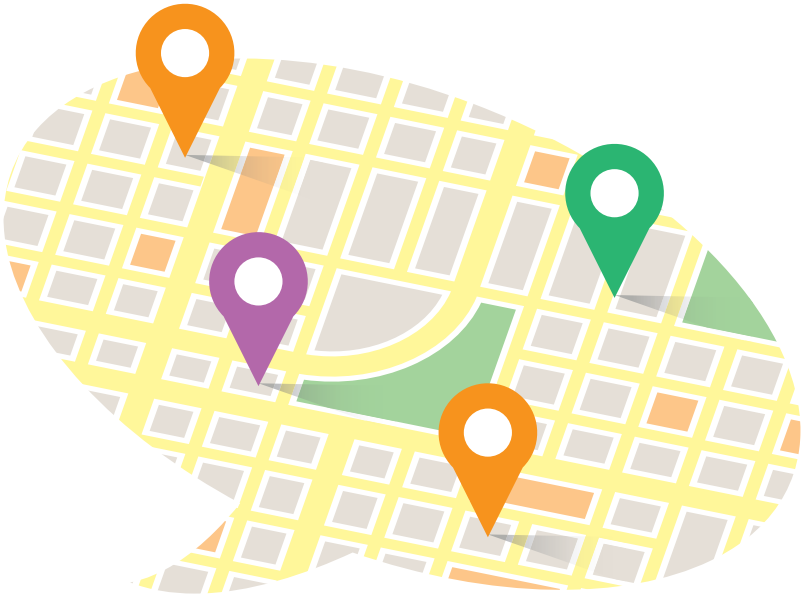

VOICES OF OUR FUTURE

Consultation with young people in Westminster to inform the work and skills activity

young advisors

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Rationale for the Research

1,500
Young Advisors

40
teams

As part of the Westminster City Council's responsibility to reduce the number of 16-18 year-olds not in education, employment or training, they have become aware of two opportunities for development. Firstly, employment-related services are not being equally accessed by all groups of young people; it is unclear whether this is due to how these services are marketed or young people's experience of them. Equality of access is an important priority; therefore, greater understanding of how young people become aware of services and what contributes to their engagement and sustained engagement is recognised as vital to planning improvements in this area.

The second opportunity relates to provision being a complex mix of models and funding streams that have been identified as confusing for young people. Westminster City Council has conducted a mapping exercise of information, advice, and guidance service provision; this has proved useful to young residents and plans are being developed to utilise findings further. However, the method for how this information should be distributed is yet to be confirmed. In planning the distribution of this material, the potential for an online resource in providing a coherent oversight of services and an understanding of how this might best meet the tastes and requirements of young people has been recognised as valuable to ensuring its relevance in supporting the navigation of provision available.

The Young Advisors charity is ideally situated to address these two opportunities for development. With a team of over 1,500 Young Advisors (typically aged between 15 & 21) across 40 teams, we recognise the importance of service user engagement in Work and Skills Provision, feeling it is a vital part of service design, delivery and evaluation. In providing an evaluation of service users' needs we are able to draw on Young Advisors' expertise and knowledge as well as training in research methods to conduct good quality peer led research. This method provides the opportunity to develop an honest response that is relevant and able to effectively represent service user's needs.

The Research

Westminster City Council has sought, through the Work and Skills Board, to commission the national Young Advisors Charity to conduct peer to peer research to gather data around employability services from a diverse range of young people across Westminster. The rationale outlined above will now be presented as a set of research questions themed under the headings of: awareness, experience, and online resource; it is through these questions that the collection of data was focused.

Theme	Research questions
Awareness	What is the current level of service awareness? How could service awareness be increased?
Experience	What is the current view of services accessed? How could services be improved?
Online Resource	Would an online resource be helpful in navigating provision? How could an online resource best support the navigation of provision?

To briefly elaborate on each theme: awareness refers to the extent to which participants are aware of different types of information, advice, and guidance provision, how they have come to be aware of this provision and if necessary how their level of awareness could be improved in order to establish how to best market services to young people in an increasingly digital world. Experience refers to how provision accessed is currently thought of and how services might better meet the needs of young people; thought will be given to the relationship between experience and engagement. Online Resource will consider the potential for either a website or phone app to support awareness and understanding of provision, what should be included, what this might look like, and so forth. These research themes will enable Westminster City Council to prioritise the focus of resources in these areas.

Methodology

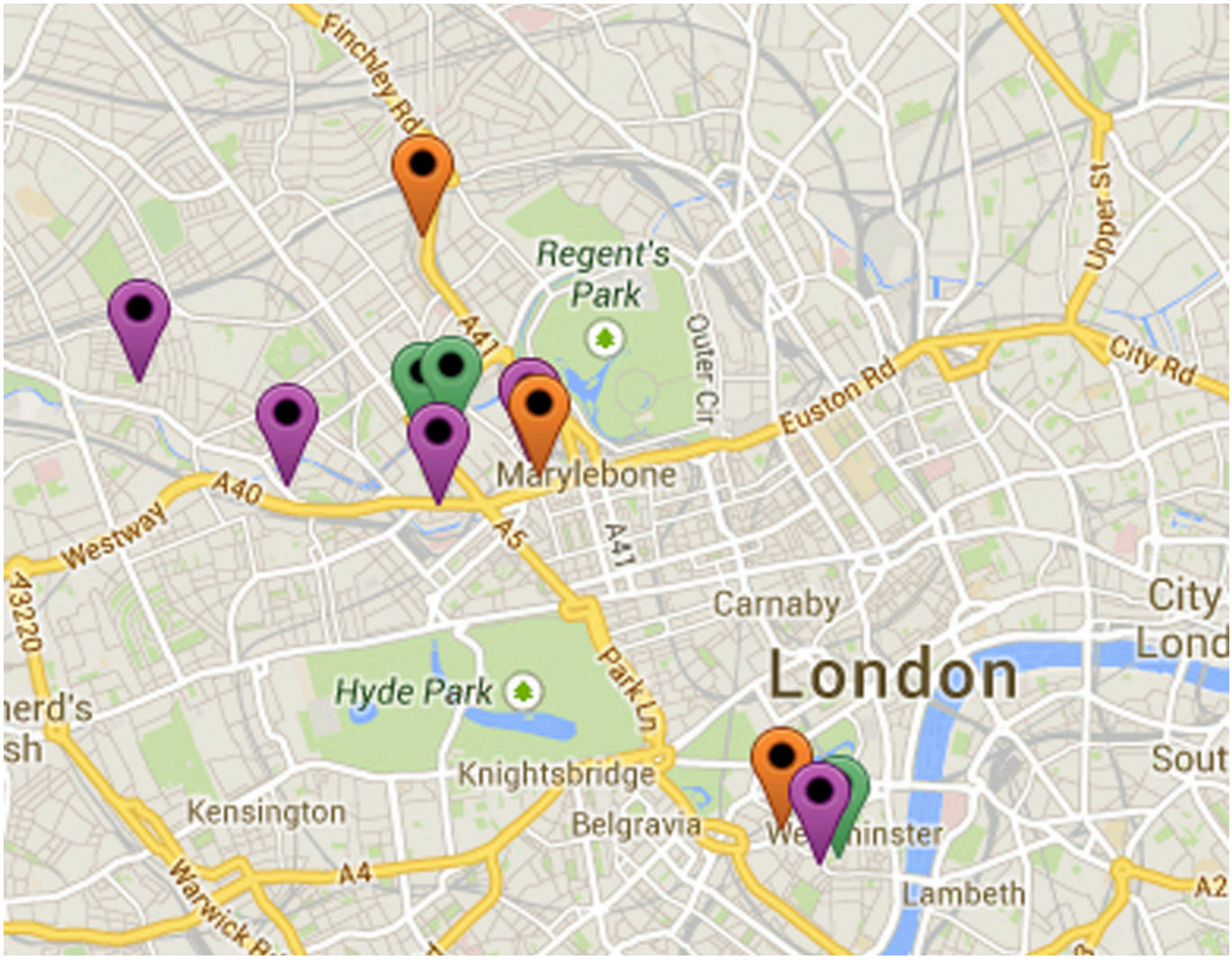
When generating data in relation to the areas outlined, three stages were carried out sequentially so that each process and data set could inform the planning of the next. Stages used either semi-structured focus groups or face-to-face interviews; diagram 1 summarises these stages in relation to research method used, groups accessed, research focus, and the number of participants interviewed. Each stage gathered data around a number of themes relating to the research questions although generally stages 1 and 3 focused on service-related experiences and awareness, and stage 2 on preferences regarding a potential online resource. As can be seen, a total of 150 young people were interviewed from a range of demographics. Accessing a broad sample meant data could be gathered on a range of services from different perspectives; see appendix A and B for sample breakdown.

	Stage 1	Stage 2	Stage 3
Research method	Focus groups	Face-to-face interviews	Focus groups
Groups accessed	Year 12 students in ft education Year 13 students in ft education YP on JSA aged 18-24 YP in ft/pt employment aged 18-24	City of Westminster College Stowe Youth Club Avenues Youth Club Marybone Job Centre Westminster Job Centre	Young offenders or at risk of offending aged 17-19 YP who have or are leaving care aged 18-21 Young people living in hostel accommodation aged 18-24
Research focus	Awareness and Experiences	Online Resource	Awareness and Experiences
Number of participants	33	100	17

Diagram 1

Stages used either semi-structured focus groups or face-to-face interviews; diagram 1 summarises these stages in relation to research method used, groups accessed, research focus, and the number of participants interviewed. Each stage gathered data around a number of themes relating to the research questions although generally stages 1 and 3 focused on service-related experiences and awareness, and stage 2 on preferences regarding a potential online resource. As can be seen, a total of 150 young people were interviewed from a range of demographics. Accessing a broad sample meant data could be gathered on a range of services from different perspectives; see appendix A and B for sample breakdown.

Research locations also supported the gathering of a range of perspectives; this can be seen in diagram 2 where the site for each set of interviews is located visually.



Stage 1 Stage 2 Stage 2

Diagram 2

Carrying out the research over three stages enabled communication at key moments between the research associate, peer researchers, project manager and Westminster City Council link to ensure the processes of data gathering were smooth and data collection met the research brief. When gathering data, the project manager at Young Advisors was responsible for working between the Westminster City Council link, partner organisations, and peer researchers to arrange visits to various locations were young people's opinions could be accessed.

Young Advisors were engaged in both the planning and delivery of the research, they were well prepped on the project aims, data gathering priorities and with this understanding in mind contributed to the development of the methodology and ensured that all areas of the research were youth-proofed. This took place through meetings in person, via Skype conference calls and communication over email. The youth-proofing of the research contributed to establishing high levels of engagement and trustworthiness among participants as data gathering techniques and language used started from a young person-focused approach. Young Advisors also facilitated the research, again supporting engagement and trustworthiness.

Stage 1

Stage 1 of the research included the facilitation of three semi-structured interviews of between 5-20 young people. These were held in job centres and secondary schools in Westminster; see diagram 2 for specific locations. Each focus group lasted between 45 minutes and 1 hour, and gathered data around the level of awareness participants had of: information, advice, and guidance-related services; their experience of services they had attended; and any recommendations they would make, specifically in relation to the marketing of services and maintaining their attendance. A list of prompt questions was drawn up with the help of Young Advisors around these themes; these were typed up onto prompt cards and used to stimulate discussion; see appendix D. To distinguish between each theme, questions were colour coded, and colours corresponded with marker pens used to record responses so that theme areas could be identified easily. To give a flavour of these cards and questions guiding discussion, an example from each theme is presented below.

If you had a pot of money, what three things would you do or change to make this service better?

Recommendations

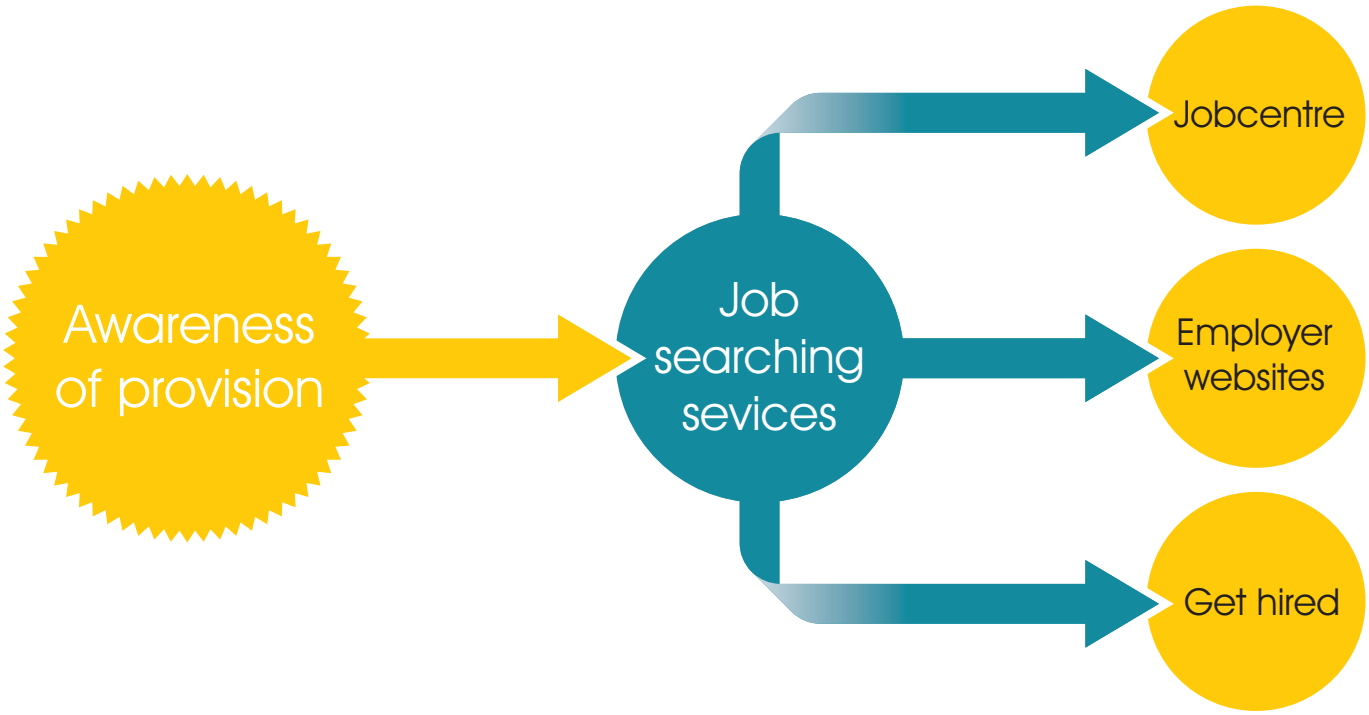
Where would you go to find out about jobs, training or apprenticeships?

Awareness

What has been your experience of this service?

Experience

The focus group discussions were guided by these questions and facilitated by two advisors, one to stimulate discussion, the other to record the data. Data was recorded in mind map format and colour coded around each theme using flip chart paper. This format supported the gathering of information in all three areas and the development of information around a number of central themes. To demonstrate this, diagram 1 provides an example of how information was gathered using this format. As can be seen, a number of services have been recorded under 'job searching services'; collecting services under this central heading allowed Young Advisors to instinctively prompt awareness of such services before moving on. In this way mind maps were used as a tool along with prompt cards to stimulate discussion and develop responses around central themes.



This format also enabled Young Advisors to check information recorded with participants; areas of discussion were summarised as statements or phrases and so could be referred back to easily, ensuring they had correctly understood. Building in transparency around data gathered is a useful way of enhancing levels of trustworthiness as well as levels of participant engagement with the research. Young people particularly tend to be more inclined to speak openly during sessions regarding their experiences when they feel heard and trust their views will be represented fairly. This approach, therefore, supported optimum response from focus group participants.

In addition to information collected in mind maps, Young Advisors asked participants to complete evaluation forms and were themselves asked to provide supplementary information on debrief forms. These additional data gathering tools supported each focus group and enabled both participants and Young Advisors to record any information which they felt was not adequately represented in the mind maps. For example, detail on discussions which took place, any non-verbal communication, general comments on the logistics of running the session and so forth. As well as being a valuable research tool, this information was also used to make changes to how focus group sessions were conducted. The template for these evaluation and debrief forms can be found in appendices D and E.

Stage 2

Stage 2 involved Young Advisors carrying out 100 face-to-face interviews; these were held at Colleges, Job Centres and Youth Clubs. Each face-to-face interview lasted between 10 and 15 minutes; they covered a range of areas but focused upon awareness and the design, format and content of a potential online resource. The questionnaire itself was informed by the Westminster City Council link, developed by the research associate and then youth-proofed and tested by the Young Advisors before being agreed. Each questionnaire was accompanied by a prompt card containing visual information to support certain questions; see appendices E and F for questionnaire and accompanying prompt card.

Young Advisors were responsible for the facilitation the collection of data through this format and typing up findings into Survey Monkey. Survey Monkey provided a simple format for collating information ready for analysis by the research associate.

Stage 3

The final research stage revolved around the facilitation of the remaining three semi-structured focus groups. These were held in hostel accommodation, youth offending offices and children's homes. They followed the same format as the first set of focus groups: they included the same research question prompts and were recorded in the same way as those in stage 1. Some additional questions relating to the online resource were included in this final set of focus groups. These were well accommodated, as with such broad themes, Young Advisors were able to emphasise certain areas of questioning to ensure greater balance regarding information collected.

Research Findings

The methodology described resulted in the collection of data around the three research theme areas: awareness, experience, and online resource. In the spirit of consistency, the findings will be presented in the same format and will therefore be divided into 'awareness related findings', 'experience related findings' and 'findings in relation to the online resource'.

Theme	Research questions
Awareness:	What is the current level of service awareness? How could service awareness be increased?
Experience	What is the current view of services they have accessed? How could sustained service engagement be increased?
Online Resource	Would an online resource be helpful in navigating provision? How could an online resource best support the navigation of provision?

The two opportunities for development, mentioned in the research rationale, namely, how to support greater equality of access and how to simplify the complex array of provision available will be incorporated into the findings and recommendations of these sections. Equality of access will be presented within young people's awareness and experience of services. Due to this sample including a significant proportion of young people who might be described as hard to reach, see diagram 2, data will reflect the needs and wishes of young people who are less likely to be accessing information, advice, and guidance provision. The second opportunity for development, simplifying the complexity of provision, will be explored through the proposal of an 'online resource' and will include detailed recommendations regarding the format, appearance, content and promotion of this resource.

Awareness Related Findings

Participants interviewed had a relatively strong awareness of service provision available to them, quoting Job Centres, careers days, recruitment agencies, Connexions, online resources and so forth. It seems various marketing strategies have been effective at raising awareness of a range of provision whereby at least 97% of participants had seen services advertised in all of the following formats:

- **Social Media Posts/alerts**
- **BBM Broadcast**
- **Website**
- **Word of mouth**
- **Text/Email alerts**
- **Face-to-face via an advisor/employment specialist**
- **Leaflets**
- **Posters**
- **Printed booklets**
- **Information delivered to your home**
- **Booklets available to use online**
- **Apps for smartphones**
- **Radio**

Although these formats had been successful in raising awareness they had often not lead to young people actually using a service. For example, BBM broadcast was the most ineffective method of instigating engagement among the sample, as none of the participants who had received these broadcasts (100% of those surveyed), perhaps either directly or indirectly through friends, had actually visited a service as a result. Posters and radio were equally ineffective at 9% and 4%. Social media posts/alerts, leaflets, information delivered to home, and booklets were between 12 and 19%. Although engagement considering reach was still low, printed booklets, face-to-face recommendations, text/email alerts and word of mouth were more effective, at 20 - 29%. Websites were the most effective format leading to young people's use of a service, with 32% of participants who had used a website actually engaging with a service as a result. Diagram 3 shows the relationship between having seen an information, advice, or guidance service advertised in a particular format and this format leading to engagement with it.

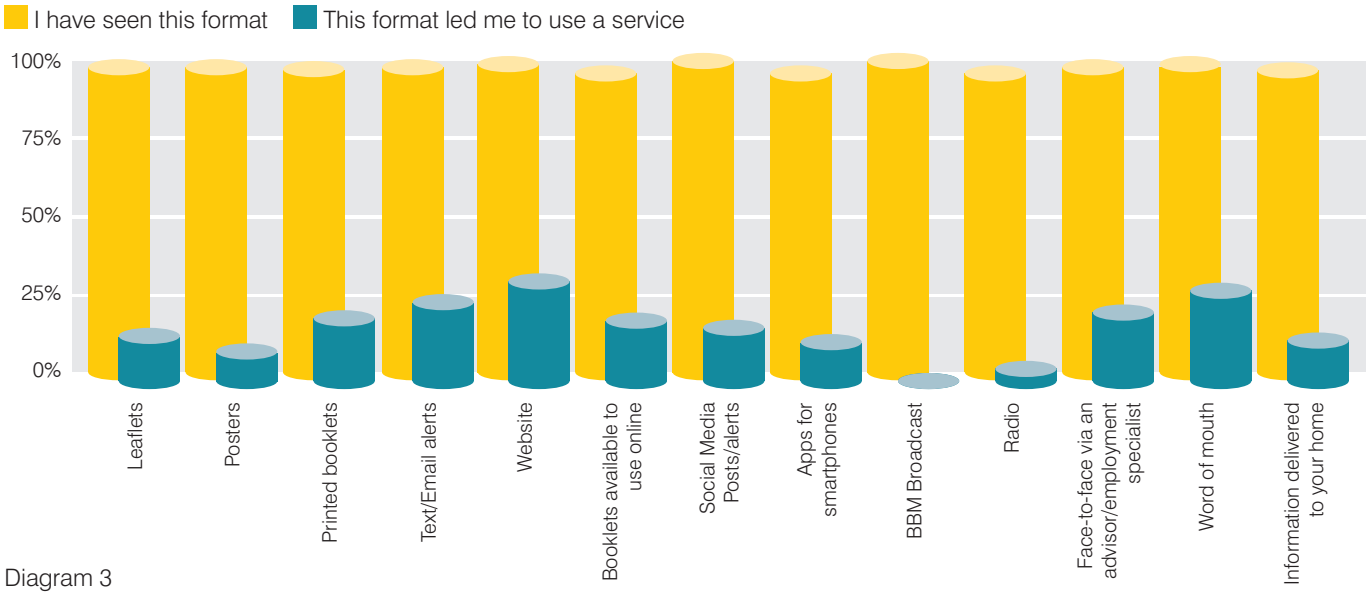
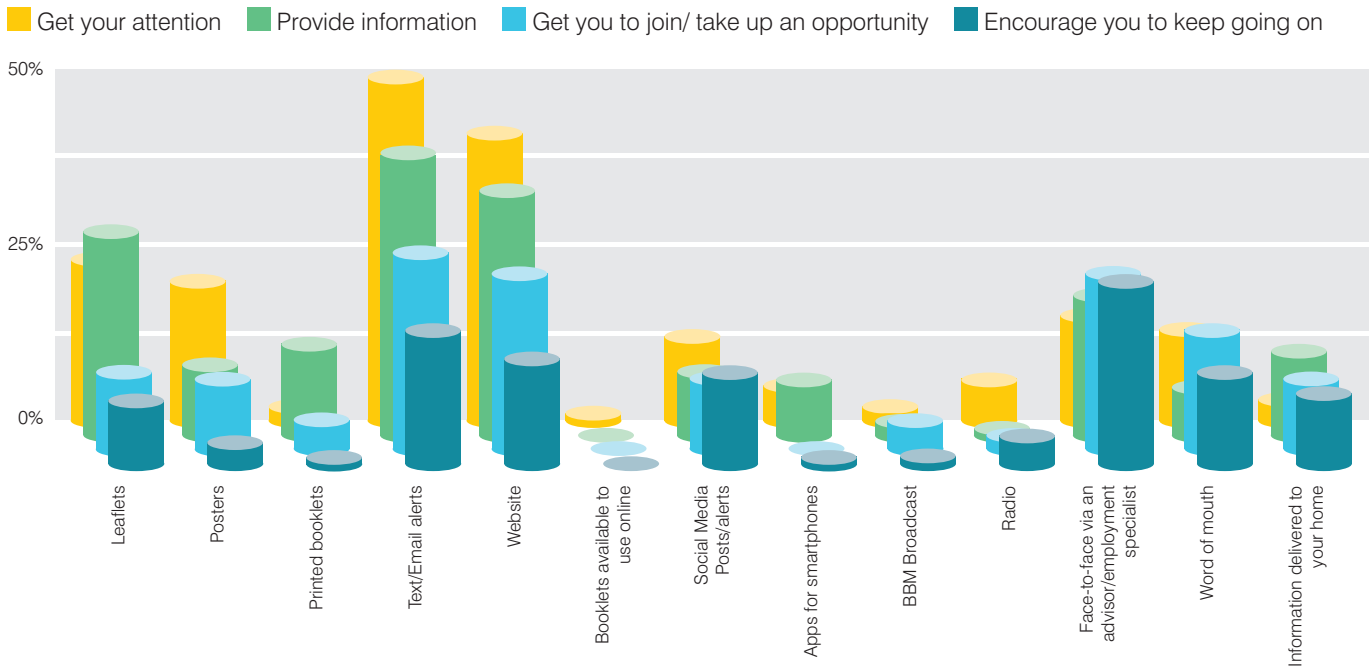


Diagram 3

Social media posts and alerts were perceived as being the third most important point of contact. 100% of participants had seen the posts or alerts, with 10% believing they are effective at getting them to take up an opportunity, 13% believing they are helpful in encouraging them to continue attending an opportunity and 17% having used a service as a direct result of a post or alert they had seen (diagram 3).



However, the percentage of young people recognizing BBM broadcasts as effective in any of the four areas was never above 4%. Printed booklets were recognized as effective in other areas. Below 10% of participants thought an App for smart phones would be effective at getting their attention, providing information, taking up an opportunity, and continuing to attend. No participants thought it would be effective at getting them to take up an opportunity. 25% of participants thought face-to-face interviews via an advisor/employment specialist was an effective way of encouraging them to keep going. Word of mouth was also recognized as important with 17% believing it would encourage them to take up opportunities and 13% at encouraging them to keep going.

Case Study:
YouthNet have recently launched a free smart phone app called Step Finder which can help to connect young people with relevant support services in their local area. Whether its contraception, homelessness, bereavement, mental health or anything else, StepFinder can pin-point local services and help young people navigate to them using their phone.

Although different formats were recognized as being more or less effective at raising awareness, there was consistently a significant distinction between becoming aware of a service, and a format actually resulting in engagement with it. A significant proportion of the sample chose not to engage in services they had been made aware of, the reasons for this will be explored in the next section.

Experience Related Findings

"79% of focus group participants said that they found Young Advisors to be very good or excellent."

face-to-face questionnaire

"No one wants to be [at the job centre]."

young person on JSA aged 18-24, focus group 1

Having identified there is a significant distinction between being made aware of a service and engaging with it, the following section will present an analysis of major themes regarding reasons for non- or reluctant attendance at local information, advice, and guidance provision. What came through strongly during these discussions were the perceptions young people had of services, which were informed mostly by personal experience and word of mouth. These perceptions acted as a powerful barrier to engagement and participants cited both people and place were significant factors in discouraging engagement. The respondents would describe these service locations as uninspiring, depressing and inappropriate.

The people who occupied these environments were the most prominent factor affecting young people's engagement and continued engagement with a service. First and foremost the space needed to feel safe; the Job Centre was given as an example of a service where young people suggested they did not feel safe, it was described as intimidating and examples were given of conflict, shouting and rudeness. Young people said they were also embarrassed to be seen in the Job Centre and were only there because they had to be. Several suggestions were made for a young person's job centre, a space they could feel relaxed and able to focus on their future.

Following on from the need to feel safe, participants' experience of the staff running provision was the next most prominent theme. Advisors were identified as a significant factor to the way services were experienced and there were a number of suggestions made for improvement. These revolved around how young people felt perceived by advisors, receiving a service better tailored to their needs, and recognition of the need to simplify complexity and provide support beyond identifying opportunities.

With regards to how young people felt they were perceived, emphasis on this theme was most strongly felt in the experiences of a significant minority of young people from focus groups held at Job Centres in stage 1. These participants focused upon their experience of using this provision and expressed strongly their feeling of being judged on point of access, sometimes before any service was used or engagement took place. They felt judged on appearance, age and perceived lack of interest in gaining employment and discussed being spoken to in a patronizing and condescending way. One participant described being treated as 'barn animals,' another that he wanted to be talked to "like someone wanting a job, not avoiding one" (young person on JSA aged 18-24, focus group 1). As well as this contributing to an unpleasant experience, the assumptions being made of young people and the tensions created as a result affected the way they felt towards staff they encountered, significantly hampering engagement and the potential for relationship building.

"Not everyone they meet is claiming benefits fraudulently."

young person on JSA aged 18-24, focus group 1

"Participants felt services should account for all clients with all their specifications."

note by Young Advisor following a Stage 1 focus group with young people on JSA aged 18-24 focus group 1

Young people repeatedly expressed the importance of the relationship between them and the advisor/main contact at the service, and the connection between this, trust, investment, and receiving a service tailored to their needs was perceived as essential. The relationship itself was seen as the foundation for their experience of a service and its potential to support them in finding a worthwhile opportunity. They wanted to feel understood, heard, to know assumptions were not being made of them, to be seen as a whole person, complex with various needs and interests. Examples of particular members of staff at the Job Centre and at youth club provision whose presence clearly made a significant difference to how these services were experience by young people who came into contact with them were described as motivated, invested and proactive.

Only when relationships were developed between young people and staff could a service sensitive and tailored to young people's needs be offered. One conversation that was particularly powerful in demonstrating the importance of such a relationship was where mental health was discussed as something that acted as a barrier for several young people in the focus group, Young offenders or at risk of offending aged 17-19. Participants said they did not feel enough space was given to considering the implications for factors such as mental health in managing and supporting them with opportunities offered.

Examples where a relationship was unlikely to have been present was where participants experienced pressure to take up things that they did not feel were right for them. "[They] intimidate people to do what isn't really related to their experience or what they are looking for" (young person on JSA aged 18-24, focus group 1), "Feel more like a number than anything else" (young person on JSA aged 18-24, focus group 1). It is also worth noting that students in full time education, interviewed during stage one, said they were only being offered a narrow range of opportunities based on particular expectations. They highlighted a general lack of information around school for what they could get involved in that would help them when it came to finding a job. They asked for information on a wider range of options, not just what they felt was expected of them, for example to attend University or gain a vocational college place. Although clearly other factors were at play, the development of a relationship has the potential to mediate pressures felt by staff to fill certain opportunities ultimately leading to more sustained pathways.

Emerging from the data was a 'wish list' of staff characteristics which young people would like to see more of; these included: being approachable, easy to talk to, non-judgmental, open minded and invested as well as knowing a lot about a range of opportunities, understanding them and being good at motivating the young people to be proactive. An ability to put themselves in the young person's shoes and support them to continue to be motivated in a very difficult transition environment came up several times. In order to develop a relationship with advisors or staff, time with them, preferably with the same advisor, was highlighted as essential to the development of relationships. In addition to this, young people asked for advisors to be truly present in meetings, for them to be more aware of their progress so time could be saved and a better quality service offered; one specifically tailored to their needs. Although participants were keen for these changes to take place they recognized low staff numbers and high turnover were factors making such a service difficult. "There needs to be more than one James, he's doing three people's job!" (young person in full time education, focus group 1).

Young people, especially those from the youth offending service raised the importance of simplicity and support. They admitted to sometimes feeling confused and overwhelmed by what is expected from them and what would be involved in different projects, the application processes for certain roles were thought to be particularly complicated. A recognition that trying new things can be scary, to provide clear information and guidance regarding what a new opportunity would be like and what would be required, to "start from the bottom" (young person in full time education, focus group 1). They highlighted the importance of feeling familiar and asked that opportunities be explained clearly by discussing what is expected and involved, perhaps having it related directly to them and their individual concerns. A coach or mentor was suggested to help support and keep them motivated. It was also thought helpful that they might get information about the same opportunities from a number of sources.

"Make everyone have a better understanding of [the opportunity they are interested in]."

young person at risk of offending aged 17-19, focus group 3

A source given high credibility was the experiences of other young people going through similar challenges to them; taking advantage of this was felt to be invaluable in feeling inspired and trying things outside their comfort zone. Weekly meetings were suggested where young people could recommend job vacancies to each other, give advice on handling an interview or application. Running interest based groups was suggested, where young people would provide information, inspiration and support for each other with regards to looking for particular types of work. Participants wanted to know about social events/projects/activities that involved other young people in their local area. Peer support ideas such as these came up several times in focus groups and evaluation form data.

Findings in Relation to an Online Resource

Having discussed the awareness and experience of a service, this final findings section will explore the potential for and suggestions regarding the creation of an online resource. During focus group discussions, participants mirrored Westminster City Council's beliefs that a website could provide a helpful tool in understanding what was perceived to be a very confusing array of services and provision which participants did not feel they knew enough about. It was suggested having a website that brings services together was something that would be helpful and supportive and there were comments that what was presently available online was not useful.

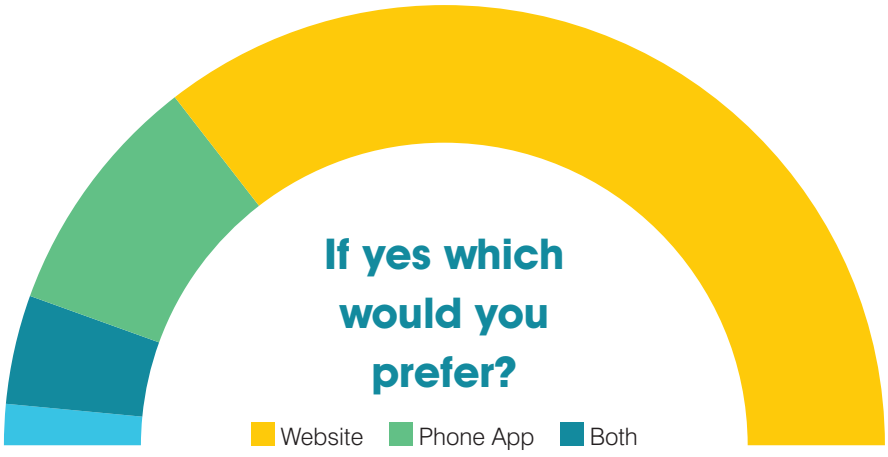
"New government website, perfect!"

Young people living in hostel accommodation aged between 18 and 24 years old, focus group 3

Young people commented throughout interviews that their awareness should be stronger. By this they meant not only to have heard of a service but to have a greater sense of what it could offer and what it was like. Lack of support in understanding more about services they were considering was identified as a significant barrier to initial attendance; young people often did not feel they knew enough to encourage them to visit new services. 97% said they would use an online resource to find information about employment, training, support in setting up a business, or careers information and from these 74% said they would prefer this to be in the format of a website. We can see then that the potential for a website to remove barriers to initial attendance is significant. When asked if it would matter to them if this resource was produced by Westminster City Council, 64% said it would not. Those that said it would matter made no specific comments about this. All comments revolved around it not being important to them. "It wouldn't bother me, [it would] be the general tone" (face-to-face questionnaire).

Case Study:
Young Advisors in Sefton, Knowsley and Sheffield have created videos to give young people an idea of what the first 5 minutes of accessing a service will be like. By having a video of walking through the entrance of a service and giving viewers a sense of what happens in the first few moments can significantly reduce anxiety and improve initial engagement.

From the minority of participants who did not see a website as the best way of providing information and guidance, 18% said they would prefer a phone app. 8% said they would ideally like to see information displayed in both website and phone app formats and from the 3% who did not feel either of these formats would be beneficial, suggestions included face to face individual support (see diagram 2).



"Good advertisement and help with searching"

looked after young person, focus group 1

When considering priorities for the creation of a website, themes covered related to it being accessible, getting the right tone, appearance and what content should be included. In terms of accessibility, links from other online resources were considered vital if people were going to be able to find the site as many participants discussed struggling to locate what they needed online. Related to this, linking the site to others like it and to other forms of social media was also discussed as useful in allowing users to continue to locate relevant information and resources. Data regarding how such a resource could be connected virtually is presented visually in Diagram 4 which shows the emphasis placed on sites mentioned through size and thickness of the border.

Diagram 4

Feedback regarding the site's tone revolved around the general feel of the website environment; participants agreed it should come across as friendly, informative, encouraging, motivational and age appropriate (some said young/modern, others official/professional) but not patronizing and not judgmental, reflecting some of the priorities raised in previous sections.

The appearance of the information placed significant importance on clarity; a site which was clear, simple, comprehensive, and understandable was repeatedly emphasized. Clarity was communicated in several ways including suggestions regarding written text. It was generally felt the site should not be overloaded with written information, that where this was necessary it should be spread out to avoid the page looking too messy or crowded, be clean and to the point, bite-sized. The message that text was only one way of presenting information was clear and strong. One participant stated that just a couple of text boxes of information would be enough, others did not want the level of detail to be limited but agreed straight-forward language should be used so that it could be easy to read and understand; the Young Advisors suggested youth proofing all content.

"Information kept basic, to the point"

face-to-face questionnaire

There were contradictions in this data which related to the balance between providing a wide range of tools and information and the site being simple, clear and easy to navigate. Some said they did not wish to see too much information in text form as they would find this off-putting, others felt they needed as much information as possible, that this would support them in feeling comfortable considering a new opportunity as it would enable them to be clear what to expect. Suggestions were made regarding additional information being hidden behind main content and accessible via 'click through' so that the content could be rich without affecting the central feel of the site or distracting from clarity; LSE was given as an example of an efficient, promising and impressive website that is easy to use.

"Short and sweet!"

face-to-face questionnaire

Other suggestions revolved around the format of information, rather than text. Alternatives included images, videos (on interviewing techniques, tutorials, provision, types of jobs), direct advice (through email, live chat), lists and links to other helpful contacts and sites. As well as being simple, different formats had the advantage of being engaging, colour was also highlighted as important in relation to this; words young people used to reflect an attractive site were: bright, vibrant, fresh, exciting, eye-catching, bold, clean and sparkly. The appearance of information should therefore be simple, interactive, engaging and respond to young people's needs in a very uncomplicated way.

"Very attractive to captivate us!"

face-to-face questionnaire

Having covered the accessibility, tone and appearance, the final theme related to the information that should be contained within the website. This information being reliable and trustworthy seemed important to the potential impact of the website. Young people stated they wanted it to "tell people as it really is, not just [state the] positives (face-to-face questionnaire)." Others said they would like to see and learn from other people's experiences, case studies were suggested, for example "videos of someone struggling, to a success story and how it changed his life" (face-to-face questionnaire).

"Allow us to make an account and log in. Save searches for jobs. Add a wish list."

face-to-face questionnaire

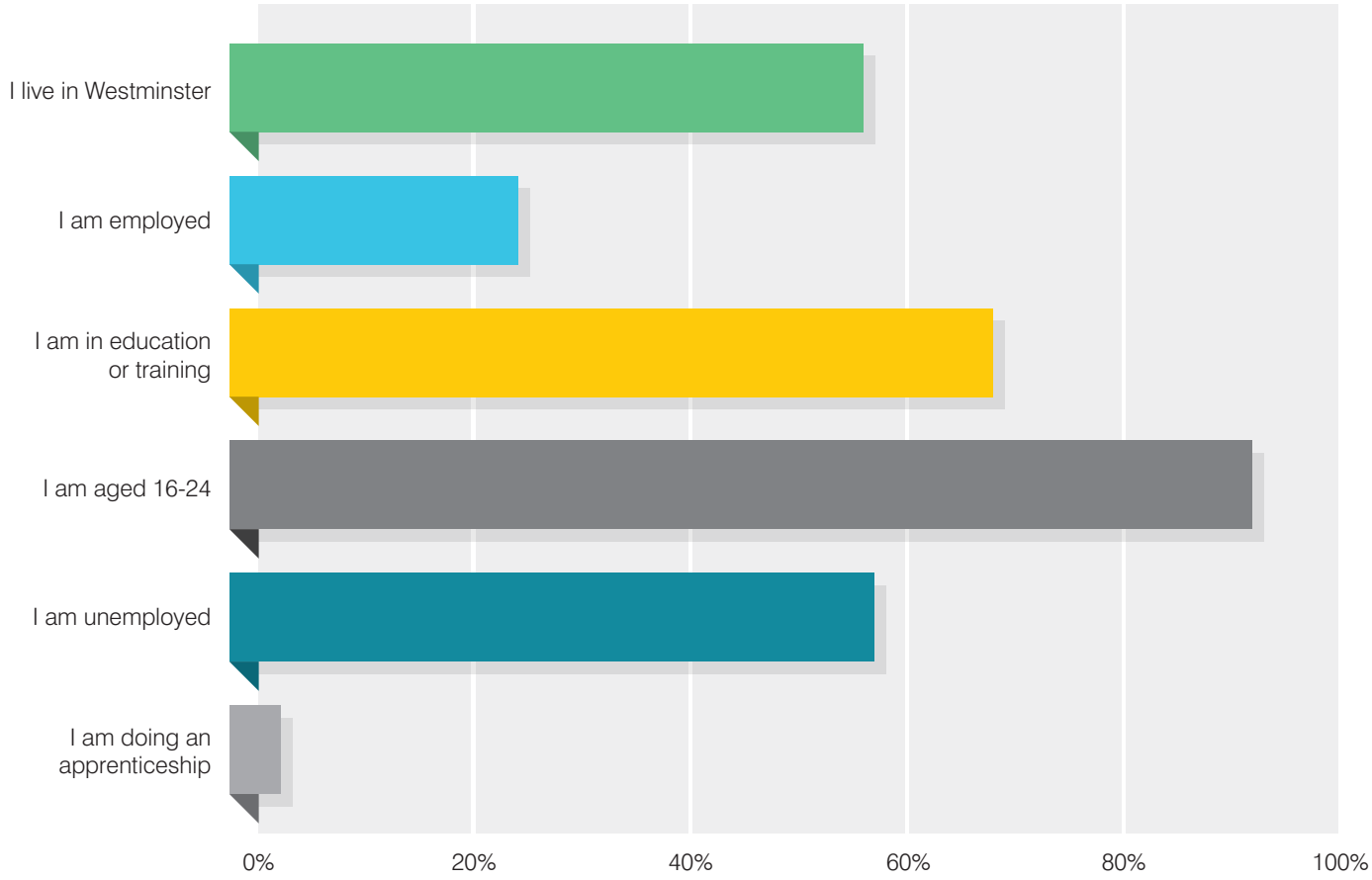
The importance of displaying the right information was emphasized, examples of content young people would find helpful included: places to go and speak to people (relevant services), a wide range of up-coming activities and opportunities, information about pay rates, curiosities and interesting facts about the job, careers advice, setting up a business, skills and qualities needed for different jobs, information around voluntary courses and other things that support employment, interviewing techniques, support in how to find work, where to go, how to apply, how to talk and dress in an interview and who to speak to, frequently asked questions and so forth. Suggestions were made regarding how to make the site unique to them, having a log in and allowing them to select a wish list of opportunities. There was also an emphasis on keeping the site local and helpful in relation to going to new places, perhaps opportunities could be split up into geographical areas; finally, the information should also be kept up-to-date.

Summary and Recommendations

This research has found that although many young people who live in Westminster have heard of a wide range of information, advice, and guidance services, they have often not engaged or even visited this provision. Two main reasons have been identified for this lack of engagement. The first is young people are unwilling to visit a service without a reasonable level of awareness; data relating to the provision of an online resource, specifically a website strongly suggested the potential for this format to reduce this barrier to engagement. Participants had clear ideas regarding the accessibility, tone, appearance and content for such a website. For example, it was made clear to Young Advisors that wherever possible, information regarding provision should not be presented in written forms. Video footage, images, interviews, case studies of young people who have come from a difficult situation to a successful one have all been recommended as examples of how awareness of provisions could be improved. There was an emphasis on content being 'real', in order to trust it (not only discussing the positives of a service), frequently asked questions and quirky facts were also suggested. As well as a website being an awareness raising method to initial service engagement, it was also identified as a perfect solution to the confusion regarding the complexity of provision and as a tool to locate and find out more about opportunities.

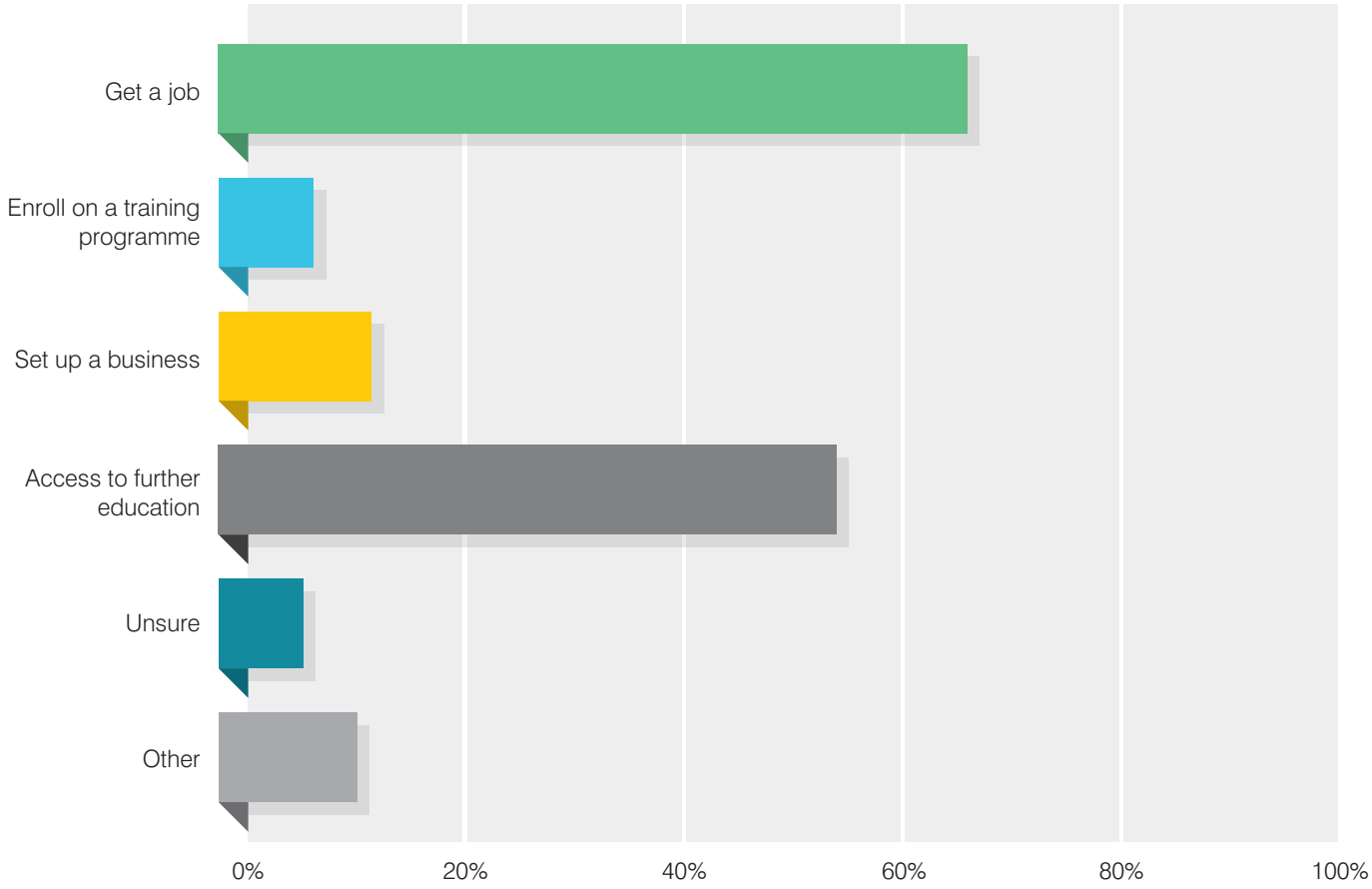
The second theme in relation to non-engagement was young people's experience of a service. Although there were positive examples of this, there were also a lot of suggestions for how services could be improved; these often related to staff treating them with an open mind, working to develop good quality relationships and using their understanding of the young people to offer a more individualized service which takes into account their interests, experience and needs. Young people placed emphasis on being supported, helping them to feel motivated in what they identified as difficult time. Advisors who were already working with young people in this way were identified as invaluable in participants' lives and the experience of a service.

Appendix A - Demographic



Choices	Responses
I live in Westminster	56%
I am employed	24%
I am in education or training	68%
I am aged 16-24	92%
I am unemployed	57%
I am doing an apprenticeship	2%
Total Respondents: 100	

Appendix B – Demographic



Choices	Responses
Get a job	66%
Enroll on a training programme	6%
Set up a business	11%
Access to further education	54%
Unsure	5%
Other	10%
Total Respondents: 100	

Appendix C - Questionnaire

Where would you go to find out about jobs, training or apprenticeships?

Awareness

Tell me more about all the services you know about that would help someone find work or training?

Awareness

Where do your mates go to find work or training information?

Awareness

What about online?

Awareness

What has been your experience of this service?

Experience

How did you find out about this service?

Experience

Tell me more about this service?

Experience

If you haven't used this service, why?

Experience

What were your first impressions of this service?

Experience

What were your last impressions of this service?

Experience

Why are you no longer using this service?

Experience

How long have you used that service?

Experience

Why did you decide to use that service?

Experience

What made you stay or not stay?

Experience

Would you recommend this service to a friend?
Why?
What about it?

Recommendations

Sum up this service in one word?

Recommendations

If you had a pot of money, what three things would you do or change to make this service better?

Recommendations

What would you keep the same?

Recommendations

What do you think about the place / venue where this service is?

Recommendations

What do you think about the people who work in this service?

Recommendations

How would you get the word out about this service?

What would that look like online / offline?

Recommendations

The prompt card questions used during each focus group are summarised into a full list according to theme below

Awareness:	Where would you go to find out about jobs, training or apprenticeships? Tell me more about all the services you know about that would help someone find work or training? Where do your mates go to find work or training information? What about online?
Experience	What has been your experience of this service? How did you find out about this service? Tell me more about this service? If you haven't used this service, why? What were your first impressions of this service? What were your last impressions of this service? Why are you no longer using this service? How long have you used that service? Why did you decide to use that service? What made you stay or not stay?
Recommendations	Would you recommend this service to a friend? Why? What about it? Sum up this service in one word? If you had a pot of money, what three things would you do or change to make this service better? What would you keep the same? What do you think about the place / venue where this service is? What do you think about the people who work in this service? How would you get the word out about this service? What would that look like online / offline?

Voices of our future: stage 2 questionnaire

Tick all that apply to you:

- ☐ I live in Westminster
- ☐ I am unemployed
- ☐ I lam aged 16-24
- ☐ I am in education or training
- ☐ I am employed
- ☐ I am doing an apprenticeship

Tick which best describes what you are hoping to do next:

- ☐ Get a job
- ☐ Access further education
- ☐ Enroll on a training programme
- ☐ Unsure
- ☐ Set up a business
- ☐ Other

Where would you look for employment, training, support in setting up a business or careers information?

Tick once if you have seen employment, training or careers information in any of the formats below, tick again if they have ever led you to use a service.

- ☐ ☐ Leaflets
- ☐ ☐ Text/email alerts
- ☐ ☐ Social media posts/alerts
- ☐ ☐ Radio
- ☐ ☐ Word of mouth
- ☐ ☐ Posters
- ☐ ☐ Website
- ☐ ☐ App for smart phones
- ☐ ☐ Face-to-face via an advisor/employment specialist
- ☐ ☐ Information delivered to your home
- ☐ ☐ Printed booklets
- ☐ ☐ Booklets available to view online
- ☐ ☐ BBM broadcast

From these, list which 3 would be the best way to:

A – Get your attention

1	2	3

B – Provide information

1	2	3

C – Get you to join or take up an opportunity

1	2	3

D - Encourage you to keep going on

1	2	3

Would you use an online resource to find information about employment, training, support in setting up a business or careers information?

☐ Yes ☐ No

If yes which would you prefer?

☐ Website
☐ Phone App
☐ Other: **Please specify**

If no what would you prefer to use?

What would make a resource appealing and would make you keep using it?

How should it look?

What type of information should be available?

How should information be presented?