Super Youth Hub**What this means:**

- Super Youth Hub could be connected to, or situated in a park, playgrounds are good ways to foster connection between young people
- Could be one central, reliable source of information, but it should be based in youth clubs around the area as multiple hubs can make the services more accessible to younger people.

What could be done:

- Central access to information on services can be online on a website
- Meditation and mindfulness activities can improve spiritual well-being, can still be accessible for non-religious people including more investment in religious spaces with prayer rooms etc.
- Should be accessible at convenient times for students (after school and school holidays) including services for exam preparation
- Promotion online through social media infographics and influencers
- Sports, arts and music available
- Trips are offered as part of the service
- More awards to encourage participation through competitions
- Investment in newer entertainment at youth hubs, such as gaming area
- Keep activities updated
- More spacious area for socialising
- Ensure variety of activities and rooms
- Conversations about sexual relationships, sexual abuse and services relating to them should be offered
- Open feedback system should be offered

Broader questions

The research brief, from the previous literature review, also asked five questions that couldn't not be answered by the literature review alone. We asked the researchers to analyse the fieldwork data and answer the brief questions.

How can we engage with and involve our diverse CYP population in the development of the SYH?

- Create safe and comfortable spaces for culturally diverse youth to discuss their struggles
- Train staff in conflict resolution and ensure diversity among the staff to enhance representation
- Establish accessible feedback systems for issue resolution
- Link community services to the SYH to increase diversity
- Foster relatability between researchers/designers and CYP

How can staff at SYH help CYP feel welcome, listened to, and engaged?

- Promote transparency about the service process
- Encourage longer interactions to build connections between professionals and young people
- Ensure approachable and confidential communication.
- Maintain consistent staff to build trust.
- Provide recreational areas like playgrounds for building connections.

What services and approaches to delivering services should be available at the SYH?

- Offer online sign-up forms and information about services
- Promote services in schools and diversify family solutions
- Centralise and promote services online
- Use influencers and social media for promotion
- Enhance Child and Adolescent Mental Health Services (CAMHS)
- Create comfortable spaces and improve online accessibility
- Provide gyms, sexual health services, and physical health services
- Improve confidentiality, decrease wait times, and offer feedback systems
- Offer diverse activities like sports, art, music, trips, exam preparation, and gaming
- Invest in spiritual well-being spaces and meditation/mindfulness activities

Where should the SYH be located?

- Choose a location that makes CYP feel safe with ample lighting, CCTV, and park rangers
- Ideally, situate the SYH in or connected to a park for familiarity and comfort
- Ensure accessibility during convenient times for students
- Consider the safety of parks like Clissold Park and Victoria Park

What would the SYH space look like?

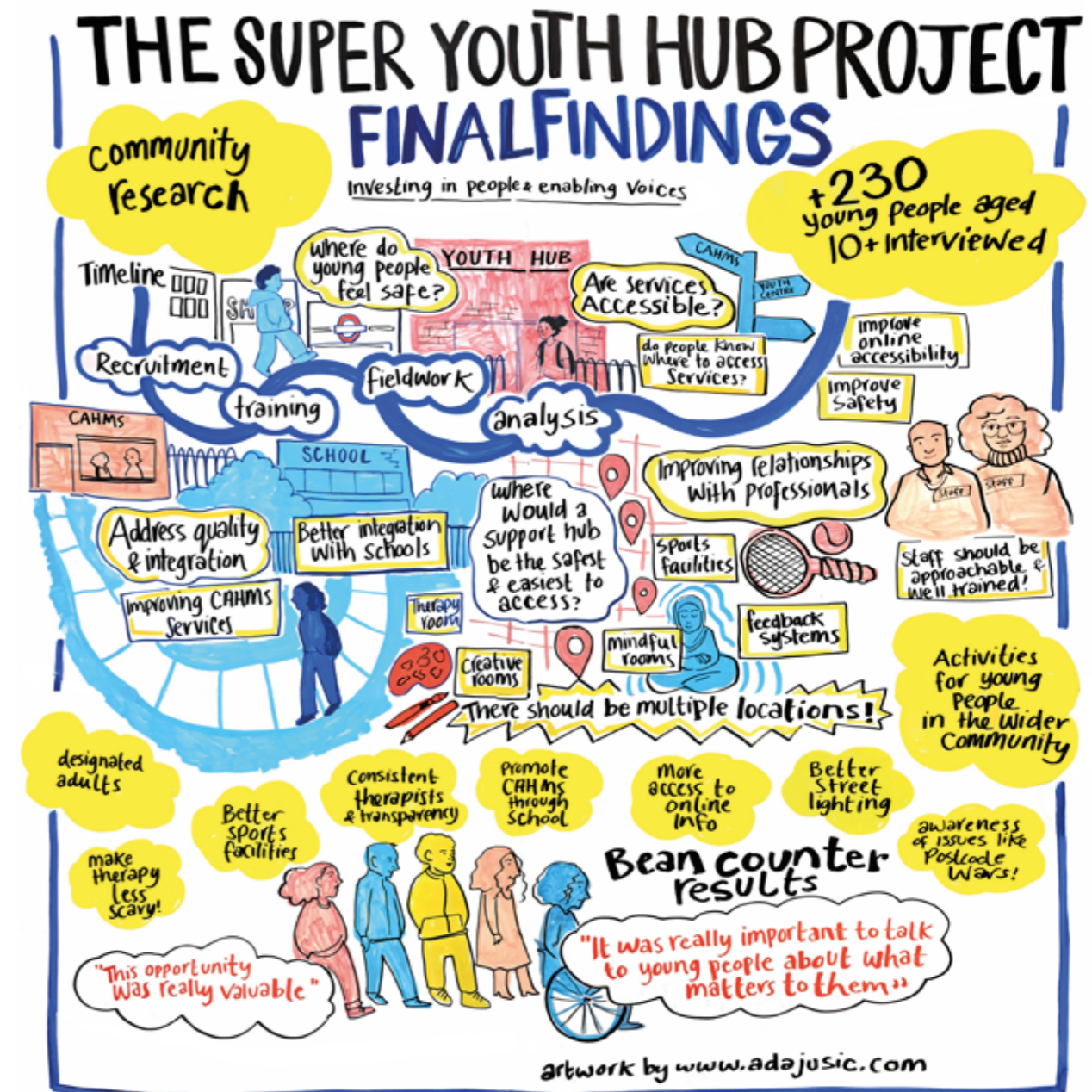
- Offer a range of activities, including sports, art, music, mindfulness, trips, exam support, and gaming
- Maintain updated facilities and incorporate award programs
- Create different spaces for quiet/prayer, socialising, and recreational activities
- Provide services related to sex and relationships education, recreational rooms, and sports facilities
- Consider multiple hubs as part of a central system, online support, and draw inspiration from organisations like Concorde, Mouth That Roars, Project Indigo, and Hackney Ark

Final event and conclusion

A final validation event was held on 13th September 2023 to present and validate the findings from the fieldwork and analysis. All the researchers were invited to present to a diverse group of attendees.

At the event the researchers presented their findings and offered attendees the opportunity to explore the themed findings in depth and contribute to the final conclusion. This was delivered through a researcher led presentation then an opportunity to use participatory tools.

At the end of the event researchers were presented with certificates of achievement and active encouragement to contribute to future engagement work.



Learning and Recommendations

Like any project there were challenges and barriers along the way and from this, a set of learning opportunities have been identified. Alongside this recommendations for future work or actions have been identified.

Youth Voices

It was found that young people are open and able to share experiences, awareness and concerns with other young people. City and Hackney now has a cohort of excellent researchers who could be employed again to work on peer based projects to enable the amplification of the voices of young people. The researchers can reflect the voices of the young people, making sure their views are expressed and able to tackle local issues.

From this project we know that researchers can be recruited to represent the groups being researched. There may be opportunities to apply this awareness to other interest groups across the local authorities and partner services.

The YRs would be able to work across departments and teams to find data that may appear generic but could be applied to many areas.

We know now that researchers can be recruited to represent the groups being researched. There may be opportunities to apply this awareness to other interest groups.

Recommendations:

- Give a commitment to hearing the voices of young people through participatory research processes.
- Explore opportunities for employing the Young Researchers to conduct further research with other teams or directorates across the locality.

Employment

One of the most significant impacts of the project has been the opportunity and ability to employ young people and provide them with a financial incentive. Providing paid employment to young people not only helps them gain valuable work experience but also fosters financial independence and contributes to the overall economic growth of a society. At times this could be complicated and required administrative support. It was an attractive feature of the project and enabled a sense of respect from external partners who saw the financial commitment as an important investment and an alternative to 'using' young people's time and insight.

Recommendation:

- Develop projects that provide employment opportunities for young people to gain work based skills and experience.

Research question

Time and consideration must be taken to ensure the research question is clear and agreed amongst the staff team, researchers and commissioners. This needs to be agreed and understood by all from the outset. This project took a co-production approach to addressing a deficit in the data available and developed the research question and objectives with the researchers, keeping the project within a participatory framework. This means the findings and final report can provide a huge amount of insight though may not necessarily give the answers that are expected. It also meant that, for this project, there were areas where the data is still not complete, this can be seen in the questions around service location and feel for a space.

An area where there was a specific need for more investigation is around sexual health and substance misuse. This came up in the training sessions and some of the fieldwork sessions but it wasn't a priority for young people. This may be due to various reasons such as:

- There was a lack of trust or confidence to discuss these issues.
- Respondents are not interested in talking about these issues
- These issues are not a priority for respondents
- The questions didn't enable these responses
- The tools used did not enable these responses
- The fieldwork took places in the settings that didn't enable these responses

Recommendations:

- Ensure research projects take a rigorous approach that ensure the research question, methodology, methods and tools have a logical flow.
- Alternative research methods could be adopted to identify a location for services such as using travel and spatial planning data.
- Set a research project with a specific question of focus on transition between children and adults services to identify additional needs for this group. Have the sample population to include service users who have transitioned from children to adult services.

Data Collection

At times the data collection was challenging and there were instances throughout the fieldwork where the data may not be as complete or rigorous as expected to be. This could be due to:

- the limitations of the Participatory Appraisal tools being applied,
- the questions being asked,
- the confidence, skills and abilities of the researchers and
- the locations that the data is being collected.

For example, the fieldwork session location is tricky as there are pros and cons of situations near to parks or where activities that are already being delivered. If young people are asked

what is good for their health when they are at a football session, they may be more inclined to respond with 'football' or 'sports'.

Young people responded well by talking to other young people. To enhance this positive aspect, consideration should be given to enabling building trust and relationships between researchers and respondents. This could potentially increase the chances or opportunities of the data being collected in a more complete or rigorous way.

There was also learning from the use of PA tools and more consideration in the training as to what tools should be used with which questions and the suitability of these within the limitations of the setting and groups the fieldwork sessions take place within.

Recommendations:

- Develop data collection and storage processes as part of the project planning and training to ensure clarity of roles and process.
- Plan fieldwork that could be more long-term between researchers and sample groups. Build repeat sessions or longer sessions that are specifically for the research project rather than dropping in to activities that are already taking place.

Time allocation

One of the challenges faced in the project was around delivery to a specific schedule. There needed to be a reasonable time allocated between the phases of the process to ensure momentum, commitment and motivation.

This timeline needs to take into consideration a range of factors that can impact on the project delivery, this includes the recruitment, training, data collection, review processes, analysis and production of final findings.

Some of the challenges of time allocation were around:

- Staff or project team recruitment and retention of researchers
- School terms and exam periods
- Availability of researchers for fieldwork at community events, meetings, or group sessions that would be good opportunities for data collections.
- Ability of enabling equal participation for all researchers based on availability and equality of access.
- Having consistent and regular touch points with the research and project team.

Recommendation:

- Develop a project plan as part of the initial scoping and mapping to ensure timetabling fits with school timetables and youth services.
- Avoid holidays and exam periods when working with young people who are in education.
- Set up fieldwork sessions in advance so teams can be allocated to deliver these which also ensures good preparation and commitment to attending.

Networks and connections

Understanding the population being investigated is an important part of a research design process. The development of fieldwork opportunities was emergent and at times ad hoc, depending on the demographic data and any missing population groups. As the demographic data was challenging to collect at all fieldwork sessions, approaching different community groups that may represent different demographic areas was needed. Specifically, the need to have input and understand the experiences of young orthodox jewish communities was a challenge until towards the final weeks of the project when the team were invited to attend a large community event.

Alongside this, additional reflective insight identifies the need for systems thinking and cross departments and organisation work. Including, but not limited to, work with schools, work with parents, carers and families, and collaboration and systems thinking across with other council departments and teams to implement actions.

Recommendations:

- An initial scoping or mapping process using asset based community develop approaches can help frame the fieldwork
- Make use of the informal connections and formal networks of the researchers and project team from the outset
- Ensure the voluntary and community involved from the recruitment stage to enable an opportunity to recruit researchers form these groups.

Project team

The project team played an essential role in the project in regards to developing a relationship with the researchers and coordinating the fieldwork sessions. One of the challenges was identifying and being assured on who was responsible for what parts of the project throughout. Therefore this raises occurrences where expectations for all teams, researchers, managers, coordination, trainers, etc. may not be met. Like any project, clarity around purpose, management, task setting, chains of communications and agreed timelines enable efficient and effective delivery.

Team roles and clarifications and expectations set out early across all the staff team and researchers, define who is doing what. Viewing the project as part of a continuing programme can help grow and develop the understanding of young people's voices and perspectives. Taking time along the process to identify opportunities for continuing research and areas where there is interest to explore specific issues or ideas

Recommendations:

- Having a project team recruited as soon as possible.
- Brief job descriptions and role allocation would help the smooth functioning
- Expectations of researchers need to be clear and reinforced throughout the process.
- Use job specifications and organogram to prepare everyone.

Acknowledgements and Gratitude

This project would not be possible without the hard work from all the people involved to make it happen, particularly the enthusiasm, interest and dedication of the team of Young Researchers.

Young Researchers

Ajay Aluku
Dorothy Gray
Dyani Kosuge Kabir
Isabel Katesmark-Jones
Jet Rama-James
Kylan Can
Lena Kesraoui
Maria Oboise
Max Shepherd
Nikoloas Woke
Phoebe Kaye
Sara Lazzari
Silan Gurelden
Skye Joseph
Tabassum Noshin
Zaidat Fagbamila

City and Hackney

CAMHS Alliance Project Management Office
Evelina De Angelo Cheong, Population Health Hub
Sana Attas
Nancy Bending-Beckett
Nicola Donnelly
Sophie McElroy
Kate Lee
Heather Cox
and All of Young Hackney

Fieldwork session support

Young Adult Carers - ben.phillips@hackneycarers.org.uk
The Edge youth hub - Lee Eastland Tim Ibrahim
Looked after children council - benjamin.norton@hackney.gov.uk
MouthThatRoars - mouththatroars@btconnect.com Denise Rose
CAMHS participation group - rose.kachere@nhs.net
Forest Road police cadets - HackneyVpc@gmail.com
Shoreditch adventure playground - Anderson Leatham
Hackney Quest - bella@hackneyquest.org.uk
Immediate theatre - hannah@immediate-theatre.com
City of London Police Cadets - liam.masterson@cityoflondon.police.uk
Eastway Sports Centre - Jamie Southwell
Youth offending team - Jayne Davis
Well street common festival - polly.mann@wickaward.co.uk
Concorde Youth Hub - jobrodie-mends@hmp.org.uk
Huddleston Centre - shyvonne@huddlestoncentre.org.uk

Young Carers - Marketi Psarrou
Shakespeare walk adventure playground - trustees@swapa.org.uk B six College - Rhiannon Eglin
Pembury Community Centre - Anslem.Herelle@peabody.org.uk Laburnum Boat Club - dom.hinshelwood@laburnumboatclub.com Hackney Youth Parliament - Peter Algacs
Project Indigo - kay.stephens@family-action.org.uk
Shomrim event - anazuriaga.alvaro@nhs.net
Forest Road - Charlene Brown Tenesha Nelson


3Ps Team

Dr Radhika Puri
Roger Newton
Susie Crome

Graphic design by Courtney Bennett

Appendices

Appendix 1 - Recruitment Application Form

	Sessions @ Pembury Community Centre
	Wednesday 21st December Thursday 22nd December
	10.30-1.30
	Eventbrite link Complete application

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-1-Recruitment-Session-Advert.pdf>

Appendix 2 - Fieldwork Overview

Research questions developed on the course	Area/Theme	Technique
What does health and wellbeing mean to you?	Openers	Graffiti Wall
What do you currently do to stay well in City and Hackney? What is good about these? What is not so good?	Openers	Graffiti Wall H-Form
What/Where makes you feel safe in City and Hackney? How can we strengthen this?	Safety and Access	Mapping/ H-Form
What makes you feel unsafe in City and Hackney? How can we make it safer?	Safety and Access	Spider Diagram
What is your support system? How often do you access it in a month? How can this be strengthened ?	Assets and resilience	Graffiti Wall /Timeline
What services do you already access for your health and wellbeing?	Access	Graffiti Wall/ Spider Diagram
What stops you from accessing services? Are there services you are worried about accessing? What suggestions do you have for making access better	Access	Spider Diagram

Where or how do you get your information about health and wellbeing services?	Communication	Graffiti Wall / Spider Diagram
Where would you like to get your information in the future?	Communication	Graffiti Wall
Would social media be an appropriate way of finding about health and wellbeing related information from the Council and partners	Communication	Graffiti Wall
Where do you feel included and connected in City and Hackney? Where not ? Solutions	Inclusion	Mapping h-form?
How would you like professionals to relate to you? What does a good professional interaction look like?	Communication	Graffiti Wall / Drawing
Who listens to you in City and Hackney? What should staff within services do to make you feel listened to?	Communication	Graffiti Wall

Appendix 3 - Fieldwork Overview Database

Date	Venue	group activity or event	Interactions	Online/ In Person
19/04/2023	Forest Road youth hub	Young adult carers	3	In person
26/04/2023	The Edge	Universal Youth Services -Open Access Drop in	13	In person
27/04/2023	LAC council meeting	Looked after children	9	In person
02/05/2023	MouthThatRoars	SEN group	10	In person
03/05/2023	Children and young people's centre	CAMHS participation group	3	In person
03/05/2023	Forest Road Youth Club	Forest Road Cadets	21	In person

11/05/2023	Shoreditch Adventure Playground	Drop-in	10	In person
17/05/2023	Hackney Quest	Drop-in	15	In person
18/05/2023	Immediate Theatre		4	In person
23/05/2023	Honourable Artillery Company	CoL Police Cadets	3	In person
25/05/2023	Eastway Sports Centre	Young men's group / football session	8	In person
31/05/2023	YOT	Youth Offending Team Focus Group	9	In person
11/06/2023	Well Street Common Festival	Well Street Common Festival	21	In person
13/06/2023	Concorde Youth Club	Open Access -Youth Club	7	In person
14/06/2023	Tomlinson Centre	CYP H&W Providers Workshop	N/A	In person
16/06/2023	Huddleston Centre	SEN group	11	In person
21/06/2023	Forest Road Youth Hub	Young Carers	5	In person
22/06/2023	SWAPA	Up to 16 yrs old, drop in	11	In person
28/06/2023	B Six College	SEND Pupil Voice Forum	9	In person
28/06/2023	Pembury Community Centre	Youth drop-in night	2	In person
01/07/2023	Laburnum Boat Club	Canoeing Group	10	In person
05/07/2023	Online	Hackney Youth Parliament	1	Online
20/07/2023	Project Indigo	LGBTQ+ group	6	In person
30/07/2023	Shomrim Event	OJ Community	40	In person

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-3-Fieldwork-Overview.pdf>

Appendix 4 - Hyperlink to detailed fieldwork database

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-4-Fieldwork-Planning.xlsx>

Appendix 5 - Fieldwork sample population demographic database

Location	BSix College	CoL Police Cadets	Concorde	Forest Rd Police Cadets	Forest Rd Young Adult Carers	Hackney Quest	Immediate Threat	Shoreditch Adventure Playground	The Edge	Well St
Number of attendees	9	3	7	22	3	15	4	10	13	19
Age 10										1
Age 11			1					2		1
Age 12			1	2						8
Age 13			2	2				2		5
Age 14			1	2						
Age 15			2	4			2	1		
Age 16				4			1			
Age 17	4				3					
Age 18	3			2				1		
Age 19	1									
Postcodes					E8, E8			N1, N1		9x, E9, 1x, E8
Special Education, Needs or a Disability	This is a specific SEN group so all do	0	0	3	1		1			
Entitled to free school meals			5	6	4	1	4	1		
Female	1		47	10		7	3	2	1	11
Male	8	3	3	8	3			4		3
Indian				1	1					1
Caribbean			2	1		3	1	1		
African		1	4	1		4	1	1	1	2
Other Black/Black British					1					1
White and Black Caribbean			1	2		1	1	1		

White and Black African				1					
White and Asian									1
Other mixed			1	2		1			
White British		2		3	1				3
Irish						1		1	1
Turkish				3		3			
Kurdish				6					
Jewish						1			
Other White									1
Other				2				2	1

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-5-Fieldwork-Sample-Population-Demographic-Database.pdf>

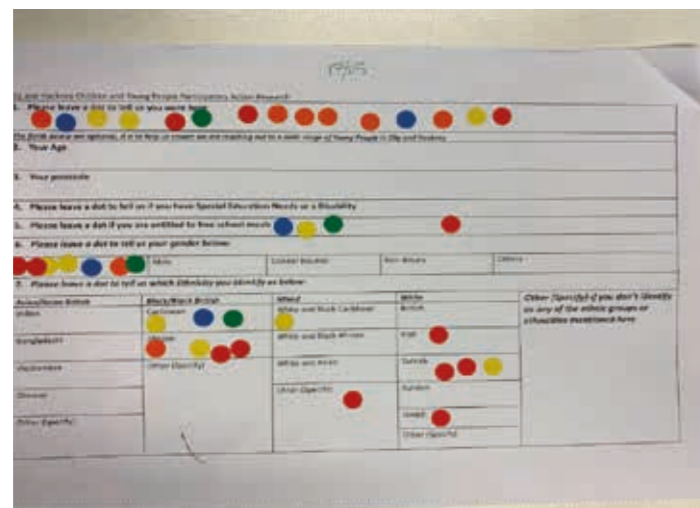
Appendix 6 - Researcher demographics

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-6-YRs-Demographics.pptx>

Appendix 7 - Fieldwork demographic data sheet

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-7-Demographic-Recording.pdf>

Appendix 8 - Completed Demographic sheet



Appendix 9 - Training Plan

Session 1	<ul style="list-style-type: none"> Recapping superpowers, concerns and hopes from the Introductory session and introduction to the 3Ps team Shared learning agreement Experience of consultation The ladder of participation and PAR The different roles in PAR (preparation of fieldwork) Introduction to PAR handbook and reflective note taking Practice using PA tools <p>Anticipated tools learned in Session 1- Mapping, Graffiti Wall, Timelines Fieldwork prep- Defining roles, practice journaling observations and reflections, initial mapping of where fieldwork might take place Resources- PAR Handbook and notebook for reflections and observations</p>
Session 2	<ul style="list-style-type: none"> Session 1 Recap -What did you really enjoy doing in Session 1 Communication Skills- Active listening, empathy What does a good facilitator look like Exploring some more PA tools- Spider diagram, causal-impact, H form, continuum, bean counter Practising tools on their peers Beginning of data analysis- Cluster themes on H Form and Graffiti Wall <p>Anticipated tools learned in Session 2 Spider diagram, causal-impact, H form, continuum, bean counter Fieldwork prep- Listening skills, practice journaling observations and reflections, practising tools on peers Resources- PAR Handbook and notebook for reflections and observations</p>
Session 3	<ul style="list-style-type: none"> Session 2 recap- What was the highlight? PAR- Principles and ethics and why they are important Sequencing of tools Analysing insights gathered so far What do we need to ask CYP in City & City & Hackney-shaping the research questions Looking at some more tools- pairwise ranking, impact ranking Practising tools on peers <p>Anticipated tools learned in Session 3 pairwise ranking, impact ranking Fieldwork prep- practice journaling observations and reflections, practising tools on peers, shaping research questions Resources- PAR Handbook and notebook for reflections and observations</p>
Session 4	<p>All about fieldwork</p> <ul style="list-style-type: none"> Recapping Session 3 and all the tools Finalising research questions and tools Organising into Fieldwork Teams Discussion-what do we need for fieldwork

<ul style="list-style-type: none"> Handing over participant packs with resources and Team resources Paperwork! Tools, observations, authority letters Logistics- Where and when Support from 3Ps Agreeing weekly check-ins Health and safety <p>Dates for Session 5 and 6</p> <p>Resources- Packs for all YCRs and resources to carry out the fieldwork</p>
--

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-9-Training-Plan.pdf>

Appendix 10 - Catch up session plans

https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-10-Catch-Up-Day-29_04_2023.docx.pdf

Appendix 11 - Analysis sessions plans

https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-11-Catch-Up-Day-02_06_2023.docx.pdf

Appendix 12 - Second stage Research Questions after 2nd June

Theme	Question from workshop	Priority	Suggested alternative question	Possible tools that can be used
Parents/ Carers	To what extent do you think your parent or guardian needs to be consulted on your health and wellbeing appointment?	High priority	How would you like your parents/carers to be involved when you access support? How comfortable do you feel talking to your parents about the support you need? When you go to get support, do you want your parents/carers to be able to come with you? Is there anyone else that you would want to come with you to any appointments?	H form How comfortable rating? What could be positive about them being involved? What are the negatives or fears? Suggestions to access-alternates etc. Or force field analysis-how do you rate this at the moment and the reason- what are your suggestions for making this access positive?
Services, Support and Professionals	Give a scenario e.g. book an appointment with your GP...	High priority - I think this is a good question, and would be helpful perhaps to ask young people to 'give advice to a friend' i.e.	If a friend said they were feeling sad or low, what would you tell them to do, who could they speak to?	Timeline of getting an appointment and major events on the way If someone was feeling low- timeline your conversation, suggestions and how they could access a service

Theme	Question from workshop	Priority	Suggested alternative question	Possible tools that can be used
SYH Accessibility and Location	Is there a way services could communicate better in City and Hackney?	High priority -perhaps language could be updated here too, would suggest	<i>What is the best way for you to find out about any support available for you? How could the 'services' that offer support let young people know what they are offering?</i>	H form Rate communication and information you access already? What would you like to keep? What would you like to scrap Suggestions to make it better?
SYH Accessibility and Location	Who listened to you and what are your expectations?	High priority -perhaps second half of this question could be more like What happens when someone listens to you? 'How do you know when you've been heard?' 'what do you want from professionals when you ask for help?', 'how can professionals support you in asking for help?'	<i>What happens when someone listens to you? 'How do you know when you've been heard?' 'what do you want from professionals when you ask for help?', 'how can professionals support you in asking for help?'</i>	When have you felt listened to? What was the service provider doing to make you feel listened to? Perhaps get them to draw an ideal service provider who makes them feel heard, listened to and respected
SYH Accessibility and Location	Do you feel welcome and represented?	High priority -the wording is very broad	'How can young people's voices be better represented in City and Hackney?' <i>'What would help you to take part in decision-making?'</i>	Causes-What makes you want to engage with decision making What impact does it have when you feel heard and a part of decision making Spider could be used to identify groups that may not feel involved and we could have a barrier spider or a solution spider to identify solutions to those barriers

Theme	Question from workshop	Priority	Suggested alternative question	Possible tools that can be used
Services, Support and Professionals	What are some of the reasons you are sceptical of accessing services?	High Priority We have a fair amount of information on the barriers of access, but not much information about the potential solutions	<i>'What would you like the health organisations to do to ensure you stay well and happy?'</i> <i>What would make it easier for you to get support when you need it?</i>	Spider diagram- what are the causes of not wanting to access services. Solutions- how can this change on the different legs of the spider
SYH Accessibility and Location	Where would you feel safe in Hackney?	Medium Priority - again perhaps more follow up	<i>'What makes this area safe', and looking at a map of youth provision 'which of these places do you feel comfortable or safe going to'</i>	Mapping - where do you feel safe in C&H and identify what features make it safe
CYP Health and Wellbeing:	What makes you feel more connected/less isolated?	Medium Priority - perhaps to extend this young people could map this against places in C&H i.e. schools, youth hubs etc.	Attach as an extended question to sessions using mapping	Add this to above mapping
SYH Accessibility and Location	Safety - how to maintain a personal feeling of safety for you?	Medium Priority there is room to for a bit of follow up	<i>What's important for you to feel safe when getting support? How can professionals help you feel safe?</i>	Again, causal impact could be used- causes- what makes you feel safe and impacts

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-12-Research-Questions-Phase-Two.pdf>

Appendix 13 - Day One Analysis Session Overview

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-13-AnalysisDay1.docx.pdf>

Appendix 14 - Day Two Analysis Session Overview

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-14-AnalysisDay2.docx.pdf>

Appendix 15 - Young Researchers Presentation 13/09/23

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-15-The-Young-Researchers-Presentation130923.pdf>

Appendix 16 - Visual Minutes 13/09/23

<https://3ps.org.uk/wp-content/uploads/2023/11/Appendix-16-Visual-Minutes130923-scaled.jpg>

Appendix 17 - SPIES Acronym/Definition of Health

During the training sessions the Young Researcher's referred to a theory of health with the acronym SPIES: Social / Physical / Intellectual / Emotional / Spiritual.

Appendix 18 - Young Researcher's Presentation Evening Plan

Presentation Event Timeline:

16:00 - Set-up
 16:30 - Briefing
 16:45-17:10 - Arrival of guests + guiding to snacks/ refreshments
 17:15-17:35 - (Powerpoint) Presentation
 17:40-18:40 - Stations
 18:40-19:00 - Break + entertainment
 19:00-19:15 - Action Plan
 19:15-19:20 - Bean Counter
 19:20-19:35 - Closing comments + QnA

Role Allocations:

Add your name to the list if you would like to take on a role. If there can only be a maximum number of people for a certain role, this will be indicated. Aim to be sorted out by 29/08/23.
 Stations
Ideally, there should be 2-3 researchers per station. If there is excess supply, the group can decide who fits best for that role if needed (or first come- first serve). Please only put your name down for one station!

'Relationships and Connections'	'Accessibility of services'	'Quality and Integration of services'	'Building comfortable and safe spaces'	The Super Youth Hub
Lena	Phoebe	Max	Tabassum	Skye
Silan	Maria	Isabel	Ajay	Sara
Dyani	Zaidat		Nikos	

Other roles

Ideally, everyone should be able to contribute to at least one of these roles if possible

Set-up	Dyani	Skye		
Briefing				
Arriving and snacks	Silan	Maria	Tabassum	Zaidat
Presentation	Skye			
Break and entertainment	Ajay	Nikos		
Action plan	Lena			
Bean counter	Dyani			
Closing comments and Q&A	Silan	Lena		

City and Hackney Participatory Research Project Report



www.3Ps.org.uk



www.cityandhackneycamhs.org.uk