



SCOTTISH EXECUTIVE

Evaluation of the Dialogue Youth Programme

Local Government



EVALUATION OF THE DIALOGUE YOUTH PROGRAMME

York Consulting Limited

Scottish Executive Social Research
2005

This report is available on the Scottish Executive Social Research website only www.scotland.gov.uk/socialresearch.

The views expressed in this report are those of the researchers and do not necessarily represent those of the Department or Scottish Ministers.

© Crown Copyright 2006

Limited extracts from the text may be produced provided the source is acknowledged. For more extensive reproduction, please write to the Chief Researcher at Office of Chief Researcher, 4th Floor West Rear, St Andrew's House, Edinburgh EH1 3DG

TABLE OF CONTENTS

	<u>Page</u>
ACKNOWLEDGEMENTS	
EXECUTIVE SUMMARY	
CHAPTER ONE INTRODUCTION	1
<i>Background</i>	<i>1</i>
<i>Aims and Objectives</i>	<i>1</i>
<i>Context</i>	<i>2</i>
<i>Methodology</i>	<i>5</i>
CHAPTER TWO THE EXTENT TO WHICH DIALOGUE YOUTH IS ADDRESSING NATIONAL PRIORITIES AND COMMUNITY PLANNING	9
<i>Introduction</i>	<i>9</i>
<i>National Priorities</i>	<i>9</i>
<i>Community Planning</i>	<i>15</i>
CHAPTER THREE THE EXTENT OF YOUTH ENGAGEMENT IN PUBLIC ACTIVITY ACROSS SCOTLAND VIA DIALOGUE YOUTH	17
<i>Introduction</i>	<i>17</i>
<i>Desk research</i>	<i>17</i>
<i>Survey of Secondary School Pupils</i>	<i>19</i>
<i>Young Volunteer Views</i>	<i>25</i>
<i>Conclusion</i>	<i>27</i>
CHAPTER FOUR HOW DIALOGUE YOUTH ADDS VALUE	28
<i>Introduction</i>	<i>28</i>
<i>Partnership Working</i>	<i>28</i>
<i>Young Person Participation</i>	<i>31</i>
<i>Smartened Card Roll-Out</i>	<i>31</i>
<i>Staff Dedication</i>	<i>32</i>
<i>Communications and Support</i>	<i>32</i>
<i>Issues Arising</i>	<i>32</i>
CHAPTER FIVE HOW DIALOGUE YOUTH IS DIFFERENT TO WHAT IS AVAILABLE ELSEWHERE	35
<i>Introduction</i>	<i>35</i>
<i>Scotland</i>	<i>35</i>
<i>England</i>	<i>37</i>
<i>Wales</i>	<i>38</i>
<i>Northern Ireland</i>	<i>39</i>
<i>Summary</i>	<i>39</i>
ANNEX A SECONDARY SCHOOL PUPIL QUESTIONNAIRE	
ANNEX B CO-ORDINATOR QUESTIONNAIRE	
ANNEX C LOCAL PARTNER AGENCIES AND ORGANISATIONS	
ANNEX D SCHOOL PUPIL SURVEY: SAMPLE PROFILE	
ANNEX E SCHOOL PUPIL SURVEY FINDINGS	
ANNEX F YOUTH PARTICIPATION/ENGAGEMENT PROGRAMMES IN SCOTLAND	

ACKNOWLEDGEMENTS

1. We would like to express our thanks and appreciation to all those who have taken part or assisted in this Evaluation. Their willingness to be involved has been of great benefit to both the project itself and to the York Consulting Limited (YCL) Evaluation Team. In particular our thanks go to:

- Irene Coll, Finance and Central Services Department, Scottish Executive
- David Jones, Dialogue Youth National Programme Manager
- Julie Kane, MGF Policy and Programme Manager, Scottish Executive
- Marc Liddle, Young Scot Chief Executive
- Avril Nicol, Dialogue Youth Co-ordinator, Shetland
- Rebecca Lynch, Dialogue Co-ordinator, West Lothian
- Angela Morrell, Dialogue Youth Co-ordinator, North Ayrshire
- staff and pupils at the following schools:
 - Sandwick Junior High (Shetland)
 - Lerwick School (Shetland)
 - Whalsay School (Shetland)
 - Linlithgow Academy (West Lothian)
 - St Margaret's Academy (West Lothian)
 - Armadale Academy (West Lothian)
 - Ardrossan Academy (North Ayrshire)
 - Auchendarvie Academy (North Ayrshire)
 - Greenwood Academy (North Ayrshire)
- all Dialogue Youth Co-ordinators who kindly completed and returned the Evaluation questionnaire
- representatives from local and national Dialogue Youth partner agencies who took part in telephone interviews with members of the Evaluation Team
- representatives from the following Local Authorities in England who provided details of their youth participation strategies:
 - East Sussex
 - Hertfordshire
 - Kensington and Chelsea
 - Nottinghamshire
 - Windsor and Maidenhead
 - Surrey

- members of the following young person volunteer groups:
 - Youth Voice Shetland
 - West Lothian Youth Congress
 - North Ayrshire Young Scot Volunteers

- 2. In addition, we would like to emphasise the ease with which the Evaluation Team has been able to access the necessary materials, evidence and stakeholders throughout this project. A commendable level of transparency has been evident at all times and demonstrates the extent to which the Dialogue Youth Programme is supporting openness and accountability.

EXECUTIVE SUMMARY

1. In December 2004, the Scottish Executive commissioned York Consulting Limited (YCL) to evaluate the Dialogue Youth Programme. The Evaluation took place between January and April 2005, combining localised, in-depth case studies with consultations and research at a wider, national level.
2. The primary purpose of the Evaluation was to provide the Scottish Executive and Ministers with an assessment of the impact that the Dialogue Youth Programme is having on young people in Scotland. *(Para 1.4)*
3. This Executive Summary gives brief details of the main findings and recommendations arising from the Evaluation. The paragraph references provide the location(s) in the main report from which each point is taken.

Overview of the Dialogue Youth Programme

- The Dialogue Youth Programme is a major national youth initiative targeting 12 to 18 year-olds and forms an important part of the Scottish Executive's agenda to modernise the way government works at local and national levels. Supported by the Executive's Modernising Government Fund (MGF), COSLA and Scotland's 32 local authorities, the Programme is built on the recognition that whilst most Local Authorities have successfully developed youth councils or congresses, more work is required to attract both the interest and imagination of young people in terms of active citizenship. Such work is also required to address the perceived disinterest amongst young people in the traditional democratic process. *(Para 1.8)*
- Dialogue Youth has both a national and local focus. Nationally, it aims to:
 - promote cross-departmental and joint agency approaches to the development and delivery of services for young people
 - provide a focal point for engaging with young people in developing the full potential of new technology in providing accessible, relevant information
 - stimulate lifelong learning, youth mobility, community safety, healthy lifestyles and enterprise and citizenship education through the promotion of Young Scot and the use of new technology
 - promote citizenship by stimulating and supporting greater involvement by young people in the life of their communities
 - promote social inclusion by involving young people as full partners in the design, management and delivery of services and facilities

(Para 1.10)

- At a local level, a Dialogue Youth Unit (DYU) in each Local Authority area of Scotland is responsible for delivering the Dialogue Youth Programme. DYUs develop services with young people by working with a range of service providers and by supporting teams of local young people to canvass the views of others and publicise opportunities. *(Para 1.11)*

Aims of the Evaluation

- The Evaluation sought to answer the following research questions:
 - the extent to which key national priorities are addressed by Dialogue Youth
 - the extent to which local community planning is supported by Dialogue Youth
 - the extent of youth engagement in public activity across Scotland via Dialogue Youth
 - how Dialogue Youth is different to what is available elsewhere in Scotland in order to assess how it adds value and avoids duplication of public service provision
 - lessons learnt from the ongoing roll-out of the Dialogue Youth Programme

(Para 1.5)

- For the more established DYUs covered by the Evaluation, evidence relating to the following was also sought:
 - the impact of the DYUs on the young people in their area
 - the characteristics of the young people who are involved and the characteristics of those who are not
 - the requirements of different groups of young people in terms of information and services
 - the extent to which young people perceive Dialogue Youth to be meeting their needs
 - the extent to which the DYUs have taken on board equality issues
 - how DYUs have dealt with any problems that have occurred, with a view to learning lessons for the future

(Para 1.6)

Evaluation Methodology

- The Evaluation Team, in consultation with the Executive and the Dialogue Youth National Programme Manager, selected three DYUs for detailed case study examination - Shetland, West Lothian and North Ayrshire¹. These units were selected because they were relatively well established and were likely to provide examples of innovative practice for less mature DYUs to consider. *(Para 1.26)*
- In each case study area the Evaluation Team:
 - surveyed a sample of pupils from three secondary schools using a questionnaire to gather views on current and future Dialogue Youth activity
 - conducted interviews with the Dialogue Youth Co-ordinators
 - conducted interviews with representatives from a sample of local partner agencies
 - interviewed members of Dialogue Youth related young volunteer groups about various aspects of being involved with the Programme

(Paras 1.27 to 1.46)

- The Evaluation Team also:
 - undertook desk based activity, including the analysis of information provided by the Dialogue Youth National Programme Manager
 - conducted an email survey of Co-ordinators across Scotland
 - consulted a small sample of stakeholders involved in Dialogue Youth at national level
 - researched other youth participation initiatives

(Paras as above)

¹ North Ayrshire was chosen as a replacement for Edinburgh in January 2005, when it became apparent that the volume of recent school-based consultations in Edinburgh may have hampered stakeholder buy-in

MAIN FINDINGS

The extent to which National Priorities are addressed and Community Planning is supported

- The Dialogue Youth Programme has addressed all five of the key national priorities (health, education, transport, crime and economy). More activity has taken place around health, education and crime than in transport and economy. (*Paras 2.20 – 2.22*)
- The Evaluation found many examples of young people being represented on Community Planning Partnerships and being consulted about pertinent national and local community issues. The Community Planning partners that were interviewed had found this to have been beneficial to service delivery and the Community Planning 2004 report *'Making a Difference - Community Planning a Year On'* praised the Dialogue Youth Programme for its work in engaging with young people. (*Paras 2.24 – 2.25*)
- The Evaluation Team consider a more structured data collection exercise across all Dialogue Youth Units (DYUs) is needed for comprehensive conclusions to be drawn on the extent of young people's involvement in, and impact on, Community Planning and service delivery. (*Para 2.27*)

The extent of Youth Engagement in Public Activity across Scotland via Dialogue Youth

- The Evaluation found many examples of young people being actively engaged in public activity through schools, youth organisations local authorities and other forums. These examples include:
 - the Child Protection Partnership in Fife holding workshops with young people regarding the best way to put across the messages of their internet safety campaign
 - young people from the Moray Social Inclusion Partnership working with the Youth Inclusion Worker to help determine priorities for the Regeneration Outcome Agreement
 - young people from East Renfrewshire securing £30,000 funding for a local skate park

(Figures 2.3 and 3.1)

- The Evaluation found that at a local level, there is typically a small core group of truly engaged young people working with DYU staff to offer information and services to the wider, generally less engaged young person population. These young people typically work through young volunteer groups (3%), journalism initiatives (for example, the Hack Packs) and discount negotiating groups. Numbers of young people involved at the core are relatively small – not surprising given the relatively early stage of the Programme. *(Paras 3.7 and 3.24)*
- These young people generally identified clear benefits of being involved. They included increased self-confidence, new skills and formal training opportunities. In addition, all of the young volunteers interviewed for the Evaluation stated that they had become more aware of, or interested in, wider community issues as a result of volunteering. *(Paras 3.35 – 3.36)*
- In all three geographical areas, all pupils who had been involved for two years or more stated that they had observed a positive change in the way that young people, and their views on local issues, had come to be regarded by local organisations and authorities. *(Para 3.42)*
- The Evaluation found that, in the main, the young people currently participating in core activities are those already engaged. The Dialogue Youth National Programme Manager recognises this and considers that as the core expands it will be necessary to target a wider diversity of socio economic groups. *(Para 3.7)*
- At a local level, the links between the core groups and the wider population are primarily via the smartened Young Scot card², the local Young Scot internet pages and other local initiatives. *(Para 3.7)*
- The Evaluation found that of the school pupils surveyed:
 - around 65% had a Young Scot card and over 40% rated it as good or excellent
 - around two thirds knew about the Young Scot internet pages and around 20% had visited the pages. Of those who visited the pages, around 60% thought the page content was of interest
 - 10% had taken part in on-line surveys and consultations

(Paras 3.8, 3.11, 3.15, 3.16 and 3.22)

How Dialogue Youth Adds Value

- The Dialogue Youth Programme has been well received at both local and national levels. It is seen to have generated a freshness and enthusiasm around young people's engagement. *(Para 4.3)*

² The card, referred to in this report as the 'Young Scot card', is the young person element of the Scottish Executive's voluntary entitlement card, which may include elements of cashless catering, access to libraries and council leisure facilities, school registration and transport services.

- Local partner agencies considered that through Dialogue Youth activity, a local structure for engaging with young people has been created. Although still in the early stages of development, they consider the mechanism has shown that it can be effective in bringing together young people and local service planning partners. *(Para 4.7)*

- A broad range of local partner agencies have worked with DYUs to date and the majority of DYU Co-ordinators felt that partnership working is progressing well. The most frequently identified partners were:

- health authorities and trusts
- police
- schools and Education Departments
- libraries
- various localised community partnerships, groups and organisations

(Para 4.2)

- Local partners in all three case study areas were extremely positive about having worked with their DYU, citing benefits to both their organisations and to young people locally. In particular, they considered that in a relatively short period of time (for most DYUs no more than two years) the Programme had developed an extensive range of initiatives and activities. All said that they would be willing to work with the DYU in their local area in the future. *(Paras 4.7 – 4.9)*
- Interestingly, DYU Co-ordinators identified partner agency recognition as a key challenge. Some DYUs had needed to repeatedly make their presence known and kept ‘knocking on the doors’ of local agencies in order to be recognised and accepted. However, co-ordinators stated that the problems had largely been overcome or were currently being addressed. *(Para 4.12)*
- National partners were enthusiastic about the Dialogue Youth Programme. The three partners interviewed all felt that it was having a positive impact on young people. In terms of the impact on partner agencies, there was mention of “*systematic and permanent change*” that was directly attributed to Dialogue Youth. The national partners were also complimentary towards the agencies and organisations that have worked with DYUs. *(Para 4.10)*
- The Evaluation found that the engagement and communication activities delivered through Dialogue Youth are not unique to the Programme. The key differentiating feature is the consistent national and local network and the on the ground momentum generated through local Dialogue Youth co-ordinators. Those interviewed considered that it was important to co-ordinate working with existing structures such as Community Planning and other Programmes, such as the Executive’s Determined to Succeed initiative³, in order to limit duplication of effort. *(Para 4.20)*

³ Determined to Succeed (DtS), the Scottish Executive’s strategy for Enterprise in Education. DtS aims to help young people develop self-confidence, self-reliance and ambition to achieve their goals - in work and in life - by engendering an enterprising culture.

Equalities

- The Evaluation found examples of proactive measures taken by DYUs to address issues of equalities. However, the findings from the Co-ordinator survey and interviews indicate that equalities is an area for further development. (*Paras 4.33 – 4.36*)

Issues Raised During the Evaluation

- Local partners felt that DYU Co-ordinators and their typically small staff teams were critical to the early success of the Programme. The widely held view is that the current teams have kindled some sparks and there is a challenge to develop these sparks within existing resources. (*Paras 4.26 – 4.27*)
- National partners expressed a general view that the Programme benefited from the national structure and oversight. Some commented there is a risk that if Dialogue Youth becomes too integrated with existing or emerging programmes and structures, or becomes a departmental led programme rather than remain a corporate one, it may lose its unique identity, momentum and freshness. (*Figure 5.1*)
- The Evaluation Team consider that that the term ‘Dialogue Youth Programme’ may be confusing as it does not reflect the brand that has been created at a local level. The local brand suggests that DYUs are local vehicles for Young Scot; for example, ‘Young Scot West Lothian’. The Evaluation Team suggests ‘Young Scot – local’, or similar, would more accurately describe how Dialogue Youth is perceived at a local level. (*Para 4.37*)

Conclusion

- The Evaluation suggests there are four key challenges for the Dialogue Youth Programme :
 - to capture, sustain and build upon the good practice that has been achieved, including developing the Programme at both local and national levels
 - to co-ordinate activities with other Programmes and structures, such as Determined to Succeed and Community Planning, while maintaining a young person led approach
 - to maintain the cross-cutting approach to engaging with young people, i.e. sustaining a local authority corporate approach to the Programme
 - to ensure an appropriate balance between ‘core’ and ‘universal’ elements

- It would be helpful if these challenges were taken into account in the development of the Dialogue Youth Strategy and Forward Plan.

CHAPTER ONE INTRODUCTION

Background

1.1 In December 2004, York Consulting Limited (YCL) was commissioned by the Scottish Executive to evaluate the Dialogue Youth Programme.

1.2 The Evaluation took place between January and April 2005, combining localised, in-depth case studies with consultations and research at a wider, national level.

1.3 This document is the final Evaluation Report and is structured as follows:

- **Executive Summary**
- **Chapter One: Introduction**
- **Chapter Two: The Extent to which Dialogue Youth is Addressing National Priorities and Community Planning**
- **Chapter Three: The Extent of Youth Engagement in Public Activity across Scotland via Dialogue Youth**
- **Chapter Four: How Dialogue Youth Adds Value**
- **Chapter Five: How Dialogue Youth is Different to What is Available Elsewhere**

Aims and Objectives

1.4 The primary purpose of this Evaluation was to provide the Scottish Executive and Ministers with an assessment of the impact that the Dialogue Youth Programme is having on young people in Scotland.

1.5 To do this, the Executive's Invitation To Tender (ITT) specified that the Evaluation should seek to answer the following research questions:

- the extent to which key national priorities are addressed by Dialogue Youth
- the extent to which local community planning is supported by Dialogue Youth
- the extent of youth engagement in public activity across Scotland via Dialogue Youth
- how Dialogue Youth is different to what is available elsewhere in Scotland in order to assess how it adds value and avoids duplication of public service provision
- lessons learnt from the ongoing roll-out of the Dialogue Youth Programme

1.6 For the more established DYUs covered by the Evaluation, namely those in Shetland, West Lothian and North Ayrshire, the ITT stated that information relating to the following should also be sought:

- the impact of the DYUs on the young people in their area
- the characteristics of the young people who are involved and the characteristics of those who are not
- the requirements of different groups of young people in terms of information and services
- the extent to which young people perceive Dialogue Youth to be meeting their needs
- the extent to which the DYUs have taken on board equality issues
- how DYUs have dealt with any problems that have occurred, with a view to learning lessons for the future

Context

The Dialogue Youth Programme

1.7 The Dialogue Youth Programme is a joint initiative between young people, Young Scot (the national youth information agency), the Convention of Scottish Local Authorities (COSLA), the then Scottish Executive 21st Century Government Unit, Local Authorities and their community planning partners.

1.8 The Programme is a major national youth initiative targeting 12 to 18 year-olds and forms an important part of the Scottish Executive's agenda to modernise the way government works at local and national levels. Supported by the Executive's Modernising Government Fund (MGF), the Programme is built on the recognition that whilst most Local Authorities have successfully developed youth councils or congresses, more work is required to attract both the interest and imagination of young people in terms of active citizenship. Such work is also required to address the perceived disinterest amongst young people in the traditional democratic process.

1.9 The Programme is therefore striving to connect young people with their communities and give them the opportunity to engage, inform and influence. It is hoped that by doing so, the Programme can also make a significant contribution to specific government priorities and prepare young people of all abilities for work or training.

1.10 Specifically, the aims of the Dialogue Youth Programme are to:

- promote cross-departmental and joint agency approaches to the development and delivery of services for young people
- provide a focal point for engaging with young people in developing the full potential of new technology in providing accessible, relevant information

- stimulate lifelong learning, youth mobility, community safety, healthy lifestyles and enterprise and citizenship education through the promotion of Young Scot and the use of new technology
- promote citizenship by stimulating and supporting greater involvement by young people in the life of their communities
- promote social inclusion by involving young people as full partners in the design, management and delivery of services and facilities

Dialogue Youth Units

1.11 At a local level, a Dialogue Youth Unit (DYU) in each Local Authority area of Scotland is responsible for delivering the Dialogue Youth Programme. DYUs develop services with young people by working with a range of service providers and by supporting teams of local young people to canvass the views of others and publicise opportunities.

1.12 Once fully established, each DYU will have the potential to provide a ‘back shop’ to support its Council, their community planning partners and young people to promote and influence the development and delivery of public services.

1.13 Each DYU is set up to focus its work in five key areas, as briefly described below.

Smartened Cards

1.14 Based on the well established Young Scot card, which offers discounts at nearly 2,000 stores and provides legal and travel advice lines, DYUs are involved in the development of an enhanced ‘smartened card’, which is or will be available to every young person of secondary school age in their local area⁴. The cards use new ‘smart chip’ technology and incorporate additional services for young people, including access to leisure and library facilities and cashless catering for school meals.

Involving Young People

1.15 A central part of each DYU’s remit is to engage young people in the community planning process. Recognised ways of working towards this goal include linking with local youth forums and pupil councils and involving young people in the planning and management of the DYUs themselves.

Research and Resource Base

1.16 DYUs are to work with young people, council departments and partner agencies to conduct research and gather information on youth issues in their local areas to inform community planning partners. To various extents, they will act as a central resource and research base, sharing information and good practice.

⁴ The card, referred to in this report as the ‘Young Scot card’, is the young person element of the Scottish Executive’s voluntary entitlement card, which may include elements of cashless catering, access to libraries and council leisure facilities, school registration and transport services.

National Youth Information Portal

1.17 Each DYU is responsible for developing and maintaining its own local web pages⁵, accessed via the Young Scot National Youth Information Portal at www.youngscot.org. These pages enable young people to keep up to date with issues relevant to their local area and provide the opportunity to engage in online consultations, discussions and surveys. Content areas include news, events, local features, signposting to other services, discount information and local competitions.

1.18 Maintaining the approach that young people should be centrally involved in the design and development of Dialogue Youth activity, the model for producing the content for local pages includes ‘The Hack Pack’ – an editorial team of young people and a local editor. Hack Pack members have responsibility for researching, writing and publishing information on the local pages and are given appropriate training to enable them to do so.

Personal and Social Education

1.19 DYUs are expected to work in partnership with schools and youth organisations to help develop and support Personal and Social Education (PSE) and Citizenship Education programmes.

Progress to Date

1.20 The first DYUs were piloted in 2000-01, when MGF Phase 1 funding was granted to the Councils of Angus, Glasgow, and Argyll and Bute to establish units in their areas. These pilots, and associated developments in Edinburgh and Aberdeen, have acted as pathfinders and have developed frameworks to deliver services and information with, and for, young people.

1.21 Findings from the pilots⁶ suggested that young people gained positive experiences through their involvement, whether as users of the services or as volunteers promoting them. Considerable enthusiasm for the projects was demonstrated, especially in relation to the introduction of the smartened card element, which prompted particular interest.

1.22 Importantly, the findings also indicated that the pilot projects lead to an increased level of interest amongst young people in political processes. It was felt that this could be developed further to address the wider issue of apathy and disinterest in democracy. The technology aspects of the projects, namely the National Youth Information Portal and the smartened cards, were seen as having considerable potential to remove the perceived barriers which traditionally prevent young people taking part in the democratic process.

1.23 The success of the pilot projects lead to the decision to implement DYUs across Scotland, with the aim of them all being in place by December 2004.

⁵ Throughout this report these are referred to as ‘local pages’

⁶ Scottish Executive (2003) Modernising Government Fund Round 1: Final Report

1.24 As may be expected, the position in April 2005 sees Local Authorities at various stages of advancement. Although this study did not seek to measure or evaluate how far advanced DYUs are in terms of their implementation, the evidence collected⁷ shows that all have a local Co-ordinator in post and the vast majority have engaged with young people and partner agencies. Many have also successfully undertaken consultations with young people and have seen the results of those consultations acted upon.

1.25 Nevertheless, there are areas in which, for some DYUs, development is still in the relatively early stages. For example, in several cases the local pages are sparsely populated and the extent to which new 'smartened' features have been added to the Young Scot card differs significantly across the country (although this is not solely within the control of the DYUs).

Methodology

1.26 Three well established DYUs were chosen as case study areas by the Executive and the National Programme Manager, namely Shetland, West Lothian and North Ayrshire⁸. The rationale behind these selections was that the Evaluation may reveal elements of innovative practice, lessons learned and recommendations which could be useful to those DYUs who are at a less advanced stage of implementation.

1.27 Several different strands of Evaluation activity have taken place during the study. They are:

- desk research
- school pupil surveys
- Dialogue Youth Co-ordinator survey and consultations
- young volunteer consultations
- local and national partner consultations

1.28 The Evaluation included a combination of independent sources (the school pupil survey) and sources likely to be predisposed to Dialogue Youth (for example, DYU co-ordinators). This approach was intended to provide independent evidence on the penetration of young person engagement, and to give an insight into lessons learnt and innovative practice from those involved in, and delivering, Dialogue Youth.

1.29 A brief overview of each Evaluation method is provided below.

Desk Research

1.30 The desk research element of the Evaluation had three main components:

⁷ Specifically in relation to DYU implementation, the evidence base consists of responses to the DYU Co-ordinator email survey, analysis of paper-based evidence provided by the National Programme Manager and face-to-face consultations with the DYU Co-ordinators from each of the three case study areas

⁸ North Ayrshire was chosen as a replacement for Edinburgh in January 2005, when it became apparent that the volume of recent school-based consultations in Edinburgh may have hampered stakeholder buy-in

- analysis of existing Dialogue Youth materials, provided by the National Programme Manager
- analysis of the local pages for each DYU
- research into other local and national initiatives promoting participation by young people in the design and delivery of public services

1.31 The National Programme Manager provided a considerable volume of paper-based evidence which offered a useful insight into progress and achievements across the Programme. This evidence included:

- copies of quarterly monitoring reports completed by DYUs in 2004
- reports and write-ups of schemes, events, consultations and programmes undertaken by DYUs across Scotland
- policy papers, both local and national, referencing the Dialogue Youth Programme and/or individual DYUs

1.32 The Evaluation Team also visited the local pages of each DYU and analysed how developed they were at the time. This included recording details such as the proportions featuring articles written by young people and those with current on-line surveys or competitions.

1.33 Finally, the Evaluation Team undertook primary research to compare the Dialogue Youth Programme with other local and national initiatives promoting participation by young people in the design and delivery of public services. Initiatives from Scotland, England, Wales and Northern Ireland were examined, primarily through web research and, in a minority of cases, telephone consultations⁹. The findings from this analysis are discussed in Chapter 5.

1.34 This evidence helped to inform several areas of the Evaluation, but most notably contributed to the analysis of progress against national priorities and community planning targets, as discussed in Chapter 2, and the examples of youth engagement provided in Chapter 3.

School Pupil Surveys

1.35 As per the agreed specification, the Evaluation Team visited nine secondary schools – three in each case study area – during February and March 2005 to canvass young people’s views of Dialogue Youth. In all cases, the Dialogue Youth Co-ordinator worked with the Evaluation Team to select schools that had engaged to some degree with Dialogue Youth. The schools’ willingness and ability to be involved, given the timescales and logistics, contributed to their selection.

⁹ Telephone consultations were only used during the research into initiatives in England

1.36 In eight of the nine schools, members of the Evaluation Team visited an average of between three and four classroom lessons taking place in the standard school timetable (geography, mathematics etc.) and administered a survey of all pupils in each class using anonymous tick-box questionnaires. Relatively few queries were raised by pupils whilst completing the questionnaires, but where they were, the YCL representative and the school teacher running the class were on hand to assist. A copy of the questionnaire is attached at Annex A¹⁰.

1.37 At the ninth school, pupils' views were gathered during a lunch break, rather than in the classroom, with completion of the questionnaires undertaken on a voluntary basis.

1.38 In total, 707 pupils completed and returned a questionnaire. The profile of the sample is outlined at Annex D and the findings from the analysis of the survey data are discussed in Chapter 3.

Dialogue Youth Co-ordinator Survey and Consultations

1.39 The Evaluation Team conducted an email survey of all DYU Co-ordinators, using the questionnaire attached at Annex B. The Co-ordinators from the three case study areas were not sent a questionnaire as they were consulted via face-to-face interviews. The face-to-face consultations addressed the same topics as the email survey, but in more depth and detail.

1.40 The email survey was designed to complement the case study analysis by providing a national perspective on the Dialogue Youth Programme. Responses were received from 18 of the 28 Co-ordinators, equating to a 64% return.

1.41 The face-to-face consultations and the email survey revealed both strengths and challenges of Dialogue Youth. It should be noted that Co-ordinators are, in effect, employees of the Programme. Although no specific examples can be cited of unbalanced Co-ordinator feedback, this should nonetheless be borne in mind when considering the results.

Young Volunteer Consultations

1.42 In consultation with the Co-ordinators in each area, the Evaluation Team interviewed three young volunteers from each of the following groups:

- Youth Voice Shetland (face-to-face)
- West Lothian Youth Congress (telephone)
- North Ayrshire Young Scot Volunteers (telephone)

¹⁰ A generic version has been attached which includes no localisation. The questionnaires completed by pupils in each case study area included a list of local young volunteer groups at Question 25

Local and National Partner Consultations

1.43 The Evaluation Team conducted telephone interviews with representatives from two local partner agencies in each case study area. The main criteria for selection were that the agency had worked with the DYU and that they would have an opinion to offer on the experience.

1.44 Each Co-ordinator provided a list of appropriate contacts from which the Evaluation Team selected its sample, depending on interviewee availability. This method was based upon practicality given the project timescales but did not necessarily guarantee that the Evaluation obtained comprehensive or fully representative evidence from across a broad range of partners.

1.45 The agencies consulted were:

- Shetland:
 - Community Planning Board
 - Elected Councillors

- West Lothian:
 - Community Education
 - YWCA

- North Ayrshire:
 - Community Health
 - Community Safety Partnership

1.46 In order to give the Evaluation extra breadth, the Evaluation Team conducted telephone interviews with three partners with a national perspective. These partners were selected in consultation with the National Programme Manager.

CHAPTER TWO THE EXTENT TO WHICH DIALOGUE YOUTH IS ADDRESSING NATIONAL PRIORITIES AND COMMUNITY PLANNING

Introduction

2.1 This chapter examines the extent to which Dialogue Youth is:

- addressing key national priorities
- supporting local community planning

National Priorities

2.2 The national priorities are:

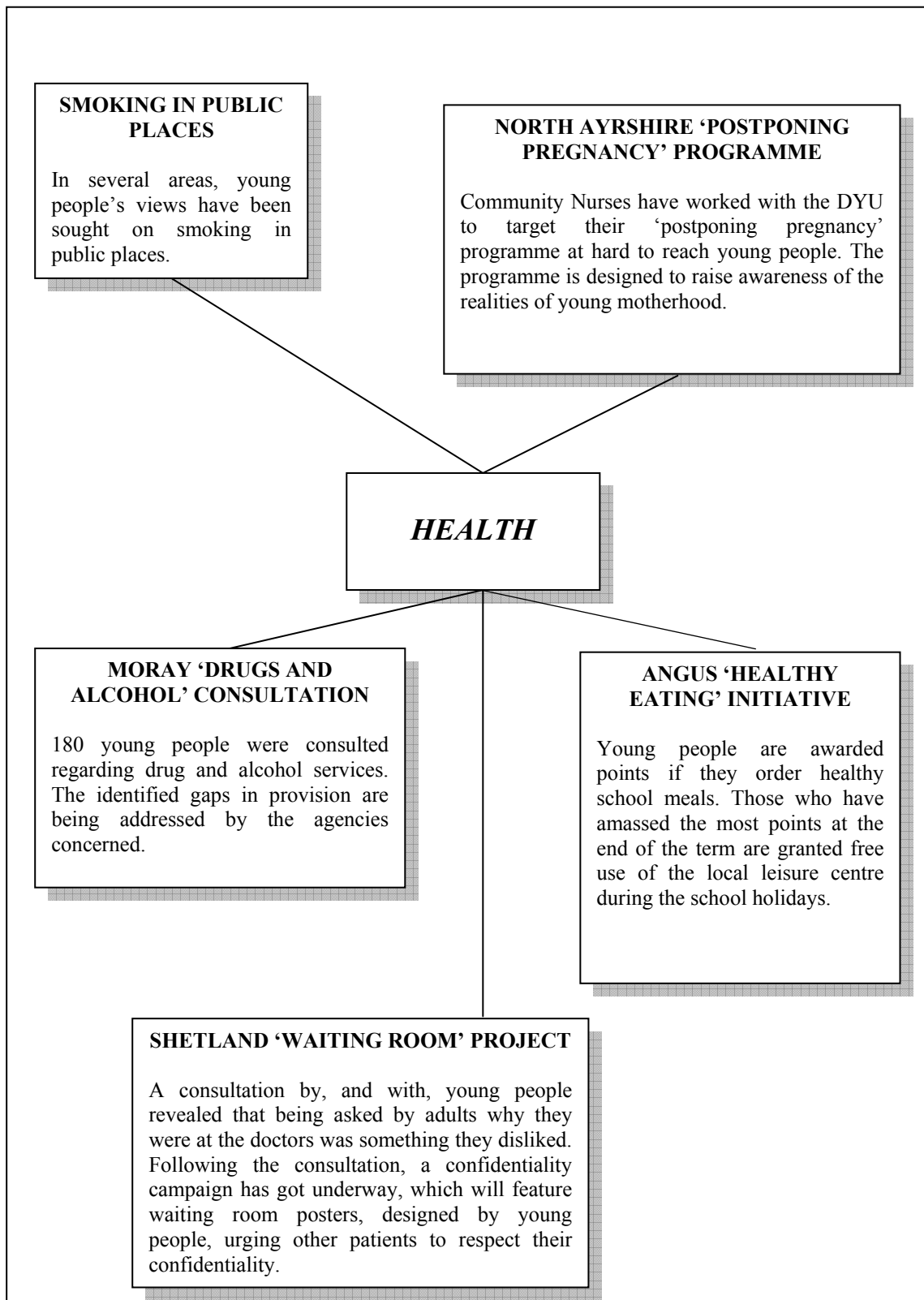
- health
- education
- transport
- crime
- economy

Health

2.3 Health is an area in which the Dialogue Youth Programme is currently strong, perhaps more so than in any of the other national priority areas. The Evaluation found many examples of DYUs running projects and staging consultations relating to health and wellbeing, from healthy eating initiatives to the promotion of confidentiality in doctors' waiting rooms.

2.4 Figure 2.1, below, provides an overview of some of this activity.

Figure 2.1: National Priority: Health



Source: Dialogue Youth publicity materials, Co-ordinator survey returns and quarterly monitoring reports (2004)

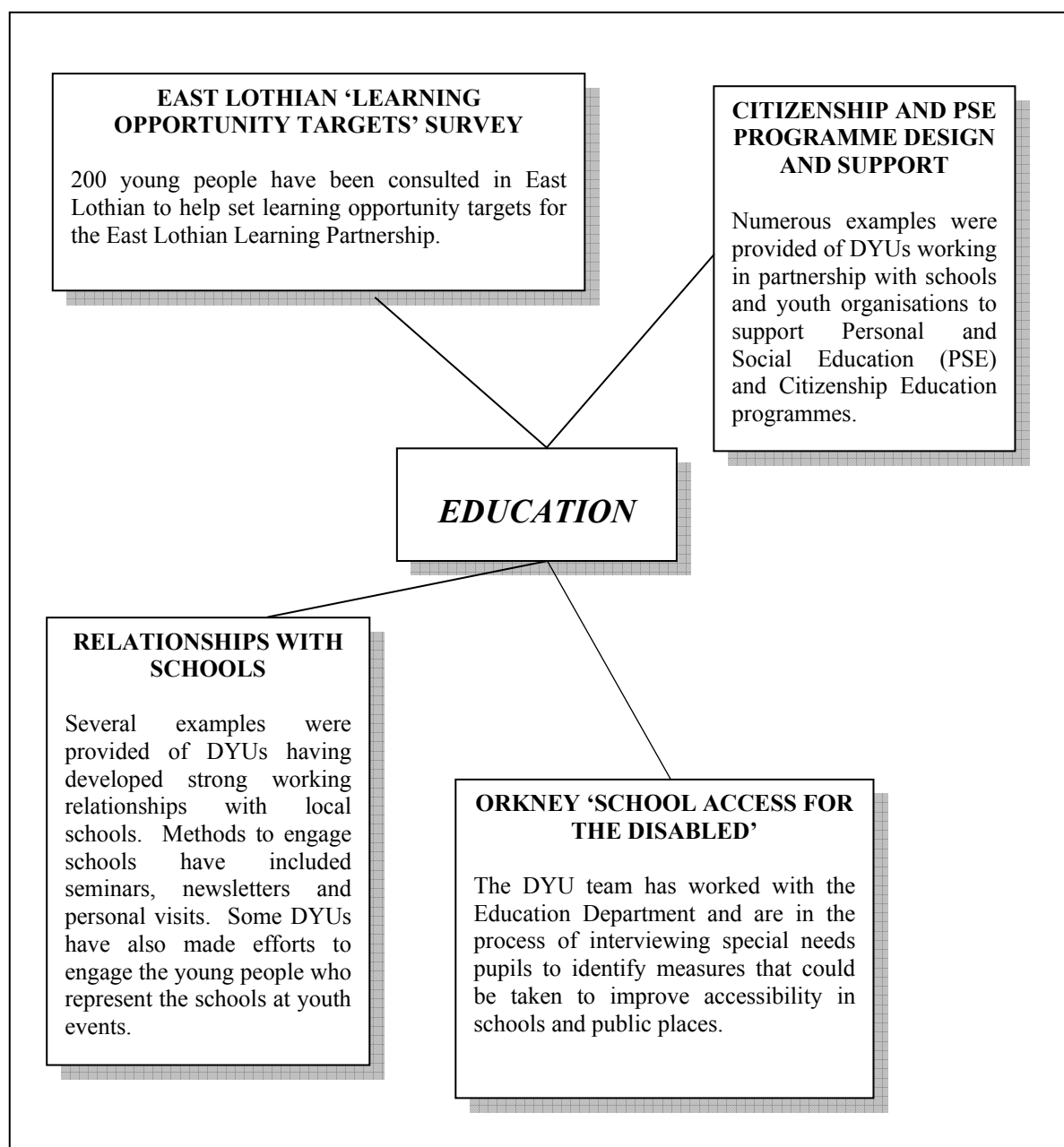
2.5 Linked to the ‘postponing pregnancy’ example in North Ayrshire, the Community Health team in the area has an ongoing relationship with the DYU, whereby the Community Health Nurses provide updates for the local pages with information and advice on a range of health related matters. These may be topical, such as contraception or eating disorders, or seasonal, such as advice on how to enjoy the sun safely. These updates provide important information, specifically targeted at young people.

Education

2.6 The Evaluation found that the Dialogue Youth Programme is also addressing the national priority of education. Schools were amongst the most frequently identified local partners in the Co-ordinator survey and, in many cases, have been the primary vehicle for distributing the Young Scot cards and packs. Cashless catering initiatives are being also delivered through schools.

2.7 Figure 2.2, below, highlights examples of where DYUs have been active in the area of education.

Figure 2.2: National Priority: Education



Source: Dialogue Youth publicity materials, Co-ordinator survey returns and quarterly monitoring reports (2004)

2.8 A good example of 'Relationships with Schools' (Figure 2.2) is the North Ayrshire School Connections Project which is designed to raise the profile of Young Scot and Dialogue Youth in schools. The North Ayrshire DYU rolled out the Schools Connections Project to all secondary schools in the region in 2003 and 2004. A variety of approaches were adopted, including:

- placing two Young Scot branded noticeboards in every secondary school
- recruiting school pupils as 'Young Scot Reps' to promote Young Scot/Dialogue Youth and to feedback on what works. The Reps had a range of academic abilities.

- distribution of 1,000 Young Scot Tutor Resource Kits
- two day SP@CE e-Roadshows (using a mobile cyber café) at each school to raise awareness of the National Youth Information Portal, www.youngscot.org, and to promote the use of forums, surveys and voting facilities on the site. In total, over 1,700 pupils attended a SP@CE e-Roadshow session.

2.9 As a direct result of the project, the DYU has forged relationships with local schools and there is evidence of young people developing new skills in ICT, communication and leadership.

Transport

2.10 There is less evidence of Dialogue Youth activity in the area of transport compared with Health and Education. There is some evidence that in some areas, particularly those in rural districts, it is a pressing issue and one that is high on the agenda of young volunteer groups. In Shetland, for example, members of the Youth Voice group have been putting their case to transport providers for a more regular service that would allow young people to travel to and from the main towns in the evenings. Plans are also in place to introduce an integrated travel pass, incorporating the local ferry service, as part of the smartened card.

2.11 In Highland, also a relatively remote area, transport was debated at the recent Youth Voice Conference with senior Council staff and MSPs. The Council is considering the findings from this debate in formulating local transport plans.

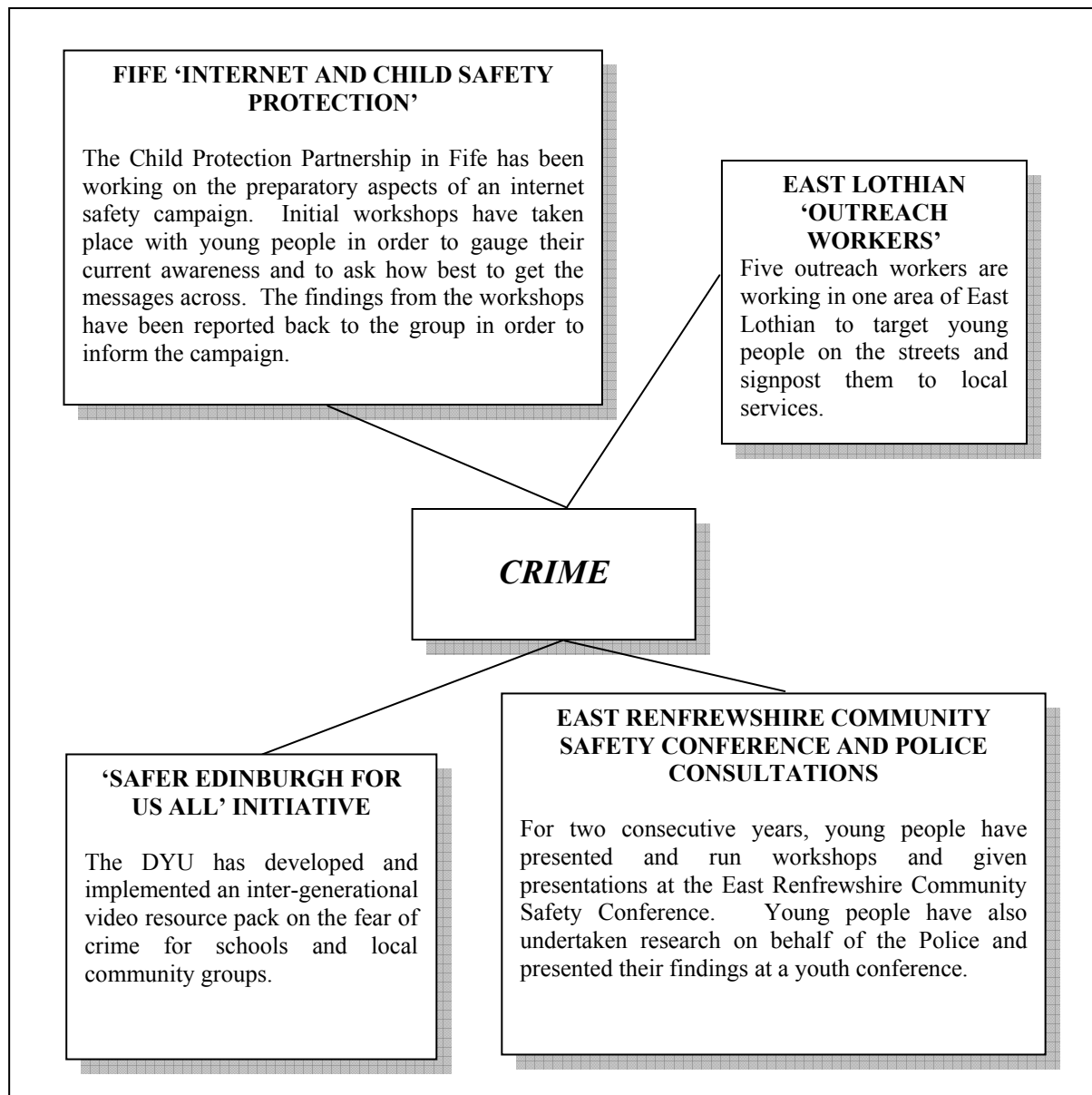
2.12 In addition, several DYUs have negotiated discounted or free travel arrangements for young people, in some cases including these features on their smartened cards.

Crime

2.13 DYUs have demonstrated numerous examples of working in the areas of crime and community safety.

2.14 Figure 2.3 provides some examples.

Figure 2.3: National Priority: Crime



Source: Dialogue Youth publicity materials, Co-ordinator survey returns and quarterly monitoring reports (2004)

Economy

2.15 The Evaluation found examples of DYU activity that addressed the Economy as a National Priority but not to the same extent as for health, education and crime.

2.16 The examples include young people in Argyll and Bute lobbying for a minimum wage for workers under the age of 16 and the 'Be A Player' work shadowing scheme in West Lothian. The latter gave young people the opportunity to spend a working day with prominent figures in the community to experience life in a position of responsibility. An impressive range of participants were recruited to take part in the scheme, making it very appealing to young people in the area. They included:

- Chief Executive Officer of West Lothian Council
- local Police Inspector
- first team coach from Livingstone Football Club
- Business and Communities Liaison Manager at Scottish Water
- local Councillors
- Station Manager from a local radio station

2.17 In addition, young volunteers in North Ayrshire have benefited from ‘Young Journalist’ training and the DYU is currently negotiating with a local newspaper to secure a regular column for the Young Journalists, one of whom gained work experience at a national newspaper through his involvement in the initiative.

2.18 In Shetland, the Hack Pack model has also been localised through a ‘train the trainer’ approach. This involves some Hack Pack members being formally trained and equipped with the necessary skills, following which they themselves then train other, new Hack Pack members. This approach keeps the Hack Pack focussed on, and driven by, young people and has provided the ‘trainers’ which additional skills in the process.

2.19 Lastly, Dialogue Youth was identified in the Executive’s 2004 publication *‘When The Customer Isn’t Right’* as a means of raising young people’s awareness of the rights of public service workers.

National Priorities - Conclusion

2.20 To varying degrees, the Dialogue Youth Programme has demonstrated that it is addressing all five of the key national priorities. Of course, without comparable information from all DYUs and a baseline to measure against, it is not possible to quantitatively assess the extent to which it is doing so, but it is fair to say at this stage that the message is a very positive one.

2.21 Clearly, more work is being undertaken in the areas of health, education and crime than in transport and the economy, but this should not detract from the finding that these too are being addressed, albeit to a lesser degree.

2.22 It should also be noted that several DYUs are in the relatively early stages of implementation and may therefore not have had the opportunity, resources or time to have run schemes or initiatives that cover all the national priority areas. Similarly, local demand plays a part. It has been shown, for example, that in remote areas, transport provision is a more prevalent issue than in urban areas and further analysis, if undertaken, may reveal other geographic differences which account for the imbalance in activity.

Community Planning

2.23 The Local Government Act of 2003 makes Community Planning (the process of improving services and the quality of life through joint action by Councils, partner organisations, stakeholders and communities) a duty for Scottish Councils and partner agencies. It is an obligation for Councils to invite and encourage the participation of partners and communities in their planning processes.

2.24 As with national priorities, it is not appropriate within the scope of this report to list all the examples of, and references to, Community Planning within the written material on Dialogue Youth. Numerous cases of young people being represented on Community Planning Partnerships were reported, as were consultations which sought to gather and act upon young people's views on pertinent local community issues.

2.25 The Evaluation found evidence that Community Planning is an area where Dialogue Youth appears to be thriving and in several cases DYUs have been a key component – possibly *the* key component – in initiating relationships between young people and local partnerships. This was recognised and acknowledged in the Community Planning Implementation Group's¹¹ June 2004 report '*Making A Difference – Community Planning A Year On*' which praised the Dialogue Youth Programme for its work in engaging young people.

2.26 However, the absence of any baseline data or consistent information from across the Programme means that, as with the national priorities, the specific extent to which Dialogue Youth is supporting local Community Planning can only be estimated. The quarterly monitoring reports from 2004 tend to suggest that DYUs are being recognised as 'community planning corporate initiatives', but the evidence provided to demonstrate this is somewhat subjective and is not consistent across all DYUs.

2.27 The key finding on Community Planning is therefore clearly positive, but it would require a more structured data collection process across all DYUs for comprehensive conclusions to be drawn.

¹¹ Established in April 2003 for 12 months to take forward the main recommendations of the Community Planning Task Force

CHAPTER THREE THE EXTENT OF YOUTH ENGAGEMENT IN PUBLIC ACTIVITY ACROSS SCOTLAND VIA DIALOGUE YOUTH

Introduction

3.1 This section draws upon the findings from desk research activity, the survey of secondary school pupils and the consultations with members of Dialogue Youth related young volunteer groups in each of the case study areas.

Desk research

3.2 The desk research element of the Evaluation included analysis of the following:

- existing Dialogue Youth materials, provided by the National Programme Manager
- local pages for each DYU
- quarterly monitoring reports completed by DYUs in 2004
- reports and write-ups of schemes, events, consultations and programmes undertaken by DYUs across Scotland
- policy papers, both local and national, referencing the Dialogue Youth Programme and/or individual DYUs
- other local and national initiatives promoting participation by young people in the design and delivery of public services

3.3 The desk research revealed many examples of young people being actively engaged in public activity through Dialogue Youth. This activity covers a broad range of issues, many of them particularly relevant to the local areas in which the activity has taken place (Figure 3.1, below).

Figure 3.1: Examples of Youth Engagement in Public Activity via Dialogue Youth

East Renfrewshire – Young people from black and ethnic minority backgrounds presented at a conference focussing on barriers to inclusion. They also ran workshops and formulated recommendations which were included in the conference report.

Moray – A group of young people taken from the Moray Social Inclusion Partnership (SIP) have worked with the Youth Inclusion Worker on the SIP's Regeneration Outcome Agreement. Their views will shape the final document and will help determine priorities for the Agreement.

Edinburgh – Young people were involved in agreeing the agenda for the first full meeting of the City of Edinburgh Council to discuss young people's issues. Members of Edinburgh Young Scot (the brand name for the local DYU) gave a presentation at this meeting on the topic of 'Involving Young People in Strategic Level Decision Making'.

Clackmannanshire – Young people helped to formulate the £26,000 budget for a physical activity programme. In addition, they are planning, monitoring and evaluating the programme.

Dundee – The 'Smoking In Public Places' consultation generated a thousand responses and resulted in young people's opinions gathering a considerable amount of local press attention.

East Renfrewshire – Research was undertaken by young people on behalf of the police, health board, the departments of education, environment and the chief executive and the Hungry for Success steering group. The young people presented their findings at a youth conference which they facilitated.

Moray – Ten young people participated in the seminar 'Getting it Together for Moray's Children', held for agencies involved in producing the Children's Services Plan. Their views helped focus the seminar and were incorporated into the action plans.

Orkney – Twenty young people from each year group in each school have been invited to attend focus groups to discuss issues relating to the education department's Service Improvement Plan.

Highlands – Two Dialogue Youth representatives sit on the Joint Committee for Children and Young People and are involved in the decision making process.

Stirling – Young people led their own community planning process through peer consultations.

East Lothian – Young people have been given an opportunity to have their say on learning via the East Lothian Learning Partnership (ELLP). The ELLP brings together government, voluntary organisations, further education providers and communities to work on community learning and development in East Lothian. Two hundred young people were surveyed across East Lothian and their views have been considered when setting targets for learning opportunities.

East Renfrewshire – Funding of £30,000 has been secured by young people for a proposed skate park. They have also designed and evaluated the tender for the park.

Source: YCL desk research

Survey of Secondary School Pupils

3.4 The Evaluation Team visited nine secondary schools – three in each case study area – during February and March 2005 to canvass young people's views of Dialogue Youth. Pupils were asked to complete an anonymous, largely tick-box questionnaire, a copy of which is attached at Annex A.

3.5 The gathering of views of school pupils provides a valuable insight into how Dialogue Youth is perceived by young people. However, it does not guarantee a wholly representative sample. Indeed, DYU co-ordinators gave examples of where they had specifically targeted hard to reach young people, including those who attend school infrequently, if at all. That said, given the timescales and scope of this study, a pupil survey was considered an appropriate method to provide indicative evidence of the extent of youth engagement in public activity.

3.6 In total, 707 pupils completed and returned a questionnaire. The profile of the sample is outlined at Annex D.

Young Scot Card

3.7 At local level, there is typically a small core group of truly engaged young people working with DYU staff to offer information and services to the wider, generally less engaged young person population. In the main, the young people currently participating in core activities are those already engaged. The links between the wider population and core groups are primarily via the smartened Young Scot card, the local Young Scot internet pages and other local initiatives.

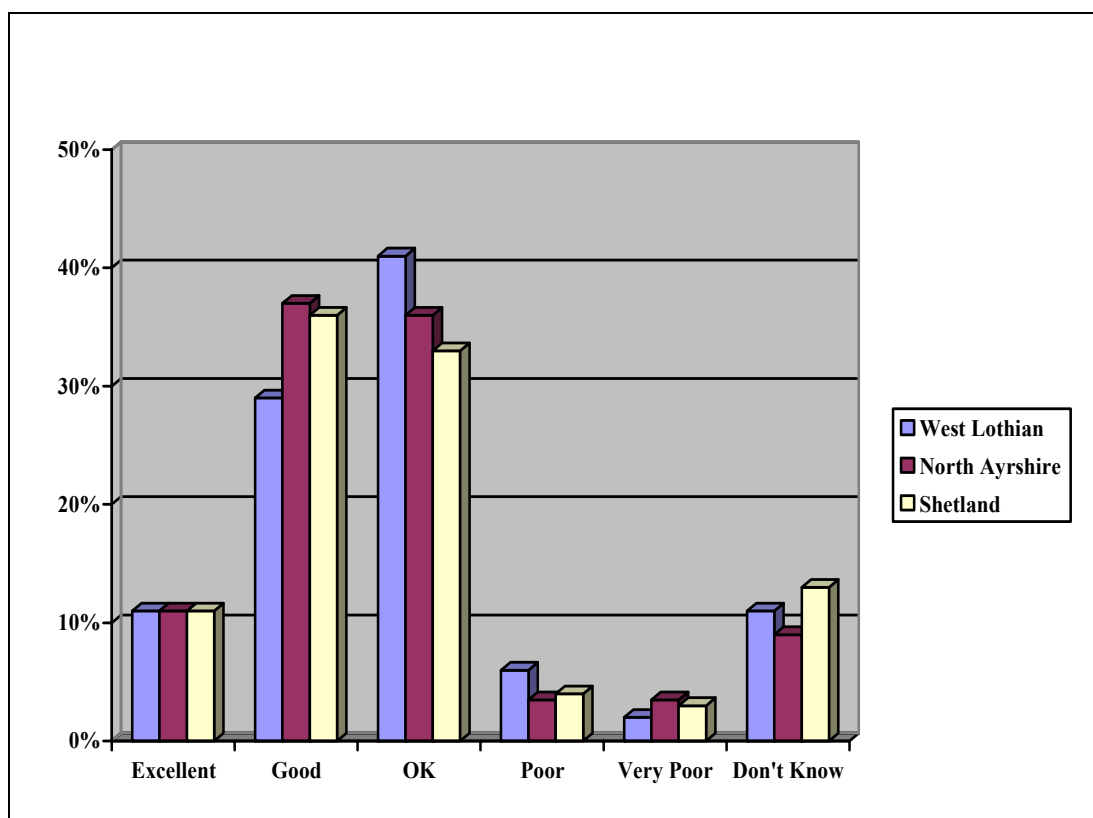
3.8 Around two thirds (65%) of the sample had a Young Scot card at the time of the survey, although there were considerable differences by area. In Shetland, 85% of the sample had one, compared to 56% in West Lothian and 48% in North Ayrshire.

3.9 The main reasons given for not having a card were:

- having lost it or thrown it away
- being unaware of how to obtain one
- waiting for new smartened cards to be issued in the near future
- not being present at school when photos were taken or cards were distributed

3.10 Few pupils stated explicitly that they didn't want a card and, in general, it appears to be well regarded by those that already have it. Figure 3.2, below, shows how it was rated by pupils in each area:

Figure 3.2: Pupil Views of the Young Scot card



Source: YCL survey of secondary school pupils

3.11 As is shown above, considerably higher proportions of the sample in each area rated the card in a positive way (OK or better) than in a negative way (poor or very poor). Over 40% rated it as either good or excellent. Young people's views on the Young Scot card are further explained in Figure 3.3, below.

Figure 3.3: Young People’s Comments on the Young Scot Card

Young people liked the shop discount feature. In West Lothian and North Ayrshire they held this in higher regard than young people in Shetland, which is perhaps to be expected given the relative absence of the range of well known high street stores on the islands.

By contrast, pupils in Shetland were considerably more positive about the proof of age feature: 89% rated this as OK or better in Shetland, compared with 61% in West Lothian. (This feature is currently not available in North Ayrshire but is to be introduced in the coming months).

When asked what additional features they would like their cards to have, the most popular response related to discounts. Suggestions included increasing the number of shops and leisure facilities at which discounts apply, as well as making existing discounts more substantial. Together these were requested by approximately 60% of the overall sample.

The second most requested feature concerned travel. More than two fifths (42%) of the sample stated that they would like to have more discounted or free travel facilities through the card. In Shetland this figure was 50%, reflecting the evidence collected in the young volunteer interviews that public transport on the islands is currently a pertinent issue amongst young people.

Cashless catering was requested by 30% of the sample, although the figure for Shetland (53%) was considerably higher than for West Lothian (23%) and North Ayrshire (20%).

Source: YCL survey of secondary school pupils

Local Pages

3.12 Local pages present an opportunity for DYUs to engage with young people. DYUs across Scotland are at various stages of implementation and this is reflected in the content of their local pages. For example, journalist ‘Hack Pack’ training had only recently been completed in some areas. The Evaluation Team’s analysis of the local pages identified that much development work has taken place in recent months. Figure 3.4 provides an estimate of the national picture in relation to some key elements of the pages as at February 2005.

Figure 3.4: Local Pages - Estimate of National Picture

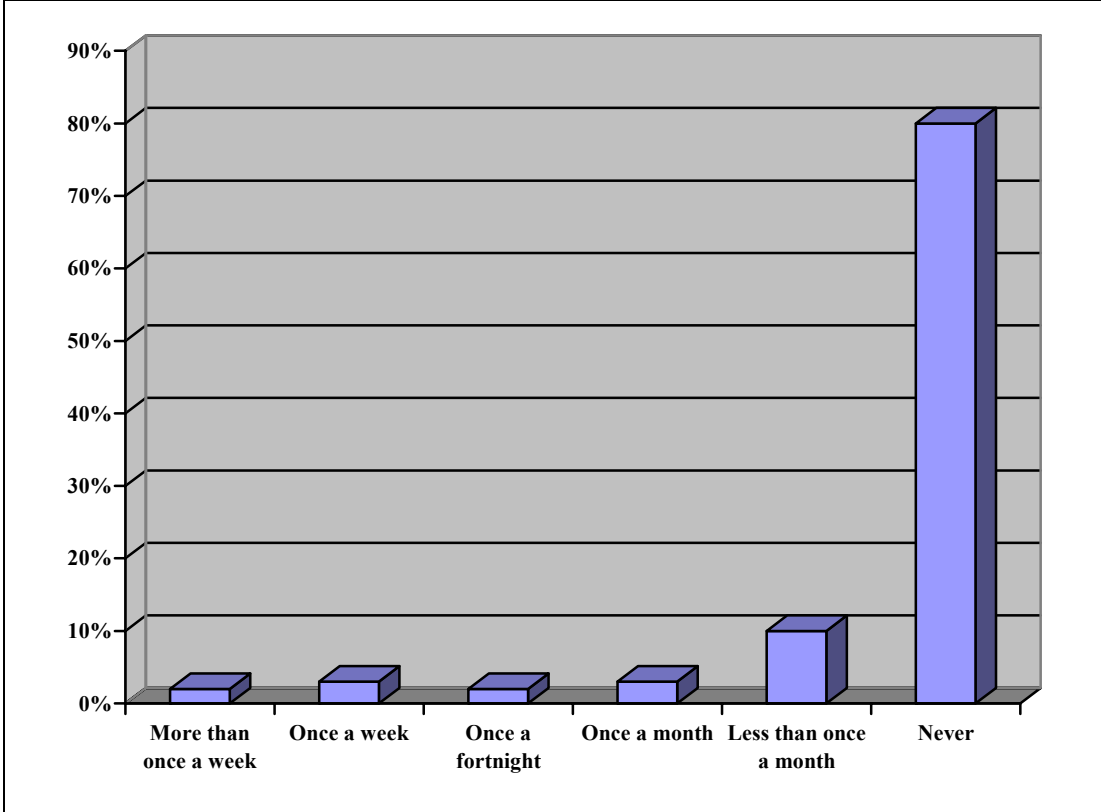
Feature	% of Local Pages with the Feature
Topical articles written young people (excluding reviews)	15%
Current competition(s)	25%
Reviews	33%
Surveys/selections	9%

Source: YCL analysis of local pages

3.13 The number of hits (i.e. visits to the local pages) varies considerably between DYUs and is likely to be influenced by the size of the young person population in a given area. It may also be influenced by whether or not events or schemes for young people are taking place at the time that the data is collected (the inference being that hits will rise due to young people seeking information on various events or schemes).

3.14 In November 2004, the most recent month that information was available at the time of the Evaluation, hits on local pages ranged from 1,100 to 6,000. The average number of hits on all local pages was over 46,000 hits per month. That said, there is scope for more young people to visit their local pages (Figure 3.5, below)

Figure 3.5: Frequency of visits to local pages



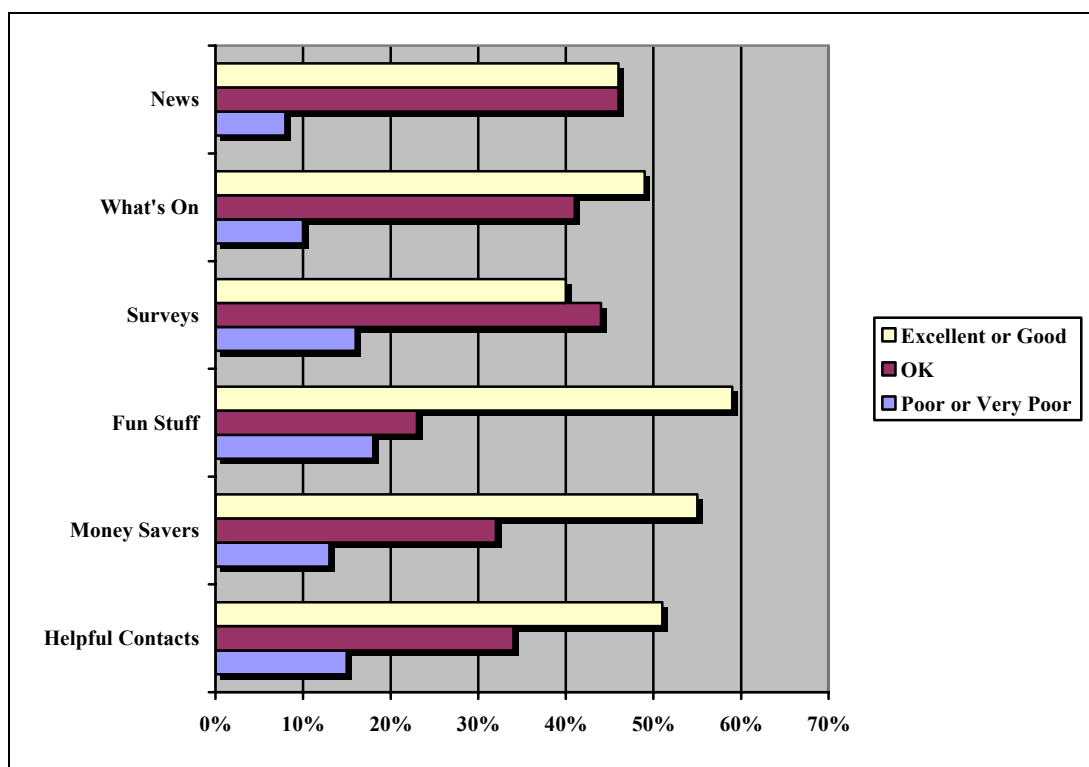
Source: YCL survey of secondary school pupils

3.15 The Evaluation found that overall around one fifth of the pupils surveyed visit their local pages. Two primary reasons for not visiting were:

- young people are unaware that the pages exist (approximately a third of the sample)
- young people do not find the content interesting (approximately two fifths of the sample)

3.16 Pupils who visit the pages generally gave them favourable feedback, with a significant proportion rating the main components as excellent or good. (Figure 3.6, below). The most popular suggestion for improvement was more “games and fun stuff”.

Figure 3.6: Pupil views of the local pages components



Source: YCL survey of secondary school pupils

Information

3.17 The school survey (Annex A) asked pupils to select, from a range of topics, those about which they would currently find it useful to have more information.

3.18 Overall, the most frequently requested topics were:

- jobs and career choices (selected by 82% of the sample)
- what college and university offers (74%)
- sport and leisure opportunities (65%)

3.19 By contrast, the least requested topics were:

- understanding sexuality (36%)
- homework (35%)
- reading, writing and numeracy (29%)

3.20 Detailed findings about pupils' preferences are at Annex E.

Participation

3.21 The pupil survey defined participation in Dialogue Youth activity as taking part in any of the following:

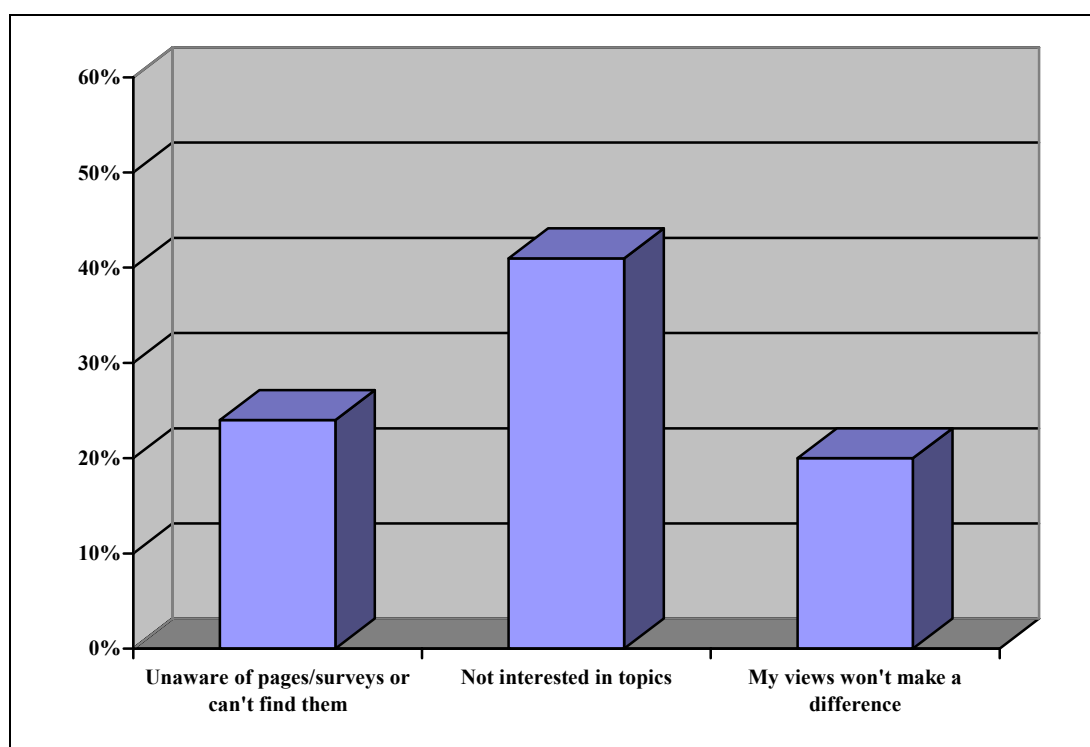
- surveys or consultations on the local pages or by text message
- local volunteer groups co-ordinated by DYU staff or closely linked to the DYU

3.22 Overall, findings are that participation by young people in some aspects of Dialogue Youth activity is low, which as previously stated is not surprising given the stage of development in the pilot areas:

- almost 90% of the sample had rarely or never take part in on-line surveys or consultations
- 3% were members of Dialogue Youth related young volunteer groups (although this low figure was to be expected given that both the young volunteer groups and the Evaluation sample are relatively small).

3.23 The survey found that a lack of interest was the main reason for not taking part in on line surveys or consultations (Figure 3.7, below).

Figure 3.7: Main reasons for not taking part in on-line surveys and consultations



Source: YCL survey of secondary school pupils

Young Volunteer Groups

3.24 The survey identified that there is a small group of young people who are actively engaged and involved in Dialogue Youth typically through young volunteer groups (3%), journalism initiatives (for example, the Hack Packs) and discount negotiating groups.

3.25 These young people recognise clear benefits of being involved and conveyed them during their consultations with the Evaluation Team. See paragraphs 3.30 to 3.43 under ‘Young Volunteer Views’, below.

3.26 The three main reasons that young people gave for not becoming involved in the young volunteer groups are similar to those outlined in Figure 3.6, namely that they are:

- either unaware of the groups or don’t know how to become involved with them (51%)
- not interested in becoming involved (39%)
- of the opinion that the views of young people aren’t listened to (19%)

3.27 Perhaps the most significant of the above figures is that more than half of the sample have either not heard of the groups or don’t know how to become a member of them. Whilst this figure is not entirely representative of the situation in all three areas, the lowest proportion answering in this way was 37%. Clearly, the extent to which the DYUs publicise the groups may be dependant upon the numbers that they are able to accommodate. However it seems that there is a substantial proportion of the young person population who currently could not easily become involved.

Voting

3.28 The survey asked pupils aged 16 and over how likely it is that they would vote at the next general election, assuming that they would be old enough¹². Overall, just under half (48%) stated that they would vote, 24% said they wouldn’t and 28% didn’t know.

3.29 Of those not planning to vote, the main reasons given were not having an interest in politics and not being aware of the policies of the main parties.

Young Volunteer Views

3.30 The Evaluation Team interviewed three members from each of the following Dialogue Youth related young volunteer groups:

- Youth Voice Shetland (face-to-face)
- West Lothian Youth Congress (telephone)
- North Ayrshire Young Scot Volunteers (telephone)

3.31 All of the young people interviewed were aged between 15 and 18. Five were male and four were female.

3.32 The key findings from the interviews and the issues arising are discussed in the sub-sections below.

¹² In Shetland these questions were not relevant as only pupils from year groups S1 to S4 were surveyed

What is Volunteering?

3.33 Dialogue Youth volunteering in this context can be seen to be involvement in organised activity that promotes the views of young people and makes them aware of the channels available to air those views, be it through surveys, local pages or other means.

3.34 There are differences across the Dialogue Youth areas in opportunities for volunteering. Therefore there is no precise 'job description' for the volunteers. For example, West Lothian volunteers uniquely staged a democracy themed conference which coincided with the European Parliamentary elections in 2003.

Why Volunteer?

3.35 The young volunteers identified clear benefits of being involved in the groups. These included:

- increased confidence, especially when speaking in front of an audience
- new skills acquired via formal training (for example, PowerPoint)
- new networks of friends
- improved levels of self-motivation
- team working skills
- increased appeal to higher education establishments and employers
- becoming involved with other organisations (such as charities) directly through Dialogue Youth volunteering

3.36 In addition, all of them agreed that being a volunteer had either made them more aware of, or interested in, issues pertinent to life in their communities.

3.37 In both Shetland and West Lothian, a desire to change things for the benefit of young people was the major driving force behind the interviewees' decisions to become involved as volunteers. Reflecting the views of others, one interviewee from Shetland stated that he wanted to "*make a difference to the lives of young people in my area*", whilst another said she joined so that she could "*present the views of other people, as well as my own*". One West Lothian volunteer had decided to join the group after reading about it in the Young Scot packs distributed at his school.

3.38 In North Ayrshire, all three interviewees had previously been Young Scot representatives in their schools and, having felt it to be worthwhile, decided to extend their volunteering activity outside of school.

Impact

3.39 All three volunteer groups are small in number relative to the local young person populations. At the time of the interviews, member numbers ranged from 12 to approximately 40, although in one case they had fallen as low as three in recent months.

3.40 When asked what impact they felt their groups were having on the wider young person community, the volunteers provided less tangible examples than when discussing the benefits of being involved, but nonetheless felt that they were working in the right direction.

3.41 The common theme was that they were *“giving young people a voice”* and that without them *“young people’s views would never be listened to”*.

3.42 In all areas, all those who had been involved for two years or more stated that a positive change had been observed in the way that young people, and their views on local issues, had come to be regarded by local organisations and authorities. Comments such as *“we are listened to more often”* and *“our views are taken far more seriously”* were frequently made.

3.43 The young people provided examples of where their lobbying or requests for change in the local community had not brought about the desired results, but they still considered it important that they had been given a voice.

Conclusion

3.44 As mentioned previously, the typical model for local Dialogue Youth delivery is a small core group of truly engaged young people working with DYU staff to offer information and services to the wider, generally less engaged ‘universal’ group. The ongoing links between the universal and core groups are primarily the smartened Young Scot card and the local pages, plus initiatives such as having local Young Scot representatives and noticeboards in schools (as demonstrated in North Ayrshire).

3.45 Given that Dialogue Youth is a relatively new programme, it is not surprising that this model has evolved and it is evident from the consultations with the young volunteers that clear benefits exist for those who chose to participate. The desk research also provided a significant number of examples of young people having become involved in public activity through Dialogue Youth, either as members of the core or universal groups.

3.46 However, the current infrastructure, whereby much of the emphasis and organisational responsibility rests with the DY Co-ordinators (all of whom were highly praised by the young volunteers in the case study), suggests that it will be a challenge for the model to develop further.

CHAPTER FOUR HOW DIALOGUE YOUTH ADDS VALUE

Introduction

4.1 This chapter looks at the added value of Dialogue Youth, drawing mainly upon evidence from:

- consultations with the Co-ordinators in North Ayrshire, Shetland and West Lothian (face-to-face)
- feedback from the Co-ordinator email survey¹³
- consultations with local and national partners (telephone)

Partnership Working

Overview

4.2 A broad range of local partner agencies have been involved with DYUs since the Programme was rolled-out across Scotland. Those mentioned most frequently are shown below, but many others were also mentioned and have therefore been listed at Annex C:

- health authorities and trusts
- police
- schools and Education Departments
- libraries
- various localised community partnerships, groups and organisations

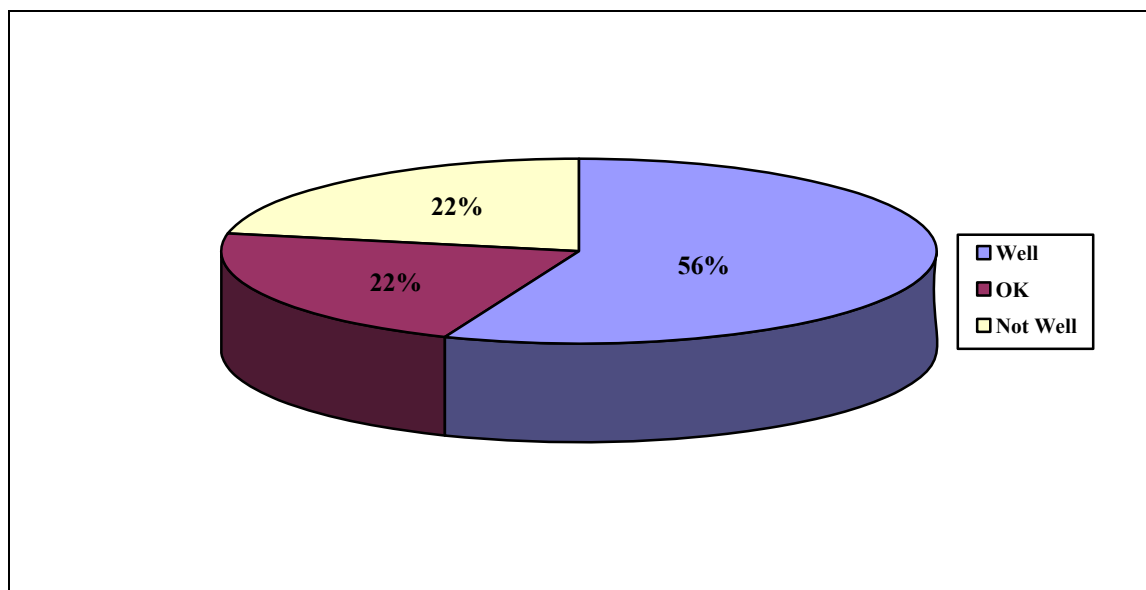
4.3 Feedback from Co-ordinators suggests that effective partnership working relationships have been developed with many agencies. The general perception is that these relationships have brought benefit to the DYUs and have helped to raise their profile in the local community.

4.4 As Figure 4.1 shows (see below), more than half of the sample of Co-ordinators felt that partnership working was progressing well at the time of the email survey, whilst just under a quarter thought it was OK¹⁴.

¹³ Responses were received from 18 of the 28 Co-ordinators to whom the questionnaire was sent, equating to a 64% return. A copy of the questionnaire is attached at Annex B.

¹⁴ These categorisations are based upon the qualitative responses given in the questionnaires and during the face-to-face Co-ordinator interviews. They should therefore be taken as indicative only.

Figure 4.1: Co-ordinator perceptions of partnership working



Source: YCL survey of DYU Co-ordinators

4.5 The Evaluation Team consulted representatives from two local partner agencies in each case study area:

- Shetland:
 - Community Planning Board
 - Elected Councillors

- West Lothian:
 - Community Education
 - YWCA

- North Ayrshire:
 - Community Health
 - Community Safety Partnership

4.6 In addition, the Evaluation Team also consulted one representative from three national partner agencies. The enthusiasm that the national partners displayed towards the Programme was perhaps to be expected, given their central roles in its development and ongoing support.

Benefits of Partnership Working

4.7 Overall, local partners were extremely positive about both Dialogue Youth as a concept and the experience of having worked with DYUs locally. Notably, there was no discernible difference in views between areas, nor partners. They expressed the view that through Dialogue Youth activity, a local structure for engaging with young people had been created. Although still in the early stages of development, they consider that the mechanism has shown that it can be effective in bringing together young people and local service planning partners.

4.8 Their positive feedback also suggests that working with the DYUs has also brought specific benefits to their organisations. Indeed, several tangible examples were provided. These tended to fall into one of three categories: meeting objectives, actively involving young people in planning activity or widening the reach of the partner agency in terms of access to young people. Along these lines, specific excerpts from the consultations include:

“our key priority of actively engaging young people has been met”

“young people now sit alongside partners and are involved in the Community Planning process”

“we have been able to deliver our ‘postponing pregnancy’ course to far more people thanks to Dialogue Youth”

4.9 All the local partners consulted by the Evaluation Team said that they would work with their DYU again in the future.

4.10 The national partners were also enthusiastic about partnership working and spoke of *“systematic and permanent change”*, directly related to Dialogue Youth, that has been seen in their agencies and others. All three were also very complimentary towards the local partners that have worked with DYUs to date and acknowledged that they have engaged at a very fast pace of change.

4.11 Finally, it should be noted that partnership working has not been restricted to DYUs working with non-DYU organisations. For example, West Lothian DYU has engaged in an ‘ideas exchange’ with Edinburgh and Angus DYU and has also been involved in a mini-network with Lothian and Borders.

Partner Agency Recognition: A Challenge

4.12 Although the current position regarding partnership working appears positive, it seems to have been something of a challenge in the past. A third (seven out of 21) of the Co-ordinators who provided feedback on this topic stated that they have had to repeatedly make their presence known and keep ‘knocking on the doors’ of local partner agencies in order to be recognised.

4.13 The Co-ordinators who felt that partnership working was OK at the time of the survey (see Figure 4.1, above) noted that partner organisations have, on occasion, expected the DYUs to have large numbers of young people available for surveys and consultations at very short notice. They also commented that partner organisations have occasionally asked them to survey young people on ‘loaded’ topics, i.e. those which add weight to a particular policy objective. However, neither of these should be overstated as they were only mentioned by a small minority of the overall sample.

4.14 The general view of those Co-ordinators who felt that partnership working was not progressing well at the time of the survey was that certain partner agencies had failed to engage or didn't see it as being within their remit to work with the DYU. One respondent reported that it had been difficult to "*get them to think outside of their boxes*" in terms of joined-up working and young person participation.

4.15 The national partners also recognised the challenge of partnership working, noting that the attitude in some schools is that Dialogue Youth is something that happens when young people aren't at school, i.e. it is 'other activity'.

Young Person Participation

4.16 A key area in which Dialogue Youth can be seen to have added value is that of young person participation. Several examples of this are provided in Chapter 2.

4.17 Local partners recognised the extent to which DYUs have offered a voice to young people in their communities through consultations, surveys and the opportunities to be involved with volunteer groups. They were keen to emphasise the importance of the Co-ordinator role in doing this and praised the effort and commitment shown by those currently in post in all three areas.

4.18 All three national partners touched upon the notion that Dialogue Youth has provided a formal framework for becoming involved in the 'engagement agenda'. Two of the partners identified the value of the National Youth Information Portal and the local pages in the framework, citing their importance as non-judgemental platforms for young people to discuss what they want to, when they want to. In terms of the local pages, it would be helpful to raise awareness and usage (see Chapter 3).

4.19 The national partners also felt that whilst young people are not a homogenous group, they are nonetheless gaining a "*collective voice and collective bargaining power*" through Dialogue Youth. One of the national partners suggested that young people "*really feel that they are being actively consulted and responded to*". As a result, they are becoming more demanding, which the partner saw as a positive consequence of the Programme.

4.20 Finally, it should be mentioned that local partners in all areas stressed that DYUs had not invented the idea of young person participation, but rather that they had 'given legs' to the ideas or intentions that already existed. Essentially, they were seen to have provided the resource, impartiality and, most importantly, access to considerable numbers of young people that had been previously lacking.

Smartened Card Roll-Out

4.21 Two thirds of the Co-ordinators (14) identified the roll-out of their smartened Young Scot card as a key success of their DYU to date. Specifically, their comments tended to relate to either the production of the card, the distribution of it to young people or the successful implementation of the new features that it offers.

4.22 Difficulties in gaining consent for the photos of young people to be taken, schools not distributing the cards as expected and problems with cashless catering facilities were all identified in relation to card roll-out. In most cases, Co-ordinators reported that the problems had since been resolved through effective partnership working.

Staff Dedication

4.23 All those consulted spoke highly of the local DYU Co-ordinator and suggested that without them, the DYUs would not have made the same progress. For example the Co-ordinators reportedly work in the evenings to attend young volunteer groups and frequently give up time out of working hours to help organise and attend young person events.

Communications and Support

4.24 Approximately 80% of Co-ordinators gave positive feedback on communications and support. None of the Co-ordinators indicated any major problems.

4.25 Where suggestions for improvement were made, specific requests included:

- more good practice sharing
- regular updates on “*what everyone has been doing*” (including figures on the numbers of smartened cards issued)
- ensuring that Co-ordinator contact details are up to date

Issues Arising

4.26 Five main issues arose from the consideration of the added value of Dialogue Youth.

Over-reliance on Co-ordinators

4.27 Local partners in all three areas recognised that Co-ordinators are very much the driving force behind the DYUs and that without their levels of enthusiasm and commitment, there would be a considerable risk of momentum loss.

Workload and Staffing Levels

4.28 Workload and staffing issues is a related challenge. Just under a quarter of the sample of Co-ordinators (5) felt that workloads are high relative to the resources available. One respondent stated that they are looking to increase the size of the staff team, whilst another vowed to “*proceed with determination*”. A third said they would “*have to make do*” with the resources currently available.

Impact on Central Government

4.29 Feedback about the impact of Dialogue Youth on the Scottish Executive and its policies was mixed. One national partner suggested that the Programme had, to a certain extent, become a victim of its own success:

“Because Dialogue Youth has been so successful, the Government thinks it is easy and therefore doesn’t realise the amount of work involved and the amount still to be done. ”

4.30 Another national partner mentioned that the Scottish Executive is yet to understand the full potential of Dialogue Youth and may therefore be unaware of the resources required to achieve that potential.

4.31 The Scottish Executive in response has confirmed that it is fully aware of the aware of the significant contribution that is required to make Dialogue Youth the success it is. However, the purpose of the Modernising Government Fund was to provide funding to start up and accelerate the roll-out of Dialogue Youth across Scotland based on the evaluation of the pilot projects. A condition of this funding was that local authorities and their community planning partners would agree to provide mainstream funding to continue to maintain and develop Dialogue Youth as part of their core modernisation activities. Partners were therefore encouraged to build the programme into any Best Value approach to youth services.

Equalities

4.32 The Evaluation found examples of proactive measures taken by DYUs to address issues of equalities. However, the findings from the Co-ordinator survey and interviews point to equalities being an area for further development.

4.33 Co-ordinators were asked to specify the measures they had taken to ensure equalities amongst their volunteers and were prompted with the categories of gender, age, ethnic background and family circumstance.

4.34 Approximately 40% of Co-ordinators gave non-specific answers, stating that they operated an *“all inclusive policy”* or that they were *“open to everyone”*. Where details were provided, they included the following:

- paying expenses (such as travel costs)
- only using venues with disabled access
- working with hard to reach groups to encourage participation

Without further analysis, especially of those DYUs who gave non-specific answers, it is not possible to conclusively report upon the extent to which the Dialogue Youth Programme is addressing the issue of equalities. However, this will be an interesting aspect to consider in any future evaluation of the Programme.

Branding

4.35 The Evaluation found that that the term ‘Dialogue Youth Programme’ can be confusing as it does not reflect the brand that has been created at a local level. The local brand suggests that DYUs are local implementations of Young Scot; for example, ‘Young Scot West Lothian’. The Evaluation suggests ‘Young Scot – local’, or similar, would more accurately describe how Dialogue Youth is perceived at a local level.

CHAPTER FIVE HOW DIALOGUE YOUTH IS DIFFERENT TO WHAT IS AVAILABLE ELSEWHERE

Introduction

5.1 During the Evaluation, desk research was conducted to assess how Dialogue Youth is different to what is available elsewhere in Scotland. Youth participation strategies and programmes in England, Wales and Northern Ireland were also examined.

5.2 This section provides an overview of the main findings.

Scotland

5.3 The research revealed a considerable number of programmes which claim to encourage participation in planning and decision making activity amongst young people in Scotland. For example, Children in Scotland's 'Participation Map' – a voluntary sign-up list on their website¹⁵ – shows some 36 such programmes to exist in Edinburgh, 16 in Glasgow and 9 in Dumfries and Galloway.

5.4 Many of these programmes operate on a relatively small scale and have a very local focus. Some work solely with disadvantaged or specific groups of young people. The Evaluation decided to focus on four key programmes, each with a national presence. They were:

- Children in Scotland
- Youthlink Scotland
- Save the Children
- Determined to Succeed

Further detail on each of these programmes is provided at Annex F.

5.5 The Evaluation found no significant overlap of activity, but did identify scope for developing links and possible greater collaborative working (Figure 5.1)

¹⁵ www.childreninscotland.org.uk

Figure 5.1: Youth Organisations/Programmes and Implications for Dialogue Youth in Scotland

Organisation/Programme	Evaluation Findings
Children in Scotland	<p>When comparing Children in Scotland to Dialogue Youth, a degree of overlap clearly exists between the consultative aspects of the work of both organisations. To this end, there may be scope for some joint or complementary working.</p> <p>However, there are substantial differences between the two and it would be incorrect to conclude that any significant degree of overlap is occurring. Dialogue Youth, and DYUs in particular, place more emphasis on being shaped and taken forward by, and through the involvement of, young people. Perhaps more fundamentally, the target audiences of the two are different. Dialogue Youth is aimed primarily at young people, whereas Children in Scotland is aimed at those working with young people (an example of which is its guidance for those interested in involving young people in decision making and planning).</p>
Youthlink Scotland	<p>The work of Youthlink complements rather than competes or overlaps with Dialogue Youth.</p>
Save the Children	<p>Some of the Save the Children programmes have a similar theme to Dialogue Youth activity, but there is no substantial duplication of effort. Given that some DYU Co-ordinators reported working with hard to reach and disadvantaged groups, there may be the potential to increase collaborative activity.</p>
Determined to Succeed	<p>Determined to Succeed is Scotland’s flagship programme to nurture enterprising, confident, innovative and determined young people. There would appear to be potential for opportunities for closer working between Dialogue Youth and Determined to Succeed.</p> <p>However, the focus of each initiative is distinctly different. Although both offer improved developmental opportunities for young people, DtS aims to raise the level of entrepreneurial ambition in Scotland, whereas Dialogue Youth aims to improve services for young people by involving them in the decision making process. As a result, there is no evidence to date of duplication of effort.</p>

Source: YCL desk research

England

5.6 Members of the Evaluation Team spoke with representatives from the following Local Authorities in England with reference to their youth participation strategies:

- East Sussex
- Hertfordshire
- Kensington and Chelsea
- Nottinghamshire
- Windsor and Maidenhead
- Surrey

5.7 The interviews revealed that the Authorities are at very different stages of advancement in terms of how fully developed and operational their strategies are. All had engaged with young people to some extent over the past year, with numbers of consultees ranging from 130 to over 9,000 (contributed to significantly by Youth Parliament voting).

5.8 Each authority was able to cite examples of activity along similar lines to that carried out by DYUs in Scotland, although some had achieved considerably more than others. Of particular note was a ‘Mobile Town Hall’ initiative that visited 12 schools in the Windsor and Maidenhead area, enabling young people to put questions to local politicians and learn how to get involved in local democracy. In Kensington and Chelsea, young people had been involved in a ‘mystery shopper’ exercise of local council services – something which DYUs in Scotland have also done.

5.9 Despite these similarities, the key message arising from the interviews was that the neither the Dialogue Youth model, nor its infrastructure, are currently present in England.

5.10 Whilst discussing English initiatives, it is worth briefly mentioning the Connexions Card project, a seven year scheme aimed at young people aged 16 – 19, rolled out in 2002. The core aims of the project are to:

- reduce some of the financial barriers to learning
- motivate young people to fulfil their potential
- improve the career and life choices that young people make

5.11 The Connexions Card incorporates smartened facilities, similar to those on the localised Young Scot cards, including cashless catering and public transport access. To encourage more young people to remain in learning and to motivate them to fulfil their potential, points are awarded for attendance which can be exchanged for a range of discounts in leisure facilities and on the high street. There is also a Connexions Card website aimed at 16-19 year-olds (www.connexionscard.com) and the card acts as a recognised proof of age.

5.12 The Connexions Card project has a different focus to Dialogue Youth, but at a high level has a similar approach to engagement, i.e. using a young person card that offers, amongst other things, financial incentives to the holder.

5.13 To date, the project has enjoyed mixed success. Cardholders are positive about the potential benefits of the card, but evidence suggests that the original intended impact on participation is not yet being achieved.

Wales

5.14 Research into youth participation programmes in Wales showed that Funky Dragon is the most closely aligned to Young Scot and Dialogue Youth.

5.15 Funky Dragon is the Children and Young People's Assembly for Wales, a peer-led organisation that aims to give 0–25 year olds a voice on issues that affect them. Its main tasks are ensuring that the views of children and young people are heard, particularly by the Welsh Assembly Government, and supporting participation in decision making at national level¹⁶.

5.16 At a national level, Funky Dragon is the Welsh equivalent of the Scottish Youth Parliament. It was formed in April 2003 and its Grand Council has young person representatives from most of the 22 Welsh Local Authorities. The representatives are elected by the Youth Forums that either exist, or are being established, in each area to represent Funky Dragon at a local level. Members of the forums gain similar experiences to those cited by the Dialogue Youth young volunteers interviewed for this Evaluation. They include specific training, meeting and presenting the case of young people to service providers and planning and hosting events.

5.17 Further research would be required to form an accurate assessment of the number of young people involved, but the local pages equivalent of the Funky Dragon website suggest that 150 young people are involved in Pembrokeshire, whilst in Swansea over 400 are involved through 45 affiliated groups.

5.18 On a more national level, the relationship between Funky Dragon and the Welsh Assembly appears to be developing well. Nine young people representing Funky Dragon have been given particular portfolio responsibilities and are to be linked to the nine ministers.

5.19 Recently, Funky Dragon has been involved in working with officials to re-write documents concerning 'Extended Entitlement' and has been consulted over rural development as part of the Assembly's Environment Strategy. For this, Funky Dragon will be helping to organise two consultation conferences for young people in September 2005.

5.20 In terms of how Dialogue Youth could benefit from Funky Dragon, it may be interesting to further explore the relatively high numbers of young people involved in the aforementioned geographical areas to assess whether any innovative practice exists in terms of young person engagement. It may also be worth assessing the visual appeal and user-friendliness of the Funky Dragon website (www.funkydragon.org).

¹⁶ www.funkydragon.org

Northern Ireland

5.21 The long established Northern Ireland Youth Forum (founded in 1979) aims to lobby, advocate, promote and fight for the rights of young people in Northern Ireland¹⁷. Its target age range is 14–25 years and it has the following primary areas of focus:

- raising awareness of young people’s rights
- making change happen
- involving young people
- making senior figures aware of young people’s views
- sourcing funding

5.22 The Youth Forum’s strands of activity include consultations with young people and working with partner organisations. It is also running the ‘Engage Youth’ project, which gives young people the opportunity to meet and question politicians and to develop an interest in both local and national issues.

5.23 In addition, the Youth Forum is working with the Office of the Commissioner for Children and Young People to create a Children and Young People’s Panel. The Panel is currently being formed, following the recruitment of 30 young people from across the country, and will be consulted by the Commissioner about decisions and issues that affect young people in Northern Ireland.

5.24 However, whilst the consultative aspects of the Youth Forum’s activity overlap with Dialogue Youth, its overall presence and focus is at much more of a national level. As a result, there can be limited comparison between the two.

Summary

5.25 To summarise, there are several programmes, both in Scotland and elsewhere in the UK, which demonstrate elements of Dialogue Youth type activity. Based on the evidence collected for this Evaluation, the most closely aligned to Dialogue Youth appears to be the Funky Dragon initiative in Wales. Although it has a different remit to Dialogue Youth (in that it is the Welsh equivalent of the Scottish Youth Parliament), it is the only programme that appears to have a similar local infrastructure.

5.26 Therefore, duplication of effort in Scotland appears to be minimal. As mentioned above, it has obviously not been possible to research every scheme and initiative involving young people, but the evidence suggests that the introduction of Dialogue Youth has considerably strengthened the area of young person participation at a local level.

¹⁷ www.niyf.org

REFERENCES

Scottish Executive (2004) *Protecting Public Service Workers – When the Customer Isn't Right*, Edinburgh: The Stationery Office

Community Planning Implementation Group (2004) *Community Planning A Year On*

Scottish Executive (2003) *Modernising Government Fund Round 1: Final Report*

ANNEX A – SECONDARY SCHOOL PUPIL QUESTIONNAIRE

--	--

LOCATION ID

--	--

SESSION NO.

--	--

YEAR GROUP



York Consulting Limited



SCOTTISH EXECUTIVE

DIALOGUE YOUTH

CAPTURING THE VOICE OF YOUNG PEOPLE

Self-completion questionnaire

Welcome to the survey - what is it about?

Do you know what is going on in your area? Would you like to have a greater say on what happens around you? Would you like more information on local activities? This study is designed to assess how well local and national bodies communicate with young people on the issues that matter to young people. By completing this short questionnaire you will help us to help government to help you.

Thank you for making sure that your voice is heard.

Don't forget:

- ◆ This is not a test, we just want to know what you really think.
- ◆ Your answers are confidential. Your completed questionnaires will be sealed in an envelope and passed straight to York Consulting. You should not write your name on the questionnaire and no individuals will be identified in the analysis.

How to complete your questionnaire:

- ◆ Please read each question and any instructions carefully.
- ◆ For most of the questions you will be asked to tick one or more boxes. For some questions, you will be asked to write in the open space.
- ◆ After the questions, any words typed in CAPITAL LETTERS are the instructions for you to follow.

Returning your questionnaire:

- ◆ Once you've completed your questionnaire please place it in the envelope provided.
- ◆ Please seal the envelope and wait for it to be collected from your desk.

ABOUT YOU

Q1) In what year were you born?

Year (e.g. 1990)

1	9		
---	---	--	--

Q2) Are you male or female?

PLEASE TICK ✓ ONE CIRCLE ONLY

I am male

I am female

Q3) Which of the following best describes you?

PLEASE TICK ✓ ONE CIRCLE ONLY

White

Scottish

Other British

Irish

Any other white background

Mixed

Any mixed background

Asian, Asian Scottish or Asian British

Indian

Pakistani

Chinese

Any other Asian background

Black, Black Scottish, Black British

Caribbean

African

Any other black background

Other (Tick box and please state below) ..

--

Q4) Do you consider yourself disabled in any way (including physical disabilities and learning difficulties)?

PLEASE TICK ✓ ONE CIRCLE ONLY

Yes

No

IF 'YES' PLEASE DESCRIBE BELOW ...

--

YOUNG SCOT CARD

Q5) Do you have a Young Scot card?

PLEASE TICK ✓ ONE CIRCLE ONLY

Yes

No

IF 'NO' PLEASE GO TO QUESTION 9

Q6) Overall, what do you think of the card?

PLEASE TICK ✓ ONE CIRCLE ONLY

Excellent

Good

OK

Poor

Very Poor

Don't Know

Q7) Please rate each of the following things that your Young Scot card offers

PLEASE TICK ✓ ONE CIRCLE IN EACH ROW

	Exce- llent	Good	OK	Poor	Very Poor	Don't Know
a) Discounts at shops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Discounted or free travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Discounted or free use of leisure centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Access to libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Cashless school meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Proof of age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Others (Tick box and please state below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8) How would you like to see your Young Scot card improved?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

Discounts at more shops

More discounted or free travel

Cashless school meals

Other (Please describe on dotted line)

Other (Please describe on dotted line)

PLEASE GO TO QUESTION 10

Q9) Why haven't you got a Young Scot card?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

I don't know what a Young Scot card is

I don't know how to get a Young Scot card .

I had one but I've lost it or thrown it away .

If I had one, I would never use it

Other (Tick box and please state below) ...

LOCAL PAGES

**Q10) On the Young Scot website (www.youngscot.org), you can view web pages that tell you what's happening in your area. Roughly, how often do you visit these web pages?
PLEASE TICK ✓ ONE CIRCLE ONLY**

- More than once a week
- Once a week
- Once a fortnight
- Once a month
- Less than once a month
- Never

PLEASE ONLY ANSWER THIS QUESTION IF YOU'VE TICKED 'NEVER' ABOVE.

**Q11) Why don't you visit them?
PLEASE TICK ✓ AS MANY CIRCLES AS APPLY**

- I don't have access to the internet
- I don't know what the web pages for my area are
- I know what they are but I don't know how to find them
- I know what they are but there's nothing on them that interests me.
- Other (Tick box and please state below)

PLEASE GO TO QUESTION 15

**Q12) Overall, how would you rate the web pages for your area?
PLEASE TICK ✓ ONE CIRCLE ONLY**

- Excellent
- Good
- OK
- Poor
- Very Poor.
- Don't Know

**Q13) Please rate each of the following features of the pages for your area?
PLEASE TICK ✓ ONE CIRCLE IN EACH ROW**

	Exce- llent	Good	OK	Poor	Very Poor	Don't Know
a) News	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) What's On	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Fun Stuff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Money Savers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Helpful Contacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14) In the box below, please tell us what you would like to see added to the pages for your area.

SERVICES

Q15) Please tell us what you think of each of the following services for young people in your area:

PLEASE TICK ✓ ONE CIRCLE IN EACH ROW

	Exce- llent	Good	OK	Poor	Very Poor	Don't Know
a) Discounts at shops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Discounted or free travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Discounted or free use of leisure centres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Access to libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Proof of age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Cashless school meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Others (Tick box and please state below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16) In the box below, please specify any other services or facilities for young people that you would like to see in your area.

INFORMATION

Q17) Which of the following issues would you find it useful to have information or advice about at the moment?

PLEASE TICK ✓ ONE CIRCLE IN EACH ROW

	YES	NO
♦ Alcohol	<input type="radio"/>	<input type="radio"/>
♦ Drugs	<input type="radio"/>	<input type="radio"/>
♦ General health	<input type="radio"/>	<input type="radio"/>
♦ Keeping safe from crime	<input type="radio"/>	<input type="radio"/>
♦ Keeping safe from fire	<input type="radio"/>	<input type="radio"/>
♦ Mental health	<input type="radio"/>	<input type="radio"/>
♦ Sexual health	<input type="radio"/>	<input type="radio"/>
♦ Understanding sexuality	<input type="radio"/>	<input type="radio"/>
♦ Housing	<input type="radio"/>	<input type="radio"/>
♦ Money or debt	<input type="radio"/>	<input type="radio"/>
♦ Sport and leisure opportunities	<input type="radio"/>	<input type="radio"/>
♦ Homework	<input type="radio"/>	<input type="radio"/>
♦ Reading, writing or numeracy	<input type="radio"/>	<input type="radio"/>
♦ What college or university could offer me	<input type="radio"/>	<input type="radio"/>
♦ What jobs and careers I might choose	<input type="radio"/>	<input type="radio"/>
♦ What to do about bullying	<input type="radio"/>	<input type="radio"/>

INFORMATION CONTINUED...

Q18) If you didn't want to discuss these issues with a friend or relation, please tell us if you would know where to find information on them. If you have already received information on any of them, please tell us what you thought of it.

PLEASE TICK ✓ ONE CIRCLE IN EACH ROW

Do you know where to find information?

If you have had any information on any of the issues, please tell us what you thought of it.

	Do you know where to find information?		If you have had any information on any of the issues, please tell us what you thought of it.					
	YES	NO	Excellent	Good	OK	Poor	Very Poor	
◆ Alcohol.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Drugs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ General health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Keeping safe from crime..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Keeping safe from fire...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Mental health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Sexual health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Understanding sexuality..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Housing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Money or debt.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Sport and leisure opportunities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Homework.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Reading, writing or numeracy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ What college or university could offer me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ What jobs and careers I might choose.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ What to do about bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Working or studying abroad.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ What my rights are when I am shopping or using services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
◆ Other (Tick box and please state below).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GETTING INVOLVED

Q19) Do you have a mobile phone?

PLEASE TICK ✓ ONE CIRCLE ONLY

Yes

No

IF 'NO' PLEASE GO TO QUESTION 23

Q20) Do you receive text message surveys aimed at young people on your phone?

PLEASE TICK ✓ ONE CIRCLE ONLY

Yes

No

IF 'NO' PLEASE GO TO QUESTION 23

Q21) How often do you take part in the text message surveys aimed at young people?

PLEASE TICK ✓ ONE CIRCLE ONLY

Always

Most of the time

Sometimes

Rarely

Never

Q22) What stops you from taking part more often?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

Nothing I always take part

I'm not interested in some of the topics that the surveys cover

I'm not interested in any of the topics that the surveys cover

I don't think my views will make a difference

Other (Tick box and please state below) ...

Q23) How often do you take part in the surveys on the web pages for your area via the Young Scot website (www.youngscot.org)?

PLEASE TICK ✓ ONE CIRCLE ONLY

Always

Most of the time

Sometimes

Rarely

Never

Q24) What stops you from taking part more often?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

Nothing I always take part

I don't have access to the internet.

I don't know what the web pages for my area are

I know what the web pages are, but I don't know how to find them.

I'm not interested in some of the topics that the surveys cover

I'm not interested in any of the topics that the surveys cover

I don't think my views will make a difference.

Other (Tick box and please state below)

Q25) Are you involved in any of the following?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

Local Young Volunteer Group #1.

Local Young Volunteer Group #2.

Local Young Volunteer Group #3.

Local Young Volunteer Group #4.

Local Young Volunteer Group #5.

Q26) If you're not involved in any of the things listed in Question 25, why not?

PLEASE TICK ✓ ONE CIRCLE IN EACH ROW

YES NO

- ◆ I don't know what any of them are
- ◆ I don't know how to become involved
- ◆ I'm not interested in becoming involved
- ◆ Young people's views are not listened to
- ◆ Other (Tick box and please state below)

VOTING (for 16 years and over only)

Q27) If you will be old enough to vote at the next general election, do you intend to?

PLEASE TICK ✓ ONE CIRCLE ONLY

- Yes
- No
- Don't Know

Q28) If not, why?

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

- I have no interest in politics.
- My vote won't make a difference.
- I don't understand the policies of the main parties.
- Other (Tick box and please state below) ...

Q29) Please only answer the next question if you have taken part in either text message surveys for young people on the web pages for your area on the Young Scot website (www.youngscot.org)

PLEASE TICK ✓ AS MANY CIRCLES AS APPLY

Do you think that taking part in the survey has:

YES NO

- b) Made you more aware of, or more interested in, issues relating to public life?
- a) Made you more likely to vote at the next election?

Q30) Is there anything else that you would like to say about ways of improving communication with young people?
PLEASE INSERT DETAILS BELOW

**THANK YOU VERY MUCH
FOR YOUR TIME**

ANNEX B – DYU CO-ORDINATOR EMAIL SURVEY

OVERVIEW

Q1.	If you were explaining Dialogue Youth to someone who was unfamiliar with it, how would you describe it?

Q2.	Please provide a brief summary of how far advanced your DYU is in terms of implementation. You may wish to include aspects such as how long it has been operational, how it has been publicised to partner agencies and the development of your 'local pages' via the National Youth Information Portal.

Q3.	What key functions is the DYU fulfilling that weren't being fulfilled before its implementation?

Q4.	How has your DYU been branded (for example, as 'Dialogue Youth', 'Young Scot' or incorporated under a community education or youth centre banner)? How has this affected the way it has been received by young people?

Q5.	Please provide brief details of your DYU team in the table below
------------	---

Role	Main Responsibilities	Full or Part Time on DY

SUCSESSES AND CHALLENGES

Q6. Please describe what you consider to be the 3 biggest successes of your DYU to date and the key factors that have contributed to them.

	Success	Contributory Factors
i.		
ii.		
iii.		

Q7. Please describe the 3 most significant challenges that your DYU has faced and how these have challenges have been addressed.

	Challenge	How Addressed
i.		
ii.		
iii.		

Q8. If you were implementing your DYU again, what, if anything, would you do differently?

--	--

MEASURING PROGRESS

Q9. Aside from the milestones against which you provide updates in the quarterly monitoring reports, how else do you measure the progress and success of your DYU (for example, by using feedback questionnaires)?

--	--

YOUNG PERSON ENGAGEMENT

Q10.	Please provide up to 5 specific examples of how the DYU has enabled young people to become involved in the consultation process for, or design of, public services or services for young people. Where appropriate, please include the outcome (for example, “young people’s views were included in the Council’s report on neighbourhood safety”).
-------------	--

i.	
ii.	
iii.	
iv.	
v.	

Q11.	Please describe any steps that you have taken to ensure equalities amongst your activists, in terms of gender, age, ethnic background and family circumstances.

THE ENTITLEMENT CARD

Q12.	Which of the following feature on the entitlement card issued to young people in your area? (Please indicate by inserting ‘X’ under ‘Yes’ or ‘No’).	YES	NO
	Young Scot application with local and national retail discounts		
	Local authority administered concessionary fares		
	Access to local authority leisure services		
	Access to local authority library services		
	Local authority administered Cashless catering in schools		
	Local authority administered registration in schools		
	Dialogue Youth negotiated discount or free travel		
	Dialogue Youth negotiated discount or free leisure services		
	Accredited proof of age logo PASS		
	Any others not covered by the above (please specify below)		

PARTNERSHIP WORKING

Q13. Please list your key partners

Partners	
i.	
ii.	
iii.	
iv.	
v.	
vi.	
vii.	
viii.	
ix.	
x.	

Q14. Please describe how the DYU has been received by these partners in your area. Where appropriate, please provide examples of where it has been received well or not so well.

--	--

NATIONAL MANAGEMENT AND COMMUNICATION

Q15. What are your views on the management of the Dialogue Youth Programme at a national level and the communication channels between the National Support Unit and individual DYUs? What do you feel is working well and what could be improved?

Working Well	Could Be Improved

THE FUTURE

Q16. Please describe the arrangements that are in place to sustain your DYU when the Modernising Government Funding ceases at the end of March 2005.

--	--

Q17.	If not covered in your previous responses, please offer any recommendations or additional comments in the box below

ANNEX C – DYU LOCAL PARTNERS

The DYU Co-ordinator email survey asked respondents to list their key partners. The responses were wide ranging and are shown below (note that numerous local community partnerships, groups and organisations were mentioned – these are collectively referred to as ‘other local partners’).

- Barnardos
- Careers Scotland
- Catering service providers
- Community Learning and Development Services
- Council Corporate Services
- Culture and Community Services
- Environmental Services
- Fire Service
- Further Education Colleges
- Health Authorities and Trusts
- Highlands and Islands Enterprise
- IT providers and trainers
- Leisure providers
- Libraries
- Other local partners
- Other unspecified Council departments
- Police
- Prince’s Trust
- Private sector businesses
- Public and private transport providers
- Samaritans
- Schools and Education Departments
- Social Inclusion Partnerships (SIPs)
- Social Services
- Throughcare and Aftercare
- Trading Standards
- Unspecified Community and Voluntary Sector (CVS) organisations
- Young Adult Literacy Projects
- Young Men's Christian Association (YMCA)
- Young people
- Young Women's Christian Association (YWCA)
- Youth Justice organisations

ANNEX D – SCHOOL PUPIL SURVEY: SAMPLE PROFILE

Size and Age Range

A total of 707 school pupils completed and returned a questionnaire. The split across the three case study areas is shown in Table D.1, below:

Table D.1 Young Person Survey Sample by Area

Area	Sample Size
Shetland	185
West Lothian	284
North Ayrshire	238
Total	707

Source: YCL survey of secondary school pupils

The timing of the study made an even split across year groups unachievable. In Shetland, for example, pupils in years S5 and S6 were on study leave when the visits took place and therefore could not be surveyed. Similarly, in West Lothian and North Ayrshire, S5 and S6 pupils were heavily involved with either coursework or exam preparation and it was therefore less easy to arrange convenient classroom sessions with them than it was with the younger pupils. In all schools, the classes for the sample were chosen, in part at least, on their availability on the day of the visit.

Table D.2, below, shows the split of the young people surveyed by year of birth (they were not asked to provide their year group or specific date of birth) and reveals a concentration of pupils born in 1990.

Table D.2 Young Person Survey Sample by Year of Birth

Year of Birth	Sample Size	Sample %
1987	40	6%
1988	49	7%
1989	117	16%
1990	259	37%
1991	95	13%
1992	96	14%
1993	16	2%
Invalid Response	35	5%
Total	707	100

Source: YCL survey of secondary school pupils

Gender

A reasonably even gender split exists across the sample. Overall, 48% were male and 51% female. An invalid response to this question was given by 1% of the sample.

Ethnic Background

In terms of ethnic background, the sample of young people was overwhelmingly ‘white Scottish’. More than 90% selected this category, whereas the only other category to account for more than 5% of the sample was ‘white – other British’.

Disability

Less than 0.5% of the sample claimed to have a disability of either a physical or mental nature. Amongst those who did, the most commonly identified disabilities were learning difficulties and dyslexia.

ANNEX E – SCHOOL PUPIL SURVEY FINDINGS

The school survey asked pupils to select, from a range of topics, those about which they would currently find it useful to have more information.

Overall, the most frequently requested topics were:

- jobs and career choices (selected by 82% of the sample)
- what college and university offers (74%)
- sport and leisure opportunities (65%)

By contrast, the least requested topics were:

- understanding sexuality (36%)
- homework (35%)
- reading, writing and numeracy (29%)

Little difference was evident by area. The three most frequently selected topics were the same in both North Ayrshire and Shetland and the only difference in West Lothian was that information on general health was selected by a slightly higher proportion of the sample than information on sport and leisure opportunities. The situation is slightly more varied in terms of the least selected topics, but the three mentioned in the preceding paragraph all fell within the bottom five in each area and the percentage differences between all of them were very small.

There was also little significant difference by gender. Sport and leisure was the only topic where the difference between the proportions of males and females requesting it was more than 10% (in the favour of males). Even then, it was only 11%. The topic which showed the largest difference in terms of a higher proportion of females requesting it than males was information on what college and university offers. The difference on this topic was 9%.

Some more substantial differences were observed by age (or more precisely, in terms of the data collected, year of birth). Pupils born in 1987 and 1988 were more likely than pupils born in 1993 to state that they would find more information on alcohol and drugs and sexual health useful (65% compared to 38%). Note that the sample only includes 16 pupils born in 1993.

Other examples of differences by age are shown in Table E.1 below:

Table E.1: Useful Topics of Information – by Year of Birth

	1987	1988	1989	1990	1991	1992	1993
Money	73%	61%	61%	49%	60%	57%	44%
Sports and Leisure Opportunities	58%	55%	68%	63%	74%	66%	75%
Homework	28%	24%	47%	25%	50%	39%	44%
Reading, Writing and Numeracy	18%	27%	36%	24%	41%	30%	31%

Source: YCL survey of secondary school pupils

Although the differences aren't especially large, the data above indicates that older pupils in the sample would find information on money more useful than younger pupils. This could be expected, given that the older pupils will shortly be entering adult life and as such are likely to be faced with increased financial responsibilities.

For the other three topics – sport and leisure opportunities, homework and reading, writing and numeracy – the trend is reversed, in that higher proportions of younger pupils, in general, stated that they would find information useful than did older pupils. There are exceptions and it is notable that pupils born in 1990 were less likely to select any of the topics shown in Table 5.3 than their peers born a year either side of them. Based on the evidence collected, it is not easy to specify why this is the case.

ANNEX F – YOUTH PARTICIPATION/ENGAGEMENT PROGRAMMES IN SCOTLAND

Children in Scotland

Children in Scotland is the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

Formed in 1993 (following a change of name from the Scottish Child and Family Alliance which was formed ten years earlier), the organisation promotes itself as *“a unique forum for sharing and exchanging skills and expertise, combining knowledge and experience to make Scotland a better place for all children and young people”*¹⁸.

In terms of participation by young people, Children in Scotland has undertaken consultations at both local and national levels. Amongst these was the ‘Manifesto 2003’ project, which surveyed over 1,000 young people in the run-up to the 2003 Scottish Parliament elections to ascertain what they would like the Parliament to do for them and their families. The findings were disseminated to the main political parties.

In April 2002, Children in Scotland, in association with the Family Planning Association, brought together over 50 young people from across Scotland to examine what sexual health information and support young people need. Further consultation took place between January and February 2004 to gain their opinions on the Executive’s draft sexual health strategy.

As briefly mentioned above, the Children in Scotland website has a ‘Participation Map’ which allows groups working in young person participation to register details about their programme or organisation. It is noteworthy that whilst some DYUs have registered on the Map, the majority haven’t and to someone unfamiliar with the topic, it may appear that the Dialogue Youth Programme is not a joined up, national initiative. It is therefore recommended that Co-ordinators be encouraged to register their DYUs.

Youthlink Scotland

Youthlink Scotland aims to support the development of accessible, high quality youth work services which promote the well-being and development of young people¹⁹. In a similar vein to Children in Scotland, its strategic aims include undertaking research and development to facilitate innovative youth work and the provision of expertise and information for youth practitioners and policy makers.

It has a number of direct links with Dialogue Youth, including a current project to research the place of young people in Community Planning. In partnership with its members and the Centre for Research into Community Learning and Development at the University of Dundee, Youthlink Scotland is aiming to assess:

¹⁸ www.childreninscotland.org.uk

¹⁹ www.youthlink.co.uk

- whether Community Planning Partners want the involvement (and participation) of young people and are willing to address the consequences of involvement
- whether young people want to be involved with formal planning structures

The findings from the research are due to be published in October 2005 and will be of direct relevance to DYUs and their partner agencies across Scotland.

In addition, Youthlink Scotland administers YouthBank UK, a new grant-making initiative run by, and aimed at, young people. Local YouthBanks provide small grants to projects, led by young people, that are of benefit to both the community and those taking part. In Shetland, the fourth area to be awarded the YouthBank licence, the YouthBank decision making panel comprises Dialogue Youth young volunteers.

YouthBank is amongst several other initiatives supported by Youthlink, many of which complement, rather than compete or overlap with Dialogue Youth. Whilst effective, this is nonetheless to be expected, given that Youthlink's board members currently include the Dialogue Youth National Programme Manager and several figures who have been key to the development of Dialogue Youth.

Save the Children

Save the Children has been working to address poverty amongst young people in Scotland for over 40 years. Its activities in the areas of participation include the 'Community Partners Programme', founded in 2000, which helps and encourages young people to explore their communities, decide on what they want to change and develop activities to make it happen²⁰. The programme's current topics include dangerous roads, lack of play areas and the local environment.

Other projects include 'Saying Power', a UK-wide programme giving young people the opportunity to lead and develop projects for their peers, and 'Right Connection Scotland', which brings together a network of young people interested in children's rights. The aim of Right Connect Scotland is to increase young people's involvement in decision-making within Save the Children.

Determined to Succeed

Determined to Succeed (DtS) is the Scottish Executive's strategy for Enterprise in Education. By engendering an enterprising culture in Scotland's young people, it aims to help them develop self-confidence, self-reliance and ambition to achieve their goals - in work and in life²¹. The strategy represents a shift towards embedding enterprise into the day to day activity of school life, rather than introducing enterprise or employment related skills separately to core education.

²⁰ www.savethechildren.org.uk

²¹ www.determinedtosucceed.co.uk

The DtS strategy contains 20 recommendations. These focus on increasing the provision of work based learning and helping to create an enterprising culture through four core themes:

- enterprise
- entrepreneurship
- work-based vocational learning
- career advice, information and guidance for school pupils

Each Local Education Authority has a duty to translate the DtS recommendations into their own policy and to implement it locally. Each must provide vocational opportunities for pupils over 14 and design and implement a communications strategy to raise awareness of Enterprise in Education amongst parents and carers.

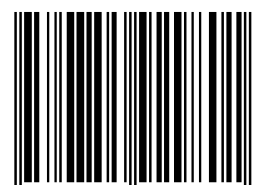
In November 2004, the Scottish Executive produced a review of the first year of DtS, which reported on progress against each of the 20 recommendations. The review demonstrated that good early progress had been made.

ISSN 0950 2254
ISBN 0 7559 2980 2

www.scotland.gov.uk/socialresearch

Astron B45714 02-04

ISBN 0-7559-2980-2



9 780755 929801