

Detached Youth Work:
A critical analysis of theory and practice

Natalie Dowling

A thesis submitted to The University of Gloucestershire in accordance with the requirements of the degree of Doctor of Philosophy in the School of Natural and Social Sciences

January 2020

Abstract

This thesis provides a critical analysis of the theory and practice of detached youth work (DYW) as a form of engagement with young people which has lacked attention within policy and research. The research aim was to develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills. The thesis addressed three research objectives, 1: To develop a contemporary definition of DYW using current theory and analysis of practice, 2: To critically analyse current DYW processes to establish a model of best operational practice and 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW. These were achieved through an ethnographic case study approach across two locations, employing three interviews with detached youth workers and 15 participant observations. This was combined with an online survey of 32 detached youth workers exploring their experiences of practice.

The thesis illustrates the problems, exacerbated by austerity, in supporting marginalised young people. Responding to the first objective it develops an umbrella term to define DYW, while advising on ideal requirements for this form of practice. For the second objective a model of best operational practice is constructed, emphasising the importance of locations of practice, engagement tools and aspects related to the community and police. The final objective of this thesis contributes a new three-stage process for engagement with new groups of young people through DYW, alongside drawing on data analysis to establish a set of key practitioner skills particularly beneficial in development of job descriptions and recruitment consideration.

The thesis concludes that greater understanding of DYW is required to support this form of engagement and allow effective practice to make a difference to individuals at risk. Moreover, in responding to the research aim, it evidences the need for effective relationships and the key skills required for any practitioner engaging with individuals and communities. Without investment in youth services this form of practice is at risk of becoming lost or viewed as ineffective due to inappropriate understandings.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Gloucestershire and is original except where indicated by specific reference in the text. No part of the thesis has been submitted as part of any other academic award. The thesis has not been presented to any other education institution in the United Kingdom or overseas.

Any views expressed in the thesis are those of the author and in no way represent those of the University.

Signed

Date 22/01/2020

DOI: 10.46289/WEDS3597

Acknowledgements

I have many to thank for their support and encouragement throughout this PhD journey. Firstly, I want to thank my supervisory team, Jonathan Hobson, Pauline Dooley and Dave Turner. To Jonathan for his boundless enthusiasm, consistent support, and encouragement through difficult times. To Pauline for her calm and collected guidance and positivity. To Dave, who although was unable to complete this experience with me, for his support and talking me out of quitting on numerous occasions. I feel incredibly fortunate to have found such a wonderful team allowing me to develop my research, providing constructive criticism and their role in getting me to this point academically and personally.

Next, I must thank Mohammed Moustakim, my Masters supervisor, being the first person in my education to make me believe I can do and achieve more. Without who I would never have considered undertaking a PhD and career in academia. Thank you for believing in me and pushing me to develop by undertaking new challenges.

Thank you to the wonderful practitioners who enables this research to happen, thank you for your time and responses to surveys and interviews. To those who allowed me to undertake observations sorry I cannot name you however this was greatly appreciated to experience your practice with you. To all the detached youth workers inspiring and supporting young people.

With thanks to my family, who generally do not understand what I have been doing and why, however have always supported me. In particular to my sister Lynsey being the voice of reason time and time again. To my partner Adrian, for putting up with a relationship with me and my PhD, here's to life now it's over!

To friends and colleagues who have supported and encouraged me throughout this experience. In particular to Jayne Lewis for being an endless soundboard throughout this experience and a positive influence in any situation. To Sandie for reading almost everything I have written. To Mandy, Cat, Raikha, Emma and Nicki for their continued support, encouragement, and essential distractions from study.

Contents

Abbreviations/Glossary	15
Chapter 1 – Introduction	17
1.1. Reasons for undertaking the study	
1.2. Researcher reasons for study	
1.3. Professionalism and youth work courses	
1.4. Purpose and funding of youth work	
1.5. Aims and objectives of this study	
1.6. Summary of Thesis Structure	
1.7. Summary	
Chapter 2 - Concepts of childhood and youth policy	31
2.1. A history of concepts of childhood	
<i>Medieval</i>	
<i>15th Century</i>	
<i>16th Century</i>	
<i>17th century</i>	
<i>18th century</i>	
<i>19th century</i>	
<i>20th century</i>	
2.2. Concepts of youth and Youth Work	
<i>Terminology surrounding young people</i>	
<i>The changing terminology in youth work</i>	
<i>A Cultural Perspective</i>	
2.3. Youth Work Policy	
<i>1951-64 Conservative</i>	
<i>1964-1979</i>	
<i>1979 -1997 Conservatives</i>	
<i>1997-2010 New Labour</i>	
<i>2010-2015 Coalition Government</i>	
<i>National Citizen Service (NCS)</i>	
<i>2015 to October 2019 Conservatives</i>	
<i>Policy evaluation</i>	
2.4. Summary	
Chapter 3 – Theories of Youth Work	60
3.1. Defining Youth Work	
3.2. Detached Youth Work and associated practice	
3.2.1. Defining Detached Youth Work	
<i>Locations of practice</i>	
<i>Universal and Targeted Youth Work</i>	
<i>Resources</i>	
3.2.2. Merged/combined approaches to Detached Youth Work	
<i>Street work</i>	
<i>Outreach work</i>	

<i>Mobile work</i>	
<i>(Street) Project work</i>	
3.2.3. Detached Youth Work Independent	
3.3. Theoretical perspectives of Detached Youth Work in practice	
<i>Safety while undertaking detached youth work</i>	
<i>Practitioner turnover</i>	
<i>Reconnaissance</i>	
<i>Surveillance/moving young people</i>	
<i>Uniforms</i>	
<i>Challenging behaviours</i>	
3.4. Detached Youth Work engaging with 'hard to reach' young people	
<i>Previous relationships with professionals</i>	
<i>Disengaged young people</i>	
<i>Anti-Social and offending behaviour</i>	
<i>Child Sexual Exploitation (CSE)</i>	
3.5. Summary of Youth Work theories	

Chapter 4 - Analysis of current literature on youth practice and practitioners	98
---	-----------

4.1. Engagement with services	
<i>Enjoyment/spend time with peers</i>	
<i>Bored at home/Nothing else to do</i>	
<i>Forced/encouraged to attend by parents</i>	
<i>Support/safety/decision making</i>	
<i>Gender differences</i>	
<i>Why young people do not engage with youth services</i>	
4.2. Young people choosing to be on the streets	
<i>Safety</i>	
<i>Socialising</i>	
<i>Risks</i>	
4.3. Young peoples perspectives on engagement with youth services	
<i>What young people want from a service</i>	
<i>Participation and ownership of projects</i>	
<i>Issues with youth service engagement</i>	
<i>Engagement with young people services evaluation</i>	
4.4. Relationships with staff	
<i>Supportive relationship</i>	
<i>Therapeutic relationship</i>	
<i>Trust</i>	
4.5. The Youth Worker	
<i>Skills and characteristics</i>	
<i>Staff development</i>	
<i>Community engagement</i>	
4.6. Summary of current literature on youth practice and practitioners	

Chapter 5 - Methodology and Research Process	124
---	------------

5.1. Research Design	
5.1.1. Aim and Objectives	

Research Phase 1 – Defining Detached Youth Work Theory
Research Phase 2 – Detached Youth Work operational practice
Research Phase 3 – Practitioner skills for effective Detached Youth Work

5.1.2. Young people’s voice in research

5.1.3. Ontology and Epistemology

5.1.4. Theoretical Perspective

5.1.5. Boundaries and Positionality of the Research

Positionality

Ethical research decision

5.2. Methodology Design

5.2.1. Participant observation

Rational for Participant observation

Advantages and disadvantages for Participant observation in this study

Sampling

Negotiating Access

Project E

Project N

Project S

Participants

Participant Observation process

5.2.2. Semi structured interviews

Rational for semi structured interviews

Advantages and disadvantages for semi structured interviews in this study

Sampling

Participants

Semi structured interviews process

5.2.3. Online survey of detached youth workers

Rational for online survey

Advantages and disadvantages for online survey in this study

Sampling

Participants

Online survey process

5.3. Research Validity and Ethics

5.3.1. Validity and Reliability

5.3.2. Ethical considerations

Detail on storing and recording data

5.4. Thematic Analysis

Thematic Analysis process

5.5. Summary

Chapter 6 - Towards a contemporary theory of detached youth work 167

6.1. Defining Detached Youth Work

Young people’s territory

Voluntary participation

Agenda setting

Relationships

Community

Accessibility

Conflicting definitions

Strengths

Definition matching practice

Accessing young people

6.1.1 Defining Detached Youth Work Evaluation

6.2. Practice delivery

6.2.1. Frequency of Detached Youth Work practice

6.2.2. Ages of young people worked with

6.2.3. Number of young people observed

6.2.4. Job titles

6.2.5. Ideal detached

6.2.6. Practice delivery evaluation

6.3. Advantages of Detached Youth Work

Flexibility

Accessible to young people

Relationships (including power)

Community presence

Staff development

6.4.1. Advantages of Detached Youth Work Evaluation

6.4. Disadvantages of Detached Youth Work

Weather

Inconsistent meeting young people

Risks

Funding

Understanding Detached Youth Work

6.4.1. Disadvantages of Detached Youth Work Evaluation

6.5. Perceptions of Detached Youth Work young people and government policy

6.6. Interviews – additional considerations

Devaluation of Detached Youth Work

Worker Stories

6.7. A contemporary theory of Detached Youth Work

6.8. Summary

Chapter 7 - Detached Youth Work: Analysis of practice and establishment of a model of best operational practice

212

7.1. Locations

7.1.1. Locations young people attended

7.1.2. Knowledge of locations for practice

7.1.3. Locations – physical area observations

7.1.4. Locations and funding impact

7.1.5. Geographical locations

7.1.6. Locations Evaluation

7.2. Detached Youth Work tools

7.2.1. Practitioners as a tool

7.2.2. Leaflets and fliers

7.2.3. Informal education tools

Vision impairment goggles

C-Card and condoms

- 7.2.4. Food and drink
- 7.2.5. Sports and games
- 7.2.6. Technology
- 7.2.7. Other survey responses to detached youth work tools
- 7.2.8. Detached youth work tools evaluation
- 7.3. Community
 - 7.3.1. Detached Youth Work relationships in the community
 - 7.3.2. Community and young people
 - 7.3.3. Community Evaluation
- 7.4. Police
 - 7.4.1. Information sharing
 - 7.4.2. Police understanding of youth work
 - 7.4.3. Police Evaluation
- 7.5. DYW Model of best operational practice
- 7.6. Summary

**Chapter 8 - Detached Youth Work: Evaluating the work of practitioners 257
and establishing a set of key practitioner skills**

- 8.1. Staffing
 - 8.1.1. Staff safety
 - 8.1.2. Staff recruitment and understanding roles
 - 8.1.3. Staff career routes
 - 8.1.4. Staff Rota
 - 8.1.5. Funding
 - Label/problematised young people*
 - Cuts to youth services*
 - Careers and employability*
 - 8.1.6. Staffing Evaluation
- 8.2. Conversations and Relationships
 - 8.2.1. Conversations with young people
 - 8.2.2. Challenging behaviours of young people and their safety
 - 8.2.3. Relationships
 - Power in relationships*
 - 8.2.4. New engagements and early relationship building
 - 8.2.5. Challenges with building relationship
 - 8.2.6. Previously established relationships
 - 8.2.7. Relationships Evaluation
- 8.3. Practitioner Skills
 - 8.3.1. Decision making and judgements
 - 8.3.2. Staff behaviour impacting on young people
 - Role model*
 - Consistency*
 - 8.3.3. Desirable Practitioner skills
 - 8.3.4. Shared learning
 - 8.3.5. Practitioner skills Evaluation
- 8.4. Summary

Chapter 9 – Conclusion	305
9.1. Findings	
9.1.1. Literature review findings	
<i>Concepts of childhood and youth policy</i>	
<i>Theories of Youth Work</i>	
<i>Analysis of current literature on youth practice and practitioners</i>	
9.1.2. RO1: To develop a contemporary definition of DYW using current theory and analysis of practice.	
9.1.3. RO2: To critically analyse current DYW processes to establish a model of best operational practice	
<i>Locations</i>	
<i>Tools</i>	
<i>Community</i>	
<i>Police</i>	
9.1.4. RO3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.	
<i>Staffing</i>	
<i>Relationships</i>	
<i>Practitioner skills</i>	
9.2. Implications	
9.2.1. Implications for defining DYW	
<i>Purpose of Detached Youth Work definition</i>	
<i>Implications for Practitioners</i>	
<i>Implications for Communities</i>	
<i>Implications for Police</i>	
<i>Clarification and professional representation</i>	
9.2.2. Future of Detached Youth Work policy	
9.2.3. Engagement quality/practitioner skills	
9.2.4. Wider implications	
<i>Understanding the importance of time for relationship building and becoming a trusted adult.</i>	
<i>Importance of the street for young people – not ‘getting the off’/moving on – understanding for communities</i>	
9.3. Reflection and direction of future research	
9.3.1. <i>Strengths</i>	
9.3.2. <i>Limitations</i>	
9.3.3. Reflections on organisations accessed	
9.3.4. <i>Future research direction</i>	
9.4. Concluding remarks/comments	
References	345
Appendices	377
Appendix 1: Ethics Board Approval Letter	377
Appendix 2: Session recording form	378
Appendix 3: Interviewee (youth worker) consent form	379

Appendix 4: Interviewee (youth worker) information sheet	380
Appendix 5: Example semi-structured interview question	382
Appendix 6: Online Survey Questions (PDF download from Bristol Online Survey)	383
Appendix 7: Thematic mapping sample from observations Project S	389

List of Figures

Figure 1:	Number of students recruited to youth work courses 2007 to 2013	22
Figure 2:	Net spending on services for young people 08/09 to 18/19	26
Figure 3:	Mapping open access youth work	56
Figure 4:	Components of youth work	64
Figure 5:	Proportion of spending on targeted and universal services	73
Figure 6:	How poor public services contribute to social exclusion	89
Figure 7:	Youth work working within the triangle	121
Figure 8:	Chart of youth services contacted for possible research involvement	147
Figure 9:	How frequently do practitioners work on detached sessions	179
Figure 10:	Survey respondents on how they perceive young people value DYW	199
Figure 11:	Survey respondents on how they perceive government policy values DYW	201
Figure 12:	Proposed umbrella definitions of street-based youth work including DYW	207 & 310
Figure 13:	Example of youth shelter observed similar to at MUGA	217
Figure 14:	Example of youth shelter observed similar to at skate park	217
Figure 15:	Example of a youth shelter similar to that observed at the play park	219
Figure 16:	Map of counties survey respondents work in	223
Figure 17:	Geographic distribution of identified projects from Crimmins et al. (2004)	225
Figure 18:	Survey respondents of tools they use within DYW when working with young people	228
Figure 19:	'Make Your Mark' leaflet	232
Figure 20:	Survey respondents on how they perceive community residents (adult) value DYW	241
Figure 21:	Survey respondents on how they perceive the police value DYW	247

Figure 22:	DYW model of best operational practice	251 & 314
Figure 23:	Survey respondents on how they perceive their organisation/management team value DYW	264
Figure 24:	Survey respondents on how they perceive funders value DYW	266
Figure 25:	Survey responses to how approach initial relationship building with young people	280
Figure 26:	Three-stage process of detached youth work	290 & 316
Figure 27:	Set of key practitioner skills for effective DYW	298 & 318
Figure 28:	Building community intelligence cycle	322

List of Tables

Table 1:	Contacted organisations with unsuccessful response	141
Table 2:	Contacted organisations with a successful response	145
Table 3:	Overview of the number of survey respondents on definitions themes.	169
Table 4:	Ideal Detached Youth Work Requirements	209 & 311
Table 5:	Detached Youth Work: analysis of practice and establishment of a model of best operational practice summary table	253
Table 6:	YMCA Humber (2014: 3) Skills and Ability section of detached youth worker job description.	300
Table 7:	Detached Youth Work: Evaluating the work of practitioners and establishing a set of key practitioner skills summary table	302

Abbreviations/Glossary

ASB - Anti-Social Behaviour

BOS – Bristol Online Survey (now Online Surveys <https://www.onlinesurveys.ac.uk/>)

CEO - chief executive officer

CSE – Child Sexual Exploitation

DYW – Detached Youth Work

FDYW – Federation for Detached Youth Work

Where the Researcher was an Executive committee member for three years (November 2013- November 16) and was secretary for two of these years. The FDYW mission is to:

- Improve the quality of detached youth work practice in the UK through its support; promotion and development.
- Advance the education and training of persons involved in detached youth work in the UK.
- Improve understanding of detached youth work and its values in diverse policy arenas, other professional fields and wider society.

JNC – Joint Negotiations Committee

NCVYS - National Council for Voluntary Youth Service - was a leading representative body for community and voluntary youth organisations which work on behalf of or with young people throughout England. Work included both local and regional networks within their scope of activity had been striving for more than 80 years to raise youth work's profile, to influence the policies which impact on England's young people and youth organisations, and to share best practice. NCVYS as an independent organisation finally closed its doors on 1st April 2016.

NOS – National Occupational Standards

NYA – National Youth Agency

MUGA – Multi Use Games Area

UK Youth – a national charity providing access to high quality services for young people in the community to empower them regardless of their background towards brighter futures.

The Young Foundation – aims to establish connected and sustainable communities within the UK.

Institute of Youth Work - membership organisation for youth workers who aim to advocate for the youth work profession and provide opportunities to voice concerns at a strategic level.

Centre for Youth Impact – is a network of organisations working together for the development of practice towards impact measurement within youth work and youth services.

Chapter 1 – Introduction

- 1.1. Reasons for undertaking the study**
 - 1.2. Researcher reasons for study**
 - 1.3. Professionalism and youth work courses**
 - 1.4. Purpose and funding of youth work**
 - 1.5. Aims and objectives of this study**
 - 1.6. Summary of Thesis Structure**
 - 1.7. Summary**
-

This introductory chapter presents the aim and objectives of the research. It sets out the justification for undertaking this study, presenting reasons based on researcher experience, professional image of youth work, and understanding of this form of practice. The chapter introduces the research aim and objectives. Finally, this chapter sets out the structure of the thesis, guiding the reader through the chapters to come.

1.1. Reasons for undertaking the study

There are two significant challenges facing researchers entering the youth work field in England. The first is the dearth of academic research that focuses specifically on DYW practices. The second is that there is no unified agreement on what constitutes DYW. Crimmins *et al.* (2004) and Smith (2005) define DYW using criteria and terminology that focuses on the element of practice within DYW, whilst Davies (2005, 2010) and Tiffany (2007) view the voluntary participation of young people as the essential aspect of DYW. Ord (2009) challenges both positions exploring the important distinction that exists between participation and attendance in youth work contexts, inferring that attendance does not equate to participation. Section 3.1 explores these aspects in detail.

It has therefore been vital for this research to produce a theoretically defined position on what constitutes DYW to ensure all practices are considered. DYW may

be contested as a defined form of practice, however there is little doubt about its necessity as a link between social welfare agencies and those young people deemed to be at risk or viewed as 'risky' and/or 'hard to reach' (Muncie, 2015). Those young people perceived as hard to reach are within a service context considered to be those difficult to engage in service participation. Hard to reach can often be regarded as minority groups such as those with disabilities, elderly or young people, they are likely to slip through the net, or are resistant to engagement (Brackertz, 2007).

Amidst frequent media representations of young people involved in crime such as rioters (Davies, 2013), those involved in gang and knife culture (The APPG on Knife Crime, 2019; Shute, 2013) and/or connected to drugs and/or alcohol addiction/abuse (Kiernan, Ni Fhearail and Coyne, 2012), the emphasis is one of hostility towards young people. At the same time young people are viewed as 'at risk' as a consequence of the high-profile cases of Victoria Climbié (Rustin, 2005), 'Baby P' (Lord Laming, 2009), the Rotherham (Jay, 2014) and Rochdale (Klonowski, 2013) child sexual exploitation scandals (Jay, 2014). Blacke (2014) argues that youth work is a front-line service and a crucial element for child protection. With the launch of the *Centre of Expertise on Child Sexual Abuse* funded until 2020 to gather evidence on successful schemes to prevent CSE. 'It has now set up an Evaluation Fund, which will issue £250,000 worth of grants, of between £5,000 to £25,000, to organisations across England and Wales' (Lepper, 2017a: 3). This is in recognition of the increasing risks to young people. Additionally, increasing fears of child labour/slavery (Craig *et al.*, 2007) and more recently of radicalisation (Coppock and McGovern, 2014) of young people. Turnbull and Spence (2011) demonstrate how the concept of risk has expanded into many elements of the youth work field. These issues are further exacerbated in recent years due to the impact of austerity on services, this has impacted the youth services heavily (APPG on Youth Affairs, 2019; NYA, 2019c)

1.2. Researcher's reasons for study

The researcher has an interest in DYW having worked with young people for seven years after completion of a BSc in Applied Criminology and Social Science. Initially skills were developed from part-time work to acting as leader in charge (running detached and centre-based sessions) before becoming a youth development worker, engaging with young people in a full-time capacity setting up and running a new detached youth team alongside school-based work. Further career development led the researcher to work with young people, providing support and education around substance misuse while maintaining part-time detached and centre-based youth work throughout. After numerous employed and voluntary roles working with young people and completion of a MA in Youth and Community Work (JNC accredited), the researcher with initial support from their MA university supervisor decided to undertake this PhD. After becoming side tracked with various young person focused research possibilities, the researcher returned to her initial experience of working with young people through DYW. From the researcher's perspective, DYW has lacked attention and when explored with others the image of youth work appears to be the perspective of youth clubs with young people just playing pool.

The researcher through her practice experience, conference attendance, and previous voluntary role as executive committee member for the Federation for Detached Youth Work (FDYW) became aware of discrepancies with DYW definitions. Through previous experiences, the researcher was aware of challenges with clarity for this form of practice. This became particularly apparent through FDYW research (presented by the researcher at the FDYW conference 2015) that intended to understand the position of DYW within a time of austerity. Although the research was limited regarding cohort size and therefore is unable to be fully generalizable to the UK, this presented the lack of a clearly defined explanation for DYW. The terminology most frequently referred to was in regard to practice taking place in young people's own territory, followed by referring to beginning 'where young people are at' (Dowling, 2015: 4). In addition, the research expressed a range of other terminology such as 'outreach', having a negative response from one

participant and being included in the definition of DYW for another (Dowling 2015). This is one example of contradictions, presenting the need for an in-depth literature review to provide clarity on DYW. Furthermore, the FDYW survey explored job titles of workers and although the term 'detached' was most frequently referred to, other job titles existed: these included key words such as 'community', 'street' and 'outreach' alongside some more specific targeted titles (Dowling 2015: 6). The use of terminology and language for both description of DYW and worker roles leaves uncertainty for what practitioners themselves consider as DYW. These mixed messages and practitioner understanding leaves a lack of consistency in the voice of workers which may further affect future clarity of DYW alongside the potential loss of this form of practice. A lack of clarity impacts funding applications and the ability of staff to evidence work completed and outcomes achieved. This leads to greater issues for government and policy makers' awareness of DYW and the possible effectiveness of such practice in supporting young people. The lack of clarity in roles is perhaps common with policy, organisation structure and worker values conflicting, as argued by de st Croix (2016) when reviewing the role of Youth Offending Team workers.

The argument for role clarity is reflected in the works of Jeffs (2017). He presents a range of roles and labels which workers give themselves to explain to others who they are and what they do. Such titles include:

social pedagogue, community worker, animateur, adult educator, youth worker, community educator, youth pastor or minister, street worker, informal educator, foyer worker, community development worker and community organiser are just a few of the labels adopted (Jeffs, 2017: 9).

These titles are frequently used in the UK and across Europe, where work is non-formal and outreach approaches take place in communities. Jeffs (2017) suggests that these variations for now are a given, however he hints that perhaps at some point in the future these should become an all-embracing professional classification/title. Jeffs (2017) also expresses how practitioners consistently

disagree with each other as to what is and is not acceptable practice; alongside definitions of acceptable interventions within their roles.

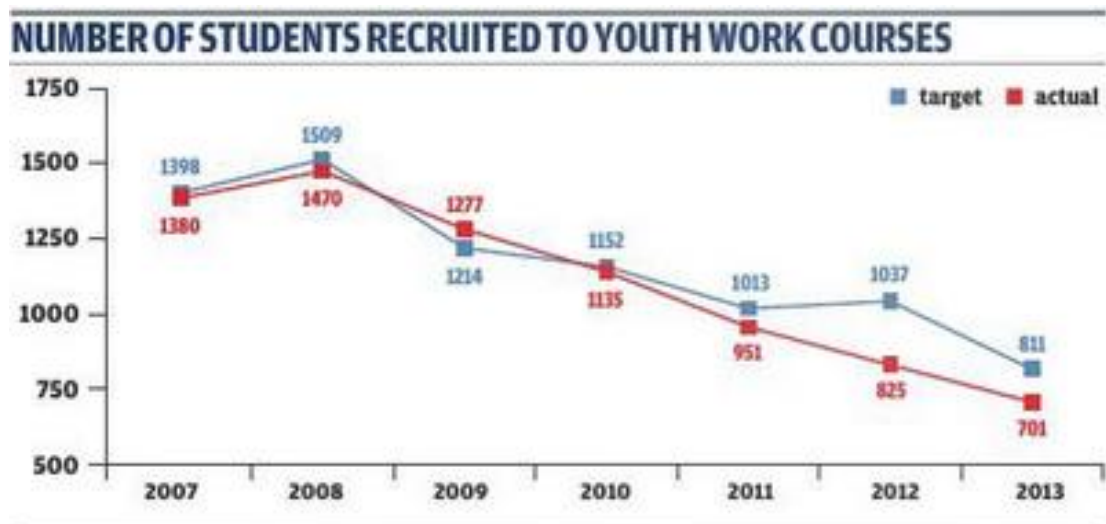
The researcher has an interest in this area having worked for seven years with young people in a variety of settings, including DYW, youth centres, schools, targeted substance misuse service, and homeless intervention work. These roles have included working for both local authority and the voluntary sector. For the researcher, DYW stands out not only due to her initial experience within this area, but also due to experience working with young people in ever changing and challenging environments. Furthermore, there has been a lack of support services across the UK due to governmental cuts hitting youth services hard (Barton and Edgington, 2014; Hillier, 2010; Watson, 2010). Hayes (2017) illustrates a severe cut in council spending cuts on youth services from £815 million in 2012/13 down to £500 million in 2015/16. The dramatic changes in service provision have led to campaigns such as In Defence of Youth Work (IDYW, 2014) formed in 2009, and Choose Youth (2012) fighting to save youth work within many areas. Additional stories can be found across news websites and expressed regularly by Children and Young People Now's publication, such as Puffett (2017a), Jozwiak (2013), and Nicholls (2011). With more recent news articles expressing the need and support for youth work including The Telegraph 'Knife crime linked to cuts in youth services by pioneering study' (Hymas, 2019) and The Guardian 'Youth work cuts leave young people out in the cold' (Mulholland, 2018).

1.3. Professionalism and youth work courses

Youth work does not have the professional status of services such as Social Worker and Teacher (Hayes, 2014). You can only become a qualified social worker or a recognised teacher with the relevant qualification. However, anyone can call themselves a 'youth worker' without any required training, the role lacks the status and professionalism that other young person funded services have. Although there are courses professionally validated by the National Youth Agency (NYA, 2019a), these are not an essential requirement. Furthermore, these courses are under

threat with cuts and changes to programmes, including the closure of the JNC Youth Work qualifications at Manchester Metropolitan University in 2017 - one of the longest established professional programmes (Lepper, 2017b). Further closures ensued at the University of Worcester and University of Gloucestershire in 2017, and the earlier closure of the Open University course. Prior to these, the JNC undergraduate programmes at University of East London was closed, although the JNC postgraduate programme still exists. Lepper (2017b) and Hayes (2017) argue course closures are based on low student recruitment which leads to reduced employment possibilities, created by government funding cuts.

Figure 1: Number of students recruited to youth work courses 2007 to 2013



Source: Annual Monitoring of Youth and Community Work Programmes Professionally Validated by the National Youth Agency 2013/14

Source: Children and Young People Now, 2015: 10.

Recent statistics by the NYA (2015) illustrate a reduction in students undertaking youth work courses, with 2009/10 at almost 1300 students reduced in 2015/16 to 572 students registered (Figure 1). The number of Joint Negotiating Committee (JNC) accredited undergraduate university programmes has also reduced from 31 to 28 in 2017 and postgraduate programmes have had similar reductions with 21 university courses in existence (Hayes, 2017). Donovan (2018) also demonstrates the reduction of validated youth work courses (post graduate and undergraduate)

from 44 in November 2017 to 39 in June 2018 compared to 2007/8 when there were 60 validated courses. Thus, anyone can call themselves a youth worker as this title is not protected. Therefore, youth work is often not fully understood, this has clearly been one of the main factors leading to the establishment of the Institute for Youth Work (IYW) (IYW, 2014a, 2014b). When in 2011 the 'National Youth Agency, National Council of Voluntary Youth Services and the Young Foundation came together to consider the need for a professional Institute for Youth Work' (IYW, 2014a: 1) which now aims to '...improve and support quality in youth work' (IYW, 2014b: 1).

The National Citizen Service (NCS) programme (explored further in Chapter 2) has a contrast in their approach. This leisure time youth provision is built on the ideology and history of youth work yet fails to mention 'youth worker' in much of the programmes documentation. This can be perceived as a way to reduce employment costs as staff are perceived, by top down system, to be '...supervising and leading groups...' rather than '...informal education and the need for professional judgement in complex situations' (de st Croix, 2017: 13). This potentially adds to the de-professionalisation of youth work. Although the researcher has on occasion spoken with individuals who have spoken positively about the NCS programme, she has also spoken informally with those who have struggled working on these programmes. An example of this was university students studying unrelated subjects, gaining employment with no previous experience working with young people and provided little to no training. These students were then under pressure to be responsible for young people through long hours and overnight residential work.

1.4. Purpose and funding of youth work

The researcher has personally experienced people's misunderstanding of youth work from frequent conversations with other workers and degree level students who have similar experiences. During the Future of Youth Work Conference in June 2013, the researcher reheard the lack of public knowledge and stereotypes workers were facing. This was one of the reasons for the conference related to the creation

of the IYW and its support from the NYA, since September 2013 onwards (NYA, 2013a), what some colleagues at the time suggested as a major development in Youth Work. The Institute aims to give youth workers a membership, which will enable them to have a voice and to support them in reaching the highest professional standards.

Youth work is an area of work frequently not fully understood: many would believe youth work is the stereotype of playing pool in a youth club. This was evidenced during Devon's youth cuts consultation when a local councillor Mr McInnes (the then cabinet member for children, schools and skills) stated that 'We can't run youth centres that just provide a pool table in an empty building. That just isn't viable' (NDJPeter, 2014: 8) suggesting that this is what youth clubs in the area do. The Children and Young People Now Survey (McCardle, 2014a) supports this issue, with views of youth worker respondents suggesting that 96% of the public do not understand what they do. These responses present society's misconceptions of youth work practice. A young person in Shildrick and MacDonald's (2008) study suggested that a normal youth club is just playing pool again supports a lack of understanding in youth work. The above issues and images are perhaps partly the fault of youth services, youth workers, and organisations that represent them. These groups struggle in an 'ill-defined sector' (PDP, 2016: 5) illustrating a significant need for research to ensure a clearer understanding of what young people receive from DYW and their experiences of this practice.

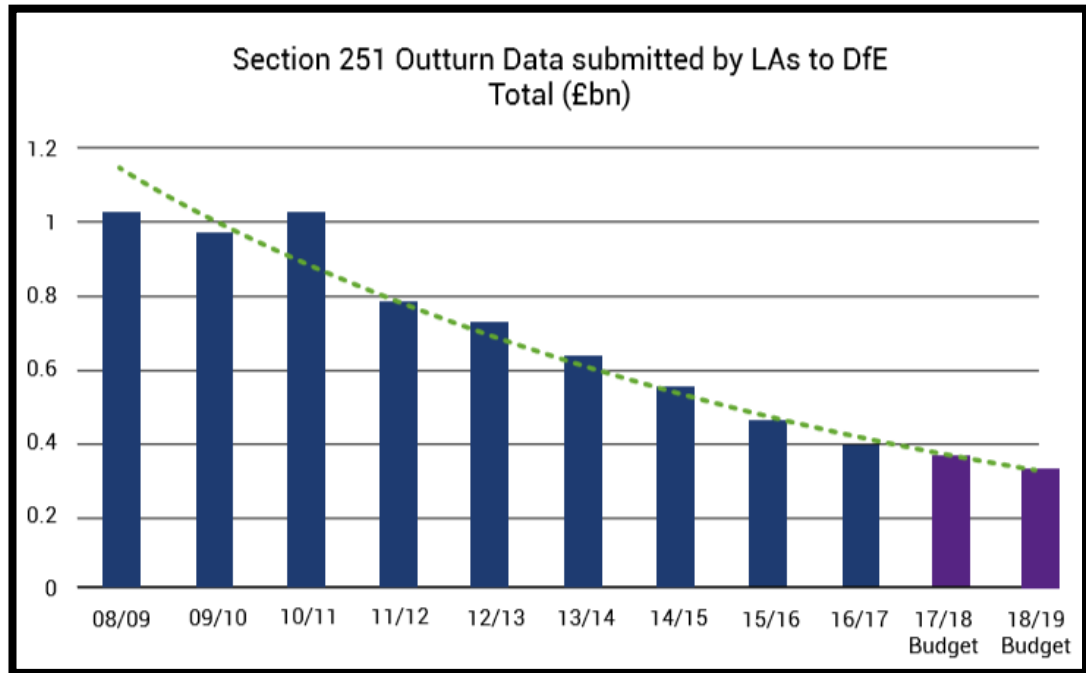
In addition, DYW appears as a value for money service provision, as suggested by Wylie and Smith (2004: 4) '... a systematic street-based youth service would cost a small fraction of the amount spent on other services targeted at this group'. This view is reinforced by Nicholls (2011) who argues that youth work is cost effective, evidencing how a young person entering the criminal justice system costs over £200,000 by the age of 16. However, if a young person is given support and stays out of the criminal justice system then they will cost less than £50,000. This perspective is similar to Ferlong *et al.*'s (1997) argument that a major issue for DYW is the available funding to complete such work, as although DYW accesses the most vulnerable young people the funding for youth clubs, which interact with more

young people, is perceived as a more effective use of funding. DYW can be regarded as expensive for an approach when it is difficult to demonstrate success other than through using individual stories or by predicting the costs which would arise if an individual was unable to adjust to the responsibilities of adult life. However, with restricted available funding resources, local authorities are less able to intervene early with preventative services before the need for statutory services. Ofsted (2018: 17) argue that 'The evidence suggests that these cuts to youth and other services are a false economy, simply leading to greater pressures elsewhere'. The APPG on Youth Affairs (2019) agree that the disproportionate cuts to universal services increase the need for more costly targeted practice. Duncan *et al.* (2018) reiterates this lack of preventative and early intervention work with mental health services having increasing costs. The failure to deal with such issues in childhood lead to increased criminal behaviour, self-harm, suicide, and substance misuse, alongside impact on employability, education, and stable finances.

All of these increase the costs to the various public services, which are already under strain. From financial year 2014-15 to 2015-16 the total spending of services for young people decreased by £99.1 million and youth justice decreased by £8.7 million. Whereas funding increased for looked after children, other children and family services, and safeguarding children's and young people's services, by a combined 293.6 million (DfE, 2016a). This decreased further the following year for young people's services by another £80.4 million and youth justice by £23.8 million, while looked after children increased further by £215.1 million and safeguarding by £107.4 million (DfE, 2017). Further decreases to young people services of £31.6 million in 2017-18 (DfE, 2018). Overall a reduction from 1.2 billion in 2010-11 (DfE, 2012b) to 0.4 billion in 2017-18 (DfE, 2018) also presented by The APPG on Youth Affairs (2019) (Figure 2). Evidencing how youth services that have an early intervention and preventative role are overlooked as resources. The Ofsted (2018) report also presents how local authority funding issues, combined with poor management, have the potential for an accelerated decline in children's services quality. Fiona Blacke (2014: 3) (previous CEO of the NYA) stating 'The sharp decline in youth workers could have awful implications for vulnerable young people'

enforces this argument. She raised this in response to the CSE inquiry into Rotherham.

Figure 2: Net spending on services for young people 08/09 to 18/19



Source: The APPG on Youth Affairs (2019:40).

The need for youth work provisions to evidence their value has become a common issue with the cutting of services, and Hiller (2011b) previously expressed this when the Education Select Committee stated that the youth sector had failed to make a strong case for Government funding. Pandya-Wood (cited in McCardle, 2014b) supports this suggesting that youth workers have not done enough to promote the importance of the services they provide. PDP (2016: 5) argues how youth services are looking for the 'Holy grail', deemed an impossible task. The 'holy grail' to which they refer is the youth sector searching for a definitive approach to measuring the impact of youth work, which is also universally accepted. This need to evidence the impact and effectiveness of work is viewed as essential in the commissioning and payment by results systems currently in place. The Young Foundation (McNeil, Reeder and Rich, 2012) reviewed several tools being used for measuring change in

young peoples' lives. This further presented the need for quantitative measurement of the effectiveness of youth work, which led to the development of The Centre for Youth Impact (2017) launched in 2014. PDP (2016) which would of course dispute this approach suggesting it is not possible for aspects such as confidence, motivation, honesty, loyalty, and other characteristics to be quantifiable with a unit measurement. They focus on the essential need to ask those involved the impact work has had on them, as individuals and to explore a 360-degree style approach to accessing this information.

1.5. Aim and objectives of this study

This thesis seeks to explore Detached Youth Work (DYW) theory and application to develop models of best-practice within the context of modern-day political/policy surroundings, and explores how DYW operates within two case study locations. The research examines the efficacy of DYW, how this supports and engages young people - not least because DYW targets young people who find traditional services less engaging, or are distrusting of services, and are therefore more likely to fall through 'the net' (Jay, 2014) and become further excluded from society (MacDonald and Shildrick, 2007; MacDonald and Marsh, 2005; Crimmens *et al.*, 2004). This lack of trust in engagement with services is also illustrated through research with young people and mental health services (McGorry and Mei, 2018; Gulliver, Griffiths and Christensen, 2010).

This thesis produces an original contribution to knowledge through the research aim:

To develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills

The research objectives are:

RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.

RO2. To critically analyse current DYW processes to establish a model of best operational practice

RO3. To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Research in this field is minimal and therefore this study will develop a significant contribution to knowledge through a theoretically informed contemporary definition of DYW and the establishment of an originally produced model of best operational practice and creation of a set of key practitioner skills for effective DYW. Considering literature, practitioners' perspectives, and observations of practice, builds to the development of a contemporary theory for DYW, where there is evidence of confused understanding. Establishing a model of best practice required for improved and continued effective practice in supporting and engaging with young people. Furthermore, developing a key set of practitioner skills to enable engagement improvements and expose essential aspects of DYW which are currently ill explored.

1.6. Summary of Thesis Structure

This section provides a summary overview of each chapter of this thesis.

Literature review Chapters: these three Chapters 2, 3 and 4, examine the current perspectives and research that has taken place concerning young peoples' services, particularly exploring different definitions of youth work and DYW. Although there is limited research in the area of DYW there are many other pieces of research related to youth and young people.

Chapter 2 - Concepts of childhood and youth policy: This chapter examines the concept of childhood and its historical development, while also considering variations in terminology. In addition, the chapter critically analyses policy developments associated to youth work and the lack of consideration of DYW within policy.

Chapter 3 - Theories of Youth Work: Considers literature focussed on youth work and DYW, through a theoretical understanding of practice. Explores

various aspects that influence and impact on DYW, and its use within practice.

Chapter 4 - Analysis of current literature on youth practice and practitioners: Reviews wider literature on youth provisions and engagement of young people with such services. Includes an exploration of advantages and disadvantages of youth engagement, further examines relationships and practitioners skills.

Chapter 5 - Methodology and Research Process: presents a description of the methodology undertaken within this study, emphasising details of the adopted approach used. The methodology is presented in relation to the researchers own experience, further exploring the organisations and practitioners who engaged within the research process. In addition, this section combines explanations for the survey delivery, the interviews and observations undertaken, and the thematic analyses of these.

Findings and Analysis Chapters: these three Chapters 6, 7 and 8, provide explanations of the findings of the research, alongside analysing and theory development based on these findings.

Chapter 6 - Towards a contemporary theory of Detached youth work: This chapter examines perspectives to develop a theoretical model for DYW considering an extensive evidence base analysed. Furthermore, the chapter considers advantages and disadvantages of this form of engagement with young people. The chapter results in a contemporary definition of DYW and structure for DYW practice. Addressing Research objective 1.

Chapter 7 - Detached Youth Work: Analysis of practice and establishment of a model of best operational practice: combines an examination of DYW in relation to locations of practice, DYW tools, and practitioner links to the community and work with the police. Resulting in the development of a model of best operational practice, addressing research objective 2.

Chapter 8 - Detached Youth Work: Evaluating the work of practitioners and establishing a set of key practitioner skills: This final findings and analysis chapter considers the operationalisation of DYW from practitioner requirements, examines staff situations and challenges within the workforce, relationships, and practitioner skills. Addressing research objective 3 by developing a set of key practitioner skills for effective DYW.

Chapter 9 - Conclusion: This chapter brings together the key findings of this thesis, summarising them and building on learning to consider future implications and recommendations for potential further research. It includes exploration of the strengths and limitations of the research.

1.7. Summary

This chapter has introduced the research topic by explaining the reasons why the research has come about from the researcher's experiences and society representation of youth work. Additionally, it has introduced the researcher's background experience. Finally, this chapter outlines the future chapters, defining what each of them will be covering, having presented some of the areas which will be critically analysed in detail within this thesis. The following chapter initiates the examination of the literature within this field, beginning with a background of youth and childhood leading to an exploration of policy relevant to youth work.

Chapter 2 Concepts of childhood and youth policy

2.1. A history of concepts of childhood

Medieval

15th Century

16th Century

17th century

18th century

19th century

20th century

2.2. Concepts of youth and Youth Work

Terminology surrounding young people

The changing terminology in youth work

A Cultural Perspective

2.3. Youth Work Policy

1951-64 Conservative

1964-1979

1979 -1997 Conservatives

1997-2010 New Labour

2010-2015 Coalition Government

National Citizen Service (NCS)

2015 to October 2019 Conservatives

Policy evaluation

2.4. Summary

This first of three literature Chapters 2, 3 and 4, introduces the reader to the historical concept of childhood and youth in England, and focuses on policy developments since the 1960's. The chapter explores the progression of how society perceive and support young people, taking into consideration aspects of work, education, and more recently young people as consumers. This section progresses through chronological order beginning with medieval concepts to current perspectives on youth, exploring aspects of children through art, childhood innocence, religious influence, and young people as offenders. It progresses to explore youth and youth work from a policy approach. The policy section begins with a focus on the 1960 Albermarle report, chosen as a starting point due to the initial introduction of DYW within the report, the chapter then reviews government policy as produced by political parties in power. The chapter concludes by considering current aspects surrounding the European Union (EU) referendum and

the UK leaving the EU - at the current time of writing this is still in progress with unanswered questions around the future impact on youth policy.

This chapter provides the initial understanding of youth work in England, setting the context of youth work for the development of research objective 1: To develop a contemporary definition of DYW using current theory and analysis of practice. Although this chapter considers some of the main policies in relation to young people and youth work, it does not incorporate every policy impacting young people. There have been numerous policies about young people over the years, Wylie (2008) suggests that children's welfare policy within England is only implemented following a moral panic or crisis.

2.1. A history of concepts of childhood

The image of children and young people in society has been a continually shifting concept (Hendrick, 1997a). For example, the debates concerning what age young people are eligible to vote. In 1969 the age to vote was reduced to 18 years (Parliament, 2015) although debates in recent years have argued to lower the voting age to 16 (White, 2016). The purpose of this section of literature is to provide initial foundations for understanding the development of childhood. This section establishes the changing societal concepts, showing opposing views of young people as sinful/evil and by contrast as innocent, requiring care and protection. This forms the basis of how young people are viewed within contemporary society, seen at either end of the spectrum as a problem or as at risk. This background understanding is particularly beneficial within this thesis to establish clear foundations of youth work development and practice.

The exploration of concepts surrounding youth and childhood requires an awareness of Social Constructivism. This is a set of theories and ideas, which shape societies depending on the beliefs and ideas created by the society. Beliefs about young people are a product of culture and will continue to change over time (Kehily, 2007). Hendrick (1997b) argues:

We know also that whatever its historical mutability, there is always a relationship between conceptual thought, social action and the process of category construction and, therefore, definitions of childhood must to some extent be dependent upon the society from which they emerge (Hendrick, 1997b: 34).

Evidencing the need for an awareness of how different groups in society may view young people over time. It would be impossible to fully interpret how society, for example in medieval times, fully constructed the image of youth. The following examinations are based on evidence that has been available through generations providing an insight on representation at that time. However, it would be impossible to guarantee the perspective of different eras and evidence is based on interpretation, and sometimes assumptions of previous western world writers.

Medieval

There are a few perspectives suggesting childhood in the fifteenth century as a time of innocence, such as a statement by Pope Leo focusing on the Bible, how innocents were murdered by Herod's order in Jesus's infancy. However, these perspectives appear to be isolated incidents in an era which otherwise would see children as sinful beings (Heywood, 2005). Heywood (2005) argues writings regarding children appear minimal although there are some suggestions towards an understanding of developmental stages. He suggests writing in this period was focused on kings, battles and politics. Medieval sources about children or young people are minimal and vague with language and terminology used which could have had different meanings at the time and may not have always been about young people. Terms used could indicate a dependence or serving position, their loose definitions cause challenges with concise interpretation. Although Ferraro (2012) disagrees, suggesting evidence of some understanding of child development, including the care received by children from mothers and the games they played '...medieval people were aware of both the biological necessities and limits of the child and that they were emotionally committed' Ferraro (2012: 69). However, she presents this as being directly related to the middle class.

15th Century

One argument by Aries (1962), a French historian, was that the separation between childhood and adulthood did not begin until the 15th century, this was a gradual process of change. Aries believed that the medieval world was oblivious to any concept of childhood, from the moment they could survive without care from mothers/nannies (around 5-7 years old) they were launched in to the adult world. There was no transitional period from infant to adult instead they quickly became fully integrated into adult games, work, and routines. Thus, children were viewed as small sized adults (Heywood, 2008). There are mixed opinions of Aries work, with some support of his views and others critical of flaws in his approach and interpretation of historical sources (Heywood, 2008). There is no dispute that medieval art lacks images of children and approaches tend to incorporate small-scale adult images instead, this is where the potential suggestion that children were not portrayed as the concept of childhood did not exist. However, opposing arguments explore that artists have different approaches/styles and this may be related to the images as presented in medieval times (Heywood, 2008; Cunningham, 2005). Additional critiques of Aries suggest he was unable to find what a twentieth century concept of childhood was, and therefore progressed to the opinion that this did not exist rather than the possibility of youth having a different social construction at that time. Thus, the concept of childhood was so different from current interpretations that research maybe unable to see this (Prout and James, 1997; Pollock, 1983). Either argument maybe true, however both suggest that childhood is a relatively new existence.

16th Century

One 16th Century argument was that children were raised and educated as social beings, that they had various duties towards their parents and society rather than having rights independently. This was described as being a time when children received regular discipline to break selfish and anti-social behaviours, through use of verbal threats and punishments, if reasoning with them failed. The Protestants perspective was that good family order enabled good order within society

(Cunningham, 2005). The 16th century showed signs of young children engaging in minor work roles such as collecting firewood, herding livestock, and supporting ploughing. It was not until they were 10 years or older when they began to undertake other tasks and in later teenage years their labour input equalled that of adults. As agricultural work was seasonal, education focused on the winter months, when it was difficult for children to contribute to the family economy (Cunningham, 2005). This consideration of age within the workforce is reflected in Heywood (2008) who argues, the exploitation of child labour began in the industrial revolution (18th and 19th century), when children worked in cotton mills, factories, and coal mines.

17th century

The 17th century appears a time when growing Christianity and a need for education impacted on social change and the concept of childhood. This progressed into the 19th and 20th century and represented changes in the family (Heywood, 2008). The 17th century additionally provided the beginnings of the separation of age and gender within clothing styles. This originated with the changing in style for boys becoming different from men; however, girls continued to be dressed close to that of women (Heywood, 2008).

18th century

The 18th century is viewed as a time when children were regarded as important beings in their own right, rather than the image of an adult. Locke (1692) wrote concerning education, his writing suggested that children were not born good or bad. This led to a more sympathetic approach towards children, which at this time was rare. His perception was that a younger child could not be expected to act in the same way as an older child. Locke's work was further emphasised by Rousseau's (1799) writing which moved away from the Christian concept of original sin toward arguments of innocence in childhood. Rousseau argued children are born innocent and societal influences cause change. He suggested childhood

needed its own way of thinking, feeling, and seeing. If children were left to be and respond to nature then they would have no intention to cause harm. Rousseau (1979) wanted childhood to be respected and adult involvement to be restricted. The romantic image of childhood appeared from late 18th to early 19th century, viewing children as having wisdom, sensitivity, and an awareness of moral truths (Heywood, 2008). This was a twist on Rousseau's approach which wanted to avoid a negative education. The romanticised approach is evidenced further through the image of children in art, at this time differences were perceived between an adult's experience and a child's innocence. Images portrayed difference, rather than looking like a small adult they presented a playful nature and immaturity. However, these perceptions of the child were very much middle-class and the above perspectives, having minimal impact on the majority of young children (Heywood, 2008). Cunningham (2005) supports the view of romanticism of childhood as a middle-class ideology. With the final few years of the 18th Century came the perceived origins of what is now youth work, this appeared in the introduction of Sunday Schools through churches (Smith, 2013).

19th century

In the 19th century children were perceived as pure and naturally good where any wrong doing was considered as corruption from society. This image remained for upper and middle-class families with childhood being something to be enjoyed and protected. However, for the working classes life was different with children as young as five put to work in streets and factories. Childhood was viewed as a commodity, and the survival of many families was dependant on them working (Kellett, Robinson and Burr, 2005). Ragged schools appeared in the first half of the 19th Century, for children and young people in poverty who were unable to access other education, they were run by volunteers and are precursors to youth work (Smith, 2013). Things began to change for the working classes in 1842 with the Miners Act, which banned under 10's from working. Followed later by the 1844 Factory Act which only allowed half time working for children of school age, and in 1880 schooling became compulsory (Kellett, Robinson and Burr, 2005). This was

initially for those aged five to twelve/thirteen, where schooling replaced wage earning as acceptable (Hendrick, 1997a). These policy changes led to the studying of children and their development (the Child studying movement). Extended separation between childhood and adulthood appeared through increased divisions of age groups within schools. Thus, extending the period of childhood (Heywood, 2005). Alongside the beginnings of the term 'youth' appearing in newspapers, related to the problems facing young people and the issues they present (Smith, 2013). The 1850's brought about the development of youth institutes and clubs, expanding in the 1880's and 1890's, alongside '...the development of outreach work to young people by district visitors linked to churches and religious groups' (Smith, 2013: 10). The 1880's also saw the development of uniformed youth groups leading to the extensive development of the Scouts 'By 1930 there were nearly 390,000 Scouts and cubs and nearly 35,000 Scout leaders... In many respects, Scouting could claim to be the first mass youth movement in Britain' (Smith 2013: 13).

20th century

Child mortality rates reduced from previous centuries. Thus, children in the twentieth century had fewer siblings and were more likely to be close to them in age (historically the ages would have been separated due to impact of childhood deaths between siblings) (Cunningham, 2005). The late 1920's sees the beginning of the term 'youth work', with the Second World War leading to more organised services (Smith 2013). After the Second World War children were viewed as the 'Future of the Nation', being valuable commodities to be emotionally prized and preserved at all costs (Kellett, Robinson and Burr, 2005). Public perception moved to children needing to have a 'proper childhood' (Hendrick, 1997a: 11). Research began looking at improving the welfare of children with their physical, emotional, and mental needs (Kellett, Robinson and Burr, 2005; Hendrick, 1997a). Services expanded designed to support and educate young people, this included the *Education Act 1944* and *Albemarle Report* (Bradford, 2012) Children began to be given rights, although with this came the loss of their childhood with growing force of the media and mass consumption (Cunningham, 2005).

2.2. Concepts of youth and youth work

This section considers the terminology used for youth and youth work. Following this it considers the cultural perspectives surrounding young people.

Terminology surrounding young people

In western society the term 'youth' is the life stage between childhood and adulthood, the transition from being dependant to being independent. Kehily (2007) would suggest this comes from a sociological rather than a biological perspective, whereas Spence (2009) suggests that this state is the reflection of a combination of the biological and social context. She argues 'Sometimes the word 'youth' is used interchangeably with 'young person'. It appears to mean the same thing' (Spence, 2009: 46). However, changing to the plural of 'youths' the perception of a group is different, this expands to include images of young people being a nuisance and unruly. The term 'youths' therefore is not perceived as a neutral term and when used can bring about a negative assumption (Spence, 2009). In terms of youth work this stage has traditionally been considered as a '... period of 'being' as much as this is a period of 'becoming'' (Spence, 2004: 52). While youth work has traditionally been holistic with young people considered in terms of their individual humanity rather than as problem to be dealt with (Wylie, 2003).

The terms 'adolescents' and 'youth' are often used in different ways, although they refer to the same age group of 13 year olds to early twenties. Kehily (2007) states the term 'adolescents' has been used by researchers who are studying biology, psychology, and areas of human development, these researchers view this stage as one of development. 'Youth' has more of a social orientation and is a socially constructed group, this term is used by those interested in the way young people are defined and situated within society (Kehily, 2007). The concept 'youth' is often generalised; however, 'there can be no universal experience of youth' (Spence, 2009: 47). Rather youth is a complex mix of social and biological factors leading to a range of experiences young people face in their individual lives. The meaning of 'youth' changes over time and space having historical and spatial meanings, these

different statuses and identities vary drastically from one country to another (Spence, 2009).

The perception of youth in transitional periods is an intense and risky time for them. When this is not a successful transition there will be problems for both the individual and for society (Spence, 2009). Bradford (2012) suggests this transition is a combination of physical and biological changes, they require the development of new skills essential for adult life, and imply the transition towards independence. He argues this time can be problematic, particularly as young people are at an in-between stage which is '...socially and symbolically marked by ritual and located outside of mainstream space and time' (Bradford, 2012: 58-59) The beginning of this transformation is perceived to be commencing at an increasingly younger age (Kehily, 2007). This transition period has led to the need for educational resources which reflect the social, political, and practical support required for the development of critical thinking and reflective practices when working with young people.

Currently there is a changing conceptualisation of youth: issues of identity and key social practices (Hopkins, 2010, Kehily, 2007). Jeffs and Smith (1999) argue that policy makers and politicians tend to focus on young people in three ways, as thugs, users, or victims. A 'thug' is deemed to be involved in some form of criminal activity, attacking others, theft, vandalism, or disruptive behaviours in school. The 'user' is a young person being pregnant, using drugs, smoking excessively, or pursuing what is beneficial or pleasurable to them in a non-productive way. A 'victim' is unable to find employment, receiving a substandard education, or living as part of a dysfunctional family. These negative connotations are not a unique issue to young people and can actually fit with all ages, backgrounds, and classes (Jeffs and Smith, 1999). The 2011 riots in England initially perceived youth as the cause, and therefore a problem, although later evidence suggested that those involved were not all 'young' people (The Guardian, 2013). However, the view of youth as a problem continues with policy makers, with two distinct opposing perspectives. Firstly, the need for additional control over young people and their behaviour. Secondly the necessity for remedial resources and interventions for

those who appear to be in need (Jefferies and Smith, 1999). An example of this is the *Transforming Youth Work - Resourcing Excellent Youth Services (REYS)* (Department for Education and Skills, 2002) which promised to secure resources for a high-level delivery of services for young people.

The changing terminology in youth work

Language used around youth work has also developed, becoming increasingly descriptive of an individualised service and of young people as the problem. Terminology has changed, for example 'youth justice' became 'youth offending', whereas 'empowerment' changed to focusing on empowering individuals to achieve positive outcomes defined by adult decision makers, rather than young people's decisions (Garasia, Begum-Ali and Farthing, 2015).

Spence (2004) considered policies' impacting on youth work practice, particularly detached and outreach work, sponsored by the Joseph Rowntree Foundation (JRF). She suggested the demands made by government policies, in relation to targeting and accountability, were in friction with the practice of youth work. She believed that the youth work aspects which would be attractive to policy makers were actually the elements in danger of being undermined by the policy themselves. Spence (2004) stressed the importance of a balance between the need for accountability and the necessary conditions required to establish worthwhile relationships with young people, particularly those who may have trust issues with institutions. This is similar to Williamson (2009a) evaluating youth work changes over the course of his career, and the increasing political focus on youth work making a difference to the lives of disengaged young people. Although he states that youth work is more than just working with marginalised young people (this is one aspect), youth services should be available for others as a safe haven and a space for engaging in activities. Williamson (2009a) believes that targeted practice appears to work better within the context of larger universally available provisions.

A Cultural Perspective

Youth and the activities young people engage in have been cast as 'deviant', since world war two. Behaviour presented as a reluctance to conform to society norms became regarded as rebellious and criminal. Around this time moral panics began to appear (Kehily, 2007). 'Moral panics' are the result of reactions by society and become a phenomenon which is vastly blown out of proportion to the actual reality of the threat. The idea of 'moral panics' and 'folk devils' is largely examined by the works of Cohen (2011) initially focused on the 1960's with the Mods and Rockers. Others expand and develop Cohen's ideas, including Pearson (1983) whose research focused on 1880's to 1980's, he suggested that there is a new moral panic in relation to young people approximately every twenty years. The negative images of young people in the media around crime (Muncie, 2015; Levinsem and Wien, 2010) moved from naughty children to evil young people (Faucher, 2009) may be caused through the increased visibility of them, combined with a lack of understanding of their perspective of public space and the limited appropriate community facilities available to them (Hopkins, 2010). Society is unaware of the need for young people to feel secure and safe when out causing them to 'hang out' as a group which to outsiders may seem threatening, however to the young people themselves are providing safety, a young person alone may feel fear and vulnerability (Hopkins, 2010; Robinson, 2009; Watt and Stenson; 1999). These factors link to the lack of appropriate places for young people to meet informally (Hopkins, 2010) causing groups to 'hang out' near shops and other more well-lit locations for safety and warmth, therefore viewed as more threatening by members of the public. The lack of spaces for young people to be is reiterated by Monbiot (2015), in his article considering the development of housing estates; he explains that since the 1970's spaces in which children can be without adults has decreased by nearly 90%. Robinson's (2009) research states the importance from a young people perspective of how these free spaces (streets/parks) are areas free from adult authority. These spaces enable young people the only time in which they can transition to adulthood, developing with full autonomy. Monbiot (2015) argues how within national planning policy framework 'Young people, around whom our lives should

revolve, have been airbrushed from the planning system' (6). This evidences how in society and new community developments there is no attention to the importance of spaces for children and young people to be.

Over the last century perspectives on youth has been divided between emphases on their welfare needs and youth justice concerns. There has been consistent movement between the two opposing and interlinked approaches to varying degrees, with welfare aspects being factors that generate and sustain the offending behaviours taking place. While youth justice, has focused on the punishment of such behaviours (Bryman and Brooks, 2015). The murder of James Bulger in 1992 was a pivotal point, with the English Youth Justice System swinging attention in favour of a more punitive approach. This led to New Labour reforming the youth justice system, with the Crime and Disorder Act 1997. Although not the sole factor in changing perspectives these events did create fear in the nation of young people being viewed as out of control. The role of youth offending services became primarily to correct faulty young people rather than take into consideration the surrounding social conditions which cause and sustain offending behaviours (Bryman and Brooks, 2015).

2.3. Youth Work Policy

The following statement presents both the importance of childhood and justification for the investment into young people, and alternatively implies the image of young people being potentially dangerous.

In democracies governments and publicists routinely throughout the twentieth century described children as 'the future'. Get things right now for children and the future would be bright; get them wrong, and disaster loomed (Cunningham, 2005: 178-179).

This led to some political parties incorporating aspects of childhood into political agendas (Cunningham, 2005). This development in the early twentieth century progressed. Hendrick's (2003: 1) proposes:

...three guiding dualisms – mind/body, victim/threat, normal/abnormal – in order to provide a compass... to help navigate a way through the various currents of social policy in search of attitudes, practices, goals, and perceptions of children (as people) and of childhood (as a structural form).

Hendrick's perspectives present the extremes with opposing arguments which policy built upon over forthcoming years. Views from political parties, media, and society frequently swing between these extremes. The following sections consider some of the more recent policies impacting young people and youth work.

1951-1964 Conservative

(Winston Churchill, 1951 – 1955; Anthony Eden 1955 – 1957; Harold Macmillan, 1957 – 1963)

The *Albermarle Report* (Ministry of Education, 1960) publication led to what could be considered a golden age for youth work (Smith, 2013), including the development of large youth clubs/centres. The report was notoriously known as stating the primary aims of the youth service as association, training, and challenge. The proposal was that young people would be able to come together in groups of their own choosing. This report led to significant spending on youth centres with further training and the development of different project work (in particular DYW). Additionally, this progressed to a growth in literature on youth work and social education (Smith, 2013). There are debates as to whether the report had a greater symbolic value rather than the immediate influence often suggested.

The arrival of the *Albermale Report* (Ministry of Education, 1960) was due to pressure on the government to deal with the increasing 'youth problem'. A

perceived growth in adolescent and teenage delinquency and a more obviously developing teenage culture (see Cohen 2011, on moral panics). Combined with this was the ending of the National Service and a boom in the numbers of post war young people. Furthermore, there had been riots in Notting Hill, Brixton, and other areas centred on race, that a number of young people were involved in. The growth in media attention required the government to act. The report presented a depression in the youth service while stating its strengths, in particular that of voluntary attendance and voluntary help of those giving up their time to support young people (Smith and Doyle, 2002). One development from the *Albermale Report* was the Youth Service Development Council (YSDC).

1964 – 1979

(Alec Douglas-Home, Conservative, 1963 – 1964; Harold Wilson, Labour, 1964 – 1970; Edward Heath, Conservative, 1970 – 1974; Harold Wilson, Labour, 1974 – 1976; James Callaghan, Labour, 1976 – 1979)

During this time there were both labour and conservative governments in power. However, with each government there was little interest in youth policies, hence this timeframes combined consideration. The YSDC struggled with its central concept of a community approach, as two sub committees had polar views. The Fairbairn committee wanted to integrate youth work fully with schools, which then lacked youth work having distinguishing features away from education. Whereas the Milson committee saw youth work as being in many forms not just building/facility associated but as part of the community (Davies, 1986). The *Youth and Community Work in the 70's, Proposals by the Youth Service Development Council* (Department of Education and Science, 1969), was a compromise and left some ambiguity for youth workers. This provided practitioners flexibility and freedom in approaches, although Davies (1986) argues the contradictory report enabled local policy makers to interpret in very different ways. As time progressed and financial constraints impacted youth work, it became more institutionalised with reduced resources, limited diversity of age groups, with expensive buildings to run impacting on the type of staff recruited, and training required. In 1970 Heath's

conservative government dissolved the YSDC, reducing youth service's political leverage (Davies, 1986).

The conservatives additionally moved away from the idea of universal youth services, instead focusing support to those in deprived areas. While at the same time the youth service was under pressure to provide immediate treatment for young offenders (Davies, 1986). Once back in power Labour aimed to bring about a cost effective and cohesive youth service, while maintaining the purpose of leisure time activities and social education. Simultaneously, the Youth Services Forum formed 1976 (Davies, 1986).

1979 -1997 Conservatives

(Margaret Thatcher, 1979 – 1990; John Major, 1990 – 1997)

With the moral panics of the 1980's and increased youth unemployment, a government initiative quickly followed. The *Effective Youth Work* Report (Department of Education and Science, 1987) attempted to characterise the values and methodology of youth work; the policy emphasised the purpose of personal and social development as the principle rationale for youth work, and the use of activities to achieve this development. However, Wylie, (2008) suggests a number of reports that followed began to focus on diversity of young people. This in turn impacted youth work practice by creating tension for those focusing work on different groups. Youth work was held together by a network of field based and national bodies which lacked any specific direction from the government (Wylie, 2008). The 1990's saw the creation of the National Youth Agency (NYA) by the government after deciding to decline any further funding for a number of other youth organisations, including the British Youth Council (BYC), National Youth Bureau (NYB) and National Council for Voluntary Youth Services (NCVYS).

1997-2010 New Labour

(Tony Blair, 1997 – 2007; Gordon Brown, 2007 – 2010)

With the arrival of the New Labour government came an apparent commitment to young people and their needs. Labour attempted to address issues of child poverty, they promoted positive parenting and youth education. Attempting to develop policy with social inclusion programmes, which reflected European policies (Colley *et al.*, 2007 cited in Milbourne, 2012). These approaches tended to blame failure on the individuals or groups rather than consider the impact of institutions. Policy was contradictory with community groups expected to deliver projects which were performance driven (Milbourne, 2012). This commitment to young people quickly vanished with numerous 'youth ministers' who generally did not express much of an interest in youth work. New Labour then focused on linking together services under a new youth policy (Wylie, 2008). With an educational reform agenda, the Department of Education and Skills produced *Bridging the Gap* which attempted a solution to concern over young people not in education, employment or training (NEET's). However, *Bridging the Gap* had limited emphasis on training and education, and included minimal consideration about the needs and potential of youth work (although there are some references to the role of detached and outreach work) (Wylie, 2008). What then followed was the Connexions strategy, bringing together the government's plans for joint up working; however, this failed to deliver what had been hoped and has since been disbanded by the coalition government with services rebranding and accessing a variety of commissioned contracts.

Transforming Youth Work (Department for Education and Skills, 2002) originally intended for youth work to contribute to the Connexion's strategy, then progressed independently. The initial aim was based on proposals made by the NYA, although instead focus was on targets for young peoples' participation, achievement, the idea of a youth work 'curriculum' and general restriction to management practice. A report by Spence, Devanney and Noonan (2006) suggested that these new policies were attempting to achieve required outcomes which did not capture or more importantly perhaps even contradicted the principles of youth work. The

governments new agenda focused on NEET's, socially excluded, and 'at risk' young people and achieving targets which were based on outcomes both recorded and accredited (Wylie, 2008).

Following on from the murder of Victoria Climbié came *Every Child Matters (ECM)* (2003) and the Children Act (2005). These identified five outcomes for all young people which public services would attempt to achieve and created a new structure for local authorities. The five outcomes of ECM were; enjoying and achieving, staying safe, positive contribution, being healthy, and economic well-being (HM Government, 2003). Although the 2010 coalition government later replaced this, services the researcher had been involved with since 2010 continued to use this terminology and the principles from ECM.

Youth Matters (2005) received mixed perspectives on whether it was positive and measured, or naïve and shallow. Either way, the policy illustrated a number of ways in which to take action to increase the number of options for young people, and to involve young people in decision making most noted by the Youth Opportunities Fund. However, the attention *Youth Matters* gave to youth work was slim. The *Aim High: young people and positive activities* (HM Treasury, 2007) was mostly deemed to be a repetition of *Youth Matters*, although it included a critique of unstructured youth clubs - hence the focus on 'positive activities' (Wylie, 2008). *Aim High* did however contain proposals for strengthening the voice and influence of young people (Wylie, 2008; HM Treasury, 2007), through encouraging their participation with Young Mayors and further implementation of Youth Councils and Forums (HM Treasury, 2007). The policy also favoured further community-based initiatives with communities and young people's voice being emphasised (Milbourne, 2012; HM Treasury, 2007) believing antisocial behaviour would be reduced if young people had positive things to do (Jones, 2014). Unfortunately, documentation was weak on future workforce development, and expectations for the amount of youth work anticipated in locations (Wylie, 2008). This policy led to a more positive and youth led agenda. DYW was included once again with a number of other services (youth clubs, volunteering, sports, arts, and uniformed groups) as having the potential to improve outcomes, if they had specific characteristics. Coussée (2008) argues that

this policy approach has not learned from history. He believes positive activities and participation are regarded as contributing to young people's independence. This approach recognised a youth divide, as it ignores vulnerable youth work and therefore reinforces vulnerable young people becoming excluded.

2010-2015 Coalition Government

(David Cameron, 2010 – 2015)

Suggestions by the then Education Secretary Michael Gove were that youth policy was not a central government priority, and youth policy should be developed by local authorities instead (Jozwiak, 2013). There are those such as David Wright (CEO of the Confederations of Heads of Young People's Services) who would argue against Gove, and believe the government must work with local authorities on any youth issues and should not become exempt from its responsibility towards young people. Wright believes that it is essential for both local and central Government to support young people, that central government needs to set out the policy framework which subsequently informs and advises work at a local level (Jozwiak, 2013). Gove's viewpoint, however, did link with the coalition government's perspective and plan for the 'Big Society', with its key feature being taking power, responsibility, and decision making from central Government and giving this to individuals, neighbourhoods, and lowest level government (Evans, 2011). This idea was the coalition attempt to repay UK deficit by being better and cheaper, a way of reducing public spending and to put the unemployed back into a form of productive activity, through people volunteering their time and attempting to mend 'Broken Britain' (Evans, 2011). The cost reduction forms part of the austerity measures put in place since the impact of the 2008 global market crash. Wrigley (2019: 15) argues:

A prime example of austerity measures to young people's services is the collapse of 'Connexions' and the Coalition and successive Conservative governments have replaced such services with localised/third sector initiatives that have been conceived through austerity

The conservatives Big Society aimed to combine budgets and responsibilities, remove ring fencing of funding, how this should be spent and services delivered. The Big Society also allowed schools freedom from having a legal requirement to participate in the local Children and Young People's Partnerships (Evans, 2011). This appears to be the opposite in some ways of creating a more localised service giving school freedom to manage their own budgets autonomously. The Big Society also removed OFSTED's inspection powers and its ability to work across all schools, thus allowing the opportunity for reforms (Evans, 2011). Potential long-term outcomes of these changes and the impact on young people and society are yet to be observed. Unfortunately, the developments over previous years allowing young peoples' voices to be heard and for them to impact on decision making which affects them through consultations, youth councils and other formats appear to have been some of the first things to be cut. Local councils began to focus on their funding and maintaining the more critical front-line services (Evans, 2011). With the aims of the Big Society, coalition government plans, and suggestions by Gove the future of young people's services and the impacts of changes taking place led to further uncertainty. This perception of the Big Society however, appears to be different, to what has been suggested by the Department for Education who suggested that 'The Government wants all young people to fulfil their potential and to play a positive and active role in society' (DfE, 2012a). This government perspective does not appear to fit Gove's suggestions of Youth Policy not being a priority.

The *Positive for Youth* (HM Government, 2011) policy includes the government taking a step back from what youth work is doing. This paper informs local authorities the outcomes they must achieve, without including a plan or providing the necessary resources required to make any real move forward, or to change the structural issues (Buckland, 2013; Goddard, 2012). For some, including Sally Kosky, National Officer at Unite (cited in Goddard, 2012), this paper is regarded as bringing about the end of the modern youth service. *Positive for youth* fits the Big Society

agenda with its hands-off approach, allowing local councils to commission-out services: in particular the option for a pay-by-results scheme. Some, including the Education Select Committee are against this vision (Goddard, 2012). Payment by results is not suited to the youth work style with its fixed outcomes, this would go against youth work perspectives where work starts from where young people are at; working with the needs, interests, and wishes of the young people involved. Tiffany (cited in Goddard, 2012) would suggest this is particularly true with DYW, where what actually works in each setting is dependent on the individual, community, culture, and local context, plus a commitment to work democratically.

Positive for Youth is their [the Government] attempt to 'do something' by abdicating responsibility and placing accountability for ensuring young people are in work, school, not rioting etc. entirely in the hands of individuals and communities (Buckland, 2013: 26)

Buckland (2013) argues the Government was shunning their responsibilities towards young people by handing over responsibility and failing to deal with the current issues, in relation to young people and society. However, Loughton (cited in Goddard, 2012) the then parliamentary Under-Secretary of State for Children and Families, believes that young people will now have a key role in developing their local services, being allowed to inspect youth provisions. Loughton argues that *Positive for Youth* will give young people the power to ensure they are getting a greater say in what is taking place: 'Because too often, I think, society treats young people as merely passive recipients of what adults are able to give them. Although it's done with the best intentions' (Loughton, 2011: 4). These perspectives are further exacerbated by the Government's follow up paper *Positive for Youth progress since December 2011 (HM Government, 2013)*, which further indicated the lack of interest in supporting young people through youth work and failed to even mention detached, outreach or mobile forms of youth work.

The coalition Government had pushed youth work towards privatisation, with concerns over services becoming reduced (Puffet, 2012). Davies (2013: 15) reflects on the costs of privatisation concerns:

Even the marketisers' value-for-money arguments, it seemed, did not stand up to the scrutiny of actual, long-term implementation. In the USA for example, where outsourcing services had a much longer history, it turned out that more federal government employees were needed to monitor, regulate and inspect contracted firms, while the government ended up paying huge amounts extra to these contractors than it would have done to its own employees

Local authorities have been expected to commission out rather than provide youth services, with expectations of youth services becoming entrepreneurial. Services are expected to articulate to funding providers the impact of their work, and explore new approaches and opportunities (de st Croix, 2012). If services are unable to adapt to this change it appears of no concern to the government.

National Citizen Service (NCS)

NCS began with a pilot scheme in 2011 and progressed to full roll out from 2013 (Cameron *et al.*, 2017; National Audit Office, 2017), this was part of David Cameron's 'Big Society' agenda (National Audit Office, 2017; de st Croix, 2017). The NCS programme is described as open to all 15 to 17-year-olds (NCS, 2018; National Audit Office, 2017) helping them to build life and work skills. This includes a residential element and 30 hours work on a community project dealing with a local issue, selected by the young people (NCS, 2018) - although the National Audit Office (2017) states that the social action project be 60 hours. This inconsistency causes confusion over the correct time spent on such activities. In addition to a programme open to all young people (15-17 years), the National Audit Office (2017) report stated that only 55% of young people were aware of the NCS programme's existence. However, the programme does have 32% participants from minority ethnic groups and young people from disadvantaged backgrounds who have higher participation in proportion to the general population National Audit Office (2017).

The 2016 independent evaluation of the NCS programme, claims a short-term positive outcome for participants. This was based only on three months post

programme completion (Cameron et al., 2017). Although survey completions suggested increased long-term plans for participants to engage in education, employment or training, the evaluation does not follow up on this feedback to review actual changes made by young people. The National Audit Office (2017) suggests some early success, and claims that it is too early to assess any long-term impacts.

Youth Minister Tracey Crouch admitted in July 2018 that the Government wrote off £9,781,587, spent on unfilled spaces on the NCS programme. This money was paid in advance to service providers for upfront costs and they had only been able to recover a small amount back (Lepper, 2018a). Prior to this it was claimed that the government spent 95% of its youth service budget on the NCS programme (LGA, 2018a; Puffett, 2018). While most youth provisions have been decreasing and struggling with loss of funds, the NCS in contrast had been promised increased funding. The NCS is the 'flagship initiative' of the Big Society. This was the only service that the government would define as 'universal' and had suggested that other youth services such as youth clubs are aimed at a minority of young people (de st Croix, 2012). The costings of the NCS programme per participant needs to be reduced by 29% to remain within the spending review limit (National Audit Office, 2017). This has been an ongoing cost concern for a short term programme in comparison to year-round services for young people (de st Croix, 2017). De st Croix (2017) suggests that NCS be reviewed with essential consideration to reinvesting in grassroots youth work, and believes this decision should be placed locally (with young people and youth workers) rather than enforced.

Further consideration around the financial write off needs reflecting on from the experiences of NCS providers. On 22nd November 2018 it was reported that VInspired, a social action charity launched in 2006, entered insolvency. This charity was a North East England regional provider of the NCS programme (Lepper, 2018b) and was the second NCS provider to close within a few years - Engage4Life Limited became insolvent in December 2015. Engage4Life Limited had been one of the 10 main providers for NCS and had debts of over £500,000 (Puffett, 2017b).

2015 to October 2019 Conservatives

(David Cameron, 2015-2016; Theresa May, 2016 to 2019; Boris Johnson, 2019)

In June 2016 the EU referendum took place and the people of the UK voted to leave (Government UK, 2019). There is currently speculation about how this will impact young people and youth work. Coburn and Gormally (2017: 1) consider this pending change as 'uncharted territory'. They claim various concerns of possible impacts leaving the EU could have on youth work. Rather than focus on possible challenges of uncertainty and fear they consider this an opportunity to research and engage in dialogue to ensure preparation and aims for the youth work sector to be '...resilient and clear as to our purpose and position within a post-Brexit European youth work sector that asserts a refreshed social and democratic purpose for emancipatory practice' (Coburn and Gormally, 2017: 20). Currently no deal has been made by the government on leaving, and the dates to leave have passed with various extensions requested.

Other than the aforementioned NCS programme, the Conservatives appear disinterested with regard to any youth policy. In August 2018 they released *Civil Society Strategy: Building a future that works for everyone*, this document states that there has been no review of statutory youth services since 2012, and acknowledges that much has changed since then. The document claims the Government '...recognises the transformational impact that youth services and trained youth workers can have, especially for young people facing multiple barriers or disadvantage.' (HM Government, 2018: 42). It stated a number of investments into the arts, sports, NCS, and £80 million into voluntary and community organisations working with young people, alongside a proposed £90 million into helping young people overcome barriers to reach their full potential. On the surface these prospects may appear positive, however the document itself does not state how any of this will be achieved.

The *Civil Society Strategy* asserts they will review statutory youth services, but included no date as when this would happen. In November 2016 the Government

stated there would be a new youth policy. A year later with still no policy the Department for Digital, Culture, Media and Sport confirmed that they had dropped their plans for a standalone youth policy and that this would now be incorporated into wider civil society plans (Puffett, 2018). However, the *Civil Society Strategy* only dedicates five pages out of 122 (plus two 1-page case studies) to their 'Mission Three: Opportunities for young people' (HM Government, 2018: 41) section, of which one page is local youth services. This minimal input reiterates that the Conservative government still considers young people an afterthought within their future plans and proposals.

The *Civil Society Strategy* claims the government want the voice of young people to be listened to with regard to national policy design, and that they are '...ambitious to lead the way in enabling effective youth participation in national policy-making and to pioneer approaches which can be adopted across government' (HM Government, 2018: 45). However, Garasia, Begum-Ali and Farthing (2015) suggest participation is often aimed at ensuring young people will comply with agendas set by the decision makers. Their perception is being less about young people having the opportunity to air their own views/concerns, and more about many youth policies blurring the intentions of making individuals fit into the government policy/agenda.

This recent strategy response express minimal progress since youth service cuts in 2012, resulting in £400 million lost and hundreds of youth projects closed (Hayes, 2018). Alan Carr of UK Youth commented that the strategy has a strong commitment to young people and their contribution, and wants more concrete proposals supporting disadvantaged groups (Hayes, 2018). Rogers (2011) claimed if it really is important to give young people the opportunity to lead, shape, and strengthen our communities, then there is a need to stop discussing this and to actually invest in services and get on with the work. Although this was in 2011, in 2018 the same debate continues with little to no change being apparent.

Another outcome of the *Civil Society Strategy* is the recognition that not enough has been done to evidence the '... benefits of high-quality youth work...' (HM

Government, 2018: 42). They propose their commitment to improving the quality of youth work be evidence based. A part of this is further funding of the Centre for Youth Impact and a £1 million investment through the Youth Investment Fund for the evaluation of 90 projects (HM Government, 2018). These suggest some positive changes ahead, although results are yet to be determined. This issue of measuring effectiveness of youth work is not a new one. Merton, Payne and Smith (2004) stated that there has not been a systematic process to measure impact. Additionally, they assert that few providers would claim responsibility for being more than a single factor contributing to any change in behavior, attitude, and knowledge.

A month after the *Civil Society Strategy* publication, the All-Party Parliamentary Group on Youth Affairs released their *Youth Work Inquiry: Recommendations and Summary*, with a final report to be release by the end of 2018 (APPG on Youth Affairs, 2018) although this was not published until April 2019 (APPG on Youth Affairs, 2019). Their key findings again express how services have been cut and universal youth work has almost disappeared from some communities. These losses mean that young people not meeting service criteria's, for targeted support, are overlooked. This can impact on mental health and loneliness as recently experienced (APPG on Youth Affairs, 2018). The loss of services has led to an initial mapping exercise by IDYW members, alongside members' stories on services in their local area. As of 31st May 2019, the map illustrates 62 open access youth clubs/centres (IDYW, 2019, Figure 3). These currently appear clustered closely towards city areas, however this mapping exercise will continue to develop.

Figure 3: Mapping open access youth work



Source: IDYW (2018).

The APPG on Youth Affairs (2018: 5) infers ‘Further investment, research, and development is needed if youth work – universal (open-access), targeted or detached/street youth work – is to adapt to its new environments’. Their findings recognize that youth work, as a ‘distinct educational process’; requires investment into youth services; ‘greater understanding of the role of youth work and impact of youth services’; review statutory duty; ensure access to sufficient and quality youth

work in areas through a local authority lead; clear guidance and investment to local youth services; ‘coherent workforce strategy’ and the reinstatement of OFSTED to drive forwards quality of youth work (APPG on Youth Affairs, 2018). These findings are reflected within *Only Young Once: The Labour Party’s Vision for Rebuilding Youth Services* (Labour, 2019), who profess they are:

...committed to working with young people to build a nation where they are safe and secure in the modern world, treated fairly, supported in the present, and ambitious for their future. We will achieve this vision by introducing legislation to guarantee quality youth services for all of our young people and giving our councils the funding they need to invest in our public services (Labour, 2019: 9).

Labour (2019) claim they will strengthen legislation for a statutory youth service obligation. The *Only Young Once* document was released days after Parliament voted for the 12th December 2019 general election. This general election has the potential to be a turning point on the development of universal youth service policy. In the midst of this is the *Statutory guidance for Local Authorities on providing youth services: A call for evidence* (Department for, Digital, Culture, Media and Sport, 2019) launched 3rd October 2019, to review the 2012 guidance of expectations of local authorities when providing young people’s (13 to 19 years, learning difficulties up to 24) services to improve their wellbeing. The review presents how there have been changes for youth service funding and aims to provide clarity of expectations and the value of good youth work. Although, the review ‘...will not seek to determine exactly what services local authorities should secure nor is it linked to any funding local authorities get to provide services for young people’ (Department for, Digital, Culture, Media and Sport, 2019: 2). This consultation closes on the 1st of December 2019, with findings expected to be published early 2020.

Policy evaluation

Treskon (2016) found that policies affecting disconnected young people span a range of areas including school/education, justice, foster care, and mental health services. The resulting issues are that services, funding, and research are uncoordinated and fragmented, although collective impact or system-level approaches are attempting to combat these challenges. There are gaps in the existing services available, with insufficient programmes for young people who are not motivated to reconnect to education or the job market on their own, or for young people having weak basic skills, especially those too old for school. The areas with gaps in services also tend to be areas where there is little evidence about what works. Although the *Civil Society Strategy* (HM Government, 2018) claims funding for research on youth work, it lacks clarity on what and how this will take place. However, in line with Treckson's (2016) findings, there is a need to develop an understanding of what works – even with service gaps - so that this funding investment would be of beneficial use.

The political situation has difficulty when pulled in opposing directions. In one sense we have the importance of participation, giving young people a voice, allowing decision making and development of self-control. By contrast, the other believes that young people are malleable and can be manipulated towards the outcomes being defined for them (Williamson, 2009b).

Throughout the policies the mentioning of DYW, outreach and mobile work has been minimal. This is supported by Thompson, (1999), who suggested that DYW is marginal within policy which reflects the status of the young people it serves, the most disadvantaged young people rather than its effectiveness.

2.4. Summary

This chapter has evidenced that the perception of young people in society has changed dramatically over time, from a medieval lack of defined ideas of childhood, to current day social policy dealing with complex childhood experiences. The chapter explored various policy developments beginning with the 1960 Albemarle

report, due to its initial inclusion of DYW, through to recent policy debates surrounding youth work. This section has expressed concern over the lack of focus on youth work within policy developments, even though there are arguments stated for the benefits of such practice. The chapter additionally examines the UK's exit from the EU however this is limited by a lack of clarity at this time. This initial literature review chapter has examined a historical understanding of the concept of youth, and policy background, providing a basis for understanding current youth work and the development of research objective 1: To develop a contemporary definition of DYW using current theory and analysis of practice. This thesis will continue to build on this foundation, with forthcoming literature chapters progressing to review current issues related to youth work definitions, in addition to current challenges related to youth work practice in order to achieve the thesis aim.

Chapter 3 Theories of Youth Work

3.1. Defining Youth Work

3.2. Detached Youth Work and associated practice

3.2.1. Defining Detached Youth Work

Locations of practice

Universal and Targeted Youth Work

Resources

3.2.2. Merged/combined approaches to Detached Youth Work

Street work

Outreach work

Mobile work

(Street) Project work

3.2.3. Detached Youth Work Independent

3.3. Theoretical perspectives of Detached Youth Work in practice

Safety while undertaking detached youth work

Practitioner turnover

Reconnaissance

Surveillance/moving young people

Uniforms

Challenging behaviours

3.4. Detached Youth Work engaging with 'hard to reach' young people

Previous relationships with professionals

Disengaged young people

Anti-Social and offending behaviour

Child Sexual Exploitation (CSE)

3.5. Summary of Youth Work theories

This second chapter of the literature review examines Detached Youth Work (DYW), including what this means from both academic and practitioner literature perspectives. Laying the foundations to respond to research objective 1: To develop a contemporary definition of DYW using current theory and analysis of practice, responded to in Chapter 6. The chapter examines DYW definitions including aspects of locations where practiced and the role of universal and targeted youth work, including financial aspects surrounding this. The chapter continues to evaluate conflicting perspectives on DYW, with two key approaches presented, thus showing a need for clarity and a contemporary definition. Following the definition evaluation, focus moves to how DYW functions in practice,

including aspects of staff safety, longevity of workers, reconnaissance, and surveillance, which feed into an understanding of the operationalisation of DYW responding to research objective 2: To critically analyse current DYW processes to establish a model of best operational practice. The chapter concludes with an exploration of engaging with 'hard to reach' young people through DYW, which is expanded further in chapter 4's consideration of practitioner skills.

3.1. Defining Youth Work

The definition of youth work has been a matter of debate within policy, academic literature, and between practitioners, evolving over time to changing economic and social factors. There are numerous debates on what youth work is, the NYA (2013b) suggested that youth work is primarily working with young people aged between 13 and 19, although in some circumstances up to 24 years old. The age for youth work has evolved over time, originally presented in the *Albermarle report* as being for 15 to 21-year olds (Smith and Doyle, 2002); however, after developments and changes in society the ages for youth work have been adjusted. The revised NYA (2018a) definition updated youth worker as typically working with 11 to 25 years, however they recognise work with young people 8 to 25 years. Youth work consists of various aspects, but the different definitions generally describe a process that seeks to promote personal and social development, and enable young people to have a voice within their communities and society more widely. The NYA (2018a) define the role of the youth worker as to support young people in learning about themselves, others, and society, by means of informal education combining learning, challenging and enjoyable activities. They assert that youth work is underpinned by clear values, including young people making a choice to engage; having a starting point where the young person is at; treating young people with respect; enabling development of skills and attitudes; helping young people develop relationships and creating identities; respect of others their values and differences; and promoting the voices of young people (NYA, 2018a). The NYA's 'Ethical

Conduct in Youth Work' (2004) details these aspects in full. Although there are similarities, Davies (2010) would suggest that youth work involves:

- young people choose to be involved;
- Starting where young people are starting – and then seeking to motivate and support them to go beyond these starting points into new experiences and learning;
- Developing trusting relationships with young people;
- Tipping balances of power and control in young people's favour;
- Working with the diversity of young people and for equality of responses to them; Promoting equality of opportunity and diversity in your area of responsibility;
- Working with and through young people's friendship groups;
- Youth work as process;
- and Reflective practice.

Although the perspectives of the NYA (2004, 2013a, 2018a) and Davies (2010) differ, the distinct feature of youth work is the unique element of young people choosing to engage with youth workers. This approach is regarded as different to other services which work with young people, such as social workers, teachers, and youth offending workers, where the young person must engage or face repercussions.

Another similarity between the NYA (2004, 2013a, 2018a) and Davies (2010) is the idea of starting where the young people are at, both developmentally and physically, and practice moving forward from this point. Youth work requires a holistic approach which is essential when working with young people and their individual needs, enabling them to develop self-belief and productive future opportunities (NYA, 2018a). When Davies (2015) revisited his manifesto for youth work he argued:

This purist position is retained for what I consider to be three very positive reasons:

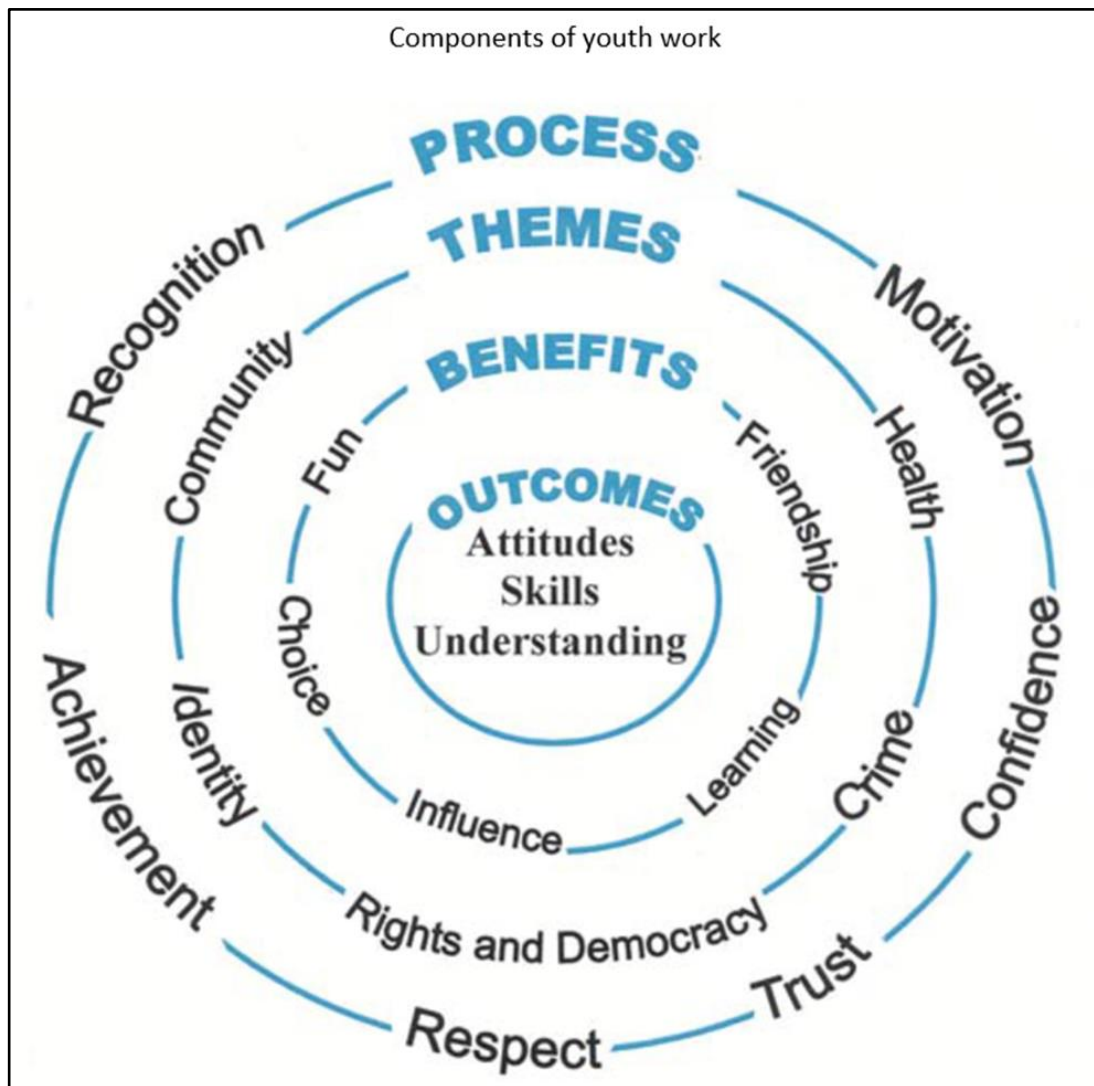
- 1. Far from being a pick-and-mix collection of skills available for selective transfer into other 'youth practices', youth work is, and needs to be, understood as a practice in its own right, with characteristics which, in combination, give it an overall coherence and distinct identity.*
- 2. For this practice to occur, settings are required which themselves have crucial defining characteristics; above all, that they are self-chosen by young people to use in their discretionary (leisure) time and so have an ethos which is welcoming and comfortable for them, not least because it is substantially shaped by what they would expect and want.*
- 3. Evidence exists that a significant minority of young people have been making this choice for decades and that they continue to do so. Surveys from the 1960s right up to 2013 indicate that between a fifth and a third of 13 – 19-year olds regularly use some form of youth work facility with up to six in ten saying they try them at some point in their teens (NCVYS, 2013) (Davies, 2015: 100).*

Davies considers these aspects as fundamental to youth work, focusing on youth works distinct identity, rather than merged with work with young people generally. Furthermore, Davies (2015) explores the locations of this form of engagement with young people and the voluntary choice for them to engage with youth workers. Davies views voluntary participation as a defining feature of youth work, practice enabling young people to retain an element of power. Finally, he examines the National Council for Voluntary Youth Service (NCVYS) evidence showing young people making a choice to engage regularly with youth work, and finds that this choice has been made by young people since the 1960's.

Merton Payne and Smith (2004) provide another perspective on the nature of youth work, they explore the key components of youth work and how each relates to another (Figure 4). The centre of their diagram presents outcomes as the changes which youth work aims to bring about with young people. The next layer presents the benefits for young people from youth work activities, including learning skills and using their voice and influence, this is alongside aspects of fun and making friends. Further to this are the themes used within youth work practice, these include aspects such as 'community', which may include development of skills in

resolving conflicts within the community. The final layer considers the youth work process, this incorporates the establishment of relationships, including trust and respect, alongside giving young people recognition for their achievements, which links to building confidence and motivation of young people. This conceptualisation reflects aspects of the NYA (2018a) and Davies (2015) work. These components must also be considered with the functioning of DYW its operationalisation (process) and effectiveness (benefits and outcomes).

Figure 4: Components of youth work



Source: Merton, Payne and Smith (2004: 42).

Authors, such as Davies (2010), Tiffany (2009), and Hall, Williamson and Coffey (2000) emphasise a need for voluntary participation as an essential aspect of youth work. Dominique Mitchell, a NYA young researcher network member, also supports this perspective arguing that young people should not be forced to participate in activities (Mahadevan, 2009). Davies (2015: 101) argues that voluntary participation is:

...an integral... element of their [youth workers] relationship with young people' included in youth work history and a continuing logical rational uniquely proving young people power in a relationship. This is unlike other aspects of young people's lives such as at home, school and work place where they are often perceived as powerless.

However, Ord (2009) has a different perspective suggesting youth work without voluntary participation. He raises an important distinction between participation and attendance, claiming that although young people may attend that does not mean that they are necessarily participating. Ord (2009: 39) claims '...important though voluntary participation is, as a dynamic of practice it is *not* a necessary of youth work'. He is concerned with the current situation in which many youth workers find themselves, increasingly asked to work within situations where young people have not necessarily accessed services voluntarily. This could include pupil referral units, secure training centres/young offender institutes, youth offending practice, and school run programmes. Having worked within school-based programmes the researcher acknowledges Ord's ideas that a young person may not have a voluntary choice to attend the prescribed programme, however once there they still have the choice to participate or not. For example, if a young person is attending a school run programme that they are required to attend as at risk of exclusion, the young person may sit in the room disengaged from what is taking place around them, or they may ultimately choose to engage in the discussion/activity. Similarly, when a young person makes a choice to attend a youth club with friends, once there they can make the choice not to participate and engage with workers/activities there. Although Davies (2005, 2015) would argue that voluntary participation would perhaps be the most defining feature of youth

work, we must be aware that with the current situation (changing environments and reduction in traditional youth service provisions) this could perhaps be what the future holds for many youth workers.

3.2. Detached Youth Work and associated practice

As expressed in Chapter 1, there are two significant challenges facing researchers exploring DYW in England. Firstly, the dearth of academic research that has a specific focus on DYW practices. Secondly, that there is no unified agreement on what constitutes DYW. This section explores the latter of these, as part of the development of a theoretically defined position on what constitutes DYW.

The language and terminology used when examining DYW suggests two main schools of thought, although there are variations to these based on individuals thinking and organisation structure. For the purpose of this debate the researcher will label these concepts as 'merged DYW/combined' and 'DYW independent'.

3.2.1. Defining Detached Youth Work

This section examines current definitions of DYW, and essential elements considered. In addition, evaluates DYW's locations of practice, issues of universal and targeted youth work, and resources for use in practice.

Leicester City Council Youth Service (2003) consider the basic principle of DYW as staff engaging with young people away from a youth defined building. However, a simple statement does not cover the complexity of DYW, its understanding by practitioners and others, alongside the impact of this form of engagement with young people.

Davies (2005, 2010) and Tiffany (2007) argue that voluntary participation of young people is perhaps the most essential aspect of DYW. Ord (2009) challenges this current meaning of voluntary participation, demonstrating a distinction between participation and attendance in youth work contexts. He infers that attendance within any youth provision does not equate to participation. DYW practice goes

beyond voluntary participation and must actively embrace young people's ability to choose to engage. Within DYW this is perhaps viewed by some as a defining aspect of the work and evidences the relationships built between worker and young person (Davies, 2015). As this section evidenced, DYW from both schools of thought would not be able to exist if there were no voluntary participation. Within current practice this form of youth work could perhaps be considered the purest form of voluntary participation from Davies (2015) perspective.

DYW is one of several forms of youth work, others commonly undertaken include centre-based and faith based. Youth workers are also found in other environments including schools, support work, substance misuse, alternative education, young offender institutes, youth offending teams, and housing. Tiffany (2009: 9) argues youth workers are based in a variety of different settings, which he describes as being 'institutional in their Character', with examples of school-based youth workers and those within alternative educational settings. From this perspective, it is debatable that a qualified youth worker (depending on work setting) may not be engaging in youth work at all (as briefly evaluated in 3.1. Defining Youth Work).

DYW is often misunderstood, Wylie (2004: 1) describes DYW as '...an imperfectly defined art rather than an exact science'. He further explores this challenge when researching the cost of such provisions, due to the variety in focus and intensity of the work. Such as, the difference in organisations structure of street-based youth work, from part-time volunteer run projects to a predominantly street-based approach with qualified workers, creates difficulty assessing cost of provisions. Wylie (2004: 13) argues:

The most disadvantaged 5 per cent of areas with a total of 255,000 young people aged 13–19 could be reached for £25m, or about 4 per cent of the amount spent on secondary education in these areas.

Presenting that a small, sustained investment over time can transform the lives of marginalised young people. This evidences the need for greater investment and understanding of DYW. Further deliberations in local authority DYW policies suggest that there is a lack of understanding of this form of work from other

agencies (Brighton and Hove Youth Service, 2014). Leicester City Council Youth Service (2003) expands on this further stating that young people, their wider community, other agencies, alongside workers, managers, and employers misunderstand the role. Leicester City Council Youth Service (2003) particularly recognises that there are inconsistencies in practice, due to the misunderstanding of the role, impacting on the delivery of work to young people.

Belton (2016: 21) proclaims DYW is:

...an approach to the complexity of human needs and wants. Perhaps in its most useful and rich incarnation detached youth work goes where it can, to do what it can, so young people can be advantaged as much as they can.

Belton's definition is just one of several explanations as to what DYW can do, presenting the perceived strengths of such practice.

Although there is a lack of research regarding DYW specifically, research has taken place around youth work or youth services such as Hartas and Lindsay (2011), Hillier (2011a) and Fredricks, Hackett and Bregman (2010). However, only a limited amount specifically focuses on DYW including Crimmins *et al.* (2004). Although according to Smith (2005) some of the work studied by Crimmins *et al.* (2004) cannot be acknowledged as youth work all, due to its project-based nature, this will be examined later in the chapter. Burgess and Burgess (2006) argue some authors whom write about DYW have never directly been involved in this form a practice, instead writing from an academic understanding only. However, Smith (2005) disagrees with concern over definitions of DYW and the clarity of this form of practice, he refers to this as being a '... pretty pointless debate between 'detached' and 'outreach' (Smith, 2005: 24). This perspective is similar to Belton (2016: 20) who also see's little point of separating such forms of practice, as the difference between them is blurry and '... questionable if it ever existed to any significant way...'

DYW does maintain the principles and practices of providing informal education, engages young people in constructive dialogue, and works within the broad agenda

of personal and social development, as proposed previously in this chapter within Section 3.1. In addition, DYW does have some distinct differences from other forms of youth work. This style of practice is ‘...underpinned by mutual trust and respect and responds to the needs of young people’ (FDYW, 2016: 1), this approach to DYW is supported by de st Croix (2016), Goddard (2011), Whelan (2010), and Burgess and Burgess (2006). The relationship built between the young people and the youth worker is one of mutual acceptance (FDYW, 2016: 1). The relationship established between the youth worker and the young person is an essential aspect of this form of practice and without this DYW would not progress (Blazek and Hricova, 2015). Relationship building and issues of trust when working with young people will be explored in depth through Chapter 4.

This section examined some of the key aspects considered within defining DYW, in comparison to other forms of youth engagement, it included voluntary participation, understanding the purpose of practice, and principles of informal education. The section progresses to consider three key issues, focusing on the locations of DYW practice, examining the differences between universal and targeted practice, and exploring resources for DYW.

Locations of practice

One of the most identifiable features of DYW is that practice takes place in young people’s space or territory. Practitioners will engage with young people in public spaces wherever they are, this can include parks, shopping centres, street corners, bus stops and other public spaces where young people spend their time. These spaces are where young people have chosen to gather or hang out socially (Belton, 2016; FDYW, 2016; Blazek and Hricova, 2015; Jones, 2014; Lavie-Ajayi and Krumer-Nevo, 2013; Goddard, 2011; Whelan, 2010; Rogers, 2011; Tiffany, 2008). Davies (2015: 105) explains as:

...young people’s own ‘territory’ – with the physical and geographical spaces which, certainly for leisure purposes, they come to regard as ‘theirs’, where they hope to ‘freely associate’ and where they feel most comfortable.

Due to the lack of fixed locations DYW practice can be considered as being more adaptable, flexible, and able to respond quickly to changes taking place (Burgess and Burgess, 2006). This is further supported by the FDYW (2016), who emphasise DYW as flexible above all other elements of practice. The work is not defined and restricted by the physical location, in the same way that staff working in other projects may be with a building. Workers can move from one geographical location to another depending on where young people present themselves (FDYW, 2016).

Tiffany (2009) views DYW as taking place in the community where he suggests youth work is supposed to be, free from any demands of institutions or from their homes. This perspective links to the research of Bruce *et al.* (2009) who claims that sustainable services tend to be community based and fosters connectivity which they found was one of the best practices needed for youth work. However, de st Croix (2016) argues that that DYW cannot claim such distance and independence from institutions as Tiffany suggests, and perhaps it never did. She challenges this idea based on DYW participants who were critical of policy changes, having created tensions between the workers' role expectation and more recent requirements for them to gain information about young people with what she views as a surveillance approach to their practice.

This section exposed the locations of DYW practice and evidences its flexible approach to the locations where young people can be engaged with, while demonstrating links to communities (reviewed further in Section 3.4.). This debate now progresses to consider tensions between universal and targeted youth work.

Universal and Targeted Youth Work

The terms 'universal' and 'targeted' are frequently examined within youth work literature and practice. Tiffany (2009) emphasises two principles of DYW (and youth work in general) firstly that this should be democratic and with voluntary association, this basis for the work is non-negotiable. With the benefit of DYW, young people can walk away if this is not working for them (de st Croix, 2016; Tiffany, 2009; Burgess and Burgess, 2006). Secondly, that work is about being 'low

threshold' by not putting any barriers to engagement or reducing some young people's chances of accessing services aimed at them. This includes no targets, no accredited outcome, programme led work or other such aspects that workers are asked to 'deliver' which are at risk of damaging relationships with young people. This is what makes DYW work effective, its ability to not impose with a prescribed agenda (Goddard, 2012; Tiffany, 2009). The APPG on Youth Affairs (2019: 16) define targeted and universal youth work as:

- *a 'targeted' role in addressing one or two identifiable deficits or needs amongst young people;*
- *a 'universal' role in which youth work offers a service, support and guidance to all young people, regardless of any defined needs or deficits.*

The APPG on Youth Affairs (2019) findings express the need for universal or open access youth work (which commonly includes DYW) to cover emotional, social, and personal development for all young people who wish to use such services. The current political nature of practice, however does not match this idealist approach, with opposing pressures on youth workers. Organisation policies, funding requirements and public opinion are all factors conflicting the role of the detached youth worker (de st Croix, 2016; Garasia, Begum-Ali and Farthing, 2015; Jones, 2014; Lavie-Ajayi and Krumer-Nevo, 2013; Whelan, 2010; Pitts, 2008). The focus on young people as a problem needing to be fixed, has increasingly led to more target driven approaches to youth work practice. With a focus on areas such as employability, youth crime prevention, substance abuse, sexual health, teenage pregnancy, youth homelessness, truancy, and school exclusion (Pitts, 2008). As such, youth work is being pushed away from its young person led and socio-educational approach that has been the focus of the previous 45 years (Jefferies and Smith, 2002). France and Wiles (1996) support this concept, they evidence a reluctance to evaluate youth work in terms of specific crime reduction targets, thus showing a clear tension between the targeted goals of a project, and the distinctly user led ethos of DYW.

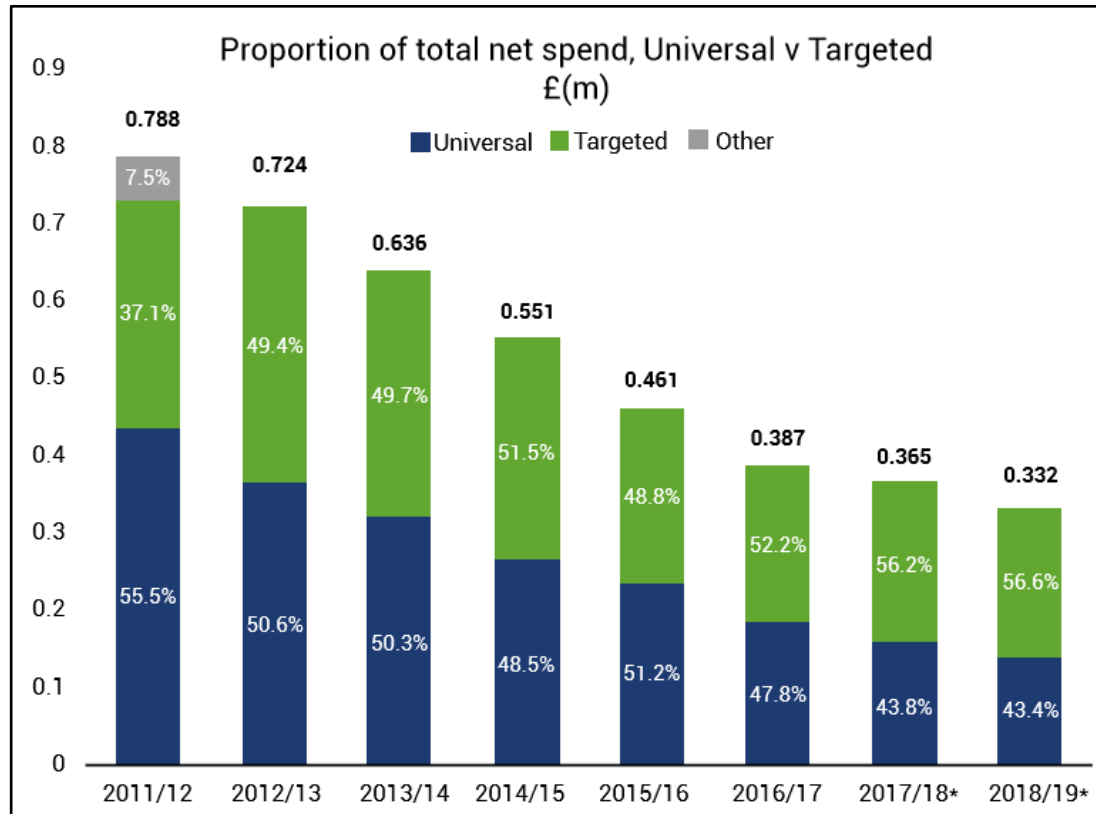
Smith (2005) claims that practice has moved towards work with short-term high-risk groups, a move away from more universal services to being issue based targeting groups. This is reiterated by de st Croix (2013) and Tiffany (2007) who demonstrate how DYW is affected by managerialism, with performance targets making the work increasingly short-term. Garasia, Begum-Ali and Farthing (2015) support these arguments stating how youth work has progressively focussed on fixing young people and less about helping them to realise their rights: it is now more about control and regulation into social order. The impact of this is that workers now enforce social and moral codes onto young people rather than generating social change.

Rogers (2011) believes that there should be less of a focus of targets and targeted forms of youth work, although she does argue its importance. She claims that the funding focus on targeted youth provisions has reduced the capacity for the delivery of universal and preventative work. The *Educational Excellence Everywhere* (Department for Education, 2016) white paper announced plans to fund some schools to extend their provision of access activities and programmes that would help young people develop skills employers' value. Instead of funding schools, funding existing youth organisations might have better achieved this working in partnership with schools. Through improved collaboration, work would ensure the best way to achieve a high-quality service for young people. The white paper makes no mention of youth work and is an example of a missed opportunity, and focus on formal educational resources only.

Treskon (2016) professes how target outreach work reduces the risk on incarceration and violent crimes within communities. This work focused on 16 to 24-year olds not in education or employment. Treskon suggests there are benefits to outreach approaches combined with aspects of targeted practice. This mirrors The APPG on Youth Affairs's (2019) findings, requesting a more flexible and responsive approach including universal work, more formal 1:1 and group work combined with specific target support for complex needs. They demonstrate the loss of universal and detached services. This matches their analysis of spending by

Local Authorities' or services for young people (Figure 5) showing the decline in universal spending.

Figure 5: Proportion of spending on targeted and universal services



Source: APPG on Youth Affairs (2019: 16).

The threat of the UK Government's policy and the current economic climate causes fear of potentially losing street-based work (Goddard, 2011, 2012) and statutory youth services in general (Unison, 2016; Watson, 2010). The APPG for Children (2014) raised concern over the closing of youth provisions, arguing that this has left young people on the streets having nothing to do, which leads to further problems and increased intolerance from the public:

'We've closed down a lot of places that people are allowed to go to...If we have closed down all the public spaces and if we are not providing places for young people to meet and to push the boundaries in a safe environment, we are creating this [situation] ourselves.' (Chief Constable Jacqui Cheer,

Cleveland Police and former National Police Lead for Children and Young People) (The APPG for Children, 2014: 11).

Evidencing the impact youth service cuts have on young people, reducing opportunities to meet and socialise with their peers. In addition, the loss of youth services means young people no longer have access to information and support. Williamson (2009b: 21) argues the need for street-based work being there to support young people ‘... in the desert of disadvantage, marginality, exclusion and, often, resistance.’ Based on the previous analysis his argument is perhaps of increasing importance.

Resources

Williamson (2009b) argues the sole resource the detached worker has on the street is the reliance of their character and skills to engage with young people, there is no impressive youth club offering diverse activities and projects for young people. Their resources are either that which are carried in a rucksack or held in their head (Irving and Whitmore, 2013; Goddard, 2012; Rogers, 2011). The characteristics of the youth worker as suggested by Young (2006) include the need for workers to have good communication skills, the ability to listen and be empathetic. Other suggested requirements by young people were for youth workers to be friendly, honest, patient, observant, humorous with the ability to set boundaries, they need commitment, a faith in both themselves and other people, combined with being able to support young people through the learning processes (Young, 2006). This is reflected in Furlongs *et al.* (1997) findings for youth worker characteristics, reiterating the need for workers to be friendly, trustworthy, and to have a sense of humour if they are to be successful in practice. Within Furlongs *et al.*'s (1997) study, young people spoke positively about being able to talk to detached youth workers who were on their ‘wavelength’ (50).

3.2.2. Merged/combined approaches to Detached Youth Work

Tiffany, (2007) suggests that one way to unify competing perspectives is to regard DYW as an umbrella term, thus incorporating numerous forms of action including street-based, mobile and outreach youth work. Szeintuch's (2015: 1925) exploration of social work methods uses the terms 'street work' and 'outreach' interchangeably as umbrella terms for practice which takes place outside of the office. He suggests a variety of other terms frequently used, including 'detached work', 'community-based outreach', 'mobile work', 'street corner work', 'fieldwork', and 'low threshold work'. Furthermore, he provides the various names used in other countries such as 'street teachers' in Italy, 'street educators' in French/Spanish-speaking countries, while in the USA referred to as 'outreach', 'corner', 'district' or 'street gang workers' (Szeintuch, 2015: 1925). This variety of names used to explain practice provides further evidence of the need to clarify terminology.

This section now considers issues around combined approaches to DYW, by examining this under the following headings: street work, outreach, mobile and project work. These terms appear in use interchangeably and under 'detached work' or potentially combined with other terminology.

Street-work

Szeintuch (2015: 1925) claims street work has two fundamental elements '(i) there are hidden populations that services fail to reach and (ii) engaging them will serve a purpose'. Szeintuch's findings show the purpose of street work is connecting people on the streets with specific community-based services and the wider society in general. The International Network of Social Street workers (2008) explain that the underlying factor of street-work is not to move someone away from the streets/location, especially if this were to move them to a place they feel uncomfortable. The work is to protect the most vulnerable, enable development of self-esteem, personal skills, and participation in society, therefore providing skills to protect themselves. Prevention work, informal/non-formal education, and risk

reduction are all viewed as ways to achieve this. Street-work is relationship-based work that includes:

- *Going to meet your target audience at the times and places they can be found;*
- *Offering these young people an adult relationship based on assistance and help that they can freely accept and trust over time;*
- *Gaining an overall understanding of the individual, without limiting yourself to symptoms such as violence, delinquency and other addictions;*
- *Proposing different actions at both the individual and group levels;*
- *Developing negotiations between target audiences and their environment, and between different partners and institutions.*
- *These objectives are all shared by street workers throughout the world*
(The International Network of Social Street workers, 2008: 14).

These features of social street-work maintain very similar aspects to those as debated for DYW. Szeintuch (2015) indicates that engagement activities with those on the street can last months or years, working with those mistrusting of services and excluded on the streets. He adds that practice includes locations such as rural areas, pubs, public buildings, hospitals, homes of clients and cinemas.

Outreach work

The most common other form of street-based work is outreach (Whelan, 2010). Outreach does have similarities with detached work and for this reason there are some conflicting opinions as to whether outreach and detached should be combined in the literature. For instance, Belton (2016) and Davies (2015) combine the two approaches when discussing them, suggesting that they mean the same thing and are interchangeable terms. Authors such as Rogers (2011) and Fletcher and Bonell (2009) are clear in their position of the two forms of practice being different. Whelan (2013) expresses this difference defining both forms of practice as street-based work yet examining them as two separate forms of practice.

Outreach youth work takes place in public spaces as does detached, however outreach practice is associated with a particular service or venue. Outreach work

aims to meet young people in their own territory and through this engagement to encourage these young people into a particular setting, generally building based (Rogers, 2011; Whelan, 2010; Fletcher and Bonell, 2009; Burgess and Burgess, 2006; Leicester City Council Youth Service, 2003; Kaufman, 2001) these other services often have a pre-planned agenda (Whelan, 2010, 2013). This agenda could be based on youth curriculum within a youth club setting, with specific activities or tasks included, or an open access youth club session. Other outreach includes engaging young people with more targeted support, such as sexual health, homelessness, substance use and mental health providers. This outreach approach can be observed in practice across the world with work in Australia with the 'intensive Mobile Outreach Service' (IMYOS) (Schley *et al.*, 2011). In the US with homelessness, community service, health, and gangs (Pollack *et al.*, 2011) and harm reduction interventions including sexual exploitation (Hodger-Ambrose *et al.*, 2013). Also outreach work in Canada, engaging with street involved (homeless young people) (Connolly and Joly, 2012). Alongside these, there are further street-based studies across Europe (Altena *et al.*, 2017; Belton, 2016; Irving and Whitmore, 2013). There is also a growing research base of street-based work in Israel (Szeintuch, 2015; Lavie-Ajayi and Krumer-Nevo, 2013). As emphasised by Whelan (2010) outreach and detached work is not an argument over quality of practice. One is no more important than the other; however, awareness in understanding the differences between these approaches is essential.

Mobile work

With mobile youth work, practitioners will go to locations where a van or bus will often become the youth centre (Rogers, 2011). The youth work takes place from this vehicle, which could have a design focus such as health, art projects or could be more generic in their approach (Rogers, 2011). Schley *et al.* (2011) to some extent supports this with their exploration of IMYOS, this service description includes both mobile and outreach, however the service has a very specific focus. The IMYOS was developed as a mobile provision in the support of Child and Adolescent Mental Health Service (CHAMS) allowing the development of a service to be community

based and specifically engage hard to reach young people in the community (through home visits, schools, and parks). The approach of IMYOS is a very targeted use of mobile work unlike more universal mobile youth provisions.

Belton (2016) infers that detached/outreach workers can on occasions use a mobile provision, whereas Szeintuch (2015) views mobile as interchangeable with other forms of street-work practice. These two perspectives cause further challenges of clarity when practitioners, managers, funders, and policy view these forms of youth work in different ways.

(Street) Project work

Another term used when exploring DYW is (street) project work. Project work can also have a specific target and focus on a particular type or group of young people. This form of practice maybe linked to a definitive purpose with measurable outcomes, for example work could be focused on drug users with the aim of the project to reduce drug use and/or harm reduction of individuals and the community (Burgess and Burgess, 2006). A respondent in Crimmens *et al.* (2004) referred to concern over DYW ending and being replaced by narrow targeted project work, specific concerns at the time related to the Connexions service. Brighton and Hove Youth Service (2014: 2) argues 'Detached work can lead to project work. It is important to recognize this shift in focus, relabelling the work to avoid confusion.' They evidence that there are distinct differences between approaches that require understanding. To some extent Crimmens *et al.* (2004) supports this view expressing different methods of practice as the result of responses to young peoples changing needs, service priorities and available funding. Hoggarth (2009) claims a project is usually about practice having a specific purpose with defined start and end date. She refers to them as time limited and funded by an external source.

These definitions of detached, street work, outreach, mobile, and project work are by their nature a matter of debate (Burgess and Burgess, 2006). There are mixed definitions of each form, or in fact if they should be regarded as different at all. This

further impacts on how workers perceive their practice and describe the work in which they are engaged. Dowling (2015) illustrated the various definitions workers provided in describing their practice.

3.2.3. Detached Youth Work Independent

As opposed to the above merged/combined approach to conceptualising DYW, the second school of thought is the consideration of DYW independently from other approaches. Leicester City Council Youth Service (2003: 5) argue that DYW is not:

Just hanging out on street corners or wandering around aimlessly; Policing young people or moving them on; Trouble shooting for its own sake; A tracking and surveillance exercise; A cheap or easy youth work option; A quick fix/gap-filling process; Outreach work (i.e. an extension of building based provision); Licence for youth workers to impose themselves on young people; Effective if it operates in isolation from other service provision; Effective if it cannot account for its achievements and outcomes for young people.

Here Leicester City Council's *Detached Youth Work Policy* unquestionably demonstrates their perspective that detached and outreach work are different approaches. The International Network of Social Street workers (2008) support this, expressing 'outreach' work as moving individuals to a specific service, whereas 'detached' focus instead on the living area of those working with. In other words, detached work remains within the individuals/group's location with no intention to move them. Jones (2014) supports this, explaining that DYW meets young people where they are and does not attempt to relocate them. Whelan (2013), Rogers (2011) and Fletcher and Bonell (2009) reiterate this difference between detached and outreach having separate purposes. With detached working with young people in their space and the intention of outreach work to encourage and move young people towards attending a specific service. Additionally, The International Network of Social Street workers (2008) define street-based work as another different approach because this work is only done on the street. This again

evidences the variety of approaches and meanings to the different terms in use to define practice which although have similarities also have clear differences.

Although the term detached is used Smith (2005) is keen to point out how the process of this form of practice is in fact about workers becoming attached, this could be to a neighbourhood, group of young people or the local community.

3.3. Theoretical perspectives of Detached Youth Work in practice

Studies by Merton, Payne and Smith (2004) claim DYW and outreach work will typically attract 'older young people' than other youth provisions, in particular they found that those over 16 years of age interacted with these services. This reflects some similarities with Furlong *et al.* (1997) who also considers how in projects researched DYW and outreach tended to attract older young people. They further examine how this form of practice frequently worked with 20-year olds and included those aged 24 years at some locations. Findings show how these older young people found traditional youth work (i.e. in youth centres) inappropriate for them. The neighbourhoods explored by Furlong *et al.* (1997) had limited DYW and outreach to base their findings on, due to there being very little of this form of practice to research. However, their findings suggest vulnerable young people rated this form of practice highly for its effective advice, guidance, and counselling support offered. Furlong *et al.* (1997) found that DYW was more responsive to the needs and issues identified by the young people; this practice was able to engage with the most vulnerable young people in the community.

This section continues with the exploration of practitioner safety while undertaking DYW, practitioner turnover and its impact on practice. In addition, these sub sections will explore the purpose and reasons for reconnaissance, perspective surrounding surveillance and expectations to moving young people on, then briefly considers the use of staff uniforms, and challenging young people behaviours.

Safety while undertaking detached youth work

Staff safety in DYW practice appears to have minimal guidelines within academic literature. The FDYW (2007) and Irving and Whitmore (2013) recommend workers remain in earshot of each other during the whole session, in order to protect both practitioners and young people. This supports workers as if at any time they feel at risk then they could easily decide to leave. When making this decision all staff should leave as a group and not leave any practitioner working alone. Workers should have agreed ways to let each other know that it is time to move on (FDYW, 2007), often using code words. In the researchers experience code words used could be statements such as 'time for tea?' or the use of a specific name such as 'we have to go meet *Dave*' or '*Dave* will be waiting', so that all workers know it is time to move on with use of the key name. Irving and Whitmore (2013) do not express use of code words, however suggest the need to have an agreed exit plan which all staff are aware of should they need to withdraw from a situation.

Burgess and Burgess (2006) recommend other safety aspects for DYW, including personal alarms, ensuring workers have a mobile phone (or historically money for a phone box) and keeping a first aid kit with them. They also indicate the need to ensure there is a nominated phone number of a manager when out should there be any incident requiring advice/support, Irving and Whitmore (2013) reiterate this. Workers should have clear sessions with set start and finish times agreed and to never work alone out on the streets (Burgess and Burgess, 2006; Irving and Whitmore, 2013). Furthermore, Irving and Whitmore (2013) recommend benefits of informing local police and other community groups about the work undertaken in their area.

Practitioner turnover

Tiffany (2007) considers how there are many part-time workers undertaking DYW with a lack of training or professional qualifications. Smith (2005) supports this perspective of uncertainty with funding which leads to a higher staff turnover. The smaller projects will avoid long-term staffing contracts, which can decrease the staff

skill set as they may move onto another long-term contract elsewhere. In addition to this, NCS recruit temporary staff, with contracts lasting a few weeks or months, for programmes with poor pay and conditions. With the required reduction in NCS costs, this is likely to impact part-time staff further (de st Croix, 2017). Crimmins *et al.* (2004) found that three quarters of staff were volunteers, part-time or sessional staff, meaning limited numbers of full-time trained staff. The full-time staff members were often too busy undertaking management and administrative roles; therefore they were not necessarily able to go out on DYW themselves. Although the FDYW (2007) recommends all DYW staff receive an induction, full risk training, and opportunities to reflect on their own limitations prior to undertaking practice, it is unlikely to be the case with limited funding and high staff turnovers. In fact, Unison (2013) support this, their community and voluntary sector survey illustrates how 5% of workers had more than four jobs at a time, with 9% of them having zero hours contracts. These organisations rely on volunteers and unpaid interns to fill the gaps in roles. Paid workers can no longer rely on the longevity of their work. Unison (2016) claim from 2012-2016 there was a loss of 3652 youth worker jobs in the UK, with the majority being part-time workers; further predicting that 2016/17 would have a loss of another 800 jobs. Unison evidenced the loss of employed front line staff and therefore the potential reliance on untrained volunteers.

De St Croix (2016) proclaims part-time workers have a lower status and less training, whereas the full-time managers are the ones with the professional qualifications (degrees and masters). However, part-time workers are engaged in most of the face-to-face practice. Tiffany (2007) agrees, suggesting that workers can often lack the theoretical knowledge for their practice. Agencies have significant problems recruiting and retaining staff and the short-term funding has exacerbated this. This is reflected in NCS staffing, where a senior worker for example earns £110 per day for residential work with long hours, managing up to 14 staff members and responsible for the young people (de st Croix, 2017). In contrast to this view, the researcher has worked with students who have chosen to take annual leave from their part-time youth work employment to earn extra money on these NCS residential programmes. This causes further issues to the

small youth work provider when several staff members all want the same time off to work on NCS, causing the provider to close youth clubs during this period due to a lack of available staff.

With high staff turnover there are additional times when work is unproductive, for example not enough staff to undertake DYW or open a youth centre safely, additional funding costs for recruitment process and impact on resources. This combined with detached workers potentially being pulled from detached to cover centre-based work (for example staff sickness/annual leave) as DYW is considered the 'poor relation'. This causes the relationships developed with the young people not attending a centre to become damaged or lost due to inconsistent/intermittent practice. Merton, Payne and Smith (2004) support this perspective, their DYW study showed that if a project cannot be maintained then the contribution to young people's personal and social development cannot be maintained either. In short if a project is not maintained then neither is the impact of its work. Treskon (2016) also demonstrated staff turnover as one of the common factors for poor implementation of practice, resulting in limited success of outreach programmes. Further to this, Tiffany (2007) argues a positive for having part-time workers recruited from the local communities in which they work, providing potential benefits as they are able to bring knowledge of 'the street', due to being immersed in the local community and understanding any variations in local language.

Reconnaissance

DYW provisions require an understanding of the area(s) work will cover. Staff teams need to be aware of the community demographic, housing, and businesses alongside services for young people including leisure, education, and employment opportunities. Brighton and Hove Youth Service (2014) suggest a reconnaissance of three months as a minimum (depending on the size and complexity of the community) prior to beginning practice in a new location. The FDYW (2007) further support this arguing reconnaissance work should last from three to six months as part of the whole planning process. Burgess and Burgess (2006) suggest a further

extension on time recommending this stage should be between three and eight months, to enable full understanding of areas and preparation for practice. Whereas Leicester City Council Youth Service (2003) emphasise detached workers and their manager must agree a time frame for this. This is a vague response with the potential to vary between different managers, which may lead to ineffective practice if rushed or workers spending too much time on preparation rather than beginning practice. As previously evaluated with the misunderstanding of DYW there could be a challenge agreeing an appropriate time for reconnaissance, particularly if the manager is unaware of the essential need for preparation and understanding the community.

Reconnaissance is an essential element in the planning and preparation for DYW. This time allows workers to develop an understanding of the community in which they engage. Reconnaissance can include identifying areas and locations where young people are meeting, key features of the neighbourhood, the needs of local young people, understanding local transport, knowing current youth provision, and contacting these services, risk assessment of the community, and areas planning to work in (Brighton and Hove Youth Service, 2014). Burgess and Burgess (2006) believe workers need to prepare by walking the streets, making contacts, meeting local organisations/agencies to develop recommendations for project development, prior to commencing practice. In addition, workers should visit the location on different days and times, identify any barriers to their future work, meeting with local service providers, community groups, businesses, and the police, and exploring with them the issues they see in the area with regard to young people (Irving and Whitmore, 2013, FDYW 2007). De St Croix (2013) supports this need for effective reconnaissance, which she suggests any new area requires.

The FDYW (2007) infers how workers need to become familiar with the physical and geographical location where they intend to work, they must also be aware of the socioeconomic and political characteristics of a community. For the FDYW preparation is key, including the need for clear aims of the planned practice. Tiffany (2007) supports this demonstrating how excellent DYW depends on a strong understanding of the local community through an in-depth community profile (as

part of the reconnaissance). As part of this, workers need to be aware of actual and potential resources (FDYW, 2007). Once practice has begun it is essential to ensure regular profile updates and for practitioners to remain in contact with organisations in the area (Tiffany, 2007).

This preparation and planning are essential prior to undertaking work with young people, to ensure that there are set aims and objectives developed from the reconnaissance findings (Brighton and Hove Youth Service, 2014; Leicester City Council Youth service, 2003). Without, this work could risk becoming a series of 'chats' which although may be enjoyable will have limited impact on those involved (Rogers, 2011).

Surveillance/moving young people

Current policy tends to focus on youth as a problem, generally relating to crime and unemployment issues as defined in Chapter 2. Youth work often now appears as a form of preventative work, leading to perceptions of it becoming a tool to get young people off the streets, rather than to voluntarily engage them in informal learning within their own territory. Young people express this in the findings of Garasia, Begum-Ali and Farthing (2015: 12) - one young person stated 'youth club is made to get children off the street'. However, workers do not see young people as a problem to be solved, or their role to move young people on (de st Croix, 2016; Garasia, Begum-Ali and Farthing, 2015; Jones, 2014; Goddard, 2011, 2012). The International Network of Social Street workers (2008: 12) profess 'social street work is not to take a person away from the streets or their surroundings...' They recommend this for anyone working with children and adults.

Surveillance and moving young people on are additionally areas of ethical concern. Where young people are spending time in a location, perhaps near shops, and are dispersed by police or moved on by other services, this has its own challenges. Robinson (2009) explains how the locations young people are expected to move on to are of concern. Spaces designed for young people to use i.e. with youth shelters, are often in locations that are isolated and unlit areas of parks. Although moving

young people to another location may remove some fears around moral panics (Cohen, 2011), these create risks to the young people's safety. The young people interviewed by Robinson (2009) commented on how when intoxicated, if they lost their friends, the girls would walk home alone. In hindsight the young people could see the risks in their behaviours as when under the influence they are unable to assess the risk involved. This presents concern regarding a lack of suitable areas for young people to spend their leisure time.

Uniforms

Another element of DYW which appears to have limited exploration in academic literature is that surrounding the use of uniforms. FDYW (2007) and Burgess and Burgess (2006) both indicate the importance of practitioners wearing photographic ID cards, to show to young people and community members who they are, and organisations they work for. Williamson (2009c) explores the contrast of custody officers in young offender institutions dressing more casually, whereas youth service staff were moving towards more distinctive uniforms. He professes the need for visibility while questioning the impact of such uniforms in practice conveying a message of authority. Further supported by Merton, Payne and Smith's (2004) study showing one response from a police officer stating how wearing a uniform is a barrier for the police in accessing young people. Therefore, the police officer viewed the youth workers as the ones who can access and engage with young people they could not. In part supported by Payne *et al.* (2016) bringing young people together with police officers in youth forums. Payne *et al.* (2016: 17) found that officers felt '...young people could not see beyond the uniform'. In this regard Williamson (2009c: 16) argues youth workers are wanted for their knowledge not the uniform image '...so putting rookie youth workers in uniform is likely to backfire unless there is still real quality in the person wearing it'.

Challenging behaviours

FDYW (2007) explore how once a basic relationship develops with young people, practitioners can begin to explore forms of intervention. However, the practitioners must remember that the main task is to maintain the relationships with the young people. This means that interventions will take time to implement and workers will have to go at the pace of the young people. FDYW (2007) claims that when challenging young people timing is critical, too soon and the practitioners could risk damage to the relationship that they have worked to develop. Practitioners also need to explore diversity in their style and approach when they challenge young people or deal with conflict. To be effective and avoid damaging relationships workers must be able to notice signs (verbal and physical) from the young people, and know when they need to stop if this is not being taken very well.

3.4. Detached Youth Work engaging with 'hard to reach' young people

The following section evaluates the role and purpose with DYW's intention to engage young people often referred to as 'hard to reach': those who are disengaged and marginalised by society and unlikely to access support services. Morse (1965) viewed them as the 'unattached', young people who did not belong to any youth provision, although she did not assume all of them needed help through being anti-social or a problem. This section on the 'hard to reach' begins by exploring previously ineffective relationships of young people and community members with professionals - which risks leading to social exclusion - followed by the exploration of possible disengaged young people, whom other services may have difficulty interacting with. This section turns its attention to young peoples previous relationships with professionals, those disengaged young people, experiencing anti-social and offending behaviour, and child sexual exploitation, in particular this section specifically considers how DYW can support and engage with these groups.

Previous relationships with professionals

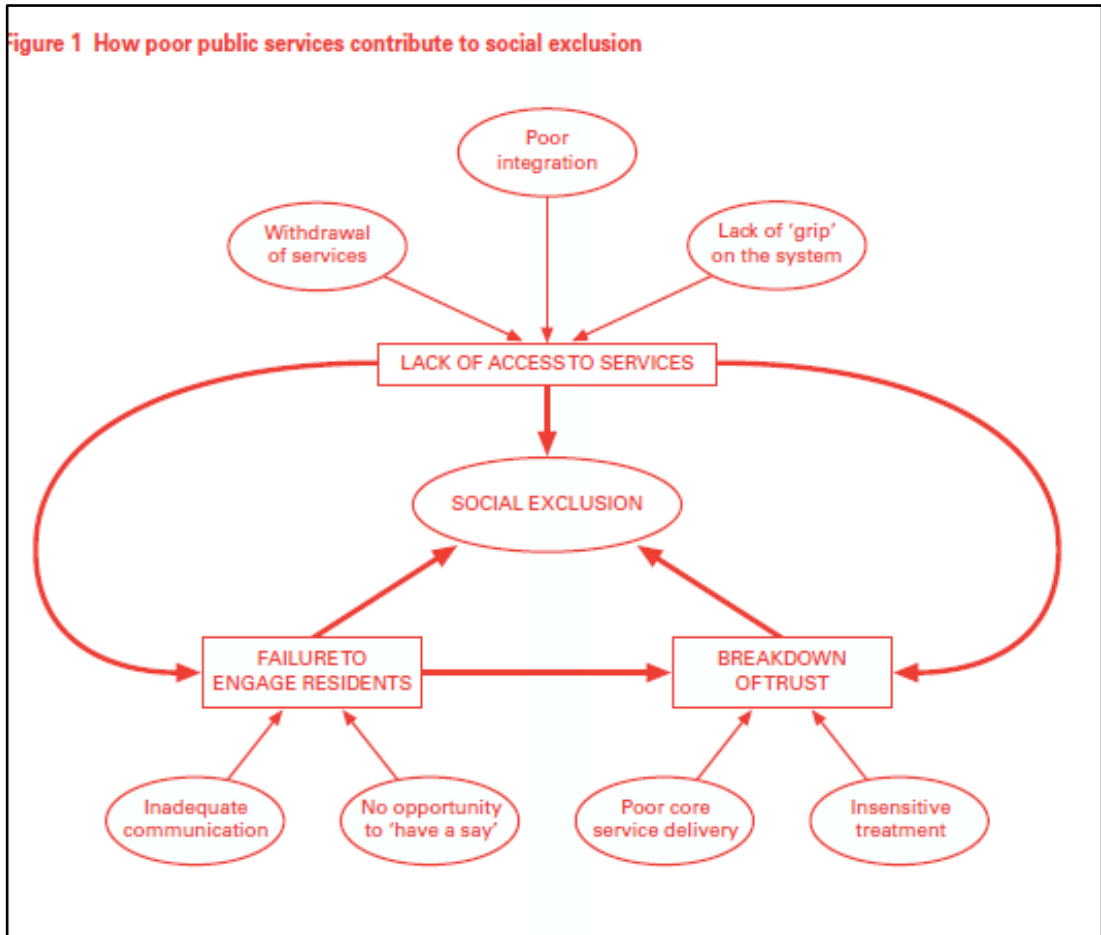
When exploring the impact of DYW on communities and youth workers engaging in these areas, it is essential to understand the influence and impact of previous services in the area and community. Page (2000) explored aspects of social exclusion on housing estates and found that trust between communities and professionals were challenging to overcome. He found that residents of estates were suspicious of providers, believing that they had hidden agendas, stating that ‘...continuity and consistency... is hard to maintain when there is a rapid turnover of staff and that it was therefore important to commit staff to a neighbourhood for a period of time – ‘at least five years’’ (Page, 2000: 67). Issues of consistency in funding projects and staff retention affected communities, particularly regarding experiences with staff and organisations who have made promises that they were unable to sustain. The estates studied had either received poor treatment or lack of interest from the council, police, and health services, therefore services were viewed as disinterested, uncoordinated, out of touch, and not on the residents’ side. Overall feelings were that the council did not understand the residents’ needs. There were some exceptions to this distrust of professionals such as:

A head teacher who goes out on to the estate to round up truants, but also allows children to use the school playground after hours to play football: a community police officer who is trusted because he is ‘straight’ and speaks up for young people from the estate; several youth workers who have won the trust of young people and are felt to be ‘on their side’ (Page, 2000: 80)

Page (2000) developed the following flow chart (Figure 6), which illustrates how problems with trust can lead to social exclusion. He explored three elements, which if missing lead to social exclusion of community members. Page claims the lack of access to services is a key element of exclusion; this could be due to poor integration of the service itself, a lack of grip or understanding of the systems, or services withdrawing from community locations. This lack of access leads to a failure of services to engage residents or a breakdown of trust, both increase the risk of social exclusion. He asserts engagement failure is likely when there is

inadequate communication with residents or when they are not provided the opportunity to have their say.

Figure 6: How poor public services contribute to social exclusion



Source: Page (2000: 80).

Jones’s (2014) research on neighbourhood-based work supports that of Page (2000). Jones argues the need for long-term input to support communities, rather than a short-term injection of funding if there is to be any chance of effective long-term impacts. Jones (2014) explores territory and evidences a strong correlation between territoriality and disadvantaged areas. Finding an extreme allegiance to an estate/community is linked to economic and social exclusion, particularly with young people who would be hostile to those not part of their community with whom they do not mix. Evidencing challenges for outside workers, when

attempting to engage successfully with people from these communities, Jones (2014) gives an example of workers developing a relationship with young people over eight months which then allowed them to suggest groups coming together for a specific reason. Time was clearly a crucial element in influencing positive change. Thomas (2003) supports this, expressing properly resourced and targeted youth work can enable community cohesion. Phoenix and Kelly's (2013) exploration of youth offending, further supports this need for developing effective relationships. They show how when the youth offending worker demonstrated that they cared, the young people would cooperate with services, and this had helped them. In contrast those young people who did not feel workers cared or were interested in them, felt anger and alienation, they did not want to have to engage in another relationship where workers did not care, understand, or listen to them.

Disengaged young people

Detached youth workers are often able to engage with those that other services have been unable to, these young people either cannot or will not use youth centres (Belton, 2016; Goddard, 2011; Fletcher and Bonell, 2009; Leicester City Council Youth Service, 2003). Brighton and Hove Youth Service (2014) illustrates a strength of DYW is its ability to make 'contact with disengaged or 'hard to reach' young people' (3) and '...where there is low availability or take up of services and facilities' (2). This may be due to a range of factors, from an academic approach they may be considered as marginalised (Lavie-Ajayi and Krumer-Nevo, 2013; Whelan, 2010; Tiffany, 2008), socially excluded, disengaged, and unattached (Whelan, 2010); or alternatively, having been labelled by society as vandals, hoodies, or a problem, hanging around and up to no good (de st Croix, 2016; Coles, England and Rugg, 2000). These perspectives are also drawn upon by several studies focused on deprived estates in the North East of England (Shildrick and MacDonald, 2008; MacDonald and Shildrick, 2007; MacDonald and Marsh, 2005). This is further supported by Page's (2000) findings on research in communities, where the biggest issue identified across all estates was the anti-social behaviour of teenagers and children. His findings included concern around vandalism,

drug/alcohol abuse, and theft. All estates were perceived to feature a number of unsupervised young people considered to be intimidating and/or disrespectful. Overall, the perspective of communities was the need to solve the issue of these 'out of control' young people to improve life on estates. Pavis and Cunningham-Burley (1999) emphasise this regarding young males becoming increasingly isolated and marginalised by society due to the lack of trust and being feared by the wider community. Milbourne (2012) reiterates this point when looking at youth participation and policy; she explores how policy tensions have evolved from the concept of protecting young people into protecting society from them, both lead to greater surveillance of young people. These represent the types of young people DWY seeks to engage with on a regular basis - those who appear disengaged and marginalised from society, who appear to be pushed further from the norms of society: from external perspectives as trouble makers, involved in anti-social behaviour (ASB), drug use and criminal activities, those that other members of society may fear.

Anti-Social and offending behaviour

DYW, as presented by Furlong *et al.*, (1997) is an approach to practice with young people that is effective in working with those who are vulnerable. One way in which young people can be vulnerable is getting involved in anti-social or offending behaviours. Although in the UK the youth justice system, with its youth offending teams, focuses on working with young people once committed a crime, DWY is in a prime position to work with those at risk of offending prior to this happening. In addition, work with potential young offenders in informal community settings enables work with groups of young people, i.e. their peers, around their behaviours, rather than working with an individual young person away from external influences.

Merton, Payne and Smith (2004) and Furlong *et al.* (1997) agree there is insufficient detached and outreach work taking place to be able to make an impact on the circumstances of the most vulnerable young people. With this Furlong *et al.* (1997) argue that mainstream universal services may find the most vulnerable young

people too difficult to cope with. This may lead to the exclusion of those most in need from provisions they could benefit accessing. DYW however has different priorities, is able to work in responsive ways to the situations young people find themselves. DYW can engage with smaller groups and have the flexibility to tailor more specifically to the young people's needs (Furlong *et al.*, 1997). This would not be so easily achievable within a busy youth club/centre.

FDYW (2000) suggests workers may be in contact with young people who have Anti-Social Behaviour orders (ASBO) and in fact, the young person may even be breaking this when the workers see them. Practitioners may also be working in communities where there is a dispersal order in place. For these reasons practitioners need to be aware of what is taking place in their local area. They also need to be aware of the impact of policy such as the Crime and Disorder Act 1998 (section 17) and Antisocial Behaviour Act 2003 (FDYW, 2007). Practitioners require an awareness of political issues and how society sees the young people they work with. For example, society has criminalised young people during political protests such as the 2010 University Tuition Fees protests. These events led to young people being regarded as failing to follow the social norms (for example those who have children at a younger age or experience periods of unemployment), and therefore criticised for being a problem to society. However, these approaches/perceptions fail to acknowledge the diverse reality of poverty and inequality in these groups (Bowman, 2014). Society focuses on the behaviours of such individuals rather than seeing the social concerns and discrimination (Garasia, Begum-Ali and Farthing, 2015).

Another example of this is in the 2011 riots in London and other England cities. Young people appeared as rioters, delinquent and violent, viewed as separate from the rest of society by their clothing, language, habits, and not perceived as politically aware (Bowman, 2014). Evidence demonstrates not only young people were involved, as represented in the media over consecutive weeks, unfortunately they still receive a negative image from this experience. Instances such as this continue to reinforce negative perceptions of young people with blame going towards individuals. Some who have received sentencing believed that an example was made of them, Bawdon and Bowcott (2012) suggested custody sentences for

children were six times more likely than in 2010. Over the course of the riots 1,221 people were charged and of those only 263 were young people (BBC News, 2011) although Bawdon and Bowcott (2012: 1) claim ‘...more than 700 children aged 10-17 have faced court for their part in the disorder. Of these, 218 were given custodial sentences...’. Smith (2011) argued that of the first 1000 cases to court 66% were under 25 years, with 17% being between 11 and 17 years old, suggesting that 49% were young adults.

Policy and services are increasingly working to ‘fix’ young people and their individual problems, they are therefore at risk of overlooking the impact of social problems on the individual (Garasia, Begum-Ali and Farthing, 2015). De St Croix (2012: 4) reiterates the blame in her article *if someone is not a success in life it's their own fault*, expressing that ‘...Coalition youth policy is underpinned by an idea of individualistic choice-making supported by a 'compassionate' market and unaffected by political, social and economic inequalities’. In addition, *Youth Matters* (DFES, 2005) claim that positive activities and opportunities should be denied to those young people behaving anti-socially. This statement would then make access to youth services down to the behaviour of young people as individual decision makers (Garasia, Begum-Ali and Farthing, 2015).

The approach of no positive activities, for ASB, potentially creates a self-fulfilling prophecy. This would go against many youth workers belief in their purpose. This approach also contradicts the work of Dworkin, Larson and Hansen (2003) whose findings show how youth activities support young people in their social and interpersonal learning. These activities enable young people to develop learning around a wide range of aspects, including development of emotional self-regulation, incorporating aspects of managing their anger and anxiety; stopping emotions from impacting on attention and performance; strategies for managing stress; and learning to use emotions constructively. Each of these areas would be of benefit to the learning and development of young people particularly those *Youth Matters* suggest should be denied. The Riyadh Guidelines (United Nations, 1990) support this self-fulfilling prophecy, presenting how within youth offending young people may not conform to social norms, and this is part of their growth and

development, which tends to disappear naturally as progress to adults. However, the negative labelling of these young people often contributes to undesirable behaviours that become consistent. Byrne and Brooks (2015) go on to claim how the use of diversion (or positive) activities is important across the spectrum of offending behaviours in supporting a reduction in offending.

Merton, Payne and Smith (2004) undertook a four-year study of DYW, where the intention was to divert young people from offending. When the projects were running diversionary activities, offending behaviour of the young people reduced. When one of the projects researched was no longer operational the impact on the young people dissipated, and they became increasingly involved in offending. This illustrates how positive work with young people can influence behaviours, suggesting that policy such as *Youth Matters* would be ineffective in its approach. Furlongs *et al.*'s (1997) view that DYW can target the most 'at risk' young people, supports this research. They found that DYW was able to engage in more 1:1 work than youth centres and due to this could focus on the young people's specific needs and help find solutions to problems, for example supporting young people with writing job applications.

Child Sexual Exploitation (CSE)

Pearce's (2006) research confirms the benefits of DYW policy and procedures as one approach to draw upon when developing interventions for young people facing sexual exploitation. She explores the need to focus on young people's inadequate emotional development and their lack of parental support. Pearce (2006) sees the need to challenge poverty and social exclusion when working with those at risk of CSE, claiming stretched services are unable to accommodate the needs of such individuals. She explores how older young people can be very hard to reach and provide support for, even though these groups can have multiple needs. Pearce (2006) found that the older young women in her study were only accessible through outreach work, that they had previous negative experiences with support services leaving them feeling angry, rejected, and disappointed. Showing similarities to

Pheonix and Kelly (2013), who interviewed 26 young offenders, finding that they did not feel YOT workers cared, listened or understood them, this led them to believe changing their lives was their own responsibility. Pierce's (2006) study clearly indicates further marginalisation of young people by society, and the need for more informal access to services can be beneficial when working with those in high risk situations. These recommendations appear to have had a minimal impact when examining the Rotherham (Casey, 2015) and Rochdale (Rochdale Borough Safeguarding Children Board, 2013) cases reported in the media extensively. Casey (2015) claims young people at risk do not naturally access support services. Duncan *et al.*'s, (2018) findings reflect this perspective, evidencing voluntary and community sector counselling services were more accessible to marginalised groups of young people, rather than attending statutory services based in schools.

Detached youth workers are at the forefront of supporting young people who are experiencing CSE... these issues are 'hidden' or avoided by other adults and because detached youth workers are in the geographical places where these illicit and complicated negative interactions are happening (FDYW, 2019 cited in APPG on Youth Affairs, 2019: 21).

Others such as Pitts (2017) express a need for some form of outreach type youth work, he argues how such provisions will be those most likely to know what is taking place as young people will avoid the various authorities. This raises the need for workers to be clear on confidentiality and to consider their relationships with the police and sharing of information.

In addition, service provisions have clear cut off age brackets, often limited to supporting those up until 18 years old (Pearce, 2005). The Social Exclusion Unit (2005) presents how services, which maintain such cut off age brackets, will be working against the principle that resources provided should be based on the needs of individuals. Pearce (2005) concludes her findings suggesting that cut off points for interventions are inappropriate. Instead, she believes there is a need to understand young people's different behaviours, requiring a range of different

support services, which can each play their part. Leicester City Council Youth Service (2003) supports this perspective illustrating how DYW is one of the most effective ways to engage a broad variety of young people who may not access other youth services. They focus on its ability to engage with those less likely to access conventional youth activities and are more difficult to reach, in particular referring to young people over 16 years of age.

3.5. Summary of Youth Work theories

This chapter introduced the concept of youth work, its purpose, and values including a focus on the essential feature of voluntary participation and examined aspects used when defining DYW. The chapter reviewed DYW in practice including aspects of safety, practitioner turnover and the reconnaissance process: all essential in defining and applying a theoretical and practical understanding through this research.

Further reviewing of the literature sheds light on DYW's response to engaging with young people considered as 'hard to reach'. The literature presents an image of the impact previous ineffective professional relationships have on communities and how the failure of these services to work effectively causes additional social exclusion (for both adults and young people). The literature demonstrates DYW as an approach which seeks to benefit disengaged young people who are becoming further marginalised by society. In addition, the literature proposes DYW as an approach capable of working with those who are vulnerable, such as young offenders and those having experienced CSE. Literature findings express the limitations of DYW through a lack of provisions, which has been exposed in detail through Chapters 1 and 2 of this thesis, with decimated funding and policy implications.

Alongside Chapter 2's exploration of youth within society, this chapter has reaffirmed issues of the image of youth and expectations for practitioners to 'fix' young people, moreover, evidencing the need for practitioner knowledge when

working with young offenders. The literature examined within this chapter presents issues related to institutional interventions which vulnerable young people would be inclined to avoid accessing. This evidences an essential need for alternative, approachable, and accessible provisions, in this case detached and outreach, to work with these groups. This chapter adds to the literature base which Chapter 2 analyses to begin addressing objective 1: To develop a contemporary definition of DYW using current theory and analysis of practice. Chapter 6 of this thesis provides an original contribution to knowledge by responding to research objective 1 in full.

The following chapter provides the foundations to respond to research objective 2: To critically analyse current DYW processes to establish a model of best operational practice, through examination of engagement, young people choosing to be on the street and their perspectives on youth services. This chapter also feeds into research objective 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW, through the critical analysis of relationships with staff, and perspectives on the youth worker.

Chapter 4 Analysis of current literature on youth practice and practitioners

4.1. Engagement with services

Enjoyment/spend time with peers

Bored at home/Nothing else to do

Forced/encouraged to attend by parents

Support/safety/decision making

Gender differences

Why young people do not engage with youth services

4.2. Young people choosing to be on the streets

Safety

Socialising

Risks

4.3. Young peoples perspectives on engagement with youth services

What young people want from a service

Participation and ownership of projects

Issues with youth service engagement

Engagement with young people services evaluation

4.4. Relationships with staff

Supportive relationship

Therapeutic relationship

Trust

4.5. The Youth Worker

Skills and characteristics

Staff development

Community engagement

4.6. Summary of current literature on youth practice and practitioners

In the previous chapter, this thesis presented literature evidencing the essential need to treat young people in a supportive and accessible manner. Literature evidenced the benefits gained through universal youth work that should not be ignored, forgotten, or left to gradually disappear under budget cuts. It also considered the purpose of targeted youth practice.

As previously argued in this thesis, there is a lack of research into DYW, although other youth research examines engagement with young people, some of which specifically refer to youth work and others regarding work in different formats. This chapter covers key issues of youth, beginning with evaluating young people's choice

to engage with services, and why others choose to spend time on the streets. It critically assesses the advantages and issues for young people when engaging with services, establishing a basis for the achievement of research objective 2: To critically analyse current DYW processes to establish a model of best operational practice. Furthermore, the chapter considers the relationships with practitioners and the desirable skills of the youth worker, thus feeding into the development of research objective 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW. Finally, the chapter summarises the current situation presenting the need for this research in a contemporary context.

4.1. Engagement with services

This section will critically assess the literature addressing issues around why young people engage with services. The literature examined includes services working with young people from universal youth clubs to targeted work with young people. Areas considered are enjoyment/spend time with peers, bored at home/nothing else to do, forced/encouraged to attend by parents, support/safety/decision making, gender differences and why young people do not engage with youth services.

Enjoyment/spend time with peers

Research by Fredricks, Hackett and Bregman (2010) in the USA attempted to uncover the reasons young people attend after-school clubs. One finding was that young people attended because the clubs were fun. Young people expressed their enjoyment of activities; opportunities to play outside and in the gym; were given choice about what they want to do; having access to snacks and that the clubs had a relaxed atmosphere. They also explain their attendance at the clubs is to spend time with friends, make new friends and being part of a group. Garasia, Begum-Ali and Farthing (2015) support this with their findings from focus groups with 27 mixed gender young people, claiming that overall, those referred to youth clubs as somewhere that they could go just for fun and to let off steam, while socialising with

others. Love and Hendry (1994: 47) reiterate this finding from their survey of 922 young people, aged from 12 to 18, that the three main reasons for attendance were 'to enjoy myself' 60%, 'to meet friends' 43% and 'to play games/sport' 36%. These perspectives closely match The Department for Children, Schools and Families (2009) report on *Positive Activities Qualitative Research with Young People*, where they interviewed 72 pairs of young people aged 13 to 19. The report argues how young people choose to attend the youth clubs generally as being a place where they can 'hang out' with their friends and not get bored. These findings suggest fun and socialisation are the fundamental reasons for engagement with youth services, and appear to have changed little over 20 years.

In contrast The Department for Children, Schools and Families (2009) report suggested several young people who attended youth clubs criticised them for not being much fun. For those who did not engage in attending any youth clubs the research findings suggested a lack of understanding the clubs and only a small group within the research sample had any relationship with them.

Bowden and Lanigan (2011) suggest engagement of older young people those, aged 15 to 19 years, initially was based on café/drop ins, activities, and programmes of interest: these findings are based on questionnaires and focus groups with 15 to 19-year olds in Dublin. When they enjoyed their first visit, they were more likely to return repeatedly, thus becoming part of their weekly routines. They maintained engagement due to a sense of belonging and opportunity for meaningful decision making. These older young people preferred informal youth cafés as a place to 'hang out', rather than more structured approaches.

Bored at home/ Nothing else to do

Fredricks, Hackett and Bregman's (2010) study of 54 young people also found attendance was due to young people being bored at home, or they did not enjoy being at home. Additionally, the work of Rogers (2011) considers similar responses in research focused on the effectiveness of a community scheme run by a professional football club, which also provided informal personal mentoring and a

range of sports-based activities. They asked young people what they would have been doing instead, the responses from almost all young people stated that they would be playing on the streets rather than be at home. Both studies suggest an influential factor affecting young people's decisions on what to do could actually be a decision on what they have chosen not to do (perhaps due to a lack of options/choice), in this case, staying at home. Rogers (2011) received this response from all age groups and the young people also stated they would be out on the streets all year round, including during winter months. These findings support previous work of Love and Hendry (1994: 47); they found 15% of young people said that they have nothing else to do, which led to their engagement with youth services. None of these studies progress to uncover detailed reasons why young people would rather not be at home, nor why some would rather hang out on the streets in winter than be at home.

Forced/encouraged to attend by parents

Love and Hendry (1994: 47) found that 4% of young people attended clubs because parents sent them, this was their lowest finding of reasons for attendance. Fredricks, Hackett and Bregman (2010) also looked at the external factors of younger members attending due to parents making them go, or having to attend while their parents work. There are limited explanations in the research for this, however one assumption might be that with an increasing family costs and both parents needing to work, these clubs may be perceived as affordable childcare. Cottell *et al.* (2019) examined the cost of childcare, finding challenges to families relating to cost and availability, in particular issues with the biggest shortages of care for '12 to 14 year olds and disabled children' (47). In addition, examples of holiday clubs showed a parent sending a 6 year old to a holiday club with 14 and 15 year olds and 'Parents with older children felt there should be more childcare offered for this age group, with the most common suggestion among parents being youth clubs' (Cottell *et al.*, 2019: 35).

Support/safety/decision making

Another aspect considered within different research findings is that of youth provisions being a place of safety and support to young people. Findings by Fredricks, Hackett and Bregman (2010) show young people viewed them as a place they could go to stay out of trouble, somewhere safe with supportive staff. Hartas and Lindsay's (2011) focus groups examined young people's decision making on bullying combined with evaluating availability and effectiveness of support services. Their findings show that a safe and accessible environment with the opportunity to make friends and build relationships was important to young people. Moreover, within this space young people did not want an overly structured environment as this would restrict their enjoyment of activities. Young people, particularly from the learning difficulties/disabilities (LDD) group, enjoyed attending community centres and claimed these locations gave them more confidence. This approach was previously considered by Dworkin, Larson and Hansen's (2003) 10 focus groups with high school students, which evidences how youth activities were regarded by the young people to provide them opportunities for learning new things and gaining self-knowledge. Through this, young people discovered their own limits and were able to identify their individual talents.

For some, the clubs provided an opportunity for them to make decisions, this was a reason they choose to attend. Research suggests this is more relevant to female than male young people (Fredricks, Hackett and Bregman, 2010). However, Love and Hendry (1994: 47) found only 6% of young people suggested that helping run the groups was a reason to attend. Garasia, Begum-Ali and Farthing (2015) further argue that young people did not think of youth clubs as a place for decision making.

Gender differences

As shown, some research also evidences differences between male and female attendants. Males' top reasons for attending after school clubs were: getting help with homework, staying out of trouble, and boredom at home. In contrast, young

females stated that the opportunity for decision making was a factor for attending a club (Fredricks, Hackett and Bregman, 2010).

Research in Sweden by Lindstrom (2012) focuses on the relationship between gender, citizenship, and leisure activities available for young people, and found that youth clubs were more attractive to boys than to girls. Clubs were viewed as places for the development of citizenship and young people were given opportunities to take an active role in their transition to citizenship. This view is similar to Dworkin, Larson and Hansen (2003) who show that activities enabled young people to understand the adult world and develop their skills to navigate this, leading to them feeling equipped to being positive contributors within the larger adult community.

Why young people do not engage with youth services

The forthcoming section turns its attention to factors influencing why young people choose not to attend youth provisions. The Department for Children, Schools and Families (2009: 5) argued lack of attendance was due to:

low awareness of available activities locally; personal inertia; real and imagined peer pressure; peer inertia (the way a group defaults to the familiar even when new ideas come along); a general lack of self-confidence; specific anxiety about their abilities at the activity; perceived lack of time due to school work and peer group activities (this is more common among older teens, i.e. 16+); for a minority, actual resistance to the notion of taking part

For older teenagers youth clubs can appear as being for kids, referring to younger groups whom they would not wish to spend their time with (Shildrick and MacDonald, 2008; MacDonald and Marsh, 2005). The Department for Children, Schools and Families (2009) suggests that youth clubs were considered to be an activity which fewer young people engage with due to them not being regarded as 'cool', and are for younger children or troublemakers from rough areas. This negative perception could impact on the attendance by some young people. The idea of youth services directed at younger youth raises the question of older young people not listened to (for appropriate activities), a lack of understanding about

what the youth providers do, or staff may purposely target younger groups as perceived as easier to work with and less challenging. Bowden and Lanigan (2011) ask if older young people have engaged with a service over time, then do factors such as decision making and having an input into the service impact on their decision to continue engaging

Shildrick and MacDonald (2008) also found that young people did not feel a benefit of attending just to play pool. There could be different reasons for this finding, with young people having an initial perception of this they may never return to a club, this perspective is also regarded by adults and therefore the image is likely to spread. Alternatively, if a club was only playing pool then perhaps this had not been managed by trained youth workers and instead is volunteers or part-time inexperienced workers as the previous chapter examined in Section 3.3. *Practitioner turnover.*

4.2. Young people choosing to be on the streets

Having explored why young people choose to attend youth services it is essential to consider the reasons why young people choose instead to spend their free time outside and on the streets. This section examines young peoples' perspectives on safety, views on socialising and perceived risks related to time spent on the streets.

Safety

Limited studies have considered the perspectives of young people and why they spend time on the streets. Watt and Stenson (1999) found that young women would spend their time going to shopping malls/town centres to see friends, hang around and have somewhere safe to be. A key aspect of this was that the young women used these locations as daytime meeting places where they felt safe. The study draws attention to the need for safety in choosing locations to attend, and safety in numbers of being with other young people rather than alone or in very small groups. Watt and Stenson (1999) evidence that young males when in large groups, feel safe together anywhere, particularly in town centres. Conversely, Cahill

(2000) argues for some young people the potential physical and social dangers will reduce use of public spaces; so due to young people's and parent's fears they may spend free time at their own home.

Socialising

MacDonald and Shildrick's (2007) qualitative study and MacDonald and Marsh's (2005) research-based text explore the streets and hanging out as a social activity. From a young persons' perspective, this is a space away from adults where they can spend time informally and independently with peers. Their findings are similar to previous work of Pavis and Cunningham-Burley's (1999) longitudinal study of 106 post-16 education student destinations, which suggests key reasons for young people spending time on the streets socialising were: to be in a place where they could to have a laugh, achieve peer status/recognition, and enjoy hanging around in an unsupervised/adult free space. A more recent ethnographic study by Robinson (2009) supports these aspects, further adding the potential for young people to experience something extraordinary which they can then retell.

For Pavis and Cunningham-Burley (1999) leisure activities included drinking, smoking, and drugs, with common topics of discussion being sex, violence/aggression (current or future), drugs, alcohol, football, and money. There were signs of point scoring suggesting the need for status within peer groups. This street socialisation time also allowed young males the opportunity to share information, including the next gathering/party, who was dating whom, and who had been getting into fights. This social side spending time together was deemed a positive from an internal perspective of the young people. However, this also had its potential negatives in the young males' lives, i.e. once hanging out on the street it became very difficult and boring for them to be at home watching tv with their parents. This reflects Fredricks, Hackett and Bregman's (2010) reasons young people attend clubs as they are bored at home, and Rogers (2011) finding that young people were on the streets rather than at home. Robinson (2009) also evidenced how young people used the streets for alcohol, drug use, and

storytelling. Robinson's literature findings suggest the streets as a physical meeting point for young people combined with being both an escape and diversion activity. Which is a representation of home being a place that is considered as a dangerous space although also a comfortable one.

When exploring street socialising young people, MacDonald and Shildrick (2007) have a different perspective. Their results suggest street socialisation is in part due to young people's inability to finance other activities - they may have chosen cinema and bowling as other activities if they had the available finances. Those interviewed showed a resistance to attend youth clubs, saying that youth clubs are for kids and so they were not interested in attending. Robinson (2009) suggests that youth clubs are a contradiction insofar as they are designed to engage young people while at the same time trying to change them. Thus, she argues youth clubs can be viewed as a place of freedom for young people which would soon be denied through adult controls and agendas. Although the young people observed would explore the youth clubs and under 18-night club activities, those interviewed by Robinson (2009) in the south of England were more likely to be outside of these venues. Jones (2014) argues from practitioner interviews that DYW is less likely to discriminate young people such as those under the influence (of drugs and alcohol) who would be refused entry to these clubs.

MacDonald and Shildrick (2007) considered the advantages of street interactions, i.e. spending time with peers has social and psychological benefits, which young people talked about positively. Hall, Coffey and Williamson (1999) evidence the importance for young people to have informal interactions away from parents and teachers; a time and space where their personal and social identities develop. Cahill (2000) supports this, considering how young people test themselves and others while experiencing a range of firsts on the street, leading to personal development and self-discovery. Robinson (2009) presents how the streets are a space free from bother, commercially, and in terms of close control. It is a place where young people can determine what happens to them without adult control. For young people the street is where they develop their social identity, and their social skills are shaped by the experiences they have at these times.

Robinson (2009) also demonstrates how young people show resilience, spending lengthy times in a cold, wet and dark environment. They referred to their peers as family, and at times of personal crisis chose to talk to these peers rather than discuss issues with adults.

Risks

Engagement on the street raises concern of causing further isolation or being marginalised from the community (Pavis and Cunningham-Burley, 1999). This is due to the noise of groups and how their playful and humorous activities within the group may not be perceived in the same way externally, combined with groups leaving litter behind. These aspects impact on community members, such as not using the shops due to groups of young people being around creating fear amongst others. Other issues raised included graffiti, and how potential late nights out impact on the young people's school work, which may have further implications on their future opportunities (Pavis and Cunningham-Burley, 1999).

4.3. Young peoples perspectives on engagement with youth services

Having evaluated the reasons young people choose to attend youth provisions, there is a requirement to understand the reasons young people choose to participate or engage fully within these services. This relates to the debate around voluntary participation and that a young person could perhaps attend although while still deciding if, and how much, they want to participate within an activity or provision provided (Chapter 3). This section examines what young people want from a service, participation and ownership of projects, and issues with youth service engagement.

What young people want from a service

Rogers' (2012) study - *What Young People Really Think About Health Services: A Guide to Youth Involvement* - allowed young people to express their views and rate

priorities that they felt were most important for services to provide. This study focused on services for Sexual Health, Substance Misuse and Mental Health, however the views are transferable to other services which provide support to young people, including youth clubs and DYW. Young people suggested that services of this nature needed to be free, while providing confidentiality, and for providers to target services and materials/resources specifically for them. Additionally, they wanted service providers/organisations to work in collaboration with each other. These suggestions link to a UK Youth resource which includes training ideas for staff teams on what to explore with young people when reviewing services. The resource focuses on two main aspects, firstly 'how young people friendly are we?', secondly priorities for action (UK Youth, 2012). Each of these aspects developed from the responses gained by Rogers (2012) from young people and their priorities for services.

Larson, Walker and Pearce (2005) examined the different experiences of young people attending youth provisions, which were either youth or adult driven. Their findings suggest no approach was distinctively better, each style came with its own problems and day to day issues. Although the youth driven projects engaged young people with a higher level of project ownership, development of personal leadership and planning skills; in contrast the adult driven programmes led to the development of young people's specific talents. Both youth and adult driven provisions found that young people developed self-esteem and learned from the experiences of the adults, in different ways. Larson, Walker and Pearce (2005) evidenced the need for approaches used to be dependent on the specific requirements and needs of the programmes, concluding that different approaches will suit different situations. Prior to this, Dworkin, Larson and Hansen (2003) argued the need for educators to be aware that rather than teaching young people they should consider focusing on helping young people to teach themselves. Research showed the most effective adults in an adolescent's life were those who were not overly directive, and instead were responsive to needs, providing appropriate structure, challenge, and support opportunities. McLaughlin (2000) supports this indicating the most effective youth programmes are those which are

youth centred and provide a context in which young people take responsibility. These findings show how all groups of young people are different, have different needs and therefore require knowledge and understanding of them by those working with them. This includes knowing specifically about the local social and economic areas young people are coming from. These findings concur with Morse (1965: 209) emphasising ‘...the unattached [young people] cannot be viewed in isolation is one of the most general but recurrent findings’.

Participation and ownership of projects

To provide beneficial services, fulfilling the needs and requirements of groups of young people, local understanding is essential. In addition, provisions must be able to evolve and develop their services as and when required by changing circumstances. Young people should be encouraged to participate, to provide their views of the world, particularly with things directly relevant to them or with significance in their lives (Hartas and Lindsay, 2011). Milbourne’s (2009) review of two community youth project expresses how import it is to respect young people’s ideas and ensure this supports their continued engagement with services. Bowden and Lanigan (2011) support this, they argue that young people’s participation needs to be meaningful with decision making. These perspectives link to Hart’s (1992) Ladder of Participation with the services reaching the top rung being ‘child-initiated, shared decisions with adults’. This model suggests the ideal state for services would be where the young people are competent and sufficiently confident with their position as community members, which will enable them to ask others for input and collaboration with adults. Hart’s theory suggests once trust is developed, adults working with young people can become the listeners, observers, and a sounding board for young people’s ideas. Young people are therefore able to design and organise their own projects and activities (Sapin, 2013). Others may suggest that this is no longer youth work but rather a time when young people can move on, as they would no longer need the services provided. However, one could also take the view that young people are treated as the ‘other’ within adult settings/institutions where their view and opinions, although perhaps asked for, can frequently be

overshadowed (Milbourne, 2009). This therefore demonstrates how young people may require-continued youth service support.

Milbourne (2009) argues the voluntary actions of young people are undervalued and frequently underestimated. She examines how the language of volunteering, which has frequently had a government focus and push towards young people participating, can carry a negative perspective for some young people. Whereas describing this as youth action and activism has more advantageous connotations for young people, as they may appear as more challenging for them.

Young people's views have increasingly become an aspect sought by services over recent years, as they are viewed as service users and consumers of products. Consultation is deemed to be the most common way to gain information, and engage young people in the evaluation of a variety of services (Hartas and Lindsay, 2011). Although consultations can be beneficial, they need to be more than just a one-off event or meeting and feedback needs to be listened to, with the potential to create change (Hartas and Lindsay, 2011; Hart, 1992). Including young people's input provides the potential to enhance and improve services, also to engage individuals into the culture of an organisation and enable alignment with it. This gives a sense of ownership over projects and activities, in addition to improving service effectiveness within a community (Hartas and Lindsay, 2011). Young people's opportunities for engagement, participation and decision making is incorporated into UK legislation including the Children's Act 1989, Education Act 2002, Learning to Listen Core Principles (Children and Young People Unit, 2001) and the Children's National Service Framework. The Green Paper *Every Child Matters* (HM Government, 2003) under the Labour Government emphasised the importance of young people's views to be expressed on development of policy and services. Hartas and Lindsay (2011) conclude that schools and other services need the process of participation to be transparent and to be accountable to the ways in which they support young people. Although young people have the ability to engage and make decisions/input at a lower level these findings suggest that when this comes to policy developments engagement is less likely.

Fletcher and Bonell (2009) argue services such as Connexions, with their focus on the individual, created further issues for young people through their lack of acknowledging the wider social context and cultural influences of a young person's life. By working with the single young person, services aim to support and deal with them in isolation from their friends, family, and other social networks. This means that the worker has limited capacity to impact on any changes to the young person's behaviours, and the reduction of harm associated with substance use (Fletcher and Bonell, 2009). Shildrick and MacDonald (2008) support this considering social networks and the loyalty, allegiances and friendships formed, which become increasingly embedded in their twenties, where individuals socialise with others like them. For example, young mothers socialising with other young parents or the unemployed socialising with others who are unemployed.

Issues with youth service engagement

Fletcher and Bonell (2009) also claim that centre-based youth work has its disadvantages, with some approaches to working with young people causing harm. They suggest this potential risk related to use of young people's social networks, where a youth centre/club brings together young people. Clubs introduce them to peers with whom they become more involved and influenced, having the potential for negative behaviours rubbing off on others, such as being influenced into substance use or other negative activities and beliefs.

Furlong *et al.* (1997) argues an issue with centre-based youth services is the failure to engage with the most vulnerable or 'at risk' young people in the first instance. These are the young people who are already involved in substance misuse, antisocial behaviour, drinking on the streets and other unfavourable activities. These young people may include those excluded from school or known to social services and the police. Furlong *et al.* (1997) study of effectiveness of youth work with 13 to 16-year olds suggests these at-risk young people are unlikely to participate in any youth group or organised activities linked to community or schools. This group is therefore unable to access services which are available to

support and influence their behaviours. They indicate this is the benefit of detached youth workers who are out on the streets working in young people territory, slowly establishing relationships with these groups and gradually working with challenging behaviours and providing the required support. They suggest DYW is one of the few ways of making and sustaining work with disaffected young people. Crimmens *et al.* (2004) indicates that hard to reach and challenging young people benefit from medium to long term interventions, these projects can take a long time to evidence results. For this work to be successful, research suggests a flexible approach with voluntary participation that responds to the needs of the individual young people. Jones (2014) reiterates the effectiveness of DYW with young people and their over-consumption of alcohol. He infers how DYW is best placed to discourage this behaviour as youth clubs exclude young people under the influence and therefore do not work with these groups. Jones (2014) explores the effectiveness of Friday night work with young people and how communities respected workers for working at these times, which showed significant and unexpected results. Although the research saw the effectiveness of working on a busy Friday night with young people, Saturday nights did not have the same response. Young people were less likely to engage and more likely to be heavily under the influence of alcohol prior to workers' arrival and locations were far quieter on Saturday evenings.

Engagement with young peoples services evaluation

The research examined so far illustrates the need for services and workers within those services to be flexible to the young people and the local environment. There is no defining concept or perspective which fits all young people, however the research emphasises that young people do require services which listen to and respect them alongside considering their views in decision making. Services also need to understand wider influences on young people, such as social and economic factors that influence their daily life.

4.4. Relationships with staff

Thus far this chapter has critiqued aspects of young people's choice to attend and engage with youth services, building from this requires an examination of the relationships young people have with staff. As introduced in Chapter 3 the relationship element is fundamental within DYW. This section therefore critically assesses the relationships young people have with youth practitioners, through examining supportive relationships, therapeutic relationships, and trust.

Supportive relationship

Fredricks, Hackett and Bregman (2010) found variations in young people's expressed level of comfort talking to staff about family, school, and personal issues. The young people expressed a preference in feeling comfortable talking with more experienced staff or those of the same gender. Research in Australia by Rodd and Stewart (2009) focused on the nature of youth worker relationships with young people. The study interviewed experienced staff from various youth settings including government services, drug and alcohol services, employment, and education services. Findings evidenced the importance of the relationship and rapport built over time between staff and young people. Findings also suggested the relationship is perhaps the most important element of youth work, with staff claiming the best support was provided through long term established relationships. This perspective is reiterated by the suggestion that strong, long-term relationships with young people and youth workers fosters young people's positive development outcomes (Dubois and Karcher, 2014; Zand *et al.*, 2007). Hirsch (2005) supports this suggesting the relationship between young people and staff is a fundamental element for the continued engagement of young people and the strength of a programme. Additionally, they suggest that strong and supportive relationships between frontline staff and young people will enable an increase in overall commitment and participation in activities, alongside the increase attainment of goals (Davidson, Evans and Sicafuse, 2011). Similarly, Connolly and Joly (2012) argue in their research, with outreach workers and street involved

young people (homeless ages 12-25 years old), that the bond between the client and worker was one of the three main elements impacting the effectiveness of programmes, the other two being peer educators and flexibility.

Fredricks, Hackett and Bregman's (2010) study expressed reasons young people engaged in after school clubs - they enjoyed attending after school clubs as staff like to have fun, play games, and help with homework, in addition some young people said that they felt comfortable speaking with staff about school, family, and personal issues. However, there were also reports by some young people that they had not developed relationships with staff, and that some staff were mean and yelled at them. Fredricks, Hackett and Bregman (2010) found this was more common amongst young males. Ross (1972 cited in Love and Hendry, 1994) found that 22% of young people believed youth workers were bossy and 32 % believed that workers wanted to impose their own ideas onto young people. This indicates that not all relationships with youth workers are constructive. Furthermore, they also found that 88% of young people believed that youth workers were interested in their ideas. Although there are mixed perceptions, they show that most youth workers are favourable to young people with staff interested in them.

The football-based study by Rogers (2011) found that sessions created some social benefits; young people had a positive role model in their coach, especially with encouragement to build healthy relationships, have healthy lifestyles and positive behaviour. Young people stated that they had been getting into less trouble, developed friendships, and some older young people had cut down or quit smoking. The informal relationships young people built with sports coaches went beyond that of a teacher-student relationship, enabling additional support with the young people. This focused on emotional support and encouragement, also providing the opportunity for young people to gain an insight into how they should act in some situations and an opportunity for open discussions about their lives. These benefits are perhaps ones which would not have appeared obvious to the young people who were engaged in the football programmes. The work of Dworkin, Larson and Hansen (2003) support these findings, they claim young people engaging with youth activities develop relationships with adults and community members allowing them

to see that community members support and care about them. Additionally, the research demonstrates that young people see the workers as a source of advice and support.

Rogers's (2011) research took place over a two-year period with projects running for two hours on a weekly basis, with the above stated positive implications of the work taking place using sports and mentoring provided by the coaches. However, given that this and other youth projects provide sessions run on a weekly basis they cannot be expected to deliver 'miracle cures for what are deep-rooted and multi-dimensional social problem' (Sanford, Armour and Warmington, 2006: 259). Perhaps the benefit of Rogers's (2011) study using football can be considered with the suggestion that '...the more common an activity is thought of as being, the more likely they [young people] are to be comfortable about being involved in it themselves' (Department for Children, Schools and Families, 2009: 9). Football sessions being popular due to young peoples' interest, enjoyment, on television and in the news makes this a common activity, all young people are aware of and many have played it in school and out on the streets already.

The development of a relationship between the youth worker and young person is also one Tiffany (2007) focuses on in his guidance for DYW, expressing how the relationship established by the detached worker cannot be understated. He emphasises the need to initiate contact, then develop and ensure that they maintain positive relationships with young people who can be difficult and challenging to work with.

Therapeutic relationship

Rodd and Stewart (2009) evidenced how relationships can be therapeutic offering young people a safe environment to explore issues, develop new skills, and enable them to become more mature. Carl Rogers work in 1957 is certainly pivotal in the development of creating a more therapeutic relationship involving empathy, acceptance, and unconditional positive regard. He originally developed the idea of person-centred therapy and emphasised the need for individual client's goals to be

included within the therapeutic healing process. This is part of the helping relationship where the worker/therapist needs to be aware of themselves and how they can become an obstacle within the building of a relationship, and trust within that relationship. An individual must understand their own morals and values and be aware of how these could impact the interventions they are using. Combined with the management of their own reactions to ensure that this will not impact on their responses and behaviours when working with people in a variety of different situations (Fusco, 2012).

Trust

Love and Hendry (1994) show that both young people and youth workers rated trustworthiness as a valued quality in staff. Many staff they interviewed failed to recognise that young people saw workers as being friendly, good at dealing with situations and good at sport as most important. Instead staff focused on enthusiasm and taking an interest in members as more important. The practical skills young people saw were based on their priorities. Whereas staff interviewed focused on the social development of young people, through informal teaching and development of social, personal and interpersonal skills. Love and Hendry (1994: 53) argue these different perspectives over the aims of youth work ‘...reflect a lack of clarity and true understanding about its role and purposes in present day society’, much like the debate in Chapter 3.

The values of the worker are also relevant for accepting where young people are at and building trust. The ability to acknowledge the values of others and be able to explain difference without implying that the young person’s family values are wrong. This perspective is explored by Meltzer, Muir and Craig’s (2015) research focusing on trusted adults. They raised three main needs for what a trusted adult requires. Firstly, their findings draw attention to young people’s needs for adults to provide support and encouragement while being a role model to them for adult life. Supported by Fyfe *et al.* (2018) finding that in young people’s stories they viewed youth workers as role models. Secondly, the young people chose adults to trust

based on ability to provide them with practical assistance - school/education focused, support with decision making, or their ability to intervene with potential risky behaviours. Meltzer, Muir and Craig (2015) show that young people choose to trust practitioners who provided advice and support, combined with encouragement and praise. Thirdly, was the requirement that adults talk with them rather than telling them what to do, thus allowing young people to feel like an adult. Rodd and Stewart's (2009) findings support this, claiming workers do not see themselves as being the experts about all things. That by allowing a young person to teach the staff and share knowledge helped with the establishment of these relationships, alongside the development of respect and trust. These essential aspects for becoming a trusted adult to young people are clearly in line with youth worker values (NOS, 2008).

Rodd and Stewart's (2009) results show the beneficial impact of work was only recognisable further down the line requiring the need for long term working. Much like Rodd and Stewart (2009), Tiffany's (2007) DYW guidance emphasises the need for time to enable the development of these relationships and states that if the worker becomes too demanding early on then this will be counterproductive to the work which they hope to achieve with the young people.

4.5. The Youth Worker

Having considered the relationship aspect of working with young people this section investigates the youth worker. The thesis thus far has established that the youth workers themselves are an essential element for the effective functioning of DYW. Therefore, the forthcoming section examines the skills and characteristics required to be a youth worker and evaluates this further to consider staff development.

Skills and characteristics

Tiffany (2007) claimed the skills of the detached worker need to include patience and excellent communication skills, particularly the ability to listen, these skills then

gradually support the relationship development, building respect, then a mutual trust between worker and young person.

Davidson, Evans and Sicafuse (2011) explore several personality characteristics which they felt were beneficial when working with young people. They suggest that the extrovert, a high stress tolerant, or a nurturing personality may benefit establishing relationships with young people. Additionally, they argue having a working knowledge of youth culture and experiences of similar environments/backgrounds alongside coming from similar demographics, can impact the creation of a successful relationship focused on the individual worker rather than the organisation. Pollack *et al.* (2010) engaged in a study which reviewed characteristics of a street outreach worker, in this context workers in the USA who intervene with individuals 13-23 years old engaged in risky behaviours, workers are part of the local community and on call 24/7. Their study specifically collected information from the perspectives of young people - both those who engaged with street workers and those who had not. They suggested their work had been (to their knowledge) the first peer reviewed study which examined young people's perspectives on street workers. Pollock *et al.* (2010: 473) found what young people most like about interactions with workers was they were good listeners, funny, helpful, easy to talk to, nice, always there, encouraging and that they did not '...try to be all up in your business like adults...'. The study also asked young people what they did not like about street outreach workers, the responses were almost always 'nothing' (473), however they had a few answers saying that they did not like workers stopping fights from taking place.

Fusco's (2012) literature review indicates youth workers require skills including communication, listening, questioning, observing, empathy, self-awareness, reflecting, acknowledging, and accepting. She examines the need for the worker to draw from the available external resources and work with the broad social contexts. Fusco (2012) infers workers sometimes just need be to present with young people, without requiring them to work on specific goals and targets. She acknowledges the need for workers to be around young people without a predetermined agenda, and believes this will add value to the relationships as young people are not used to

adults just spending time with them. Previous writers such as Tiffany (2007) mentioned earlier, would be inclined to agree with this perspective.

Staff development

Davidson, Evans and Sicafuse (2011) also looked at factors which may impact on a youth worker's competency. Their study aimed to look at the six workplace elements used in predicting success and job competency among the most successful youth work programmes in the United States. Elements identified in the 2006 report by the National Collaboration for Youth (NCY) stated:

adequate compensation and opportunities for advancement; opportunities for professional development and training; working in supportive environments and climates that foster success (including adequate supervision and co-worker collaboration); clear roles descriptions and perceived competence to perform that role; a sense that their work is valued; and opportunities for networking (Davidson, Evans and Sicafuse, 2011: 338).

The study, of 459 workers self-reporting, suggested that those with too many or conflicting job roles were less likely to set themselves challenging goals, which would reduce their self-efficacy and overall performance. Findings also evidenced a lack of correlation between workers' salary and their competency in forming effective relationships with young people. This suggests how many youth workers enter the profession and stay for non-financial reasons, perhaps related to the high job satisfaction reported. Other aspects included which did not appear to predict a worker's competency (in establishing relationships with young people) were that of salary, quality of supervision and their involvement in decision making. The findings did however suggest that managers/supervisors needed to ensure new workers had detailed and manageable expectations and objectives, to reduce any ambiguity. Also, they should be aware of signs that youth workers could be suffering from an overload of work or were, perhaps, unclear about their job role. Essentially managers should speak with employees' regularly about workloads and support

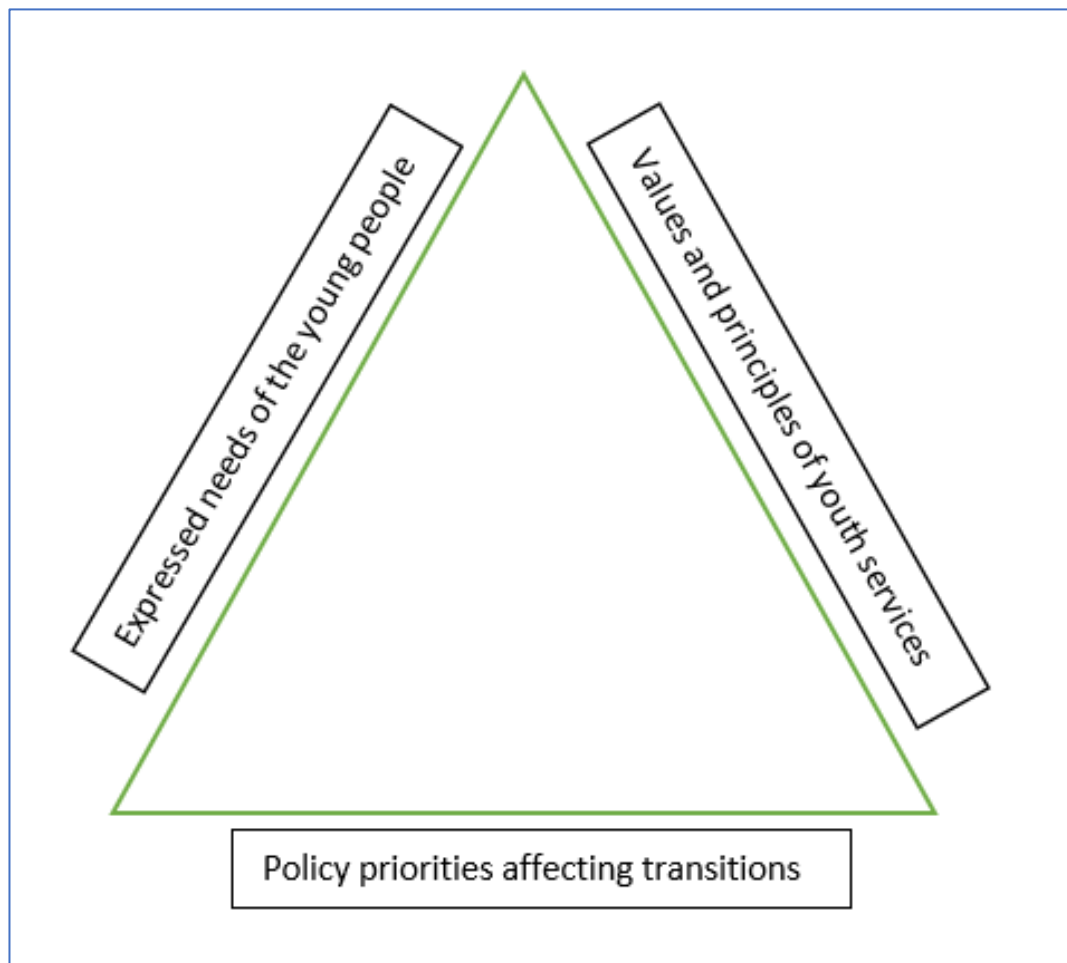
them in prioritising tasks to improve effectiveness and productivity (Davidson, Evans and Sicafuse, 2011).

In 1943 Brew suggested that if we are bored with ourselves, we are then likely to be boring to the young people we want to work with. Brew (1943) believed that for us, as individuals, to remain interesting and be engaging we need to continuously develop our social, cultural, and intellectual interests which can then enhance the quality of the work which we hope to do. A similar idea by Pugh (2010) confirms that self-knowledge helps us to understand the reasons for our reduced motivation. The idea that when we lose heart in something understanding why is the first step to regaining this. Both views lead to the idea of youth workers engaging in reflective practice, which is highly focused on within professionally validated youth work courses through the NYA. Reflective practice requires the youth worker to think through events and incidents which have taken place. This thought process for reflective cycles/practices leads to the development of the youth worker and their awareness for change or further skills they may require. This reflective approach to youth work is essential to consider for the continued development and learning of staff teams. Love and Hendry (1994: 54-55) suggested that there was a mix of perspectives and that:

... youth work may be falling short of providing adolescents the social relationships which allow them to challenge, engage and question the forms and substance of the informal learning process which they are involved.

Thus, workers need to be aware of their own skills and abilities to achieve within practice, which reflection is one essential element. Williamson (2009a) goes on to suggest the idea of every day youth work as working within the triangle, this concept suggests there should be a balance between the expressed needs of the young people, the policy priorities affecting transitions that is underpinned by the values and principles of youth services (Figure 7). The need to balance these three factors and avoid being drawn into one area will allow youth practice to flourish (Williamson, 2009a).

Figure 7: Youth work working within the triangle



Source: Created by author based on work of Williamson (2009a).

Community engagement

Pittman (2004) provides a comparison of American and British youth services, her study concludes that young people do not grow up through the attendance of programmes, they grow up within their community. Thus, youth work should not focus solely on running programmes, there is the need for work to be present in and with the community. Workers should engage with young people and the social context within which they live (Pittman, 2004). This approach supports the earlier debates (Chapter 3) on young people being a problem and would potentially reduce isolation and marginalisation of young people. However, Milbourne (2009) argues the current 'top down' approach reduces young people's influence in the

development of youth and community led projects. Thus, risks not fully engaging young people and fulfilling their individual needs, rather the policies try to shape them into what the government would like young citizens to be.

4.6. Summary of current literature on youth practice and practitioners

The literature evidences that enjoyment and spending time with peers is high in young people's priorities. In contrast there are limitations to the research exploring young people's choice not to engage with youth providers. Both aspects present areas that youth workers and others working with young people need to understand to enable them to support young people appropriately, and promote services which they could benefit from accessing. This examination of the literature on engagement exposes young people indicating they did not want to be at home. None of these studies progress to uncover detailed reasons why young people would rather not be at home, nor why some would rather hang out on the streets in winter than be at home. This could suggest that young people have in some areas very limited options for what they are able to do and where they can go, potentially financial restrictions. Alternatively, there could be other factors such as a negative home environment, possibly abuse, violence, do not get on with parents and/or siblings. These are only assumptions of potential reasons, there could be various others although the studies do not explore this.

The review has also examined research that attempts to uncover the advantages young people receive through accessing services and what they would like to see more of in future, again DYW lacks examination. Literature exposes the challenges services have when working with individuals and the range of wants and needs they have, showing how practitioners require a range of skill and knowledge, including an understanding of local social and economic situations. This is particularly evident when linked to arguments surrounding working with individuals in isolation who will then return to their peers, family, and community, thus having a greater influence over behaviours and norms.

The importance of the relationships between young people and practitioners through this chapter suggests staff teams which are a combination of experience; this provides the opportunity to train newer staff by those who have more extensive practice experience. Moreover, the arguments presented express the importance of community engagement when working with young people, unfortunately this does not fit with the current 'top down' approach which prescribes the funding, planning, and monitoring of projects.

This chapter has presented how young people make a choice to engage with youth service providers for a variety of reasons, although there clearly lacks research on this with regard to DYW. This literature forms the foundation for the new contribution to knowledge this thesis achieves through research objective 2: To critically analyse current DYW processes to establish a model of best operational practice, by considering factors which influence young peoples engagement and needs (Chapter 7). In addition this chapter informs the basis of research objective 3: To explore the importance of the practitioner's role in delivery of DYW in order to develop a set of key practitioner skills for effective DYW (Chapter 8), by examining young peoples relationships with staff and what they want form a youth worker.

Building on learning so far in this thesis the following chapter presents the development and undertaking of the research. It demonstrates the methodological and research processes undertaken to achieve the research aim and objectives as proposed in Chapter 1.

Chapter 5 Methodology and Research Process

5.1. Research Design

5.1.1. Aim and Objectives

Research Phase 1 – Defining Detached Youth Work Theory

Research Phase 2 – Detached Youth Work operational practice

Research Phase 3 – Practitioner skills for effective Detached Youth Work

5.1.2. Young people's voice in research

5.1.3. Ontology and Epistemology

5.1.4. Theoretical Perspective

5.1.5. Boundaries and Positionality of the Research

Positionality

Ethical research decision

5.2. Methodology Design

5.2.1. Participant observation

Rational for Participant observation

Advantages and disadvantages for Participant observation in this study

Sampling

Negotiating Access

Project E

Project N

Project S

Participants

Participant Observation process

5.2.2. Semi structured interviews

Rational for semi structured interviews

Advantages and disadvantages for semi structured interviews in this study

Sampling

Participants

Semi structured interviews process

5.2.3. Online survey of detached youth workers

Rational for online survey

Advantages and disadvantages for online survey in this study

Sampling

Participants

Online survey process

5.3. Research Validity and Ethics

5.3.1. Validity and Reliability

5.3.2. Ethical considerations

Detail on storing and recording data

5.4. Thematic Analysis

Thematic Analysis process

5.5. Summary

This chapter outlines the methodological approach and research process of this study reviewing approaches taken and challenges faced throughout. The chapter begins by returning to the aim and objectives, following on to consider the ontological and epistemological basis through to wider theoretical perspectives as well as outlining the boundaries and positionality of the research. The chapter presents each of the approaches taken for data collection, beginning with participant observations, followed by interviews and finally an online survey. Each data collection method considers rationale, sampling, participants, and the process undertaken. The chapter progresses to consider the validity and reliability of this work combined with ethical considerations of the strategy used. Lastly it explains the data analysis, through thematic analysis producing the themes which future chapters are structured on.

5.1. Research Design

This section examines the research design of this thesis. Initially through presentation of the research aim and objectives, including the three stages of the research design. Progressing to assess young people's voice in research followed by examination of the ontology and epistemology approach. Finally, this section reviews the theoretical perspective of this study.

5.1.1. Aim and Objectives

As explained In the Introduction (Chapter 1) this research has developed from the professional roles and interests of the researcher. The research aim is: To develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills. The researcher carried out three phases which relate to the formal research objectives outlined as follows;

RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.

RO2. To critically analyse current DYW processes to establish a model of best operational practice

RO3. To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Research Phase 1 – RO1: To develop a contemporary definition of DYW using current theory and analysis of practice.

This research began with the critical examination of the existing literature (Chapters 2, 3 and 4) on youth work, enabled development from which to establish a working definition of DYW, expanded upon through the data to produce a contemporary definition of DYW. Progressing to address the second and third research objectives, considering the application of DYW practice across England. From this, generating understandings of how DYW engages and supports young people, particularly what makes it distinctive from other forms of work with young people.

Research Phase 2 – RO2: To critically analyse current DYW processes to establish a model of best operational practice.

Having established a theoretically-informed definition of DYW (addressed by RO1), the research then examines existing DYW practice within two different geographical locales. Under the current programme of austerity in England there is limited knowledge on youth service delivery. Since 2010, consecutive central and local government funding cuts have had a dramatic impact on youth service provision (Barton and Edgington, 2014; Reid and Oliver, 2014; Hillier, 2010; Watson, 2010). Limited previous research focused on DYW restricts the modern day understanding of DYW approaches. Consequently, there is a significant gap between theories of DYW and application in practice. The research therefore aims to fill this void via an analysis of DYW provision within two case studies to create a model of operational practice. Achieved by analysing and interpreting information through participant

observation and interviews of staff members within these teams, and further examined with practitioner survey responses.

Research Phase 3 – RO3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Having established a model of operational practice for DYW across the case studies, this research then evaluated the efficacy of different DYW practices as methods for engaging and supporting young people. This phase of the research applied the ‘theory’ of DYW to practices in the field. Establishing the application of DYW to theoretically determine how practitioners engage and support young people, by researching practitioners and the context of DYW practice. The deployment of the case-study design utilised several interpretive tools and was based on interpretive sampling (Bryman, 2015). Research objective 3: to evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW, was achieved through the exploration of participant observation (Montgomery, 2014) within DYW settings, semi-structured interviews with DYW staff (Bryman, 2015; Tellis, 1997) and the use of an online survey (Flynn and McDermott, 2016; Bryman 2012) to review perspectives from other DYW practitioners across England. Using this range of methods provided detailed knowledge on the nature of the DYW practices, making it possible to determine how practitioners engage young people.

5.1.2. Young people’s voice in research

Within all initial discussions and planned proposals for this doctorate the researcher wanted to ensure the inclusion of young peoples’ voices. The researcher is convinced the voice of young people is an essential and influential aspect for any study based on them, particularly for those studies which have the intention to explore the effectiveness of services which engage with young people (France, 2004). Cunningham and Rious (2015; 87) argue how youth voice are especially important when gaining perspectives of ‘...underrepresented and marginalized

communities...’ for authentic research. The research proposal included the voice of young people and achieved University ethics board approval (Appendix 1). However even with the researcher’s own experience including almost seven years of engaging with DYW in practice, they were unprepared for the realities of this. Unfortunately accessing the voice of young people became problematic within this study. Participant observation included few young people seen repeatedly. It is essential to note at this point the challenges here led to the researcher being unable to engage young people in interviews. Due to the observations of practice often being with new young people to the service the researcher believed it would not have been appropriate to then ask to interview them; as this is not a normal aspect of DYW and would have the potential to scare off young people new to the service. Although there were some young people known to the youth workers the researcher unfortunately only met these known young people on single occasions during their observations. Thus, the researcher deemed it an inappropriate scenario to ask young people on a first meeting to be involved in an interview. Chapter 9 of this thesis will explore this limitation further.

Challenges in accessing the voice of young people within DYW are also described in the work of Whelan (2013). He also intended to engage young people through DYW and invite them to participate in focus groups, in practice this opportunity was not possible. This presents the challenge in accessing young people through DYW to engage in research further, thus being unable to access their voice as planned. Heath *et al.* (2009) do raise concern with young peoples’ involvement in research. They consider issues surrounding selected groups of young people’s voice as being representative of all young people’s experiences. Young people expressed that such research is the view of the minority rather than the majority. This consideration by Heath *et al.* (2009) reflects in Chapter 2 examination of young people’s voice within policy development.

5.1.3. Ontology and Epistemology

The researcher adopted a constructivism ontological view. Constructivism views the world as being the reflection of human thoughts and ideas, and that there is no single reality. Realities are those which are the product of people's interactions and engagements with each other (Thomas, 2013, King and Horrocks, 2010). The researcher believes individuals construct their realities and how they view the world. They are aware they are a part of the lives of others and that other people are a part of their life. There is no separation. People construct their lives individually dependant on what is taking place around them. The researcher is also aware there are underlying factors such as biological, social, and economic structures which do impact on our lives. Therefore, these will also have some influence on our constructed reality, although they alone do not control our individual actions. The researcher's epistemological assumption is that knowledge is something which we as individuals can create for ourselves or with others; therefore, the researcher is also aware that they are a part of the knowledge creation. "Realities' are not objectively 'out there' but 'constructed' by people as they attempt 'to make sense' of their surroundings' (Pring, 2000: 46). This interpretivism approach focuses on the individual, the subjective nature of events from the perspectives of those who are involved in the study (Thomas, 2013, King and Horrocks, 2010). For this study a constructionist ontology and interpretivist epistemology fit the research approach on people, their experiences, and perspectives. These approaches suited the research design as they consider how the individual participants view the world around them are unique to each, therefore enables the exploration of individuals experiences and their perspectives.

Symbolic Interactionism is a general theory of human behaviour. This assumes that individuals define, interpret, and provide meaning to situations, and then they will behave accordingly (Rock, 2013), therefore interactions construct perception of society, reality, and self. The approach relies on both language and communication. Symbolic Interactionism assumes that interactions are inherently dynamic, interpretive, and that people can and do think about their own actions rather than a mechanical response to their stimuli (Charmaz, 2006). This consideration of

interactions is essential within this research when exploring DYW, including interactions and behaviours of both staff members towards each other and young people, and young people towards each other and the youth workers. This understanding of human behaviour enables exploration of DYW from different perspectives.

5.1.4. Theoretical Perspective

Shipman (1997) suggests that most research results can be predictable. This is due to researchers working within a discipline with both models and methods, which will lead them to obtain a limited range of evidence and interpretation. Moreover, when research takes place focusing on the understanding of human interactions and perspectives, this can become unpredictable (Shipman, 1997).

The methodology is how the researcher seeks to gain information and acquire data within the research. An ethnographic approach (Fetterman, 2010) with the use of two case study locations appeared the most appropriate methodology to fit the research objectives and practical considerations. Shipman (1997) suggests for interpretative research the researcher becomes involved in the field. They will create theories from understanding what they have observed rather than creating a theory prior to the collection of the data. Within this approach there is a requirement for the researcher to remain as open minded as possible. Moreover, to remain completely open minded for the whole duration of the research is impossible to achieve. So, the researcher needed be aware of their own preconceived ideas and what impact this may have on what they see, hear, and need to interpret. Flynn and McDermott (2016) and Wilkinson (2000) support this approach considering dual roles. They show tensions can appear when a practitioner turned researcher must step back from their prior assumptions, therefore attempting to make observations from a clean slate rather than based on prior knowledge or experience. Flynn and McDermott (2016: 11) explore this further considering if the researcher is an 'insider' or 'outsider', therefore considering if they are researching within their own workplace or a new

organisation and how this can influence their research. This required consideration within this thesis when exploring services to obtain data from. Prior researcher knowledge of an organisation would potentially impact on the research findings and interpretations. For the purpose of this research it was essential to undertake research within an unknown service provider.

Understanding people requires understanding the interpretation which they give for what they are doing, for this we would need to know people's intentions. An individual's behaviour is infused with their intentions and motives. An observer however may not see an intention as it is unknown what an individual maybe thinking or planning in any situation (Pring, 2000). The meaning of an event or action does not come from seeing or observing, it is constructed and produced through the act of interpretation (Steadman, 1991). Thus, the research must include a combination of approaches of data collection to access what the practitioner's intentions are. For this research the inclusion of participant observation and interviews enables the research to question behaviours and actions viewed through the observations, and develop a deeper understanding of this from the interviews undertaken.

5.1.5. Boundaries and Positionality of the Research

The purpose of this research was to focus on two case study counties and two specific providers taken from within each of the counties. This aimed to achieve a deeper understanding the practice of DYW. The belief was this in-depth perspective would not be achievable had the researcher attempted to look at several different locations and/or organisations across England or UK. The initial approved proposal aimed to keep the focus limited to two locations.

The study is not intended to be generalisable to services in all areas and all detached teams as there are too many variables to expect to create a one theory encompasses all. The research provides clarity through theorising what DYW is and its application in practice, thus critically examining its operationalisation. By doing so, it develops a specific understanding of DYW to improve knowledge and create further action and possibly service improvements.

As presented within this chapter, the proposed research and actual research undertaken moved away from the initial plan of two case studies. This was necessary due to the challenges of the research and the organisations attempted to work with. There were several challenges, which took the researcher away from following their initial proposal. These challenges are examined later in this chapter.

Positionality

The researcher is aware that there are many factors which can impact on her work and agrees with the perspective of Brock (1995, cited in Rustemier, 2002) that research is mostly effected by the individual researcher, the experiences which they have had, the skills they have developed, combined with personal ideas/perspectives. Sherif (2001) explored the issues surrounding ambiguity with regards to the boundaries between the researcher and those being researched. In particular Sherif acknowledges the significance of researchers who are partial insiders, having some background links to groups being studied, thus providing some insights into the dynamics which exist within the research process. The partial insider status produces questions surrounding the research boundaries and the interpretation and understanding of research results. These aspects required consideration within this study due to the researchers own practice experience of DYW, their theoretical understandings would influence interpretations made, particularly during observations. There is an essential need to be aware of 'multiple selves' throughout the research process including how identity, age, gender (Sherif, 2001; Madge, 1993), sexuality, social and economic status (Madge, 1993) impact on experiences, data collection, interpretation (Sherif, 2001) and final knowledge produced (Madge, 1993).

Merriam *et al.* (2001) builds on these arguments considering the positionality of the researcher, they focus on the researcher's position in relation to those who they are researching. They also express the need to see how these positions are not fixed points and can shift, alongside acknowledging how one can be deemed an insider in some respects and an outsider in others. With regards to this study the researcher could be deemed an insider due to their DYW experience and knowledge, however would also be seen as an outsider coming in and working with unknown

staff/organisation. The researcher's positioning would have shifted through the research due to the development of relationships with staff, during conversations in transition and sharing of experiences. An example of this was evident when working with two part time staff, the researcher had intentionally chosen not to engage in one of their discussions on whether to approach a group of young people, once they had made a decision the staff asked the researcher if they agreed. This shows some possible shift in position towards the researcher moving towards a more insider status. Merriam *et al.* (2001) explores how within any research the position of power is a factor. In particular the power dynamics within an interview process are negotiated by the researcher and participant, factors such as age, gender, and education can be influential from either side within the process. Alternatively, McLafferty (1995) argues the researcher is almost always in a position of privilege, deciding what questions to ask in interviews, interpreting interviews and observations and selecting how, where and in what format the work will be presented. This is supported by Rose (1997) examining the intrinsic relationship between power and knowledge production. The researcher considers this a particularly interesting element to consider due to the nature of DYW itself having the power balance being in favour of the young people (see chapter 3).

Therefore, the researcher has considered her positionality throughout this study. She sees herself as British, white, female, with no religious beliefs, and is in her 30's, in addition to having previously been a part time detached youth worker, line manager, lecturer and early stage researcher. An understanding of these positions is required throughout the research stages, from initial contact with organisations, contact with staff and young people during observations, interviews, data analysis, and writing of this thesis. The reasons for the research questions are due to the researcher's interests in the subject area having been a professional working within this field. In addition, for future professional progression in academia or professional practice based, this research will build appropriate knowledge for both future options. The questions have also developed through the process of theory development during this study.

There is also an essential need to acknowledge Baily (2000, cited in Dismore, 2007) who suggests that politics and other societal influences will infringe on the content and character of any human study. There is no expectation that the responses received during this research would then achieve the exact same results in the past or in the future. The research does provide insight into key issues faced within DYW, moving theoretical deliberations forward to contemporary debates. Furthermore, establishing principles for practitioners and organisations engaged with DYW.

Ethical research decision

The exploratory case study approach focuses on two DYW projects. The decision to select a case study design for this research was made from an ethical perspective. A case study method requires the researcher to listen, using interviews, focus groups, and observations. This allows participants the opportunity to express their views and opinions. This method can give a voice to those who lack the power to be able to express their views and perspectives clearly (Feagin, Orum, and Sjoberg, 1991). This approach clearly matches with the values of youth work as expressed by the National Occupational Standards (NOS), in particular 'YW15 Advocate on behalf of young people and enable them to represent themselves to others' and 'YW17 Work with young people in promoting their rights' (NOS, 2012: 14).

This study included 15 observations of DYW with young people between 9 and 20 years of age. As the research involved young people, Research Ethics Sub-Committee (RESC) approval was sought prior to any research taking place. Informed consent would be required for all and from all the young people involved in the research. Information about the research was provided for all those involved for consent. During the research advice from the team manager/leader (of each provision) was sought with regard to all research being carried out under their authority.

The researcher followed the Safeguarding Children Board (2014) procedures and protocols, taking responsibility to report any issues or concerns that became

apparent during the research process. As an experienced youth worker, the researcher also acted with the young people's best interests in line with the United Nations Convention (1990) Article 3 stating the best interests of the child to be of primary consideration.

The researcher held a current Disclosure and Barring Service (DBS) (Government UK, 2018a) check throughout the research. Alongside as a JNC qualified youth worker, since 2010, she followed the Ethical Code of Conduct for youth work (NYA, 2004).

5.2. Methodology Design

The previous chapters have been directly relevant to the design of the research and methodology choices, leading to the selection of a predominantly qualitative approach for this research design. This was due to the nature of the research subject and the aim to develop an understanding of different perspectives of detached youth workers combined with observed practice. Thus, allowing the establishment of a deeper understanding of the experiences of others, including aspects they see as strengths and challenges.

The structure of the following sections indicates the basis for adopting an ethnographic case study design, merged with the researcher's decision in selecting this as most appropriate. This research design included the use of participant observation, semi structured interviews, and an online survey.

5.2.1. Participant observation

The following section considers aspects of the research in relation to the participant observation. This begins with the rationale for undertaking participant observation, the advantages and disadvantages of this approach and the sampling process. The section examines the issues experienced with negotiation of access and details of the three projects interacted with. Furthermore, this section presents the participants engaged with and the process undertaken in this research.

Rational for Participant observation

Participant observation is a method which enables researchers to generate understanding and knowledge through observing, asking questions, and interacting in events (Tracy, 2013; Fetterman, 2010). This enables the researcher to gain an insider perspective (Fetterman, 2010). Fundamentally this approach considers analysing human experience through seeing what people do (their behaviours), exploring what people know (their knowledge) and the things people use or make (Tracy, 2013). This method was particularly useful in studying how DYW functions in practice and the intentions and understanding of staff involved in this work. The researcher took the role of participant observer by ensuring that they engaged with the young people having conversations and interactions with them alongside youth workers.

Advantages and disadvantages for Participant observation in this study

For this research an advantage was that it enabled the researcher to become fully involved in events taking place. Giving them insight to the internal perspective of a community and its culture (Fetterman, 2010). The disadvantage was therefore that the researcher could only consider what happened during their time observing, despite this they accessed additional information through informal conversations on what came before the observations. For this study it meant participant observation enabled access to data which may otherwise have been inaccessible. Providing a distinct opportunity to view reality from the perspective of people 'inside' a case instead of external consideration (Yin, 2014: 117). This consideration was ideal for use within this research design, particularly due to the engagement with young people. Participant observation enabled seeing DYW undertaken in practice over time so that workers forget they had a researcher with them and continued with their usual patterns of behaviour (Fetterman, 2010). For this study it meant there was access to youth work and young people in their normal setting and allowed observation of general events and activities which would take place within DYW.

Thus, participant observation meant the researcher saw practice as this would usually happen, rather than a one-off event interpreted when staff may act differently with a single observation. Additionally, this approach would have enabled young people to relax with their usual interactions and behaviours due to seeing a familiar face.

An alternative approach could have been observation of practice only. However, the researcher was hesitant about being an observer only as this could have influenced the youth work sessions negatively, with young people potentially disengaging or finding it uncomfortable being observed. The researcher being at any session would of course have an impact on the group dynamics, and to observe only with no interaction has the potential for a greater impact, possibly putting young people off engaging at all with a strange person following the workers around and not talking.

There is a risk of bias with participant observation, as Yin (2015) suggests from four considerations. Firstly, the researcher may have to step in and assume a position which may be contradictory of the research position. Secondly, the researcher is likely to become a supporter of the group or organisation observed. This is common even when previous support does not exist. Thirdly, the participant role may over take the role of the observer leaving them no time for writing notes and questioning events. Fourthly, with the project dispersed across physical locations the observer may struggle to be at the right place at the right time to observe important events. It is down to the researcher to be aware of the risks and proceed accordingly to avoid damaging impact to the research. The researcher once aware of these considerations needed to maintain awareness of these throughout the research and plan accordingly for any such incidents. In the case of this research there was no perceived need to step in and contradict the research position. The researcher had to maintain awareness of the possible support to the group by the staff team. The researcher was always mindful to take a backseat in the work undertaken and to not interfere with decisions made by staff leading/working on these sessions. Due to the need to not interfere with what the youth workers were doing the researcher felt that staff may find this unusual and uncomfortable or

perhaps question why the researcher was there at all. This was a difficult aspect of the research to manage and one which perhaps could have been improved upon by the researcher examining this further with staff throughout the research process.

During the data collection phase, the researcher avoided any interpretation so that this did not impact on their behaviours and actions during contact with the young people. The researcher committed to writing notes after each session observed, achieving this as observations were structured over different days. Although though this research it would not be possible for the researcher to be at all DYW sessions, the conversations in transition were effective in the sharing of information on events the researcher had not been witness to, therefore some of this data was accessible through participants perspectives.

There are several ethical aspects to consider when engaged in participant observations, explored later within the 5.3.2 ethical considerations section of this chapter. Additionally, a problem with this method was negotiating access to services which will allow a researcher to study their viewpoints and routines (Tracy, 2013). Exploration of this challenge is in detail under *Negotiating Access*, however this is essential to consider when undertaking any observations of practice.

Sampling

The sampling method selected was that of convenience sampling. This sampling approach was chosen due to the availability and ease of accessing the data for collection (Bryman, 2012; Tashakkori and Teddlie, 1998). For this study there was an initial online search of DYW services which would have been achievable to physically access, while at the same time avoiding local known services due to past knowledge and experience of them. To access youth provisions further afield than those selected would have created challenges to collecting data and ability to engage in participant observation. Within this research time was an influencing factor in being able to travel to the fieldwork locations on a regular basis while the researcher was also in full time employment. The sampling of a youth provision required organisations which undertook DYW on a regular basis. This was to enable

the researcher to observe regular sessions over an extended period. The research did not intend to explore short term projects so these were removed. Further to this the initial research intention was to explore services that had different funding sources, so ideally to explore practice from both a voluntary service and local authority provider. Despite this there were restrictions due to service responses to the research request as shown in Table 1. These factors meant that convenience sampling was the only realistic approach due to ensuring accessibility for repeat attendance at the research location. In practice negotiating access had influenced the final sampling approach achieved through this study.

Negotiating Access

There were several challenges in the access and engagement of DYW projects within this research, evidenced in Table 1. Initially the research needed to ensure that projects which were selected for the research did not include any conflict of interest (Thomas and Hodges, 2010). Concern here was due to the researcher teaching a Youth Work degree programme, where they had students in placement across the county and some further afield. The researcher needed to ensure that they would not undertake fieldwork in any project which students were in a placement; likely to use as a placement; used as a past placement; or employed previous graduates. Therefore, the researcher contacted projects outside of their workplace. Additionally, the researcher needed to ensure the research location was not a previous employer of theirs or closely associated with a previous employer as this would again be a conflict of interest. Previous knowledge of the organisation, its structure, and processes could impact on data analysis. If undertaken at a known service the research risks bias due to influenced by previous colleagues, not asking questions, or unable to critique approaches undertaken. This refers back to the 'insider' and 'outsider' status as mentioned in 5.1.4. The researcher was perhaps overly concerned with potential issues this may cause. With her role managing student placements the researcher knew staff/managers of local organisations well, and therefore had 'insider' knowledge both from meetings with staff and students, students reflective accounts, and also knowledge of

organisations issues externally. An example of this could be seen with knowledge of youth work providers applying for the same tendered contracts, in these cases the researcher in their academic role was aware of the conflicting views/opinions youth services had of each other. The researcher would not want any of these conflicting views to influence the research in anyway. Furthermore having current students working within these placements could potentially have been detrimental to the students if they were part of projects observed (although observations would have been in a research capacity, this role change may be difficult to adjust to as seen as their lecturer, and this has potential impacts on them). The researcher would also have previous students working, and in some cases, managing these projects, they did not want this to have any possible impact on the data analysis. Finally, any research findings could have potentially undesirable implications, which could impact on student placements and the relationships between the Youth Work Course and placement providers. Although researching a known provider would have certainly simplified the negotiation of access, the researcher assessed this to have many potential impacts on the research findings. See further reflections on this in section 9.3.3.

Avoiding conflict of interest meant contacting unknown providers. This presented challenges in accessing projects to study. The following Table 1 demonstrates contact attempted with unsuccessful providers to undertake research.

Table 1: Contacted organisations with unsuccessful response

Organisation	How selected	Form of contact	Number of contacts	Outcome
Local Authority commissioned service	Postcode search option of council projects for young people stated village DYW	Two mobile contact phone numbers and staff members named for this project.	1 st number no response 2 nd number	Number belonged to stated worker although the project was no longer running. It became apparent that this service has not been running for a while. There had been no update to the website.
local authority city centre DYW team	Provider details observed on several different searches including local authority pages.	Same phone number viewed on several different websites. No e-mail option present for area.	Phoned on 10 occasions across different days and times.	There was no answer to this number. No answerphone option available.
local authority youth service	Local authority website included lead	Phone number went through to	4 calls different days and times.	no voicemail option phone rang several times then line went dead.

	worker name, phone number and youth service generic e-mail address. Stated DYW.	main children's service, providing specific extensions option	2 e-mails sent address for the attention of named youth worker	No response to either e-mail
Voluntary Youth Project	A known contact provided with details of project was known to be involved in mobile youth work	Direct e-mail to lead youth worker	2 e-mails sent	No response received.
Local Authority	Website details for lead youth worker based in a high street Hub, stated running in DYW in area	Direct e-mail to lead youth worker	2 e-mails sent	No response received.
voluntary youth project	Website stated DYW in two locations	e-mail address and phone number for	1 e-mailed main project	2 voicemails left from 4 calls included researchers contact details. No response received to either calls

		main project	4 phone calls	or e-mail.
Voluntary Youth Café	Information see as on website worked in partnership with one of the non-responsive voluntary organisations	Main organisation e-mail address	e-mailed to ask about links in town centre to any DYW	Several weeks later responded apologising for delay and said had no detached links, recommended contacting the local authority (this was one already approached with no response to phone number and commissioned service on website which no longer delivered)
Local Authority	Due to challenges accessing researcher put a message on Facebook through In defence of Youth Work's page	Lead worker of project responded		Several e-mail communications took place worker was enthusiastic about the possibility of the research taking. Unfortunately, they were beginning a restructure and worker's management did not want the research taking place with this going on.

Source: Created by author.

The following projects Table 2, became involved for the case studies as planned for the purpose of this research.

Table 2: Contacted organisations with a successful response

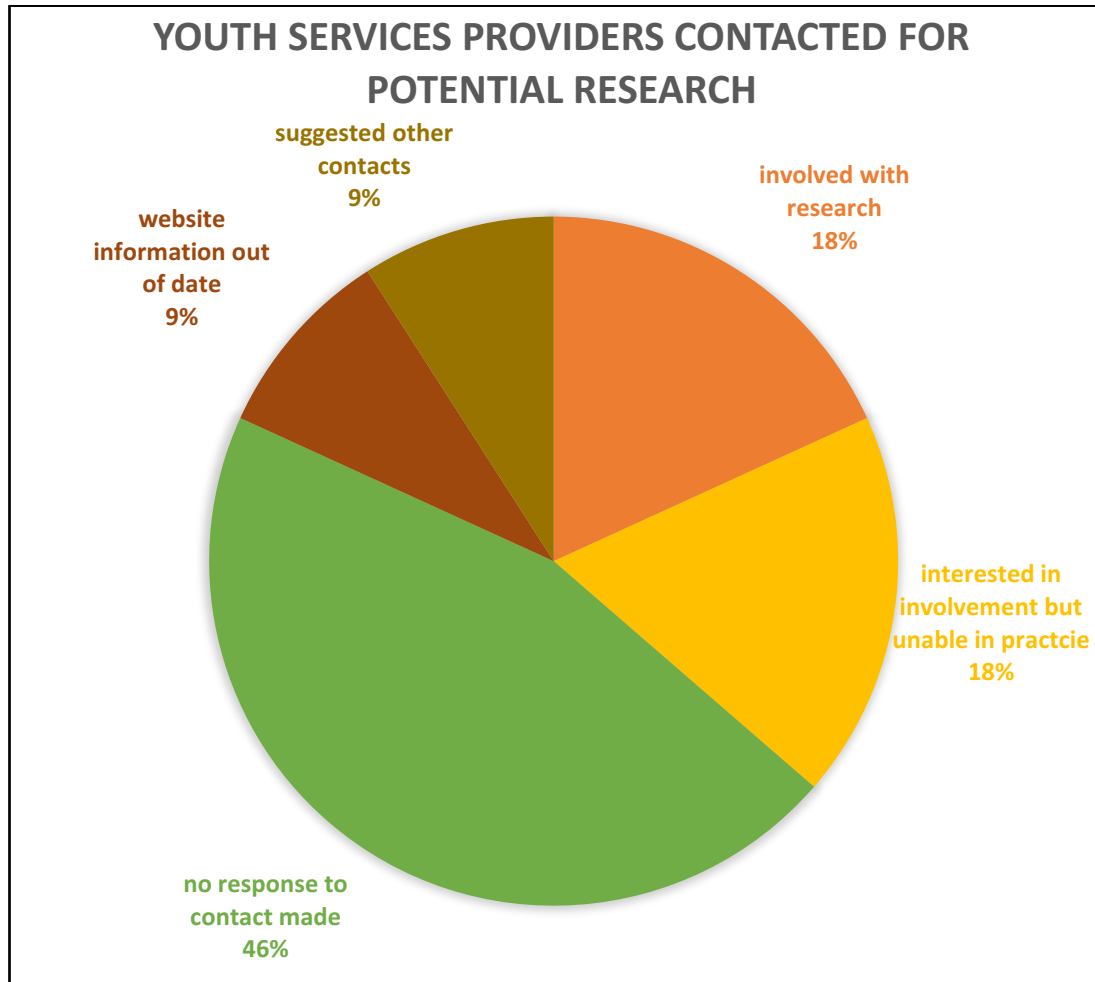
Organisation	How selected	Form of contact	Response	Outcome
Voluntary youth project	DYW evidenced on their website for general services search	Main organisation e-mail address	CEO responded to introductory e-mail and invited the researcher to meet them	Project E Three Participant observations completed March- April 2017.
Local Authority youth service	Local authority website search provided DYW contact	e-mailed lead DYW for a city centre	Lead worker responded to second e-mail sent. Information on proposed research sent and an agreement for research to take place initial meeting/observation arranged.	Project N Although observations planned, these were cancelled on day of first observation. Due to lead worker personal circumstances.
Voluntary	Researcher reached out to a	e-mail sent to	Response received from	Project S

community development organisation with a young person's element	known associate in another county further afield to request any known contact which may be willing to engage with proposed research.	the Youth Project Manager	initial e-mail. Follow up e-mails to explain research and plan meeting.	12 DYW participation observation took place July to October 2017 and three practitioner interviews.
--	--	---------------------------	---	---

Source: Created by author.

Overall contacts presented in Figure 8 represents services contacted and outcomes gained from these contacts.

Figure 8: Chart of youth services contacted for possible research involvement



Source: Created by author.

Project E

The researcher contacted Project E by e-mail and then met with their recently recruited CEO. The CEO agreed to be one of the two case study projects. Project E was a small community provision with an office based in a town centre. The project had been involved in DYW and youth work in the area for approximately 35 years. However, they had recently been at risk of closing, due to financial pressures. The

organisation had community establishment, running drop in sessions for young people, youth club sessions, DYW, and some 1:1 support. The small staff team also included volunteers and occasional social work placement students. The CEO of the organisation agreed for the researcher to initially work with the lead detached youth worker. The CEO was encouraging about the research taking place. The researcher set a date with the lead worker for initial observation which was a reconnaissance session. This session was based at lunchtime due to concern of truancy from the local secondary school. The researcher attended this session observing lead worker and a social work student on placement. On the following planned DYW observation on arrival staff informed the researcher of the session's cancellation due to a staff member's absence. Another session date to observe the following week was set, in a different location. This next session undertaken within another smaller town had a different sessional worker leading. The worker had been based in this town for several years, and currently worked in the secondary school and lived in the local community. They appeared to have a well-established presence in the community in which they engaged with DYW. After the session the agreement was to observe the same session the following week.

The following session maintained the same lead worker with the lead detached youth worker as the second worker; this was different to the previous week. The lead worker explained that the practitioner who had been employed to work this area had their contract terminated. This was due to not fulfilling role requirements, having had two previous extensions to their probationary period. The following week there was a planned week closure; due to staff being on annual leave this meant that no youth work took place. Following this the researcher contacted the organisation to confirm the next observation. The researcher received no response from the organisation. They made several phone calls, left two voicemails, a text message and e-mailed the lead worker. However, they received no further communication from the organisation. The researcher is unaware why the communication failed at this point, although they were aware from their brief time with this organisation of the dismissal of one member of staff, the lead worker had stepped down from their role and another staff member was having surgery so

would have been absent from work. This evidences the possible challenges to small teams providing youth work and the impact of staff turnover, the exploration of these aspects will be later in Chapter 8. The organisation is now known to have become insolvent and closed seven months after contact ended.

Project N

While working with Project E the researcher was in contact to work with a local authority managed youth provision Project N. The researcher arranged to meet with the lead worker of a DYW based in a city centre. At this time the Police Crime Commissioner funded the project to provide targeted work near the high-street due to issues raised in the area outside a youth club. On the day of the meeting the lead worker had a family emergency and so cancelled the meeting. Over the following weeks there were several e-mail communications where the lead worker stated that they would be off for a couple of weeks leading to the Easter break. Therefore, meeting after this would be best. Following the Easter break communication changed to the worker being on a phased return to work. It later transpired the worker was to be off longer than they originally expected, they believed no DYW would take place until September. The researcher and lead worker agreed that observations with this project would not be the most appropriate for the research with the current uncertain situation and timeframe.

Project S

Due to both the proposed organisations falling through the researcher continued to look at and revisit other possible organisations. Facing continued challenges with a lack of responses. The researcher contacted an associate who provided contact details for the Youth Projects Manager for Project S. The researcher engaged with several e-mails and phone conversations with the project manager and arranged an initial meeting. On explaining the research, its aim, and requirements they agreed for the research to progress here. Project S is a voluntary youth and community provision, working across seven estates. Youth activities which the organisation ran

included; weekly DYW, youth café, youth club sessions, and focused activities, alongside their summer activities programme. Observations were in two estates where DYW had funding.

There was always an experienced practitioner leading the sessions, however rather than having a fixed staff team each week/session were based on a rota. The rota basis meant that staff did not have to work the same nights every week. The sessions observed involved five different workers. Sessions observed generally took place on a Monday or a Friday evening around one or both estates. Contact with the researcher was in advance of the cancellation of one session due to adverse weather conditions. There was also a miscommunication of meeting location so one observation accidentally missed. In total there were twelve DYW sessions observed from July to October 2017. These observations from project S were fundamental for research into current practice.

Participants

The staff participants involved in observations included four from project E and five from Project S. Within each project the researcher saw a practitioner new to DYW. Staff at projects were a mix of experience from 15 years of DYW to first days. Ages of young people observed ranged from 8 years to early 20's.

Participant Observation process

The researcher decided to take fieldnotes at the end of each DYW participant observation. These were often written up straight after the session while sitting in the car before leaving. Tracy (2013: 114) refers to the initial notes as 'raw records' the first unprocessed information about what has taken place. She argues it is essential to then write these up as more formal fieldnotes within 36 hours of the observation. Additionally, notes required writing up before talking to others about the observation. Tracy (2013) demonstrates writing notes up away from the participants can be less intrusive (this depends on the type of observations taking

place). Writing notes during sessions could potentially impact on them, by becoming a distraction or causing a change in behaviour of staff and young people. The disadvantage with this approach is the potential lack of detail used within fieldnotes, due to the delay in writing. This was also to a greater extent due to the researcher's lack of experience and confidence with uncertainty in what to focus on, and trying to remember all elements of a session/conversation. The sessions were two hours long so the researcher concluded it was appropriate to wait to record information; potentially risking less detailed data rather than impacting on the practice.

The initial observation raw notes were onto a prepared session recording form (Appendix 2). On reflection from Project E observations the researcher moved to free writing fieldnotes. As it had become apparent the session recording form was restrictive in nature, lacked flexibility and the headings used became irrelevant. Instead notes focused on sessions following the order of the evening and events. This allowed consideration to the flow of conversations and ensured notes had no restrictions or influence from subheadings. Improving detail and enabling further analysis of sessions and interactions.

Observations primarily focused on events seen and heard. In addition, it was important for the researcher to be aware of their other senses, as this may influence the events taking place around them. Krishna (2012) explored how human senses are used to influence consumer behaviours, this includes all five senses which can be used to influence shopping behaviours. Krishna infers how senses influence perception, which can then affect attitudes, learning/memory, and behaviour. It was therefore relevant to consider all senses during this study as they may influence the attitudes and behaviours of both staff and young people during observations. In particular for this research were aspects around light (natural and street light), temperature (weather) and noise (roads and public spaces).

The fieldnotes included a range of elements based on conversations the researcher was involved in, those they overheard and those told about by others. For example, a worker explained a specific conversation they had with one young person, while

the other worker and researcher had been engaged with another group. Visual observation focused on how young people reacted and responded alongside body language of both young people and staff. Although there were additional aspects to consider such as community members being around and the location/layout of where conversations were taking place i.e. young people at the park, in the road or in the multiuse games area (MUGA).

The researcher also found herself focusing more on the 'conversations in transition' with staff. These were times walking from one location to the next where young people were not a part of the conversation. The 'conversations in transition' varied from updates about other projects; community feedback; theory debates; changes within youth work; the community; and other work staff were engaged in. These aspects are analysed in Chapter 8. While the researcher did not generally start these conversations, they would become fully engaged in them, ask questions around the wider community context and staff thoughts. These conversations before, during and after DYW sessions provided essential data. Prior to the research taking place consideration to this aspect had not been in full by the researcher, these conversations include the genuine challenges felt by staff and the positives of their experiences, within this setting and other work with young people.

Both Project E and Project S DYW sessions involved a minimum of two workers for each session lasting approximately two hours; occasionally sessions had a reduction in time due to few young people observed or extensions due to engagement with young people. Each session had an experienced detached youth worker running them. The second worker's experience varied from another experienced worker, to a new staff member or student placement. With Project S on two occasions there were three workers. Firstly, due to a new staff member's 1st day and induction, and secondly due to some confusion over staff rota and who was working. On these sessions' workers considered splitting into two-s, to avoid risk of putting young people off engaging with a larger team. A conversation by the team concluded there was no need for this to take place.

Both Project E and Project S staff communicated with each other throughout their sessions and made decisions as a team about routes to take around the area. There were opportunities for staff to suggest different routes or alternative locations to try exploring, within the boundaries of the organisations funding requirements. Sessions generally focused on the areas including local parks, skate parks, shops, and other areas staff knew young people had been. This was either information based on staff experience in the area or from updates by community members. Project S staff would frequently visit the local shops to gain additional insight from staff there, as to what had been taking place that week or if many young people had been around. This development of relationships with staff demonstrates interactions with the community members and fostering of relationships with the community, not only the young people. Examination on role of youth worker relationships in the community further takes place within the data analysis Chapter 7.

5.2.2. Semi-structured interviews

The following section presents the researcher rationale for undertaking semi-structured interview approaches and examines the advantages and disadvantages of this approach. In addition, evaluates the sampling process and participant involvement before finally explaining the process undertaken within this research.

Rational for semi-structured interviews

Interviews allow for the gathering of information alongside the beliefs and attitudes of respondents (Bryman, 2012). This research requires consideration of both to respond to the objectives. The use of semi-structured interviews is common within qualitative research in the social sciences (Bryman, 2012; Silverman, 2010) and case studies (Yin, 2014). The researcher chose to use these to enable elaboration around the examined topic's, this approach to interviews allowed interviewees to provide rich and detailed data which may have otherwise not become exposed (Bryman 2012; Yates, 2004). Semi-structured interviews for the purpose of this research are

a more effective approach than structured interviews. They allow the tailoring of interviews to the respondent and this opens the potential for greater insight (Bryman 2012; Yates, 2004).

Advantages and disadvantages for semi structured interviews in this study

The exploration of advantages and disadvantages of semi structured interviews for data collection took place during the research planning and proposal. An advantage of semi structured interviews was the use of prepared questions. This allowed the researcher in this study to adapt the order of the questions as well as adjusting the wording. Additionally, semi-structured interviews allow inclusion of further questions or removal of questions if they are no longer appropriate. This is particularly useful to open dialogue between interviewer and interviewee enabling greater understanding of the respondent's experiences (Bryman, 2012; Yates, 2004). Furthermore, this allowed the researcher to provide encouragement to respondents enabling deeper communication. This showed participants that the interviewer was interested and listening throughout. Encouragement included the interviewer saying 'ok', 'yes', and non-verbally through eye contact and nodding in agreement, as suggested by Yates (2004), without this the interviewee may question why they are giving up their time if the interviewer is not listening. The interviewer was cautious not to be overly responsive as to risk influencing respondents, or causing the interviewee to please the interviewer. If this happened responses may not have been genuine or unintentionally focus on one side of an argument or approach. Throughout this process the researcher was cautious in overresponding to interviewees, and ensured prior to the interviews taking place that they were comfortable with silence to enable the interviewee thinking time. The researcher's extensive experience working with people in various settings informed their communication and rapport building skills, which they perceived as appropriate when undertaking the individual interviews.

A disadvantage for the interview process was the need to engage with several aspects at the same time, including asking questions, keeping conversation flowing,

note taking, listening, and managing own facial expressions. Yates (2004) claims the interviewer needs to be skilled in building rapport encouraging participation and engaging the interviewee to talk freely.

The researcher ensured that the interviewees were happy for their individual interviews to be recorded on a Dictaphone, thus attaining consent for the recordings (Appendix 3). This eased some of the researcher's concern knowing that the interview recording allows them to frequently return to this later. Recording of the interview reduced concern by minimising need for note taking therefore allowing focus on the conversation itself. Whereas actively listening at the time of the interview the recorded communication enabled the researcher to review tone and vocal changes and delays in responses through interviewee thinking. This recording opportunity removed concerns and pressure concerning the disadvantages of an interview process.

Within this research semi-structured interviews had 'open-ended' questions which allow for greater response of participants through allowing them to respond freely and in a relaxed and informal environment (Silverman, 1993, 2010). This enabled the researcher to build dialogue allowing the interviewee to respond freely and extensively. Where responses lacked enough detail, the researcher used probing questions to explore aspects in greater depth (Bryman, 2012; Yates, 2004). By engaging the staff in this way, the researcher hoped they would feel comfortable and able to provide honest responses. Leading to greater knowledge and understanding of individual perspectives. Semi structured interviews allowed a degree of flexibility alongside the researcher having enough control to elicit the necessary information to address the research questions.

Sampling

The researcher planned to interview those working on both projects observed. This was to enable interviews to build on the observed practice. However, due to the sudden end at project E, there were no interviews undertaken with staff there. Thus, sampling was only from Project S.

Participants

The completion of three interviews with Project S took place, out of seven potential staff members. Two of those interviewed had approximately 15 years' experience each of DYW. A third interview was with a worker who had a few years' experience of DYW. Two of the interviewees were male staff and one female. Of the other four staff members not interviewed the researcher did not meet two of them, one the researcher met once, and one declined because they said they were new to being a detached youth worker.

Semi structured interviews process

The researcher engaged with several pre-interview observations. Sessions observed allowed them to gain an initial impression of the practice undertaken. Conversations in transition enabled understanding the wider perceptions of DYW, including insight into practice and workers thoughts. These conversations included why workers had responded and behaved in certain ways in sessions and allowed consideration further within the interviews.

Interviews enabled a deeper discussion on staff opinions of DYW practice and engagement with young people. The staff had all been involved in youth work sessions which the researcher had observed before undertaking interviews. During observations the researcher asked youth workers if they would be happy to take part in the interviews. The researcher informed workers that the interviews were voluntary and advised that they did not have to take part. One interviewee had met the researcher on three occasions prior to the interview taking place. The other two had met the researcher several times prior to their interviews. The intention was that these meetings would support the interviews by allowing interviewees to feel confident and comfortable being involved in the process. The provision of an information sheet (Appendix 4) to participants in advance of the interview taking place, allowed them an understanding of the research purpose. Participants additionally received a consent form at the beginning of the interview (Appendix 3), and discussed this with the researcher to enable any questions answered and

ensure the interviewee had a clear understanding of what would happen. The interviewees received information on the research purpose and that they did not have to answer all questions should they not want to. An explanation was given to each which included that although there would be anonymity within the write up of the results this is impossible to assure from other staff members, should they discuss something very specific which others would be aware of their opinions, or actions from past events. This was essential to mention as the detached team was small, unlike in a large organisation where it would be less obvious as to who may have commented on what. A confidentiality explanation included should any concerns about harm to others planned or happened already, then confidentiality requires breaking. In addition, the provision of further explanations of voluntary participation and what to do should they change their minds about taking part.

Due to the researcher having had prior contact with the interviewees the interviews themselves did not require an extensive introduction, as maybe expected when a participant is unknown. Due to the researcher having been involved in participant observation prior to the interviews the establishment of rapport already existed. The interviews were able to progress with questions with less focus on establishing comfort and confidence. The researcher must always be aware of the feelings of those they interview, therefore creating a comfortable environment for them to engage in. Due to the researchers contact with interviewees during observations prior to interviews taking place appeared to reduce any awkwardness. Sherman Heyl (2013: 370) suggests that what interviewees decide to share with the 'researchers reflects conditions in their relationship and the interview situation', showing the importance of developing a relationship with the interviewee. Furthermore Sherman Heyl (2013) frequently refers to the importance of carefully listening during the interview and being respectful to develop engagement with participants throughout the research process. The researcher kept this in mind throughout the study to create a comfortable environment for the participants both when observed and within interviews. The interview questions still had to progress in an order which would make sense to the interviewee, with questions building on the previous questions. The careful writing of questions (Appendix 5) enables them

to be open ended and not risk closing the conversations. The researcher also added additional questions to expand on the responses or provide clarity when needed. During all three interviews there was little need for this as respondents came across as open, providing lots of detailed information. The researcher did provide nods of encouragement and signals of understanding responses. Interviews ended by asking the interviewee if there were any additional comments they would like to mention which the interview had not covered. This led to the exploration of two stories by one of the participants.

5.2.3. Online survey of detached youth workers

The following section presents the researchers rational for selecting use of an online survey and examines the advantages and disadvantages of this. Furthermore, this section evaluates the sampling process and participant involvement before presenting the process undertaken within this research.

Rational for online survey

The final method used within this research design was an online (or web) survey. Surveys are a method widely used within the social sciences for data collection (Flynn and McDermott, 2016; Bryman, 2012). They are a useful tool to collect views, attitudes, values, and opinions from several people (Flynn and McDermott, 2016). For this study the survey was an appropriate choice for addressing aspects of the research question from an extended resource base. The survey enabled the use of qualitative (open) questions combined with quantitative data obtained using one tool.

The rational for a survey was to enable gathering of additional practitioner data. Building on knowledge gained through the observations and interviews. The perception was an online survey would be appropriate to access responses from more practitioners, rather than having extensive one to one interviews. The initial research proposal intended to focus the surveys on the two counties where

participant observations took place. Originally to enable a greater analysis of those counties, considering similarities and differences with how DYW functions. Unfortunately, with observation challenges previously considered and limited responses when individuals contacted the researcher realised this would be challenging to access the required data. In part this was due to the conversations with practitioners during planning observations about other DYW in the area. An example of this was Project S staff explaining how the local youth service had recently been through a consultation process which led to a service reduction, therefore unlikely practitioners would be able to provide responses. Further to this the experience with Project E suggested possible limitations to practitioner engagement. These concerns informed the decision for another approach needed to gain evidence. The researcher decided to expand the boundaries of the survey from the initial plans. The decision was to open the survey to DYW respondents across England, optimising potential response rates.

Advantages and disadvantages for online survey in this study

The survey was chosen because they are an effective way to obtain a greater number of responses than interviews and are inexpensive and quick to administer (Bryman, 2012). They are convenient as completed in the respondent's own time (Bryman, 2012) and online systems automatically return without the need for a postal system. Respondents are anonymous providing them a level of protection, enabling honest answers. Additionally, there is no risk of influence by the researcher or others in a focus group, which reduces potential bias (Flynn and McDermott, 2016; Bryman, 2012). The Bristol Online Survey (a software programme), was selected as this approach is relatively quick and easy to administer. Once set up the system then ran for a planned timeframe without consistent checking or adjusting.

Online surveys have no geographical restrictions (Flynn and McDermott, 2016; Bryman, 2012) despite this they are restricted to online users and have typically low response rates compared to postal surveys (Bryman, 2012). Bryman (2012)

suggests online surveys have fewer unanswered questions and better responses to open questions than postal surveys. They allow participants thinking time as opposed to an interview with potential pressure to answer quickly (Flynn and McDermott, 2016), although in a survey no prompting or probing is possible (Bryman, 2012).

Sampling

The sampling for this research was limited to respondents with internet access and computer skills (Bryman, 2012). This reduced the potential number of completed surveys, however the understanding that there would be more detailed responses (as considered above) compensated for this reduction.

Participants

Due to the nature of online surveys the respondents are from unknown sources (Bryman, 2012). The researcher promoted the survey through relevant youth networks to access participants who would be engaged in DYW practice requesting responses from England only. A practitioner in Ireland did message to ask if the researcher would like them to complete this. The researcher thanked the individual and stated the research required completion by those working with the same government policies. In total there were 32 responses to the online survey.

Online survey process

Initially the researcher had planned to undertake this survey using SurveyMonkey (Bryman, 2012). The researcher had experienced this system with regards to completing research surveys and it appeared a popular choice. During supervision discussion, the researcher became aware that the Bristol Online Survey (BOS) was likely a better choice. This was due to its easy use and ability to develop, deploy, and analyse the surveys through the web (JISC, 2019).

The researcher developed initial survey questions and uploaded them to BOS system, therefore enabling arrangement into an appropriate order. The researcher initially sent the survey link to a colleague to review and test that all worked clearly and effectively from an outside perspective. The feedback enabled the reviewing of the language used and structure for questions, to avoid any leading aspects and provide further information for the respondents. The survey (Appendix 6) was publicly accessible once completed to enable responses. The approach to this was to promote the survey through e-mailing to some known contacts from previous employment. The promotion of the survey additionally took place on specific online groups, including Facebook and Twitter, inviting engagement. Pages targeted included 'The federation of detached youth work', 'indefence of youth work' and 'choose youth'. The online notice introduced the survey and asked respondents to share the survey with others. Specifically, stating its focus on DYW in England only. The survey remained active for two months.

Throughout the forthcoming analysis chapters the research will refer to direct quotes from survey respondents. For anonymity and having not recorded any personal details of respondent's a unique identifier number will be used to reference the quotes. The number was extracted from BOS itself which allocated each survey a 20-digit number. Instead of using the 20 digits the final three numbers combined with 'survey' are presented, for example (survey 123).

5.3. Research Validity and Ethics

The forthcoming section examines the validity and reliability of the research process, followed by explaining the ethical consideration for this study.

5.3.1. Validity and Reliability

Qualitative research methods (Bryman, 2012) and ethnographic approaches (Fetterman, 2010) raise questions regarding validity. The design of ethnographic approaches is not for large sample sizes. Although data provided is rich and in-

depth working regularly with people, providing specific sources and the nature of their views evidence this works validity (Fetterman, 2010). The design of this research is not to provide large scale generalisable data, instead this is an exploratory piece. The purpose was to gain insight to the specific experiences within DYW and only claims to reflect the opinions and experiences of those who contributed to the research. The validity is supported using triangulation of data sources provided through rich data collection (Miles, Huberman and Saldana, 2014) testing one source of information against another (Fetterman, 2010) this was achieved through the three methods used. This chapter has also specified the limitations on data collection to inform the studies validity (Miles, Huberman and Saldana, 2014).

This chapter has explained the process used for data collection, which would enable others to repeat the research in the same way (Yin, 2014). One issue of using an ethnographic approach is reliability. The nature of this study and findings are specific to a time and place. With the benefit of this approach in its ability to provide a detailed understanding from within a particular social context. Repeating this study on another occasion is unlikely to conclude with the exact same findings. This would be due to a different researcher's values and beliefs impacting on interpretation. Additionally, participants are likely to be different therefore having alternative views. Miles, Huberman and Saldana (2014) show how one researcher involved (rather than multiple researchers) provides reliability in the process and interpretation of all observations which took place. With data obtained from two DYW settings and survey responses generated across the country with set structured questions strengthen the research reliability.

5.3.2. Ethical considerations

This study focuses on DYW observations with young people 9-20 years. As the research involved young people, a requirement for complete ethical approval from the University of Gloucestershire Research Ethics Committee (UREC) took place. It was essential for informed consent for all interviews. Interviewees had the

opportunity to opt out of the research process two weeks from their individual interview date, should they no longer want to be involved. The period provided on the consent form meant that the interviewee had a limited window to change their mind. This allowed the researcher to know analysis of data could take place without concern of removing information later due to a participant dropping out.

As an experienced youth worker, the researcher acted in accordance with the United Nations Convention (1990) Article 3 stating that the best interests of the child are of primary consideration. As previously considered in interview process and the explanation of limitations of confidentiality had taken place prior to the research starting. Planned interviews with two staff members took place in the evening after DYW sessions completion, and one was organised for a separate time during another day.

The researcher had an enhanced Disclosure and Barring Service (DBS) check. The DBS is a check of an individual's criminal record to prevent unsuitable individuals from being in a position where they work with any vulnerable groups' including children and young people (HM Government, 2019). The researcher is also a Joint Negotiating Committee (JNC) qualified youth worker and is bound by the Ethical Code of Conduct for Youth Work (NYA, 2004).

Detail on storing and recording data

All data remained secure within a locked filing cabinet in the researcher's office. All observations and transcripts were anonymised from the start of the process to protect staff members identity. On completion of each interview an upload of the recording went onto a password protected computer and then the recording deleted from the Dictaphone.

5.4. Thematic Analysis

Thematic analysis is frequently used to identify commonalities, themes, and patterns within interviews; this method selected had the intention to understand

workers experiences further. This approach works well in uncovering meaning in context. The following process developed themes for each method, using interview transcriptions, participant observation fieldnotes, and BOS responses.

Thematic Analysis process

Initially the 'raw records' from participant observations were written up in full. Word by word each of the interviews required transcribing and downloading of survey responses from BOS. Each data set broadly following Braun and Clarke's (2006) concepts for analysis;

1) Familiarisation

The field notes, interview transcripts and survey results were read and re-read. The researcher noted initial aspects presented from each transcript separately.

2) Initial open coding

This enabled line by line identification of meaningful aspects raised in the data, these had to remain close to the raw data to ensure driven by the data. These code words/phrases were then gradually grouped together. This process required repeating several times to review based on thoughts, feelings, and events taking place. The three data sources (interviews, participant observation, and survey) remained separate for this process.

3) Generation of themes

The researcher further examined the data based on the codes developed. They began interpretive analysis with the identification of themes and considered the relationships between them.

The researcher then transferred the developed codes onto MindMaster a mind mapping tool, allowing presentation of the key themes from data. This was completed for interviews and participant observations, whereas the researcher decided against this for the survey responses due to keeping the questions and

responses together. Then the creation of four maps for the two projects, this allowed keeping observations and conversations in transition on separate maps, therefore the maps were Project S participant observation, Project S conversations in transition, Project E participant observation, and Project E conversations in transition. This thematic mapping enabled visual presentation of the relationships between themes (Appendix 7).

4) Reviewing themes

The themes required reviewing and refining further considering the relationships within them. This enabled validity of findings by revisiting themes and relationships, also ensuring returning to the original data. Through this process themes could be added, combined, or removed. The processing of the three data sources remained separate at this time.

5) Defining themes

Finally, an exploration of all three sources (interviews, participant observation, and survey) merged together. Reviewing each theme considering their meanings together and relating to previous theory and research.

The structure of subsequent chapters emerged for the analysis of this data and themes produced.

5.5. Summary

This chapter sets out a detailed account of the methodology and research process. It explains the research aim: To develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills. The chapter also reviews the theoretical perspectives of this research, evaluating each decision for methods used and their application within this process. Furthermore, the chapter considered validity, reliability, and ethical considerations. The chapter concludes by reviewing the thematic analysis process.

Each forthcoming chapter develops a new contribution to knowledge by addressing the research objectives, beginning with Chapter 6 responding to research objective 1: To develop a contemporary definition of DYW using current theory and analysis of practice. Chapter 7 addresses research objective 2: To critically analyse current DYW processes to establish a model of best operational practice. Chapter 8 responds to the final research objective 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Chapter 6 Towards a contemporary theory of detached youth work

6.1. Defining Detached Youth Work

Young people's territory

Voluntary participation

Agenda setting

Relationships

Community

Accessibility

Conflicting definitions

Strengths

Definition matching practice

Accessing young people

6.1.1 Defining Detached Youth Work Evaluation

6.2. Practice delivery

6.2.1. Frequency of Detached Youth Work practice

6.2.2. Ages of young people worked with

6.2.3. Number of young people observed

6.2.4. Job titles

6.3.5. Ideal detached

6.3.6. Practice delivery evaluation

6.3. Advantages of Detached Youth Work

Flexibility

Accessible to young people

Relationships (including power)

Community presence

Staff development

6.4.1. Advantages of Detached Youth Work Evaluation

6.4. Disadvantages of Detached Youth Work

Weather

Inconsistent meeting young people

Risks

Funding

Understanding Detached Youth Work

6.4.1. Disadvantages of Detached Youth Work Evaluation

6.5. Perceptions of Detached Youth Work young people and government policy

6.6. Interviews – additional considerations

Devaluation of Detached Youth Work

Worker Stories

6.7. A contemporary theory of Detached Youth Work

6.8. Summary

This chapter is the first of three which present and analyse the research findings. It addresses the first research objective:

RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.

This chapter uses the data outlined in Chapter 5 to develop a contemporary definition for DYW. The chapter evaluates definitions provided from interviews and survey results from practitioners, this includes consideration of ages of young people engaged, numbers of young people observed in practice and considers the current variations in job titles of those who engage in DYW. The chapter continues to critically analyse the advantages and disadvantages of DYW, as considered from the practitioners perspectives. This includes a brief examination of what practitioners perceive DYW's value is from young people and policy. The chapter considers interviewees responses on their version of the ideal DYW, additionally, considering some of the further comments provided from surveys and interviews. This chapter concludes with the presentation of this research developed contemporary definition of DYW.

6.1. Defining Detached Youth Work

This section analyses evidence received from interviews and survey responses, using them to develop a definition of DYW as perceived from practitioner perspectives.

The initial survey question asked the respondents for definitions of DYW, this is essential to understand current practitioners' perspectives. This was fundamental for theorising DYW in its current form. The forthcoming table 3 Presents the key themes raised in the 32 survey responses.

Table 3: Overview of the number of survey respondents on definitions themes	
Definition survey themes	Number of respondents commenting on each theme
Young people's territory	24
Voluntary participation	5
Agenda setting	7
Relationships	11
Community	4
Accessibility	4
Conflicting definitions	4
Strengths	8
Definition matching practice	27
Accessing young people	2

Source: Created by author based on BOS survey data.

Young people's territory

Of the survey respondents twenty-four included the concept of going into young peoples' spaces. This description was in terms of young peoples' environment, turf, location, natural setting, territory, or where young people are. Examples of this included 'Meeting young people on their own territory' (survey 871) and 'Building relationships with young people on their own turf' (survey 068). Although the language used was not identical for practitioners, its representation showed the importance within DYW about practice being in young people's 'space', with practitioners going to where the young people are and where they chose to be.

The interviews also present DYW as taking place in young people's spaces and not forcing them to engage in any aspect of the practice. One interviewee commented:

I think it's one of the most purest ways of doing youth work because it's all about the young people in their environment in their space and how as proactive practitioners we can use those spaces to engage those young people that are not engaging in any building based activities (Participant 2)

These considerations appear common with DYW stated as being on young people's territory (de st Croix, 2016; FDYW, 2016; Blazek and Hricova, 2015; Jones, 2014; Lavie-Ajayi and Krumer-Nevo, 2013; Goddard, 2011; Whelan, 2010; Rogers, 2011; Tiffany, 2008). De st Croix (2016: 114) claims:

Detached work is a form of practice in which workers aim to build relationships with young people on their own terms and in their own territory. They mainly work on the streets and in public spaces...

This is similarly considered around outreach practice (Rogers, 2011; Whelan, 2010; Burgess and Burgess, 2006; Leicester City Council Youth Service, 2003; Kaufman, 2001). Evidencing the interconnectedness of approaches to both DYW and outreach work both taking place in young people's spaces. As Whelan (2013: 33) demonstrates '... in practice the dividing line between these approaches is often quite blurred' showing the challenges of clarity within day to day practice. This is further questioned by Belton (2016: 20) who argues '...detached youth work is connected to the wider context of youth work and as such setting up artificial barriers between detached work and other youth work responses is a questionable pursuit', suggesting the clear definitions of these forms of practice is unnecessary. Fletcher and Bonell (2009: 20) however are clear in their position that "'detached youth work' is not the same as 'outreach work'...".

Voluntary participation

In addition to survey findings the three interviewees also raised aspects of voluntary consideration. This approach is repeatedly deliberated within youth work including Davies (2010), Tiffany (2009) Hall, Williamson and Coffey (2000) and more specifically with Davies (2015) examining DYW. One interviewee explained DYW is based on young people's '...terms not on ours' (Participant 2), is within the community and they expressed the relevance of building a trusting relationship. These important factors are also considered by several sources including Davies (2010), NYA (2004) and Merton, Payne and Smith (2004), these trusting relationships will be examined later in Chapter 8. The detached youth worker's definition is no surprise considering the relevant theory.

Agenda setting

Seven respondents mentioned issues around agenda in DYW. These responses suggested the focus of the agenda was not set by the youth workers or organisations and instead presented as the young people's agendas. Examples from participants included '...starting from their [young peoples'] agenda' (survey 866) and 'agenda set by young people not by the agency' (survey 417). Respondents focused on starting where the young people were at and the needs of the individual groups. There were no suggestions of pre-planned agendas or targets to the work within DYW definitions provided. Goddard (2012) and Tiffany (2009) support this both claiming it is what makes DYW effective.

One interviewee responded that DYW engages with young people who street socialise, this is similar to what Cahill (2000) refers to as 'street literacy'. The interviewee explained DYW can work with young people and their presenting needs rather than having a specified outcome upon which to focus. This perspective mirrors other literature that considers DYW should have no barriers to engagement; this includes not beginning with a prescribed agenda (Goddard, 2012; Tiffany, 2009). The interviewee also referred to DYW as being 'beauty in its simplicity' (participant 3) with rich and varied work. This description considers the simplicity

of working with fewer structures or restrictions to practice, rather than that the work itself considered as simple in practice.

Relationships

Eleven respondents commented on the relationship element of DYW. They mentioned aspects of needing to build relationships with the young people and working with them including ‘...building positive relationships, and rapport’ (survey 866) and ‘...building professional relationships...’ (survey 523). Interestingly one respondent discussed work delivered to young people; ‘Youth work values and methods delivered to young people in their own natural setting’ (survey 753). The interpretation of language used here could be the young people having work done to them, potentially in a more forceful rather than collaborative approach, suggesting a worker or organisation agenda. Alternatively, the respondent could be referring to using a youth work approach as defined in NOS (2008), using these standards to deliver youth work through working with young people in their own space. This response is potentially open to some interpretation of the idea of doing *work to* young people or *working with* young people. These statements infer very different meanings, showing the importance of language within definitions of practice. These aspects link to arguments from Davies (2015) and the Social Discipline Window (McCold and Wachtel, 2003) presenting the differences of these approaches related to control and support of individuals. Within the survey ten respondents used the phrase ‘working with young people’ or something of a similar nature, this phrase was also used within interview responses. Overall relationships were important within DYW definitions and this thesis considers them in depth through Chapters 7 and 8.

Community

Within the survey definition, four respondents mentioned community. Two respondents stated this from the perspective of working with young people to communicate and develop relationships between them and their community.

Illustrated by ‘...can also facilitate a relationship between Young People and their community’ (survey 523). This emphasises DYW is not about working with young people separate from everything else in their life. Furlong *at al.* (1997) suggests the interconnection of DYW with other aspects of young people lives, enables them to access background information (lifestyle, fears, hopes, aspirations) which supports them working with vulnerable young people. Davies (2015:11) supports this claiming ‘working with and through young people’s peer groups’ and communities as an effective form of practice for youth workers starting where young people are at and moving them forward. This community approach is also considered by the APPG on Knife Crime (2019). The other two responses mentioning community focused on practice within a space in the community. As one respondent stated; ‘Working with young people in their perceived space within the community’ (survey 285). These responses consider community locations and where DYW physically takes place (Tiffany, 2009). This work with young people in the community requires further exploration covered in Chapter 7.

Accessibility

Further to the above evaluated areas a few respondents considered additional elements within DYW definitions. There were four respondents whom clearly considered DYW for those who ‘... may not feel able to attend youth clubs’ (survey 663) or were ‘hard to reach’ (survey 871). Furlong *at al.* (1997) considers these groups to benefit from the support of DYW, and its effectiveness in engaging vulnerable young people. This brings into question by what means services can engage with these groups, specifically if they are unable to access other support systems (see literature review Chapter 3). Chapters 7 and 8 consider these themes further.

Conflicting definitions

Conflicts were also apparent between responses; for instance, one respondent expressing outreach as an element of their DYW, and another stating that outreach

is a separate aspect of youth work and not part of DYW. This coincides with the literature review Chapter 3 and is examined above in *Young people's territory* exploring the existence of confusion between the definitions of different forms of youth work practice. This was also evident by one response stating 'A mobile youth club' (survey 136) as their definition of DYW. Belton (2016: 20) would argue the questioning of definitions and separating detached, outreach and mobile work '...is clearly needlessly splitting hairs as anyone who has carried out youth work in a minibus will know'. This need to separate definitions of detached and outreach is also considered as irrelevant by Smith (2005) and authors such as Davies (2015) and organisation guidelines will mix the roles particularly detached and outreach together in literature. Although others including Rogers (2011) and Fletcher and Bonell (2009) are clear on their position that there is a difference between the two forms of practice. Whelan (2010: 49) argues a key feature of DYW is '... its 'physical detachment' – that is, its primary point of contact with young people is on the street or in public space' which in itself matches the young people this form of practice targets (disengaged, marginalised, socially excluded, disenfranchised), achieving this through a level of detachment from organisations and institutions. These debates raise the possible crossover between forms of practice or the use of interchangeable terms, causing confusion for practitioners. This creates further confusion with organisations, management, funders, and policy makers. Additionally, this can impact young people themselves when meeting youth workers undertaking different roles, as will influence the young peoples' understanding and expectations. As considered in Chapter 3 and examined in Chapter 8, if practitioners do not fully understand their roles and with internal confusion how are young people, communities, funders, and policy makers supposed to be able to understand what youth work is and its potential effect on young people and communities. Leicester City Council Youth Service (2003: 4) support this argument expressing DYW:

...has often been misunderstood, not only by the young people with whom they come into contact, their wider community, other agencies (including youth projects) etc, but also by those who employ, supervise or manage them.

There was one final variation considered between definitions of DYW and actual practice. One practitioner expressed 'There is much confusion around: Detached, Outreach and Mobile' (survey 265) work, and within additional survey comments one respondent suggested the need to raise knowledge in 'detached work and outreach being different things' (survey 672). These debates will form part of the analysis in Section 6.7. which proposes a structure and contemporary definition for DYW, including consideration of outreach and mobile youth work, in response to the observed and expressed concerns.

Strengths

The survey findings did show strengths of DYW with definitions exploring ideas around; providing choices of young people; challenging and stretching them; empowering and developing; life skills; and informal education. The minimal responses show these aspects as overlooked, however this is likely due to the nature of the question asking specifically about DYW definition, causing responses to focus on structural approaches rather than practice implications.

Definition matching practice

Twenty-seven of the respondents said that the definition they had stated matched the practice which they currently undertook. However, there were differences expressed by some between current practice and definition of such work. The differences predominately focused on the targeted nature which some practitioners were now facing. Respondents noted that they were asked to 'get young people off the street' (survey 254) and to focus on anti-social behaviour with specific groups or areas rather than longer-term development of young people, and the community focus of their work. Another concern raised was that 'It can be really hard to make sure you aren't turning into surveillance due to funding targets...' (survey 753). These aspects show the challenges of DYW in the current political environment, with workers feeling that they are doing '...reactive and time limited rather than

community focused and relational' (survey 121) work. This progression into targeted work is a challenge for practitioners and impacts on their work with young people, influencing approaches used to engage and support them (Pitts 2008; Jeffs and Smith, 2002; France and Wiles, 1996). Pitts (2008) considers that street-based work has now become restricted by time limits, being problem oriented and driven by targets, as such the ethos of young person lead youth work has diminished. Further supported by Jeffs and Smith (2002) questioning the future of youth work with a movement towards surveillance and control, case management approaches targeting individuals and working with them in approaches counter to youth work principles, a key example being the introduction of the Connexions service (evaluated in Chapter 2). This therefore pushes detached youth workers into roles and situations which go against youth work training, beliefs, and values. Moving from a youth work approach of voluntary participation (Davies, 2015) to becoming agents of control and surveillance (de st Croix, 2016; Jeffs and Smith, 2002). De st Croix (2016) found detached workers were uncomfortable and opposed to some organisation policy requirements such as working alongside the police and gathering information on young people they worked with. This requirement contradicts Whelan's (2010) argument that the DYW approach is effective due to its detachment from institutions making young people access support through this form of practice.

Accessing young people

Another challenge stated by a practitioner was the difficulty in finding young people to work with. 'Difficult to find young people. Generally, not on streets (apart from the very hard to reach) and youth clubs are empty' (survey 871). Another respondent also commented that:

My company has a theory that detached work should only take place in areas of high deprivation. Those areas are not always full of young people. Further afield in other parks and areas there are more young people that may want someone around, it should be a service that is extended to all

(survey 672).

The researcher appreciates this challenge to find young people from their experiences during the observation stage and similar conversations with staff. Although they saw young people regularly, there was no consistency for the practitioners to fully establish relationships with the groups or to develop the work further. It would appear from the above respondent that other services are also having similar or perhaps more challenging experiences in finding young people in the community to work with. Further consideration of this challenge takes place in Chapter 7.

6.1.1 Defining Detached Youth Work Evaluation

This section has considered practitioner perspectives on current definitions of DYW, reviewing a range of terminology used. Findings here evidence the conflicting and confusing situations workers may find themselves with mixed perceptions on what constitutes DYW in practice. This exploration of practitioner perspectives confirms issues raised within the literature (Chapter 3), that there is a lack of clarity as to what contemporary DYW is.

Analysis here illustrates how practitioners use of terminology of detached, outreach and mobile work. This leads to a need to separate out such language to provide clarity for all engaged in youth work and associated practice, alongside decision makers (managers, organisations, policy makers), communities and academics. These findings clearly emphasise the importance to practitioners of practice taking place within areas stated as young people's territory (examined in Section 7.1 Locations) and the relationship element of practice (considered in Chapter 8). These elements are essential for inclusion within the proposed definition of DYW as shown later in Section 6.7. A contemporary theory of detached youth work.

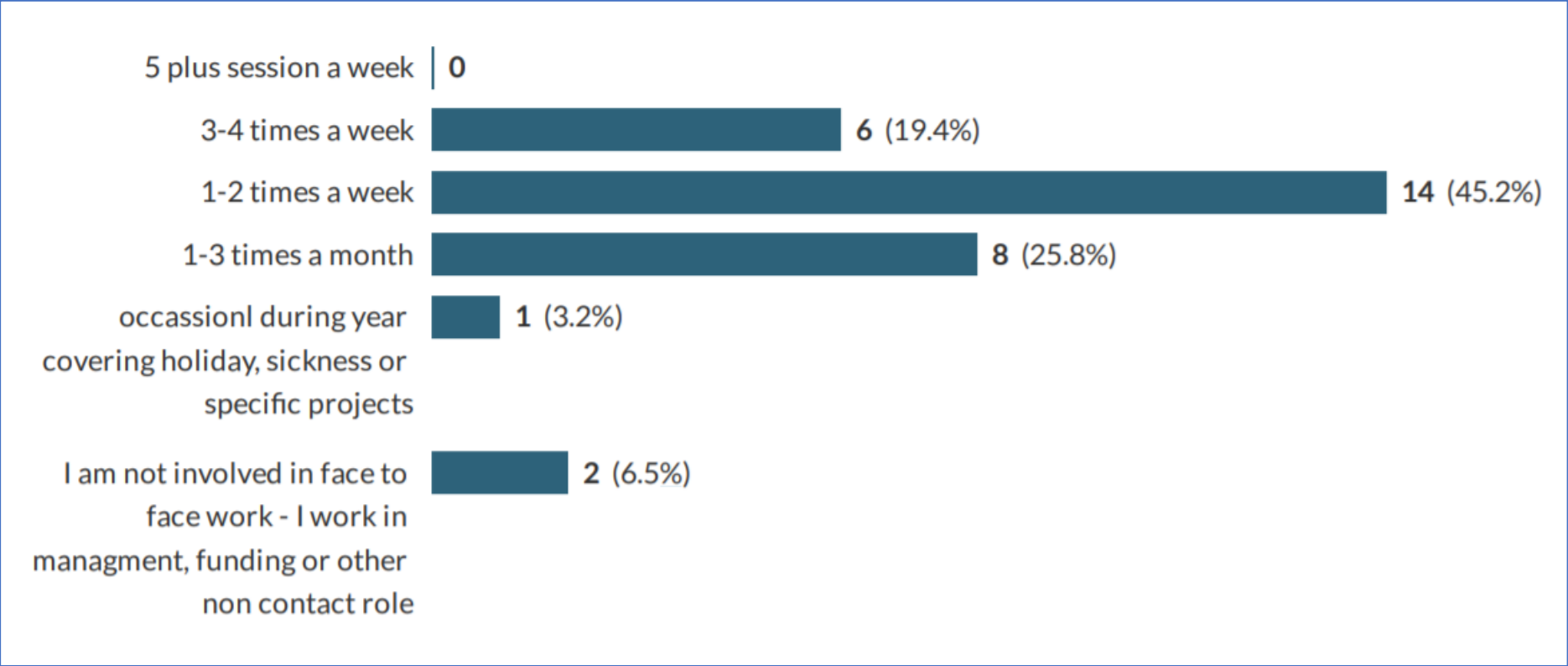
6.2. Practice delivery

The following section examines some of the practice elements of DYW, based upon 32 survey responses, 15 participant observations and three semi-structured interviews. Examining frequency of DYW practice, ages of young people worked with, the number of young people worked with, job titles and opinions on an ideal DYW.

6.2.1. Frequency of Detached Youth Work practice

The survey asked respondents the frequency of their practice. Almost half of practitioners (45.2%) engaged in 1-2 DYW sessions each week (Figure 9). Second most frequent were 25.8% of respondents who engaged in DYW 1-3 times each month. Of all the responses none were involved in more than four DYW sessions each week. Three respondents were not involved in face to face practice, although one of these did occasional sessions when covering sickness/holiday or specific project work.

Figure 9: How frequently do practitioners work on detached youth work sessions



Source: graph taken from BOS, survey results 2018.

These findings show the majority of those engaged in DYW are only engaging in one or two sessions each week. This suggests a limit to the potential DYW taking place and appears that there are low frequency levels. Further data would need to be collected to ascertain how long each session was and how this compared to other types of youth work sessions. Had the research intended to further focus on staff working patterns, it would have included questions around full or part-time employment and number of hours they worked each week. If this had been the focus the findings would have provided further analysis on whether part-time staff were engaged in more DYW than full time staff; however, this was not an aspect of the research design. For a more detailed consideration on factors around this area please see work of de St Croix (2016) as evaluated in Chapter 3.

6.2.2. Ages of young people worked with

The age of young people seen through participant observation varied. At Project S the youngest were nine years old and the oldest were 20. At Project E the youngest worked with was 11 years old and oldest 17. These findings show similarities when considered with the following responses from survey respondents on ages of young people worked with. The youngest were reported as being three years old by one response, and oldest in several responses was 25. 29% of respondents commented that they started working with young people from age 11; followed by 16% who began working with young people from 13 years old. These two ages are interesting to consider as the National Youth Agency (NYA) historically demonstrated youth work as being from 13 – 19 years old (NYA, 2013b). However, in 2017 this age lowered to consider youth work to begin at 11 years old; and recently the NYA recognise youth work from age 8 (NYA, 2018a). These responses appear to coincide with the previous and current NYA definitions. Furthermore 45.1% of responses stated the oldest age as being 19 years which also aligns itself with the historical NYA age range (NYA, 2013b). In addition to this 22.5% stated 18 years as the oldest worked with and 19.3% suggested 25 years. These ages are interesting to consider as 18 is often thought of as when a young person is considered an adult in England. Due to this being the legal drinking age

(Government UK, 2018b) additionally in legal terms when an individual who has committed a crime would go on trial as an adult (Government UK, 2018c) and the age when fostering generally concludes (Government UK, 2018d). Twenty-five years of age was presented as the third most frequent cut off age for the practitioners' work, this is considered as a common age particularly when working with young people with disabilities, however more recently had been considered by the NYA (NYA, 2018a). Furthermore, it is not until an individual is over 25 that they go into a full adult prison, 18 to 25 years olds would instead attend a young offender institution (Government, 2018c).

6.2.3. Number of young people observed

The number of young people observed on each session also varied. At Project S the lowest number observed was two young people, and in contrast to this the greatest number of young people observed on a session observed was 32. Over all the sessions attended the average number of young people for each week was 15. Of the few sessions with Project E there were nine, and twenty young people during evening sessions and the reconnaissance session saw three young people. These findings show similarities considering the following responses from survey findings with the number of young people they worked with. When asked on average the number of young people observed during DYW the survey responses were wide ranging. One respondent stated the average number of young people observed was zero where as another stated 50+. The most frequent number mentioned was 10, by seven respondents, although for some this was the starting point and for others the maximum. This was most frequently followed by 15, mentioned by six respondents.

The respondent stating zero young people observed raises a question about the need for DYW within an area. The response could potentially be by an individual who is not engaged in face to face practice sessions, as considered above in the frequency of practice sessions. However as other respondents stated zero to another number, this does show that on some session's workers may see no young

people during a session. There could be a variety of reasons for this, anything from young people being away such as during school holidays, poor weather conditions, local issues, or local events taking place and potentially that the practice is taking place in inappropriate locations where there never were any young people. Of course, if reconnaissance takes place as evidenced in Chapter 3 it is unlikely that practice is taking place in the wrong locations. Alternatively, it is worth considering that funding may also restrict locations for DYW and therefore is a factor for deciding where work takes place. An example of this is in Section 7.1.4. where practitioners raised this.

The challenge when considering the number of young people observed is that every DYW session can be different. This is evidenced by one practitioner stating a good night is 10-15 young people, and another stating that during the winter they will see 15-45 young people, and in the lighter nights will see 45+. Responses presented that numbers vary based on the time of year and weather conditions - factors being outside of practitioners' influence.

Further to this one respondent specifically commented that their average was '8-10 who will engage' (survey 753). This is interesting to consider as the question asked 'how many young people do you see on a detached youth work session?'; although the number observed, spoken to, engaged with, or participated with could vary for each of the sessions. This would have created a rather complicated survey question; nonetheless it would have been an interesting aspect to consider as practitioners may see 50 young people and only contact or engage with a few of them, whereas another project could see 50 young people and engage with all of them in one night. The survey did not leave scope to explore this aspect in depth and to consider numbers of young people observed, and actually engaged with. The survey does show the range of numbers observed by different providers and raises the consideration around impact of time of year and weather conditions.

6.2.4. Job titles

Of the 32 respondents, practitioners had several different job titles. Overall 23 titles included the word 'youth': the most commonly expressed was that of 'youth worker' with 16 respondents stating this in some form. Some of the respondents had additional wording to the title showing the level of their role such as 'area youth worker' (survey 523), 'senior youth worker' (survey 285), 'lead youth worker' (survey 663) or 'assistant youth worker' (survey 022) these show an element of status and experience within the role of the staffing teams in different organisations. Additionally, four respondents had 'youth' combined in their job title with 'community', these titles show specifically how ingrained working with young people and the community is.

Further findings show two respondents' titles were 'youth support worker' (survey 871 and 672) this title itself is possibly open to further interpretation. 'Youth support worker' would refer to a professionally qualified youth worker in some organisations, the NYA (2018b) would define it as someone who has completed a lower level qualification than a degree. In contrast, this could also be a practitioner who is not actually involved in youth work and could be a practitioner working with young people in a support role, such as a carer or residential work. An example from a job advert included '...work with 16+ in our two homes... we are a semi-independence service supporting our clients to achieve independence' (indeed, 2018: 2). From the practitioners completing this survey it would be logical to presume that they are acting in a youth worker capacity, as defined by the NOS and NYA; although when exploring job adverts this title could be related to another role in working with young people and not as a youth worker.

Additionally, three practitioners had 'detached youth worker' as their job title. It was encouraging for the researcher to see this title in use rather than all workers merged under more generalised youth worker titles, although it was disappointing that only three respondents had detached in their title. This would suggest that only three of the respondents had DYW as their only or main role within their job. In comparison to the FDYW survey from 65 respondents, the findings show that

almost half (47%) of respondents stated 'detached' within a job titles used in their organisation (Dowling, 2015). This could suggest that the use of the term 'detached' has reduced within job titles over a few years. However, it may also signify that those responding to this study coincidentally do not have detached within their own job titles. Due to the limited numbers, variation of question, short time frame between and with self-selection sampling (Bradley, 1999) in both surveys, it would not be possible to make assumptions as these are not fully comparable.

There were a range of other job titles included in the responses: in particular the use of more targeted titles such as 'targeted youth worker' (survey 121), 'youth interventions worker' (survey 172), 'senior early help worker' (survey 662) and 'senior on track leader' (survey 931). These titles appear more focused roles than youth worker, depending on the stance of the practitioner and role of the organisation. These have the potential to be debated as to whether they are 'youth workers' at all. This debate refers to the previous critical analysis in Chapter 3 on what youth work is, including aspects such as voluntary engagement of the young people. With more targeted approaches to practice this may not fulfil the descriptions most often given for youth work by the NOS and NYA. This survey would therefore be unable to state if these roles are youth work or include youth work elements amongst other aspects of the worker's role.

The exploration of current job titles used is significant in showing the terminology currently in use. An interesting study, which this thesis does not have the scope for, would be to explore longitudinally the changes in worker titles. Within the current economic, political context and the reduction in students undertaking 'youth work' degrees, a future prediction would be the use of more targeted titles, moving away from those of 'youth worker', 'detached youth worker' or 'youth and community worker', unless there are significant policy changes and investment specifically into youth work services.

6.2.5. Ideal detached

The researcher asked interviewees if there was anything they would change to create an ideal DYW. One interviewee took a few moments thinking about this before responding 'I'd like there to be detached workers everywhere' (participant 2). They explained that they would like to have youth workers on detached in every community, out every week, to become interconnected in communities and familiar to young people, for communities to be comfortable with workers in their space, and that through longevity would build trust.

...you can't just parachute into an area and do a couple of months of something and then leave and think you're going to make a stay of difference. so that is a problem there for funders well for getting funding anyway is imparting to funders how important that longevity is to making that thing sustain itself after you may have gone (participant 2).

Heaney (2017) supports this perspective and would not consider such occasional approaches to practice as being youth work. Another interviewee focused on the change being around having the finances to be able to say yes more to young people. They explained that increased budgets would enable more activities to take place and providing further funding for staff so there would be the capacity for planning and running of activities. Examples included campaign work such as trying to get lighting in an area, or working with the police providing more education on skills to engage with young people. This implies the need for improved partnership working, and a greater understanding of young people by other service providers, further explored in the subsequent Chapter 7.

The third interviewee commented that they would like to '... have a stand or set something up... in a location to get the young people to come to us' (participant 1). They explained this in relation to frustrations when DYW sessions saw very few young people. Although this does potentially move away from being DYW and may become more project work or closer to working in a youth centre with young people expected to come to a service - which it can be argued DYW is not. One

worker also wanted to expand their project to enable a combination of having detached workers and mobile workers out in the area. This included funding for a van which could be more beneficial at different times of year. They wanted this vehicle to provide somewhere safe and warm particularly on cold/dark nights and to have various information and resources to engage young people with. This suggestion considers advantages of using a combination of youth work approaches and the way they can work together.

6.2.6. Practice delivery evaluation

This section presented findings on the practice delivery of DYW from researcher observations at project E and S and the 32 survey responses. Evidence has once again referred to signs of conflict surrounding what DYW is, and how this functions within practice. There appears to be a range of ages considered appropriate for detached youth workers to interact with, and although there is evidence of similarities with some service providers there is no consistent representation of what age youth is. These findings mirror the confusion as presented in Chapter 2 when exploring policy representation. However, this issue is nothing new, it can be evidenced throughout the literature on the changing concepts of childhood and youth. This has presented the need to clarify those with whom DYW engages, although a current age group may be considered essential, it is influenced/adjusted within future society contexts merged with funding availability.

The consideration of DYW in practice presented the range of young people engaged with during sessions, evidence exposed wide differences between the service providers and these will change through the seasons and society developments. Although the number and frequency of young people observed cannot be predicted, evidence here uncovers the variations which organisations and funders need to be aware of when planning youth provisions.

The exploration of job titles for youth workers involved within DYW presents further conflict as to the expectations of practitioners, particularly when considering

applications for funding with provider's using different language for roles. Furthermore, this exposes the potential confusion for practitioners including those applying for roles, senior staff, managers, alongside how communities and other partnership agencies perceive worker roles. This furthers the need for clarification for all involved in DYW, regarding both a definition and an operational perspective.

6.3. Advantages of Detached Youth Work

This section examines the advantages of DYW from practitioner perspectives. Reviewing aspects of flexibility, accessibility to young people, relationships, community presence and staff development.

Flexibility

Interviews explored practitioner perspectives of the strengths of DYW. This included practice being about the relationship with the young people and the ability to be flexible. They evidenced flexibility with regards to the timing of sessions, being adaptable and adjusted to the needs of the community, rather than restricted use of a shared community building. FDYW (2016) and Burgess and Burgess (2006) support the concept of DYW being flexible in approach. Respondents saw this as an advantage with no reliance on other providers, caretakers, and sessions could be adapted within boundaries of staff availability. Another advantage considered was being able to walk away if for example there were any concerns around staff safety (Irving and Whitmore, 2013: FDYW, 2007) Respondents suggested this form of practice could be transferable and used anywhere, while also having the potential to be set up very quickly; Burgess and Burgess (2006) also consider this an advantage to DYW.

Fifteen survey respondents presented this flexibility, described in two threads through the survey. Firstly, in the nature of the work itself, staff felt that DYW had a flexible structure allowing practice to adapt to the needs of the young people. One respondent proposed that DYW needs to be able to improvise, as it is impossible to

be able to predict what could happen on any session. Secondly, flexibility was considered as easier as there was no building to be responsible for, which was perceived as an advantage to DYW as it does not confine practice to a specific space, with the restrictions managing a building does. Seven of the respondents claimed that managing a building was a disadvantage with restrictions considered such as 'Not worry about buildings or equipment', this enables staff to focus on the relationship with young people. This response reflects the advantages as previously evident within interviews.

Accessible to young people

One interviewee stated how DYW meant working in accessible spaces with young people who were not engaging with other services. They suggested these young people were marginalised and disenfranchised.

the strengths really is that you're meeting generally young people that are already outside of any other accessible spaces, groups or out of school or just not engaging in any other processes, so your actually getting to the most marginalised or the most disenfranchised erm so that is a definite benefit (participant 2).

The interviewee also explained that some young people did not use or could not afford sources for social media, these groups may become excluded from events happening - particularly with regard to services available to them such as employment support, health and wellbeing, education and having a political voice. Jones (2014) agrees with this perspective of DYW engaging with those less likely to be accessing other services, he particularly refers to DYW discouraging over use of alcohol. Various authors support this perspective when considering working with those who will not interact with youth centres (Belton, 2016; Brighton and Hove Youth Service, 2014; Goddard, 2011; Fletcher and Bonell, 2009; Leicester City Council Youth Service, 2003). Furthermore Pearce (2006) suggested how vulnerable older young women only accessed support through outreach work, and Pitts (2017)

argues the need for these approaches to engage with those who will avoid various authorities. There is a well-supported argument that marginalised young people can access support from more informal support systems including DYW (Chapter 3 and 4).

There were recurring themes from survey respondents about the advantages of DYW. One such theme was that working with young people regarded as marginalised and being unable or choosing not to access youth centres or other service provisions. Twelve of the 32 responses included some aspect of working specifically with such groups of young people, including:

Engaging with young people who would not access universal provision, usually meeting with young people who are in alternative education settings, causing Asb (usually just hanging around spots that are warm and light, not asb at all) misusing substances (survey 871).

DYW enables young people who feel that other services are not of interest, or find them challenging to engage with still have the opportunity to access support, information and guidance. In addition, work with those who are less likely to engage in services links to benefits regarded by practitioners around DYW's flexibility.

Relationships (including power)

Twenty practitioners considered a benefit of DYW includes having open conversations, enabling workers to understand the needs of the young people while seeing them in environments which they are comfortable (their own space/territory). Workers felt that in these environments young people had more control over the direction of conversations with staff. One commented 'the power balance is completely in the favour of the young people...' (survey 694) and another 'Young people are far more open and rapport builds quickly' (survey 866). These are just two examples of the advantages of DYW and this form of practice suiting young people. The FDYW (2016) and Davies (2010) consider the changes in balance

of power between workers and young people. The FDYW (2016) focus this on DYW whereas Davies (2010) considers this generally within youth work. This also links to the above advantage considered on accessibility, how workers felt DYW enables engagement with young people less accessible to other services/projects, or 'Establish positive relationships with youth that would otherwise go unnoticed' (survey 254). These evidence the strength and purpose as considered by practitioners regularly working with these groups of young people. Furthermore, one practitioner suggested 'The young people see you in their area trying to help and improve their lives rather than them coming to our centres, and they appreciate that, so much so that they would know our route/area and wait for us' (survey 931). This practice in young people's territory enables workers to understand the lives of those with whom they are working more clearly (Heaney, 2017; Sanford, Armour and Warmington, 2006). This also provides a greater community understanding (Bruce *et al.*, 2009; Tiffany, 2009) not necessarily achievable in centre or project-based work.

Community presence

Ten survey respondents commented on the necessity to understand local issues and have a community presence. This was about practitioners understanding communities and being a part of them, making staff accessible to young people, parents, and the wider community.

... it's not about getting [young] people off streets – which never works anyway – it's about accepting people within their own communities and the worker having to become a real part of that community. It's about really knowing a place and what makes it tick and function (survey 417).

Further to this another respondent argued 'It's the best youth work environment in my opinion: able to access young people who are in most need' (survey 694).

Staff development

Respondents also commented on how DYW 'Challenges youth workers' comfort zones and assumptions' (survey 022) and '[you] Have to bring all skills to the table as you are the resource' (survey 866). These statements present the benefits in this form of practice not only for the young people and communities however also for the development and growth of practitioners.

Interviewees also suggested that DYW enabled staff to spend quality time with colleagues, this time when moving between groups and locations allows staff to build relationships, debate ideas, make plans or problem solve for sessions. Staff had the opportunity to reflect on their practice and could deliberate issues together. Within other forms of practice and with part-time staff they felt there were limited opportunities for such interactions to happen. The researcher observed this in action during 'conversations in transition' with both projects. This time for reflection is essential for youth work as argued by Davies (2010) and FDYW (2007), it encourages workers to reflect on their own abilities prior to undertaking practice. Fusco (2012) also expresses the requirement for workers to be able to reflect, therefore this opportunity as a group process would be beneficial in staff development. The work of Pugh (2010), Love and Hendry (1994) and Brew (1943) express the need for time to reflect and develop as a team enabling workers to remain motivated and focused: this is included in the examination of youth worker training courses in Chapter 1 and practitioner skills in Chapter 8.

6.3.1. Advantages of Detached Youth Work Evaluation

The practitioners' perspectives on advantages to DYW has provided an understanding of the importance of flexibility. Findings demonstrate this form of engagement as being able to adapt to the surroundings through work being transferable to different locations and at different times, combined with its approach in dealing with young people and various situations. This flexibility of practice is an aspect which requires consideration when defining youth work

practice. Without this there would be limited engagement, particularly with those young people who are marginalised by society. The ability for staff to move freely to new locations enables them to connect with young people other services would be unable to. This adds to the accessibility of interactions with young people who need support although are unable to access this. These young people are more vulnerable and may not receive the guidance they can benefit from; practitioners commonly presented this strength. Another advantage presented is that of the relationships between workers and young people. An effective relationship was perceived as essential for DYW and thus has been explored in detail within Chapter 8. It would be naive to ignore the importance of the relationship when examining and defining DYW.

Additional aspects exposed as advantages of DYW included that of a community presence. This is incorporated with other strengths of DYW including its accessibility to young people and relationship building. Practitioners considered that understanding communities and having a regular presence enabled a strength in practice by being accessible to all. Although there is limited representation here, Chapter 7 expands on the importance of communities when exploring operational practice of DYW.

Finally, a perhaps unexpected strength of DYW was around staff development. Respondents expressed this in several ways. One is related to the need to use all a youth workers skill's and to break any barriers and assumptions through being in the community (rather than a controlled space of a youth club or school). DYW also presented staff learning from each other and provided discussion opportunities, particularly with part-time workers when other events provided little opportunity for this. Staff development is explored in Chapter 8.

6.4. Disadvantages of Detached Youth Work

This section examines the range of disadvantages of DYW from the practitioner's experiences. This section explores aspects of the weather, inconsistent meeting of young people, risks, funding and understanding DYW.

Weather

The challenges faced by practitioners included that of DYW being weather dependant, which workers found could impact on the young people engaged with (see Section 6.2.3.). Ten survey responses included weather related issues, although they were generally non-specific as to what was meant by this. One participant suggested poor weather and dark nights in winter impacted on their work and another mentioned a decrease in the number of young people out during the winter months. The researcher would assume from these couple of comments on the weather that they referred to wet, dark, winter months. However, 'weather can make or break motivation or a session' (survey 866) and this may also refer to sessions when it is too hot for the young people meaning that they are not out or feel more agitated or lethargic and may perhaps prefer being undisturbed. Issues based on the weather are unchangeable and outside practitioners' control.

Inconsistent meeting young people

In addition to weather interviewees felt that DYW could be haphazard with how many young people were out (see Section 6.2.3.). Although staff worked to overcome this through community intelligence, finding out where young people have moved on to and factors impacting on why they may have moved. Due to the potential for irregular meetings with young people responses included how DYW takes longer to build relationships. Survey respondents repeated the concern about the number of young people observed outside to work with. There were several perspectives discussed including inconsistent groups observed, seeing no young people, and when young people were seen suggestions of difficulties engaging them. Several respondents agreed that seeing young people out is becoming harder with fewer people being out in the community. When young people are out perceived issues include the movement of young people particularly with '...police giving dispersal orders for 48 hours. Lose contact with young people when this happens' (survey 871). Difficulty accessing young people to work with was closely associated to two other factors respondents gave on this survey. Firstly, in relation

to anti-social behaviour and policing, secondly regarding weather conditions (considered above).

Risks

One interviewee responded that there are potential risk factors for staff and young people on detached to overcome. Some literature on DYW considers safety around exit strategies (FDYW, 2007) and suggested safety resources and strategies (Burgess and Burgess, 2006). However, there is limited academic literature on this, especially with regard to DYW; rather it would most likely be found within organisation policies and training. The interviewee mentioned the importance of learning about a community and what is taking place in an area. In addition to this the staff member argued that only once in 15 years had they felt a potential risk and they perceived this as 'not that bad' (participant 2). Eight survey respondents also stated risk. This was expressed in comments on DYW being a higher risk to workers, not knowing who they may meet in a session with aspects of the practice 'not safe at times' (survey 916), such as 'Young people can become abusive...' (survey 931) or '...hostile' (survey 749) and 'Other community members (adults) can cause problems' (survey 694). Due to the nature of DYW being out in the community and on the streets and parks, some situations will be impossible to control leading to potential risks to workers, young people, or community members. This aspect needs to be considered throughout practice, as one respondent suggested by 'keeping eyes and ears open - at all times' (survey 866).

One interviewee saw a potential risk in relation to staff skills. They mentioned how workers need to be able to manage interpersonal relationships and acknowledge social cues, therefore knowing when and how to react in different situations to ensure safety of themselves, the team, and young people. Survey respondents also argued the importance of detached workers having experience and confidence as staff members. In addition, another respondent commented on the need for staff to be confident in approaching young people, stating it is essential for a worker to be able to deal with changes and challenges during sessions. Furthermore, they

suggested detached ‘...is not a role all Youth Workers like’ (survey 285) and another commented that a challenge was ‘having the right team, personality wise in particular’ (survey 866). A lead worker interviewed explained how they would not be comfortable to put a new worker on detached without specific training or having them with experienced staff members. Tiffany (2007) would question this, suggesting many part-time staff undertaking DYW have a lack of training, although the FDYW (2007) recommends all detached staff have full risk training. One survey respondent also stated how the lack of training was an issue. With high staff turnover (Smith, 2005) and the majority of staff part-time, sessional or volunteers (Crimmins *et al.*, 2004) the perception is this training has limitations and it is possible this has increased further due to the impact of funding cuts. Thus, it is encouraging to have lead workers, such as the interviewee, expressing that they do not put new workers on detached straight away and are considering the training and support of these staff members.

Funding

Funding was another aspect frequently raised and commented on by nine respondents. Concerns focused on a lack of or no available funding for DYW. One worker expressed the lack of resources for this form of practice, this was also found by Furlong *et al.* (1997; 100) as a concern to staff, even then suggesting further reductions in resources would have ‘negative consequences.’ Whereas other responses commented on the ‘long term process’ (survey 009) of DYW and how practice ‘...takes time to get established...’ (survey 265) and is ‘Harder to get started’ (survey 417).

Having appropriate training is reflected in the need for adequate funding which would enable staff to be confident in their roles, and capable of handling potential risks related to DYW. Additionally, funding links to having a suitable staff team through an appropriate recruitment process which can be costly (ACAS, 2018), alongside staff having suitable hours to work and confidence in their management to feel support and encouraged within their roles. This returns to issues raised in

Section 6.1. *conflicting definitions* and Leicester City Council Youth Service (2003) suggesting managers do not understand roles and therefore staff would not feel supported.

Understanding Detached Youth Work

Respondents frequently discussed the challenges to practice and engagement when the public expected them to move young people on or provide a policing capacity. This included expecting workers to act as a level of surveillance with 'Police and Council wanting workers to act as a social control agent' (survey 866) and '...often the view that DYW is classed as a poorer relative to PCSO's and should respond to Anti-social behaviour...' (survey 121). This policing expectation was included in the responses by workers on how young people saw them. '...to the young people we are often looked at as PCSO's or snitches or grasses...' (survey 953). This perception has an impact on the engagement of young people with DYW. Some workers declared as having to report ASB, substance misuse and crime being a disadvantage to their practice. De st Croix (2016) examines in detail aspects of surveillance of young people, including the conflict for DYW practitioners, this reflects the survey respondents' feelings from this research. A greater understanding and representation of DYW by all would lead to a reduction in these disadvantages as viewed by the practitioners, additionally through the development of effective working relationships with community members and police as evaluated in Chapter 7.

Issues surrounding lack of funding options are also related to responses considering evidencing work and the understanding of DYW by others. Participants commented that 'Management [are] not clear on your role...' (survey 265) and another stated work is 'misunderstood by those decision makers and often managers' (survey 417). These show challenges faced in day to day practice with a lack of knowledge in workers organisations on what they are doing. Leicester City Council Youth Service (2003) support these perspectives saying young people, communities alongside line managers and employers misunderstand the role of DYW. Brighton and Hove Youth

Service (2014) reiterate this point claiming other agencies do not understand DYW. This is further explored in the work of Wylie (2004) who considers DYW an art rather than a science, meaning that it is difficult to define and explain the role and purpose clearly. This is exacerbated by respondents' suggestions that the 'Challenges of DYW are how you evidence the work, conversations, outcomes and impact your work to other agencies' (survey 121) in addition being 'difficult to express its impact in a neo liberal obsessed world' (survey 009). These are by no means simple aspects to respond to as debated by practitioners over time. This in part has led to the development of the Centre for Youth Impact, explored later in the thesis Chapter 8. With workers having difficulty in evidencing outcomes of practice it is no surprise that there are challenges in attaining meaningful funding to achieve long term benefits of DYW.

6.4.1. Disadvantages of Detached Youth Work Evaluation

Findings presented the weather as a common challenge in DYW. Shown through the analysis of numbers of young people engaged with, thus impacting on how many young people may be in attendance within a youth session. Finding suggested for some that the weather provides a greater challenge during the winter months. This links to practitioners expressing a frustration with inconsistency in the number of young people observed, however the flexibility and adaptability of staff suggests that they will work to reduce this though working with community intelligence doing what they can to access and engage more young people.

Risks associated with DYW were raised, for a variety of reasons which could include young people themselves, other community members and additional aspects outside workers direct control. Although, some considered these risks possible to reduce through staff skills and experience, in being capable of avoiding or suitably dealing with potentially risky situations. In fact, this desire for risk reduction and understanding refers to the need to clearly define DYW to enable appropriate understanding, training, and recruitment of staff teams. Without each of these there is potential for greater risk taking or the exacerbation rather than reduction of

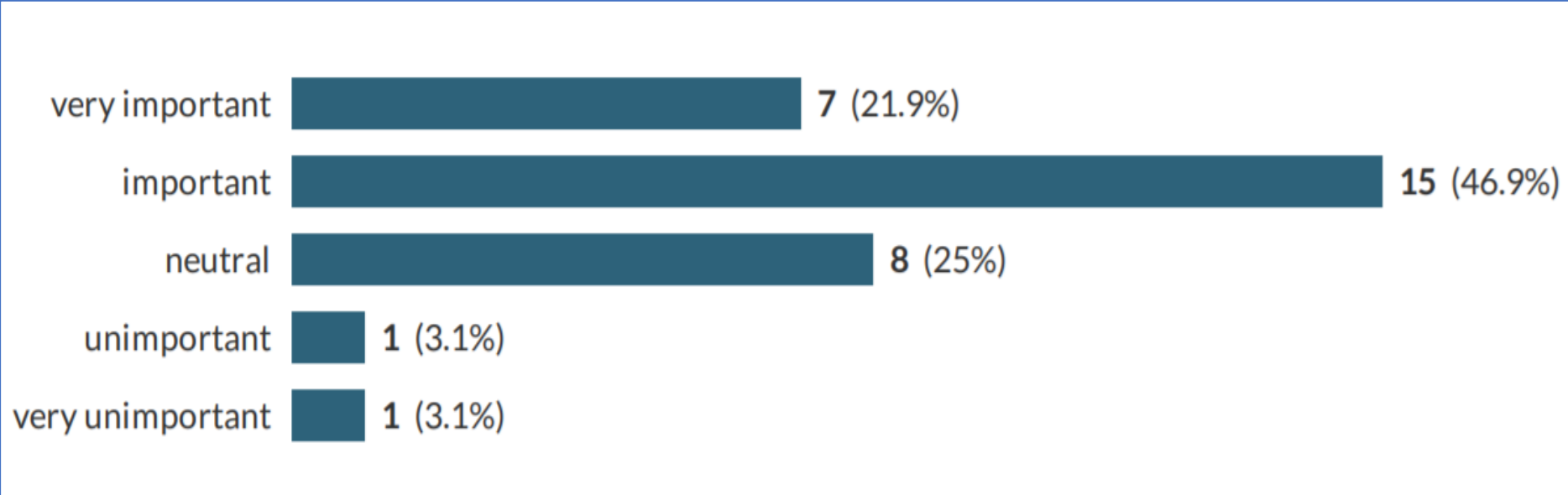
risk. These issues merge with the repeat concern over disadvantages of DYW being a lack of understanding this practice. The lack of clarity with DYW by all has led to the need for this research and contribution of knowledge to remove confusion through a contemporary definition. Moreover, this confusion has exacerbated another disadvantage of this practice through the lack of funding available, and priorities to fund targeted approaches over universally supporting young people.

6.5. Perceptions of Detached Youth Work young people and government policy

The survey asked respondents how they perceive others value DYW, asking them to scale this with five options from 'very important' to 'very unimportant' (Figure 10). When asked about how young people viewed DYW, the majority of respondents felt young people were positive about the importance of this work. There were several respondents (25%) who were neutral in their response as to how young people perceived DYW. In addition to this there were two negative responses one for 'unimportant' and one 'very unimportant' in their belief of young people's perceptions.

These are the views of the practitioners themselves and not from young people. One assumption is that these responses are based on practitioners' individual experiences of working with different groups of young people. So, there would be various influences on practitioners' feelings around this. These responses are subjective as practitioners may also respond differently depending on experiences in recent weeks between themselves and the young people with whom they work.

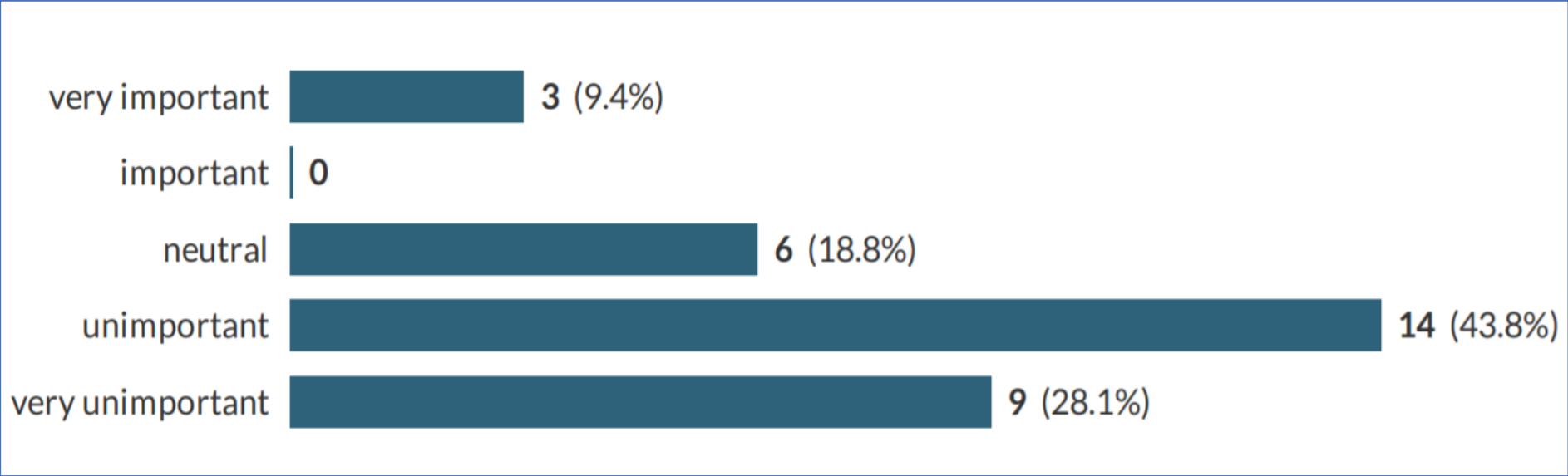
Figure 10: Survey respondents on how they perceive young people value DYW



Source: graph extracted from BOS, survey results 2018.

Responses to the perception of DYW by Government policy had by far the most negative response from practitioners when considering others perceptions (Figure 11). Responses suggested that 71.9% of practitioners felt that government policy did not value DYW and responded with 'unimportant' (43.8%) and 'very unimportant' (28.1%). Responses suggest that workers do not see policy as being encouraging and supportive of DYW. One practitioner suggested that a national policy needs recognition by both government and local authorities. There were a few respondents (9.4%) who felt that government policy does value DYW as 'very important', with none of the respondents stating 'important'. The 'neutral' responses were also low with 18.8%. These findings are rather disappointing with the overall perception that government policy does not value DYW. Although this is of little surprise considering the policy examination in this thesis (Chapter 2), which rarely includes DYW, and that youth work policy has been diminishing alongside funding.

Figure 11: Survey respondents on how they perceive government policy values DYW



Source: graph extracted from BOS, survey results 2018.

6.6. Interviews – additional considerations

The interviews finished with encouraging the interviewees to add anything further that they wished to mention. Responses presented two key aspects of devaluation of DYW and worker stories.

Devaluation of Detached Youth Work

One questioned the devaluation of DYW over recent years and felt that although their organisation valued DYW, they were aware of others who had retreated into their buildings, and in part believed this may have been due to shrinking budgets. They commented that:

... it would be interesting to think if social policy and marketisation of services, and you know, measuring impact and things has led to a bit of a decline in detached youth work generally, because it's harder to pinpoint what the results would be, its harder to guarantee you will meet people each time - so maybe there were a lot of people who thought it was a bit risky an activity to resource... (participant 3).

Worker Stories

During the open question one interviewee told two stories from their practice experience. Firstly, about working with a group of young people, perceived as threatening by community members due to their hanging around and drinking. The young people themselves did not realise or understand why people in the community were afraid of them. The worker described how they brought the young people and community members together to meet and began an open dialogue. Over time this led to the development of the group and having a football team with the support of adults in the community. The young people took ownership of the project from the start and with youth worker support, they researched and planned for activities. The group progressed to competing with other teams. After three years the youth workers stepped away from this work as the group had become sustainable. The youth worker explained several challenges

to overcome: however, having a consistent face enabled them to help the young people and the community.

The second story focused on one young person rather than a group, this individual initially met the youth worker through a DYW session. He was at a time in life when he was very angry, with destructive behaviour and feeling worthless. His parents did not know what to do. The worker was able to work with the young person on his anger, encouraged him to get involved with young advisors and helped him gain employment (couple of hours a week) reviewing and rewriting government policy to be youth friendly. From this work his confidence grew and he was able to progress. The worker said they bumped into him years later. The young person told the worker that what they had done with him had been so important in his life, that the youth worker was the only one who had supported him. He told the worker that they had changed his life and that he would have been in prison without the youth work intervention. The interviewee explained that these stories help you to keep going as a practitioner on the days when things are going wrong. Stating the small things that a worker does can change a young person's life. 'I know that it works and I've seen it and I wish more people could understand the power of it' (participant 2).

The two stories described by participant 2 in their interview really bring together the overall findings of this research. The stories show the longevity of a practitioner can be effective in building from small situations to working long term to develop and make a difference in young people's lives, both with groups and individuals. Youth work can be perceived to be working with groups only, however within this individual practice always takes place. This may begin with small conversations with an individual over time, within larger pieces of group work. Also, DYW can interact and adapt to different settings, enabling workers to engage with young people and community members. DYW has the flexibility to bring such groups together forming progressive plans, with the potential to improve circumstances for all involved. These stories show commitment to roles, engagement skills of workers, listening to all involved, and understanding where they are coming from. These are essential components to have an impact on the lives of others.

In addition, the participant explained how workers make small changes in a young person's life; however, the ripple effects may not be visible to those practitioners or evidenced on outcome forms or annual reports. To the young person involved this could have caused a substantial change in their life with the small act creating transformational change for them. This is the part of DYW and youth work in general that is so difficult to evidence. Only accidental interaction years later may provide the opportunity to see the difference made in someone's life. For a difference to be made by policy and funding it is these stories which need to be emphasised, however it is difficult to evidence impact in a quantitative way for funding providers.

The writing and publication of youth worker stories is nothing new, with various examples of stories from practitioners including IDYW (2011) where they explore twelve stories: nine from youth workers and three from young people. Warwick District (2016) also crowdfunded to produce a publication providing ten youth worker stories, to present practice examples at a time of budget cuts and impending future reductions to their youth service. Additionally, the British Youth Council (BYC, 2018) have frequent positive stories which they publish on their website. These stories are the voice of young people involved in youth parliament/councils and provide the opportunity for youth workers to promote work of the groups which they are engaged with. These stories in part '...talk about some of the British Youth Council's core activities and campaign milestones' (BYC, 2018:1). Although these opportunities explore the stories of young people and youth workers, their intention to impact on funding and promoting change within policy around youth work has limitations.

Individual stories are a powerful tool to enable sharing of knowledge. The stories of participant 2 combined with stories examined through conversations in transition are essential for development and learning for staff members. Stuart (2012) infers stories allow effective ways to share aspects of professional lives. She expands on this to consider how storytelling includes validating and enabling a rich space where professionals may reflect on practice and professional issues.

6.7. A contemporary theory of Detached Youth Work

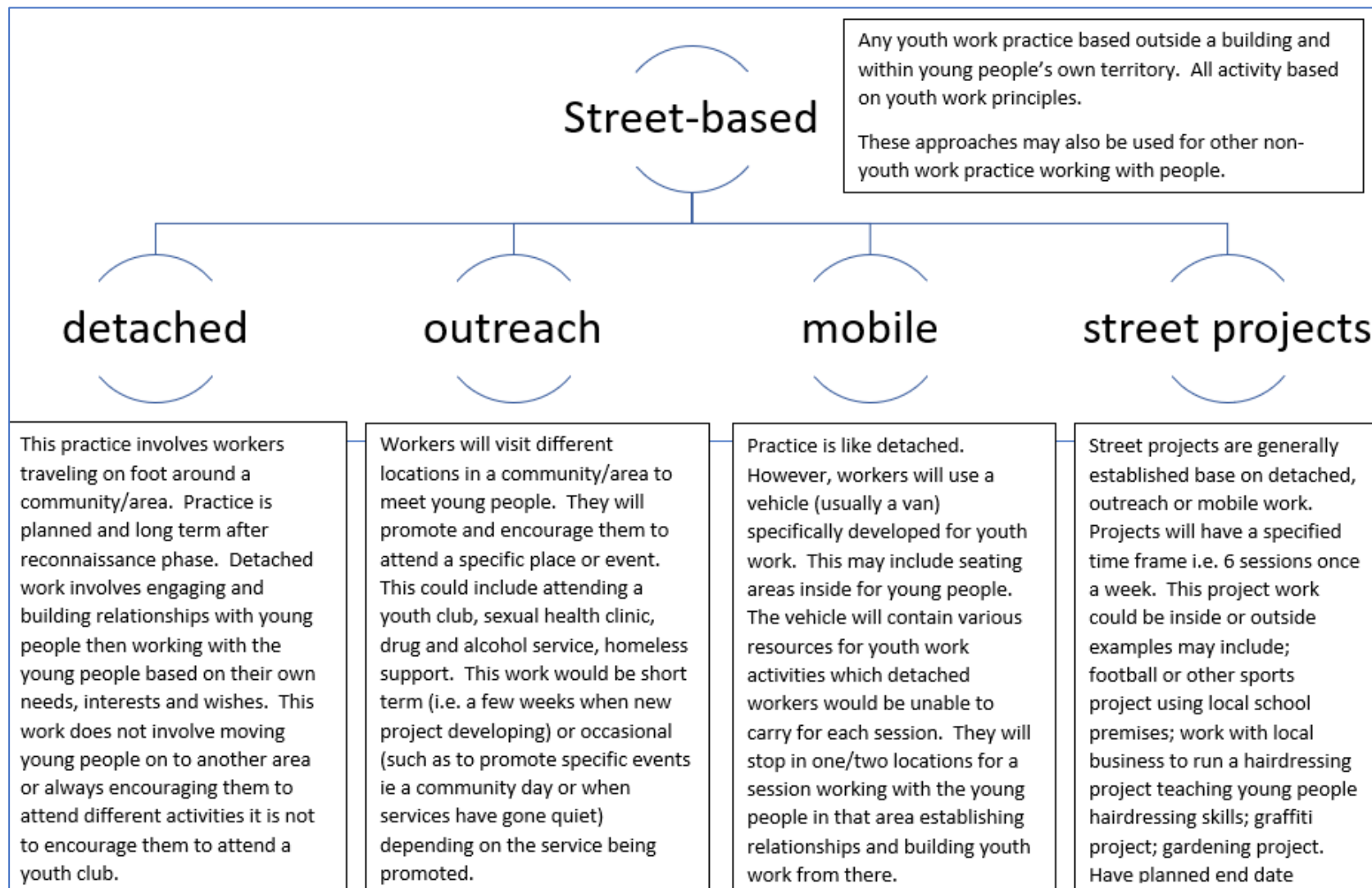
The first research objective of this thesis entails developing a contemporary theory of DYW. Through the participant observations, conversations in transition, interviews, and survey responses one thing which emerges clearly is the inconsistency in definitions from practitioners. Although Belton (2016) and Smith (2005) argue there is no need for precise clarification of the definitions of detached, outreach and mobile youth work, the researcher disagrees based on the findings within this chapter which presents discrepancies in perspectives of practitioners on DYW. The researcher understands why Smith (2005) may feel that this is unnecessary as an over complication or wasted time debating these perspectives, however this research does demonstrate the challenges in not having clear definitions. In particular the need for clear representation within policy, for organisations and management.

Survey responses evidenced variations in definitions of DYW. Practitioners themselves have mixed views and the resulting issues can impact on both perspectives for young people and community members understanding and expectations of roles, as well as understanding more broadly within funding applications and policy developments. As shown in the policy evaluation (Chapter 2) and evidenced again in workers' perceptions, there is very little attention given to DYW or other specific forms of youth work within policy developments. For DYW and other forms of youth work practice funding, support, and continued existence, there is a necessity for clear definitions. Practice, management, funding, and policy can use these definitions, furthering the potential to strengthen the understanding of this work. The researcher would agree with the perspective of participant 3's interview:

... it probably would be that any work with young people that isn't in a building would technically be detached work. However, that's not my instinct about what the work now is basically because I think it is helpful to have a distinction between detached work, outreach work and mobile (Participant 3).

They consider that DYW was historically any non-youth specific building-based youth work, considered the 'unattached' by Morse (1965). However, with the developments and changes in society and youth work, there are benefits to further clarify these individual forms of engagement. For reasons such as this, combined with those expressed by survey respondents, the researcher would propose the use of an umbrella term enabling clarity for specific aspects. In addition, this would also enable the opportunity to explain easily when a combination of practice is used. Figure 12 below created from this research within this thesis represents the recommendation for the use of an overarching term of 'street-based', this enables clarity of terms used for all and enables flexibility where services consider combined approaches to practice. The use of the term 'street-based' to combine detached and outreach work had been used by Crimmins *et al.* (2004) although Smith (2005) argues that Crimmins *et al.*'s research also incorporated project work. Szeintuch (2015: 1925) considered 'street work' and 'outreach' as interchangeable within their research, further more using the term 'street' combined with 'teachers' and 'educators' in different countries. The interchangeable issues within terminology require clarification. However, terms used within this research definition are unlikely to please all practitioners and academics. An example of this can be considered from The International Network of Social Street workers (2008: 62) expresses "Street-based work' is different from the latter [detached work] because it is work that is only done in the street'. Although acknowledging and understanding this perspective, the researcher found throughout the literature this interpretation has various meanings. After consideration of alternative terms, findings naturally aligned with the work of Crimmins *et al.* (2004) as a commonly referenced literature on detached and outreach approaches.

Figure 12: Proposed umbrella definitions of street-based youth work including DYW



Source: Created by author based on literature and data analysis.

The use of a structure such as Figure 12 would also be beneficial for those new in practice. Having role clarity and understanding job descriptions, further reducing risk of misunderstandings from all perspectives. Having clarity in roles would reduce the risk of employing individuals who were not suited to the work, examined in Chapter 8.

An additional factor here will support those in mixed roles where there are youth workers who may engage in combinations of different forms of youth work, including the aforementioned street-based alongside centre based and/or school-based work. 45.2% of respondents claimed they work detached 1-2 times per week (Figure 9), and one assumption is that they work further hours within other forms of youth work practice, this is also considering the wide range of job titles practitioners had.

Furthermore, Table 4 below, demonstrates the essential requirements for DYW as found within this research.

Table 4: Ideal Detached Youth Work Requirements
<p><i>Territory/Locations</i></p> <p>Practice to be undertaken on young people territory, i.e. locations where they choose or are forced to be. Locations for practice including but not limited to streets, bus stops, parks, playing fields, car parks, skate parks, coffee shops.</p>
<p><i>voluntary participation</i></p> <p>Work must always maintain voluntary participation. Young people choose to access and engage with practitioners as little or as much as they want.</p>
<p><i>Agenda Setting</i></p> <p>Agenda should be that of the young people, based on their needs and wishes and starting from where the young people are. Workers should not impose their own/organisation targets onto young people. However, they should create learning opportunities, incorporate informal educational approaches, challenge young people, and expand their horizons</p>
<p><i>Relationships</i></p> <p>Relationship building is the priority. This will take time to establish and develop prior to progressing the work/activities. Relationships will also be developed within the community and workers will support young people developing relationships within the community.</p>
<p><i>Accessibility</i></p> <p>Work should be open to all young people with a universal service approach. Engagement with any young person including those considered hard to reach, disengaged or vulnerable.</p>
<p><i>Accessing young people</i></p> <p>Due to challenges in accessing young people workers should be flexible, prepared to move locations and expand on areas covered. Reviewing areas worked to consider need. Developing community intelligence to understand and investigate where else young people are.</p>
<p><i>Age</i></p> <p>Practice to remain within NYA current guidelines of 11-25 years however workers to be aware of their community and not exclude younger members of a group or siblings however remain within own organisations specific guidance for any insurance and training purposes.</p>

Source: Created by author based on data analysis.

Although the above Table 4 suggests an ideal approach to DYW taken from practitioners' experiences and approaches, it is understood that within the current political and financial climate there are challenges with this suggested list. Most

obviously issues surrounding agenda setting, accessibility and accessing young people (Table 4). Firstly, as this chapter has explored it is impossible for youth workers to escape *agenda setting* by organisations and funders. This aspect will always be apparent however the ideal would be for workers to reduce this restriction to their practice where at all possible due to the conflicts with youth work philosophy. Secondly, organisational influence and funding will directly impact on workers being able to provide a universal service and restrict the *Territory/locations* where practice is undertaken (Table 4). In these cases, the suggestion would be that practitioners explore with managers and funders aspects of provision which are working and use this as leverage to adjust practice where possible to maintain their roles and reflect the values of youth work as closely as possible. Of course, with the individualisation within society as examined by Jeffs and Smith (2002) this appears to be a continuing challenge with no foreseeable end in sight.

6.8. Summary

This chapter has established a new contribution to knowledge through the creation of a contemporary definition of DYW addressing the first research objective:

- RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.

This chapter analysed the interviews and surveys with current practitioners, observations undertaken, and the existing theory to enable fundamental learning to develop a contemporary theory of DYW (Figure 12) and the establishment of Ideal DYW requirements (Table 4). This contribution to knowledge is developed for both practitioners, managers, organisations and to inform those working in partnership with detached youth workers to enable improved understanding of specific youth work approaches.

The chapter argues the need for a clearly defined and understood representation of DYW within the current political climate in order to improve DYW practice, access

relevant funding and avoid the loss of DYW support to young people. This developed theory is essential in the further understanding of engagement with disengaged and marginalised young people who lack the support they require.

The following Chapters 7 and 8, will consider DYW further, responding to the remaining two research objectives. Chapter 7 addresses research objective 2: To critically analyse current DYW processes to establish a model of best operational practice. It explores practical aspects of physical locations, engagement tools, working within community settings and relationships with the police. The final analysis chapter will have a greater focus on staff approaches from their perspectives to consideration of practical implications, relationship building and the skills of a detached youth worker for effective engagement with young people, resulting in research objective 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Chapter 7 Detached Youth Work: Analysis of practice and establishment of a model of best operational practice

7.1. Locations

- 7.1.1. Locations young people attended
- 7.1.2. Knowledge of locations for practice
- 7.1.3. Locations – physical area observations
- 7.1.4. Locations and funding impact
- 7.1.5. Geographical locations
- 7.1.6. Locations Evaluation

7.2. Detached Youth Work tools

- 7.2.1. Practitioners as a tool
- 7.2.2. Leaflets and fliers
- 7.2.3. Informal education tools
 - Vision impairment goggles*
 - C-Card and condoms*
- 7.2.4. Food and drink
- 7.2.5. Sports and games
- 7.2.6. Technology
- 7.2.7. Other survey responses to detached youth work tools
- 7.2.8. Detached youth work tools evaluation

7.3. Community

- 7.3.1. Detached Youth Work relationships in the community
- 7.3.2. Community and young people
- 7.3.3. Community Evaluation

7.4. Police

- 7.4.1. Information sharing
- 7.4.2. Police understanding of youth work
- 7.4.3. Police Evaluation

7.5. DYW Model of best operational practice

7.6. Summary

This chapter critically assesses the research findings from observations, conversations in transition, interviews, and survey results. The chapter addresses research objective:

- RO2. To critically analyse current DYW processes to establish a model of best operational practice

The chapter examines four fundamental aspects found as essential, through the thematic analysis, for DYW operational practice. These are 7.1. Locations, 7.2. Detached Youth Work tools, 7.3. Community, and 7.4. Police. The location section examines aspects seen through observations where young people were engaged with, this includes considering the physical locations with regards to being young person friendly. The second section examines tools used by workers for engagement with young people. The third section evaluates aspects of the community and interactions between staff and community members, considering benefits of these contacts and possible challenges workers face regarding community involvement. Finally, the chapter evaluates the police, exploring why the roles of police officers and youth workers may have their challenges, alongside the perceived benefits of effective working relationships.

7.1. Locations

This section explores the locations young people were observed and engaged with by workers, it will examine staff understanding where to find young people and community intelligence aspects. Then critiques the physical locations, purposively designed for young people to use. Further evaluating the influence of funding and considers the geographical locations where survey respondents engaged in DYW across England. This section ends with an evaluation of the findings established from the analysis of locations of practice.

7.1.1. Locations young people attended

In both villages observed with project E most young people observed were at the skate parks. The skate parks appeared well used and considered by staff a regular place where the young people would meet. The groups had a mixture of those who were/had been using the ramps (bikes, scooters, skateboards) and a few were spending time together without equipment to use the ramps. On one evening a small group of young people were talking and playing in front of local shops. Although they only appeared to be staying in that area for a short time, as they

stated they would be going home soon. The groups in these observations tended to be engaged in activities in the skate parks or talking around them, the shops were quiet from these minimal observations.

During the observations at Project S there were various locations staff met with young people. Young people in this DYW project were most frequently observed at one of the two parks in the estate. In addition, there were a range of other locations where staff would see different groups of young people. Locations included the multi-use games area (MUGA) and youth shelter which were based near to a youth club building. Young people observed were actively using this space, playing football on several occasions or 'hanging out' talking nearby and sometimes sitting in the shelter. On several occasions, the young people observed were walking around the estate/roads where they appeared to be going somewhere and on other occasions, they were just spending time as a group on a quiet road around business buildings (outside of opening hours) rather than outside peoples' homes. The young people were on occasions observed sitting on the grass verge, in the leisure centre car park, or outside a small promenade of shops. None of the locations appeared to be unusual based on the researcher's previous experience as a detached youth worker or from wider debates around DYW locations (de st Croix, 2016; FDYW, 2016; Blazek and Hricova, 2015; Jones, 2014) see Chapter 3 also.

7.1.2. Knowledge of locations for practice

The routes staff walked around the estates did not remain the same every week. Staff always checked the parks and shops; they would also walk different ways to see who was around. When staff at project S stated the evenings were quiet, due to few young people observed, they would extend their walks into other areas of the estate (quieter residential areas away from the parks and shops). This was to see if young people had moved on to different locations, or if they were missing any current areas young people would be. Workers discussed that this enabled them to check any changes in areas or for signs that young people had been there. Due to

walking a different route one evening staff found a bike hidden in the bushes near the woods which they presumed as stolen. They believed this as the bike was generally in good condition and one worker explained it was a good quality brand. The lead worker decided to lock the bike in the youth centre and said they would pass on to the police. During sessions, workers looked for signs of where young people may have been spending time. An example of this was over the summer break a small glass bottle was found in the school car park, initially staff deliberations suggested poppers (alkyl nitrites, a liquid drug which when inhaled achieves a 'high') although due to the size of the bottle one worker believed it could be alcohol based. One of the workers took the bottle to try and find out what this was as the label was not in English. This bottle may not have been due to young people themselves using it, however does provide further insight into what is taking place in and around the estate. Aspects such as this have the potential to impact on the lives of young people and community members. Awareness of this is part of community intelligence alongside requiring consideration within the reconnaissance and community profile (as previously analysed in Chapter 3).

Conversations in transition also included community updates. At the start of a DYW session the lead worker (project S) would revisit the previous session with any information they felt would be beneficial for the staff team to be aware of, including an update of who they had engaged with the previous week and any new locations young people had been. There would also be suggestions of anything to look out for or be aware of in the area. In addition, during the walk between groups of young people/locations staff would update each other on any other known community events or changes. One such example of this was an update in the increasing number of bike thefts that had been taking place in the surrounding community. Conversations such as this enabled all workers to have a better understanding of the community they were working in and things to be looking out for, or be more aware of during sessions. Tiffany (2007) suggests this consistent profiling of a community is essential alongside maintaining contact with key organisations in the area.

7.1.3. Locations – physical area observations

The perception was that the skate parks, parks, MUGA and shelter were typical locations where children and young people spend time. These are places designed for use by children and young people. However, during the evening observations over the winter months these places lacked suitable design for young people. Locations had no lighting specifically in these areas. The observations were until 7.30 pm so this is with regards to young people using during early evenings not at night. Depending on the locations of these places some appeared to have accidental lighting in the area. Accidental lighting was from street lampposts or local buildings in use. Some of this lighting spread across to the places young people would spend their time, although was not specifically in place to ensure the parks had effective lighting for use. The issues around lighting at parks is not a new concern with Gidlow and Ellis (2011), Ries *et al.* (2008) and Hampshire and Wilkinson (2002) arguing the lack of lighting causes limited use and lights would also increase safety when using parks. Thus, perceived youth friendly locations that are designed for young people were actually not safe for half of the year.

A further issue was that during the winter months the locations observed as part of the fieldwork provided limited shelter from the elements. The youth shelters that were specifically placed in locations for young people did not adequately protect young people from weather conditions. These youth shelters varied at the skate park (project E) and MUGA (Project S). The shelter observed at the MUGA was pod shaped and had partly covered top and open sides, with seating space inside, similar to Figure 13 The shelter at the skate park was larger and had more seating and wider roof for protection. The shelter again had no sides so provided little protection to young people (Figure 14).

Figure 13: Example of youth shelter observed similar to the one at the MUGA



Source: Cox (2018).

Figure 14: Example of youth shelter observed similar to one at the skate park



Source: School Furniture Direct (2018).

One skate park was positioned across the road from a row of houses, set back away from the road and surrounded by woodland and farmland on three sides with a small carpark. There were bushes hiding the park from the view of the houses with no additional lighting. The surroundings of the other skate park at project E included play parks, tennis courts and open space. Attendance at this location by the researcher was during daylight only, although there was no obvious lighting in the area and no youth shelter provided.

The play park (Project S) with the youth shelter (Figure 15) also had no direct lighting. This park's position was at the end of a residential road so one end had a little lighting from the end of street lamps. Although the park borders were mostly residential gardens, there were restricted views of the park due to it being hidden by surrounding plants and trees. The other play park observed at Project S had residential properties toward the corners with a footpath between, this provided some accidental lighting from roads and the footpath. However, the remaining sides surrounding the park were bushes/trees and green wasteland. There was no youth shelter here and no specific lighting for this park.

Figure 15: Example of a youth shelter similar to that observed at the play park



Source: Yates Playgrounds (2018).

The in-location observations of DYW at project E and Project S show several similarities concerning where the young people were and engagement with them. Granted there are spaces for young people to use, from a practical approach these are inadequate when it comes to use, particularly during winter months with cold, dark, and wet evenings and cold, wet weekends. There are two main perspectives to consider here. Firstly, the spaces may appear intentionally designed this way to discourage young people or adults from using them in the evenings and at night due to no lighting and inadequate shelter. Shelter designs may intentionally be this way to reduce costs and not wanting people to spend too much time there. For example, a well-covered shelter may increase risks of intimidation and bullying due to lack of visibility, other risks of poorly designed shelters may include litter, graffiti, drinking and drug use and domination of shelter by gangs (Hampshire and Wilkinson, 2002). Thus, the selection of an open shelter design could be so that young people could still be observed by the public therefore reducing the potential

for young people to engage in antisocial or deviant behaviours. Hampshire and Wilkinson (2002) suggest the need for balance with shelter design with not being too enclosed to avoid people feeling trapped and meaning that no one can see inside of them. They also suggest one side could be solid to provide protection from elements, however this should not be put where provides a hidden area. CABE Space and CABE Education (2004) explores detailed aspects of involving young people in the design of public spaces for them to use, including youth shelters, and case studies of these.

Secondly, the design of these shelters and parks may have been a complete oversight with councillors, planners, and funders having no or limited consultation with young people about their needs. Travlou *et al.* (2008) argues that young people are somewhat invisible from public space, they are not welcome in many public places and instead only provided with spaces which are inappropriate for their needs. This suggests that young people are being intentionally designed out of the public realm (de St Croix, 2016; Owen, 2001 cited in Travlou *et al.*, 2008). Regardless of the development and design processes of these spaces for young people, there is a lack of consideration to safety and young people's needs. If the expectation is for young people to use these spaces, that have no natural surveillance (i.e. they are hidden from view), then there has been a lack of consideration for their safety.

With young people meeting in dark locations they are potentially at risk; due to accidents as in the dark, or through other criminal activities or antisocial behaviour with other young people or adults. The design of these spaces for young people lacks consideration of the practicalities of use. With community members expecting police/youth workers to 'move young people on' from outside safety of well-lit shop areas then there needs to be careful consideration to where young people can go (Shaftoe, 2015; Robinson, 2009; Hampshire and Wilkinson, 2002). So, they can develop into adults and learn about themselves free from the restraints of adult controls, while also being in a situation of general safety (Shaftoe, 2015; Robinson, 2009). Hopkins (2011) considers these locations as time away from adult rules and restrictions of the home giving young people time with friends, thus providing each other with social and emotional support. The APPG on Knife Crime

(2019: 7) further support this arguing that 'Young people involved in knife carrying often get a sense of belonging to a community' with members looking out for each other.

7.1.4. Locations and funding impact

The detached youth workers at Project S explained that funding for the DYW has initially been from the police and local businesses/shops. Alongside additional funding bids and applications success enabled continued practice in the area. They previously had outreach work engaging young people in the community to attend the youth centre, and other local projects. After stopping outreach and sometime had passed they realised the need for workers to be out on the streets, connecting with young people who were not involved in any local service provision or structured programmes. The DYW when the researcher began observing was running on two evenings per week for two hours each session, during their time following the team confirmation of additional funding was achieved so plans were for the development of a third evening.

One aspect of the work considered on several occasions was the lack of young people observed and minimal numbers regularly around (see Section 6.2.3). One practitioner said there were other locations where they knew young people were regularly spending time. They expressed their frustration with not being able to access these groups as the funding did not cover these physical locations. Most of the work was police and local business funded so they had to work on the estate funding was for. During sessions frequent conversations took place between project workers on 'where have all the young people gone?'. These conversations tended to focus on debates about computer games and the use of social media. Staff thought rather than being out in the parks or on the streets young people were at home playing computer games online with friends, or communicating through various forms of technology and social media. Elsley (2011: 102) suggests that today's children do not spend as much time outdoors as previous generations did. In part she expects this is down to '...technologies and consumer goods that

enable them to take up opportunities and communicate in ways that were not available in previous generations.’ This means they do not need to be outside or at a club to interact and socialise with others.

Another aspect considered were changes in the community, staff who had lived and worked locally suggested that the community was becoming increasingly transient. Once family homes where would have lived for years with generations of a family staying locally had dispersed. Staff conversations on this suggested society changes in general, with people perhaps moving for work and new relationships. Whereas a primary belief in this area was the increased student population, with frequent turnover of people living within the estate. Kenyon (1997) supports this considering the impact of an ever-changing student population on communities. On this estate staff saw the once family homes as now rented to students or became houses of multiple occupancy, with students or single people living there, rather than families. The reduction in families means a reduction of young people in the local community.

7.1.5. Geographical locations

Respondents to the survey across England shows that DYW is still active across the country. This survey only has 32 responses and therefore the exploratory case study cannot predict all DYW practice. The survey presents results of DYW taking place over a wide range of counties and that there are young people in each of these areas still engaging with DYW. The following map Figure 16 created from these research findings provides a visual representation of counties where respondents are engaged in practice. In addition, two respondents stated that they worked across the United Kingdom, being reasonable to assume their roles are within national organisations rather than localised services. This is a potential asset for DYW as represented across England.

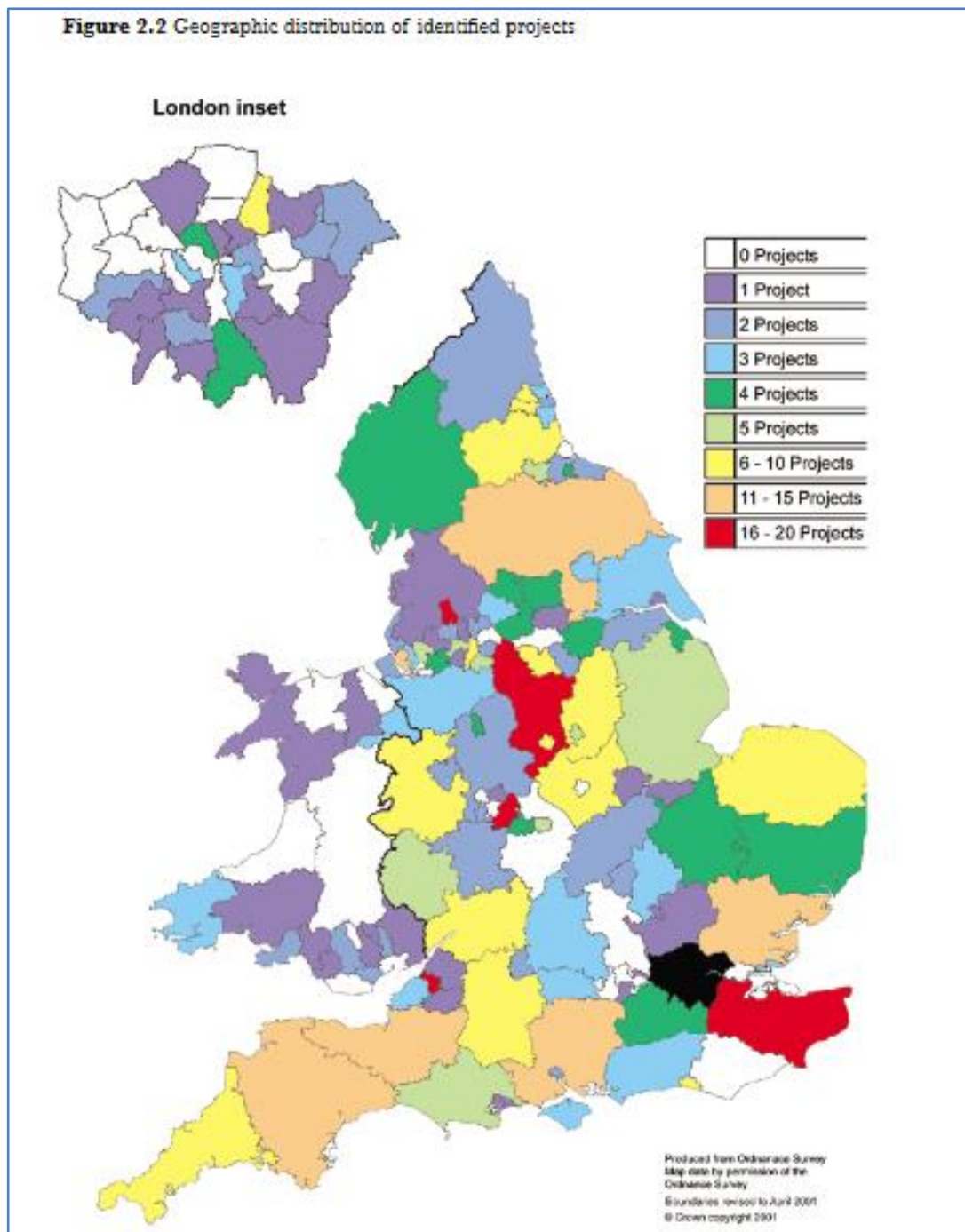
Figure 16: Map of counties survey respondents work in



Source: Created by author based on survey responses

The following map Figure 17 is taken from Crimmins *et al.* (2004). Their study identified street-based youth projects providing a national picture of projects at the time, the map is based on research from January 2002 to June 2002. It included questionnaires sent to 1,547 projects which 564 returned them informing Figure 17. Although this research is not directly comparable in approach, due to the size of the study and number of researchers involved, this does provide an image of street-based youth work taking place. The limited responses from the current study could imply the extensive reduction in detached and street-based youth work currently being undertaken across England.

Figure 17: Geographic distribution of projects



Source: Crimmins et al. (2004: 20).

7.1.6. Locations Evaluation

The key learning on locations considers areas of practice for DYW, where young people are (based on staff learning through community intelligence), lack of youth friendly public spaces, impact of funding on locations of practice and geographical representation of DYW. These aspects feed into the understanding of the operationalisation of DYW and aspects impacting on young people and practitioners.

The main areas where DYW took place included the skate parks, MUGA, youth shelter, parks, shops, car parks and quiet roads around a business estate outside working hours. Locations observed in both projects showed similarities with the places young people attend. These locations relate to the previous literature examined in DYW locations Chapter 3. Though expanding and changing routes taken during practice workers develop their understanding of the community, particularly areas young people maybe attending and activities they could be involved in. This creates an improved picture of a community and understanding of the area (as considered in reconnaissance Chapter 3 and 6) which therefore enables practitioners to respond to needs of young people more appropriately. Over time different locations will be popular with young people and detached youth workers need to find and work with them. Presenting the need for continued flexibility of workers in the areas they explore.

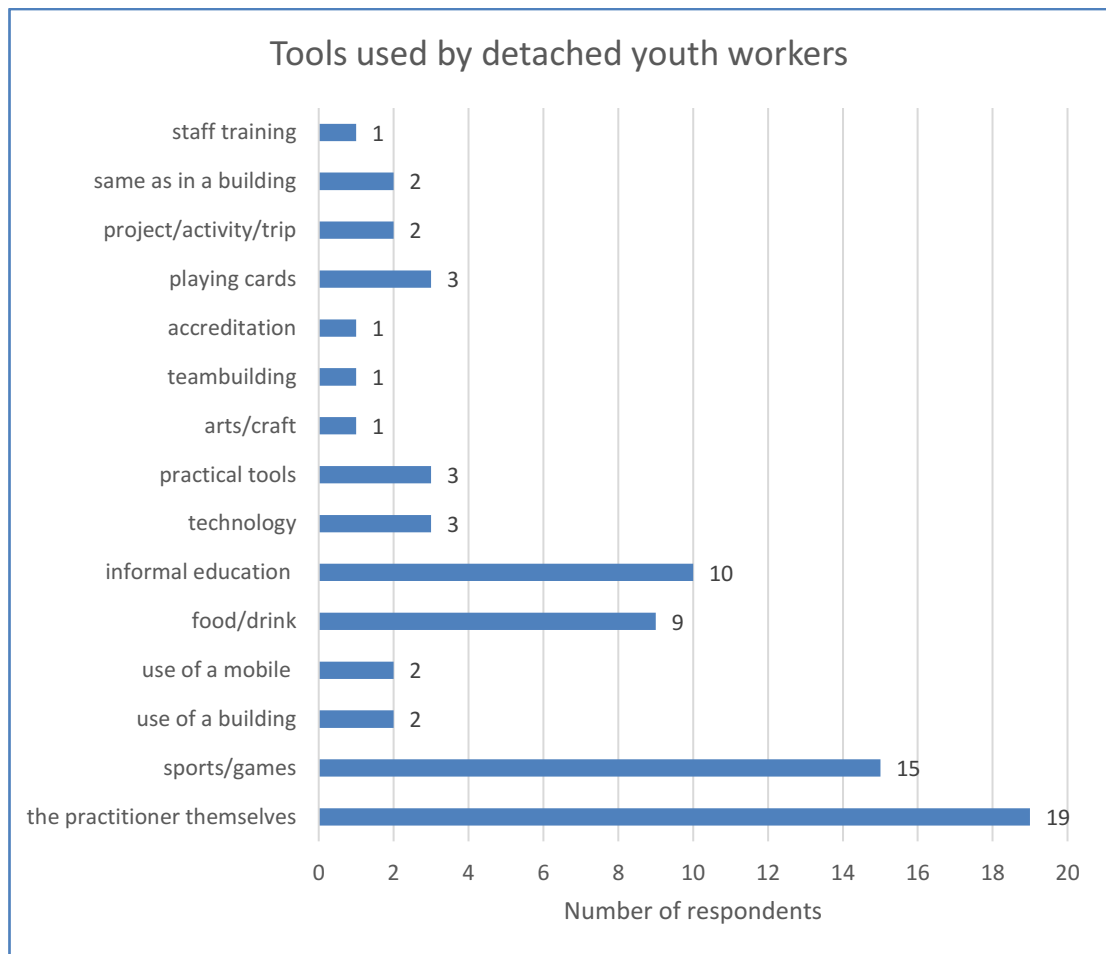
The locations where observations of DYW took place in practice had limitations as to how youth friendly they were. Findings here support the literature in Chapter 4 of young people being designed out of public spaces and provided inappropriate spaces to be safe and develop their own identities. There is uncertainty considering the future of DYW in a society which lacks thinking about young people's spaces, and where they can safely interact, grow, and develop outside of adult controls. This is of course a much wider issue than DYW alone and influenced by local authorities, funders, and planners when considering the development of housing estates, parks, and public spaces.

Societal changes with fewer young people living on an estate or spending time outside will always impact on DYW, alongside financial restrictions creating the practice boundaries. Funding resources will of course influence the locating and working with young people. This comes at a cost for potential practice in areas where young people are known to be, however are outside of the locations funding restrictions. The geographical locations present strengths that with funding cuts there is still DYW taking place.

7.2. Detached Youth Work tools

The following graph Figure 18 provides an overview of responses from the survey of tools workers use with young people on DYW. Following on from the graph each tool is examined from evidence based on surveys, interviews and observed practice (from Project S as no tools were apparent at project E)

Figure 18: Survey respondents of tools they use within DYW when working with young people



Source: Created by author based on survey responses.

Analysis begins considering the DYW practitioner as a tool themselves, followed by evaluating the use of leaflets and fliers as engagement tools. The section then reviews informal educational tools which included vision impairment goggles and c-card registration. Following on to examine use of food and drink, technology, sports and games, and other lesser mentioned tools.

7.2.1. Practitioners as a tool

When exploring survey responses on tools used by DYW practitioners, the overall concept was that staff and their skills in conversations being most prominent.

Nineteen of the 29 who responded to this question mentioned this. Responses included 'As a youth worker you are the tool, how you relate and communicate is essential' (survey 068), 'topical conversations, open ended questions and listening to them' (survey 931) and 'Ourselves as workers... mostly us with conversations' (survey 866). These comments evidence that when it comes to DYW the practitioners themselves are fundamental to making practice successful. Having a qualified staff team was important to one respondent, whereas another suggested young people themselves '...the most important is getting young people to identify their strengths and these are our best "tools"' (survey 602). Although these comments are from different perspectives, the worker and the young person are important and for DYW to be effective it is a collaborative approach. Williamson (2009b) supports the responses here, he also considers that the detached youth worker has to rely on their character and skills to be able to engage with young people, therefore they are an essential tool for DYW. Irving and Whitmore (2013), Goddard (2012) and Rogers (2011) would also be inclined to agree as they consider one of the most important resources is the mind of the worker. As previously explored in Chapter 3, it is about working with young people and not doing things to them.

During an interview, one worker stated that young people are easy to engage with without the necessity for tools; workers just need to know how to go about interacting with young people. This comment raises the need to consider the skills of the youth workers and their ability to effectively engage with young people. Chapter 8 considers detached youth worker skills in detail.

7.2.2. Leaflets and fliers

Participant observation revealed the use of several tools to support engagement of young people. Tools included leaflets and fliers to promote activities and events. Practitioners carried several different leaflets including those on drugs, alcohol, and sexual health information, although not necessarily used in every session. When conversations and questions arose in these areas, leaflets were perceived beneficial

in keeping the conversation going in a constructive direction. While also provided to young people to take away and look at in their own time.

Over the summer practitioners regularly use their organisations summer activities leaflet to promote events and to start conversations with new unknown young people. The leaflet included information on different youth activities allowing staff to encourage young people to sign up. Projects S ran these activities which included trips to theme parks, paintball, and fishing. Promotion of activities were to both known and unknown young people. With unknown groups the leaflets provided the opportunity for staff to introduce themselves, explain what a youth worker does, and ask them about their interests in different activities. Leaflet use could be to establish initial conversations, which depending on the young people's reactions discussions could develop further. Additionally, if any young people attended the activities, they would get to know the staff and this would build on the future relationship with the youth workers. Bowden and Lanigan (2011) support this, suggesting older young people are drawn in by specific activities and when they enjoy will continue to engage. As a tool for those not already known by staff the summer activities information was useful as a conversation starter, both to encourage young people to take part and to also gauge young people's interests.

Furthermore, observations showed workers using the youth parliament 'make your mark' (UK Youth Parliament, 2018; Figure 19) voting leaflet to engage in more in-depth interactions with young people. These were around their thoughts and feelings on specific topics including knife crime, transport, mental health, voting age, racism, bullying and equal pay. This enabled workers to move away from a perceived superficial conversation with groups, towards having more thought-provoking interactions. The 'make your mark' voting leaflet had at least three observed purposes. Firstly, as a conversation starter with new young people. Secondly, as an opportunity to ask young peoples' opinions and show to them that their voice and opinion is important. Enabling practitioners to introduce further suggestions for young people to get their views heard. Thirdly, the conversations enabled practitioners to build a rapport with young people around what they felt

was important in their lives. Engaging in conversations by listening and responding carefully to what young people had to say.

Figure 19: 'Make Your Mark' leaflet



UK Youth Parliament
MAKING OUR MARK

#MakeYourMark

WHAT SHOULD YOUR UK YOUTH PARLIAMENT CAMPAIGN ON?

On the 10th November the UK Youth Parliament will come together in the House of Commons to debate and decide the most important issues to campaign on for the year ahead.

THEY WILL DECIDE FROM THE TOP* ISSUES VOTED BY YOU!

Find out more about UK Youth Parliament at: www.ukyouthparliament.org.uk
facebook: UKYouthParliament



OFFICIAL PARTNER

Parliament Week

The UK Youth Parliament House of Commons sitting is part of Parliament Week. It is a great opportunity to find out more about your parliamentary democracy and how you can take part. Parliament Week 2017 runs from 13-19 November 2017.

For more information go to www.parliamentweek.org #parliamentweek

*The result will prioritise the issues for the debate in the House of Commons, but the debate must include at least 2 UK wide topics (not just topics relevant to England) due to the devolved nature of UK democracy.

BALLOT PAPER

place a cross next to the ONE issue you wish to vote for

<input type="checkbox"/>	A Curriculum to prepare us for life. Schools should cover topics like finance, sex and relationship education and politics.
<input type="checkbox"/>	Votes at 16. Give 16 and 17 year olds the right to vote in all elections/referendums.
<input type="checkbox"/>	Protect LGBT+ People. Lesbian, Gay, Bisexual and Transgender+ young people deserve to be treated the same as everyone else; discrimination needs to be challenged.
<input type="checkbox"/>	Support for Young Carers. Government should increase funding to support Young Carers. Schools and youth organisations should work together better to support them.
<input type="checkbox"/>	Transport. Make public transport cheaper, better and accessible for all.
<input type="checkbox"/>	First Aid Education for All Young People. All young people should learn basic First Aid, on a regular basis, including CPR, and all schools in the UK should have a defibrillator.
<input type="checkbox"/>	Mental health. Services should be improved with young people's help.
<input type="checkbox"/>	Make the invisible visible. Not all debilitating illnesses and conditions are visible eg. epilepsy, autism and diabetes can be isolating. Young people should work together to raise awareness.
<input type="checkbox"/>	Protect schools budgets from damaging cuts. Government should reverse the proposed cuts to schools so that each young person has an equal chance to succeed.
<input type="checkbox"/>	Work Experience hubs for 11-18 year olds. Knowing where to find work experience can be challenging. Government should create an online space to help young people with this

Accessible versions of this ballot inc. a BSL video and a symbol version are available: ukyouthparliament.org.uk/makeyourmark

CAMPAIGN GET INVOLVED BECOME AN MYP GO TO:
UKYOUTHPARLIAMENT.ORG.UK

Make Your Mark is supported by



Royal College of Paediatrics and Child Health

Proudly supporting youth social action





British Youth Council

Source: UK Youth Parliament, 2018

Workers also provided information through leaflets on other things such as drugs and sexual health information. Again, observed use included simple engagements and more thought-provoking discussions. The youth workers adapted their approach for each young person, able to use the same leaflet with one group superficially at the beginning of a relationship and with another young person would adjust approach and engage in an in-depth detailed conversation.

All interviewees mentioned elements of an outreach approach using flyers and leaflets to promote activities and events taking place in the area. Participant 3 particularly liked the idea of leaving young people with something. This could be information or another incentive such as a 'condom key ring', 'condoms', 'lolly', or a leaflet. They stated how early on in their youth work career there were always lots of freebies they could give young people including key rings and pens, from public health budgets. However, over time this funding had all dried up.

7.2.3. Informal education tools

Ten survey respondents considered informal educational tools. These included the use of substance misuse, smoking and sexual health tools/activities. Responses suggested games, activities, and discussions on these areas, in addition use of physical tools including vision impairment goggles and carbon monoxide tester. Furthermore, the responses mentioned the use of c-card registration along with general information and leaflets on these subjects (as examined above).

Vision impairment goggles

Vision impairment goggles (also referred to as beer goggles or drunk goggles) were observed in use to draw young peoples' attention quickly. The goggles purpose is to simulate the effects of using alcohol. The effects include reduction of coordination, visual distortion, confusion, and delayed reaction times (FPA, 2019a). The young people observed were keen to try these and experience the simulated impact alcohol may have on their coordination. Young people observed would get quite

excited over the goggles; they all wanted to play with them at the same time. One evening several young males were playing with the goggles, experimenting with the impact they had on football penalty taking. The young people were able to see how the use of alcohol would impact on their skills and reactions enabling some conversations with workers on the potential consequences of alcohol use.

When considering tools, the interviewees had similar frequently used approaches. In particular, the use of vision impairment goggles as an educational and conversation tool was mentioned. Interviewees stated these could sometimes lead to deep work with young people, although they explained there was always the potential for this to be more superficial in attempting engagement.

...they like things like the drunk goggles it's a good it's a fun thing it's easy to get them having fun with the drunk goggle and then positively kind of imparting some educational information in that intervention erm... where the young people might start actively taking part in a conversation about around alcohol and that might them stem into asking about drugs and that might go somewhere else... (Participant 2).

C-Card and condoms

Additional tools observed across the sessions were the use of condoms and the condom demonstrator (FPA, 2019b). This engaged young people quickly, and on occasions very excitedly, in educational conversations combined with learning through an activity. Observations saw informal education of a group and the worker provided the opportunity for young people to ask a wide range of questions building a discussion and developing their learning. Staff members explained why they would use different tools with some groups, including when to use these tools and what was most appropriate. This included consideration of the young people's age, ability, and understanding, with workers making judgments based on interactions and behaviours observed from the young people. Some young people observed had previously signed up through the youth team to the C-Card scheme. With the C-Card scheme (Brook, 2019) young people would generally have a one to one conversation with a member of staff. This included registration details of the

young person, a conversation around sexual health, and educating young people around unprotected sex, sexually transmitted infections, and pregnancy risk. Once registered with the scheme this allows young people to access free condoms. The process of a young person registering and having a conversation with staff members appears to enable the building of relationships between them. The young people who have current C-Cards are then able to access condoms from youth workers and other providers (Brook, 2019), this was observed during some DYW sessions. Through observations there were a couple of young people registered observed interacting with staff that appeared to know them well. When registered young people approached practitioners for condoms it enabled staff the opportunity to catch up with them. They would ask how things were going in the young person's life and check if they needed any further information or advice.

Staff interviewed also considered the use of the C-Card scheme (Brook, 2019). They explained how the registration process for C-Card enabled further time to build a relationship with a young person. Stating the registration process would enable staff to have greater depth conversations with individual young people. One perception is these conversations can be viewed as less likely to take place without the C-Card registration or alternatively take a longer time to develop when working with a larger group.

7.2.4. Food and drink

Nine survey respondents included the use of food and/or drink as a tool for DYW practice. The use of this had two main themes. Firstly, was the use of drinks and snacks/biscuits. The interpretation is that these are premade or brought items provided to young people. Thus, the use of food could be as a tool to encourage young people to talk to staff. Four respondents suggested hot drinks, although not specifically stated interpretation is likely as for use when working in winter/cold weather rather than an all year-round tool. Secondly responses focused on food through street cooking/BBQ's, three respondents mentioned this. Rather than food given to the young people this approach has the potential for education of the

young people by developing cooking skills, understanding hygiene, and working together. Dworkin, Larson and Hansen (2003) evidence how activities enable young people to develop skills including emotional self-regulation, teamwork and social skills, whereas Thomas and Irwin (2013) found that community cooking with at risk young people provided them with further transferable skills in addition to their cooking skills.

All three interviewed workers mentioned sweets however responses did not suggest this as being a regular occurrence, one described as 'things like that its crude but sometimes is an appropriate means to an end' (participant 3). This explanation was in regards to *quid pro quo*, for example using a bag of sweets to gain some consultation responses.

There was the only occasion where the researcher observed sweets as an engagement tool. A worker gave some young people lollies while they were having a general conversation about youth work and what the workers do. Detailed examination on this group is in the relationships Section 8.2. Moreover, workers did explain how the use of lollies was to continue building beneficial relationships with young people, and particularly for one male in this group.

7.2.5. Sports and games

Fifteen survey respondents mentioned the use of sporting activities and games. One respondent stated '...you may take balls and other easy to ensemble equipment to engage the groups' (survey 068). Shows how workers need materials which are easy to set up, move around and carry from one location to another. As workers often have a kit bag or described by a respondent '...detached bag of tricks' (survey 662). So, the weight of items or tools used requires consideration depending on locations of DYW. Any sports equipment or games must be practical to transport from one location to another easily. Having small or lightweight games, which can be carried in a rucksack, would be more accessible as physically

carried around and used to engage with young people (Irving and Whitmore, 2013; Goddard, 2012; Rogers, 2011).

7.2.6. Technology

Other tools less frequently suggested in survey responses included the use of different technology, three respondents mentioned this. These included a mobile projector, phone apps, social media, and Bluetooth speaker. One interviewee mentioned the use of social media. The worker acknowledged there were strengths and weaknesses to the internet and using this within youth work.

I mean you know all things on the internet are positive but there are also negatives ie that impact on young peoples wellbeing and not going out and using green spaces things like that there's a pro and con to all things (Participant 2).

The use of social media and its impact on young people is growing within literature (including Xenos, Veromen and Loader, 2014; O'Keeffe and Clark-Pearson, 2011) this includes studies on the effects of social media and internet use. Despite this only one of the interviews mentioned social media, this is an aspect for all youth workers to consider. The current limited mentioning of technology, is likely to grow in the coming years and the researcher assumes would increase more in future practice and research. At the point of this research use of technology within DYW appears to be at a low level. There will in future be a need for further research to explore this aspect in detail.

7.2.7. Other survey responses to detached youth work tools

Two survey respondents did include the use of a building when considering tools. One raised as a space useful in poorer weather and another suggested to invite young people to another building-based session. From time to time these maybe relevant for specific activities though they are at risk of veering away from being

DYW, as previously defined in Chapter 6. If the use of a building became a regular occurrence the work would potentially become centre based practice. Two respondents mentioned a mobile bus or a detached vehicle as a tool. Dependant on how used these again may veer from DYW and would be forms of mobile youth work. These suggestions of a building or vehicle when exploring DYW return to the issue of definitions previously explored during this thesis Section 3.2. Further evidencing the confusion between practitioners on what different forms of youth work are.

Additional less frequently mentioned tools included the use of arts and craft activities, drama, card games, accreditation work and teambuilding. One respondent said 'You can do most things in a youth club [on detached] with a bit of creative thinking' (survey 871). Another respondent stated offering projects or activities depended on budgets, while another suggested going on trips. These findings express the flexible approach of DYW. The suggestion that anything which can take place in a youth centre can happen within DYW shows strengths of this form of practice, expressing how diverse the work can be. This form of practice has the potential to be as creative as the staff and young people can be.

Some of the respondents also included practical tools for workers. These had limited responses and were not perhaps an obvious area to explore when considering tools for DYW. Respondents included carrying torches, having sign in sheets (for numbers of young people worked with), safety alarms, bin bags and business cards. In addition, were the suggestion for staff to have knowledge of child protection and safeguarding. Although not all practitioners may consider these elements as tools, they are clearly aspects which impact on DYW and would need consideration when deciding what workers need to have access to or training in.

7.2.8. Detached youth work tools evaluation

There are two fundamental findings when exploring tools for DYW. Firstly, is the role and purpose of the youth worker themselves combined with their adaptability.

The overall perception was that the main and most important tool for DYW is the practitioner themselves. Without the youth workers skills this form of engagement would be impossible. Examination of the skills of the detached youth worker is a separate theme in the subsequent chapter Section 8.3. However, when using tools, the findings show the need for adaptable practitioners, to adjust their use of tools dependant on the needs of specific groups of young people. Anderson (2005) supports this need for resources to be adaptable for use with different groups particularly when considering the cost of some resources.

Secondly, even though findings show variety in use of tools within DYW, they are minimal and creative in approach at the same time. This is due to this form of practice being in diverse locations and the need for workers to be minimalistic, to ensure it is practical when traveling between locations on foot. In Rogers (2011) '101 Things to Do on the Street: Games and Resources for Detached, Outreach and Street-Based Youth Work' resource book and other online searches for DYW resources suggest minimal items or items which are lightweight and able to be carried. Rogers (2011) suggests the use of items in the vicinity such as using a park bench, or no tools needed other than playing games with the young people. She frequently expresses the need to check areas are appropriate to engage safely in activities.

7.3. Community

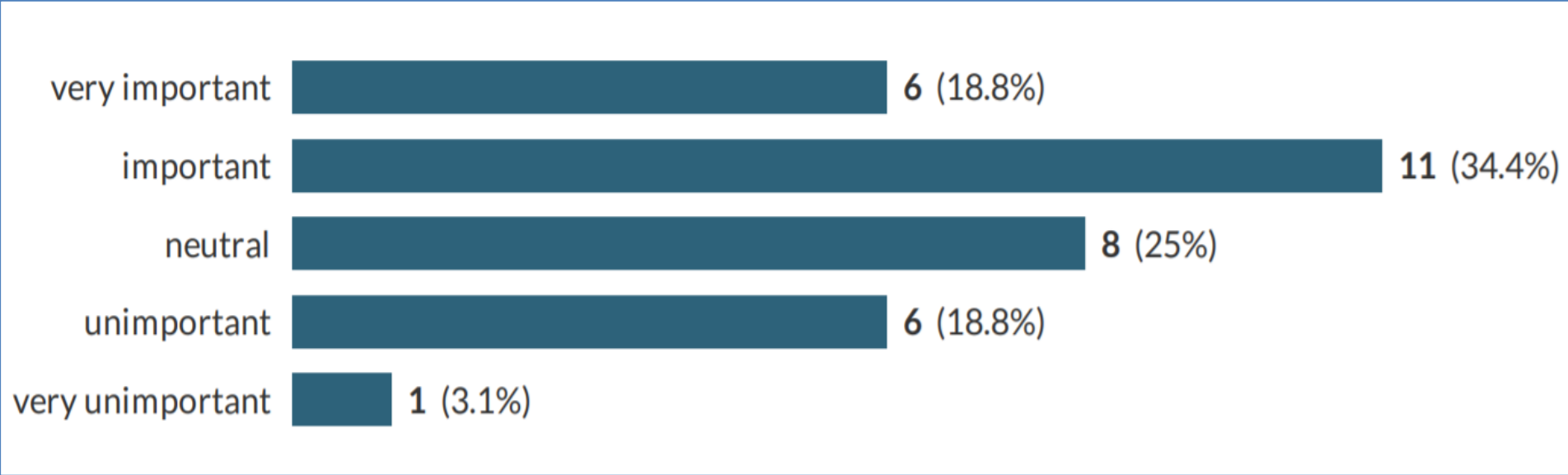
The findings here consider the influence of local communities on DYW. This section examines information about communities and their relationships with DYW. Further exploring relationships between communities and young people. Finally, this section evaluates aspects considered surrounding community and DYW.

7.3.1. Detached Youth Work relationships in the community

When considering the perception of local community residents (adults) (Figure 20) 53.2% of survey respondents believe they acknowledge DYW with some importance. However, there were also a disappointing 21.9% of respondents

believing that community residents felt that the work was 'unimportant'/'very unimportant'. Respondents' perceptions evidence mixed feelings from youth workers. Although a slim majority suggest important to some degree, there were mixed perceptions from the remaining respondents around community member's perceptions being neutral to very unimportant. There would be a range of influences on the perception's workers believe community members have. Considered through Page's (2000) work on communities and engagement with outsiders takes time to develop trust (Chapter 4). In addition, it is essential to consider the communities expectations of workers. If they expect workers to get young people off the streets, there is a need to educate communities on DYW purpose.

Figure 20: Survey respondents on how they perceive community residents (adults) value DYW



Source: taken from BOS survey results 2018.

During the initial reconnaissance session (project E) staff explained how they had historically developed a good relationship with the manager of a local fast food company. Through this they had gained knowledge from the manager about the behaviour of young people. Information on when the company was busy with young people inside or around nearby. This interaction allowed the youth workers to support them with issues perceived in the area. However, this manager had now left the company and the worker explained that they had attempted to engage with the new manager. Unfortunately, there had been no response back from the new manager when tried. The interpretation of this conversation showed signs of frustration of the loss of a beneficial contact, alongside evidencing that not everyone understands the purpose of youth work.

The community had fundamental relevance during the participant observations with project S. From an observational perspective the researcher noted the different organisations the DYW practitioners engaged with. This was both through partnership working and general communication. These organisations were a combination of voluntary, public, private and faith-based. In addition, the detached workers made regular contact with local shop owners/employees to gain insight into changes or developments they had observed, both generally and youth focused in the area. Use of community intelligence provided DYW staff with an understanding which they may not receive being out a couple of evenings each week. With shop workers being community members enabled further insight into events taking place, as their establishment in the community provides different perspectives. Relationships with community organisations, businesses, and individual community members i.e. parents of children/young people, provided essential information. This view is that increasing effectiveness of youth work is through understanding communities further. As with young people the relationships with community members would take time to establish (Page, 2000) before trusting workers to provide them with detailed local information (as analysed in Chapter 4)

Observations evidenced practitioners took time to engage with community members, checking with local shops what had been happening, contact with

family/parents at the park and school community event. The interpreted purpose of these conversations is twofold. Firstly, to build relationships within the community, enabling staff to gain insider knowledge of the area. Secondly informing community members that youth workers were around and their purpose. The youth workers also talked with other adults when undertaking DYW, this included general hellos and informal conversations. These contacts enable opportunities to expand conversations related to the community and any issues. One example of this was a conversation about young people riding mopeds/motorbikes and where they had been causing some disturbance. Without such information, workers would potentially miss community happenings and areas they can improve contact, by targeting where young people have been. Communication and understanding of the local area are paramount for workers engaging with any disaffected young people, practitioners need to understand the wider context of young peoples lived experiences (ACDS, 2019; The APPG on Knife Crime, 2019; Rogers, 2011a) as explored in *Community presence* Chapter 6.

7.3.2. Community and young people

Practitioners (project E) also explained there had been a recent community consultation due to the development of a new housing estate. They explained that during the consultation there had been 11 young people's opinions sought and well over 100 adults for feedback. This exposes the realities of the perceptions about young people within a community and the lack of interest in acknowledging their opinion. Unfortunately, the researcher believes that this would be a common occurrence with such projects. The planners of new estates are likely to have limited to no interest in young people's perspectives and needs, presumably due to increasing profits by building a greater number of properties. It must be recognised that there is a need for further housing in England, with a 'housing crisis', which has led to further building work and increasing numbers of properties on reduced land size. One example of this is:

a [youth] centre twice the size was closed to make way for a housing regeneration project: 3,300 apartments are being squeezed on to sites vacated by the demolition of a 1,860-home council estate (Booth, 2019: 7).

Booth's article shows a youth centre closure and its move into a much smaller premises. Evidencing how young people are not considered within new housing developments and the increasing numbers of properties built to the size of land.

These observations show communities need to engage with young people and see them as full community members. For residents and businesses to consider young people as potential assets in their areas, through listening and allowing them a voice within society. Milbourne (2009) argues young people are outsiders, with their experiences and views undervalued. Further supported by Drakeford and Gregory (2010) suggesting young people need to participate in communities for the future success of those communities. Also demonstrated by Orlando and Moustakim (2016) expressing the need for projects to encourage the voice of young people and to take action contributing to local beneficial changes.

7.3.3. Community Evaluation

This section evidences two key findings, firstly the importance of relationships between detached youth workers and communities, both residents and businesses. Particularly with workers accessing community intelligence to inform their practice further and develop a greater community understanding. However, challenges illustrated when working in communities ranged from difficulty building relationships with local businesses, where staff may have no interest in working with the youth workers. Businesses may perceive no benefit to this or have no experience with youth work, therefore are unable to see the purpose. This suggests that further work needs completing to evidence youth work and raise its profile within communities. Youth work would benefit from greater public awareness of the impact and influence it can have in an area.

Secondly the research demonstrates the overlooking of young people as part of the community and their voice/opinions ignored. Although challenging this is the prime position in which youth workers can engage with the community to make a change. To support young people in having their voices heard through the community. A part of the (detached) youth workers role here should be taking on such challenges by initially advocating for young people to then progress and have them heard for themselves.

7.4. Police

The final section of Chapter 7 reviews the impact of the police when considering DYW. This section begins examining information sharing between the police and youth workers. Analysis then progresses to critique the police understanding of youth work. This section finishes with an evaluation of the police section presenting key findings.

7.4.1. Information sharing

Staff (project E) explained challenges when working with the police and that they would not want to share information with the youth workers. An example described by practitioners was when they became aware drug dealing was taking place behind a row of shops. Staff explained how they had contacted the police to inform them of their concern. The staff did not receive any information on this or anything else in the local area. Workers decided to raise their concern with staff at some of the local shops, attempting to explore the situation themselves and raise public knowledge at the same time. Later it transpired the practitioners had spoken with staff at the shop who the police suspected were selling drugs. The youth workers explained the difficulty gaining any information from the police with regards to any events. In this case it led to the youth workers speaking to the wrong people and potentially having impacted on the police investigation or put workers and young people in risky situations. Brighton and Hove Youth Service (2014: 3) expresses this disadvantage stating the 'Lack of understanding about

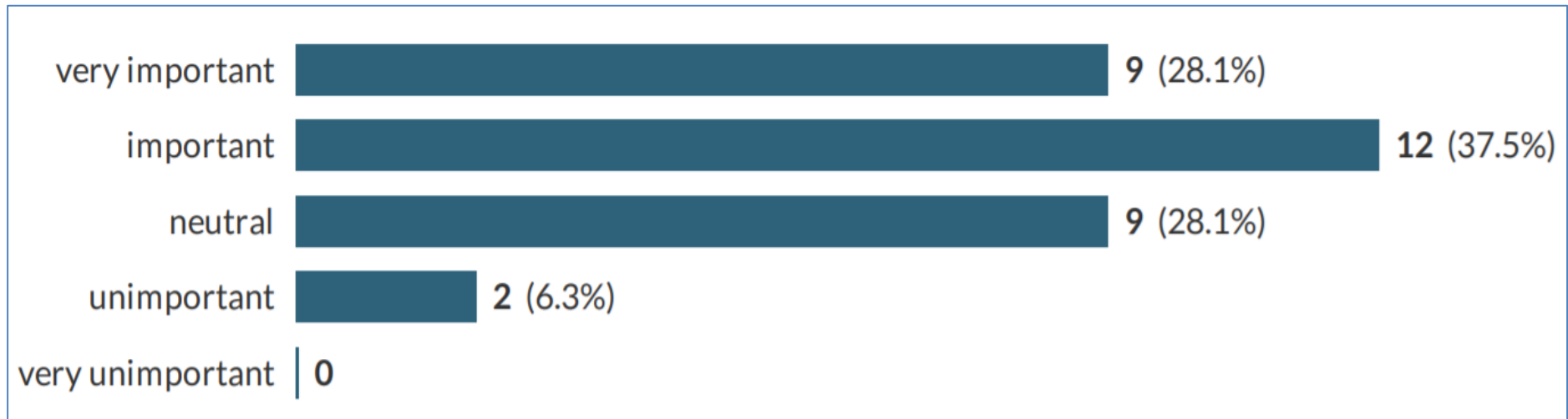
detached youth work by other agencies' supporting what workers experienced here. This statement shows an ongoing challenge with understanding DYW by other services and agencies which would include the police.

The researcher as a youth development worker leading DYW and school-based work, in 2009-10, experienced excellent communication with police in the area, through this contact the youth worker accessed information from the police. For instance, regarding substance use the police would be able to confirm some information and knowledge in the area. Although generally not detailed specifics sharing of information enabled the youth worker not to work in any inappropriate locations therefore ensuring staff safety. In addition to this the youth worker could report information to specific police officers raising concerns such as a drug dealer in the area, someone camping/living in the woods and report potential fight planned one evening. The two-way communication provided information and local knowledge with both police and youth worker acknowledging there were restrictions on information shared.

7.4.2. Police understanding of youth work

Many survey respondents (65.6%) felt the police perceived DYW as 'important'/'very important' (Figure 21). Whereas 28.1% of respondents believed the police were neutral about the importance of DYW, there was an overall perception of the police valuing such work. Only 6.3% felt the police saw work as 'unimportant', there were no responses for 'very unimportant'. Responses would suggest effective communication and working relationships with the police, showing understanding of the role of DYW by most. One interpretation would be that further shared learning between police and youth workers could adjust perceptions from neutral to important. Limited respondents suggested the police perceived DYW as 'unimportant'. These minimal unfavourable responses show strengths in the relationships between police and understanding DYW, suggesting the opportunity for further development of relationships between police and youth workers.

Figure 21: Survey respondents on how they perceive the police value DYW



Source: taken from BOS, survey results 2018.

One conversation in transition (project S) was about the lack of understanding youth workers felt other groups/organisations, particularly the police, had about what they do. An example of this was with regards to the youth team supporting a large celebratory event one weekend. The event was very busy and open to people of all ages. Due to the size of the event there was a large police presence, partly as alcohol and other substance use was known to happen. The request for youth workers to support took place two weeks before the event, this late request was due to the local authority cutting their youth provision and events such as this had not been considered. The youth workers were at the event in a supportive role ensuring young people (and other community members) were safe. As part of this they were helping to look after any young people who had perhaps had too much to drink and provide advice to young people. The workers explained they spoke with many young people at the event (not always under the influence of alcohol or drugs although some were). The workers explained how during the event they would talk to young people about their safety and alcohol/drug consumption. As soon as a group of young people (10 or more) engaged with the staff, then a large group of police officers would appear and quickly move the young people on. Staff explained how this was challenging and frustrating as they wanted to support the young people, however frequently lost any opportunity to do so with the police moving them on. The youth workers said this had defeated their purpose being there, as they may not see those began engaging with again during the day. Thus, the opportunity to provide advice and support disappeared. The assumption of the researcher is the police officers had little or no knowledge of what the youth workers were trying to do. The police would have their own objectives and most likely dispersing any groups observed to have stopped was a part of this to ensure safety. Thus, the youth workers and police officers' purpose for the day would be very different. Had youth work been planned in advance a potentially more effective approach to working together could have been developed. The police have challenging roles when managing large events although the impact in this situation damaged the effectiveness of youth work. In addition, with advanced council planning there could have been the possibility of youth workers having a set place to work, where the police would not have disturbed (unless a perceived

need). The workers could have provided information and advice from one location with the opportunity to provide outreach potentially taking people back to their space if they wanted more help/support.

7.4.3. Police Evaluation

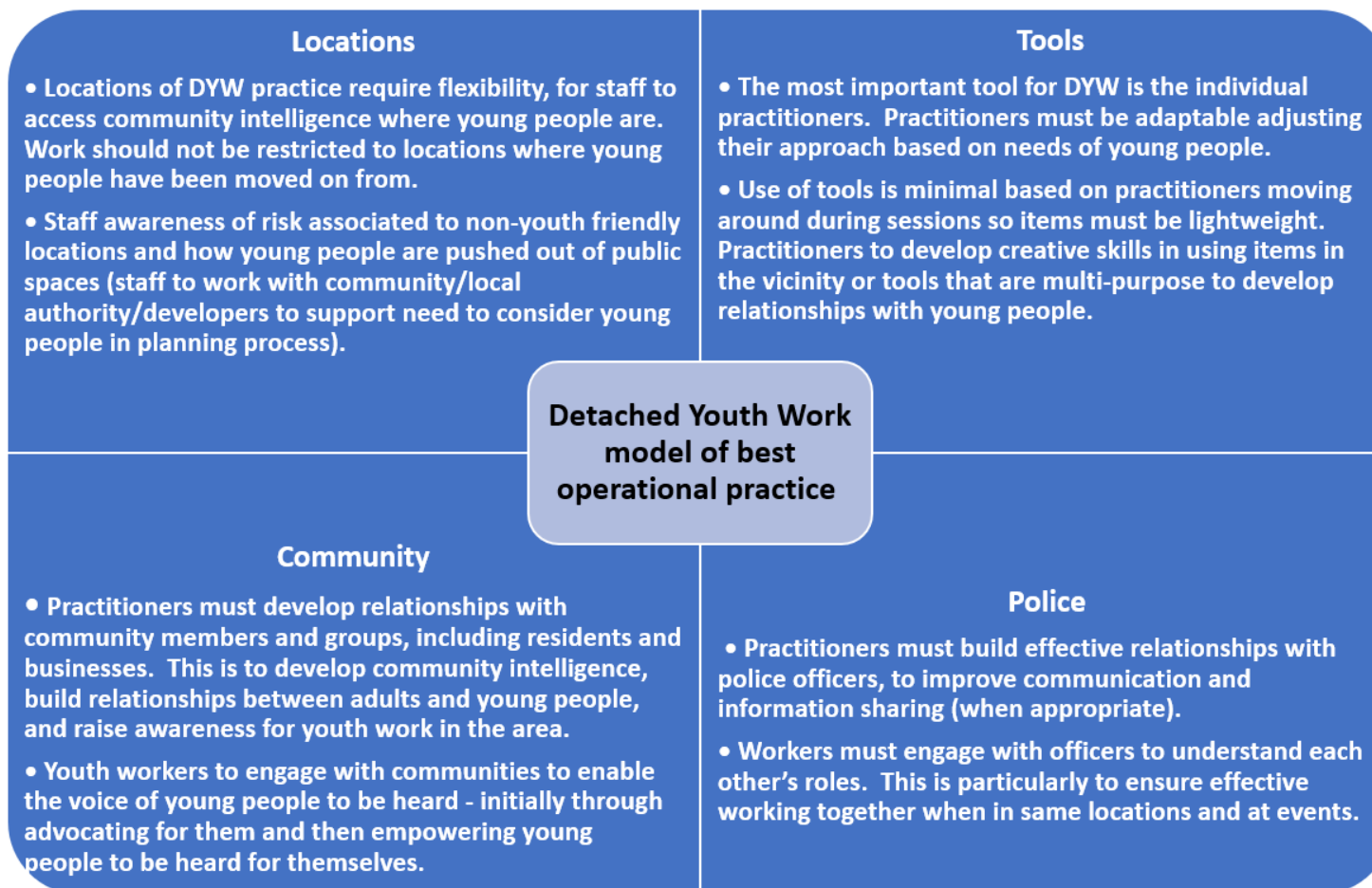
This section provides two fundamental findings for DYW when working with the police. Firstly, is the need for improved information sharing and communication. Sharing of information maybe limited for confidentiality reasons. However, with regards to the drug dealing situation potentially youth workers could inadvertently impact a police case or put themselves at risk through lack of information. Of course, the sharing of information is not simple to deal with and is likely managed on a case by case basis. If the police and youth workers had established a stronger relationship then perhaps there would be a reduction in potential risk. It is important to consider sharing of information is a two-way process and there would be information youth workers would not be comfortable sharing. Ofsted (2018) when regarding knife crime, argued the need for improved communication and working together. The report stated how local authorities, police, youth offending teams, health services and others need to work together effectively and consistently. This was to tackle criminal activity where adults are able to exploit and harm children. The report specifically argued the need for effective systems to gather and share information between areas. Thus, enabling effective targeting of criminal activity and understanding the impact on children. The report does not specify youth work, though the researcher would potentially consider this one of the other services included within social care. In addition, the report argues education and care services should not exist in isolation (Ofsted, 2018), youth work is a prime example of a provision which straddles both education and care elements while being engaged in a community. This Ofsted (2018) report is supported by the ACDS (2019) and APPG on Knife Crime (2019) arguing the need for alternative opportunities for young people, development of effective interventions, and investment into community police officers and youth services.

Secondly is the need to understand each other's roles, this is closely associated with the above information sharing and communication. Having police officers and youth workers working together and understanding each other's roles further would be beneficial. Though challenging with police cuts (Loveday, 2015; APPG for Children, 2014) combined with a demise of local community police officers spending time in communities (APPG on Knife Crime, 2019; Payne *et al.*, 2016) and fewer police officers working in front line services (Loveday, 2015). Furthermore, there is a need for the development of police officer training when working with young people (Payne *et al.*, 2016; APPG for Children, 2014; Berelowitz *et al.*, 2013). Payne *et al.* (2016) recommends police officers would benefit from training in engagement skills and wellbeing of young people. While the APPG for Children (2014) focus on the need for officers to understand child development and behaviours of young people while having knowledge of safeguarding protocols. Either way there is certainly the need for developing police officer training when working with young people and understanding youth work.

7.5. DYW Model of best operational practice

This chapter responds to research objective 2: To critically analyse current DYW processes to establish a model of best operational practice. The following diagram Figure 22, presents this researches examination of practice findings for locations, DYW tools, community, and police. These findings merge to provide fundamental requirements for establishing best operational practice within DYW (although aspects continue to be important for consideration within other forms of youth work and engagement with people). This contribution to knowledge evidences the core elements uncovered during this research on contemporary DYW, which are essential to provide effective DYW practice (Figure 22).

Figure 22: DYW model of best operational practice



Source: Created by author based on data analysis from surveys, interviews, and observations.

The need for improved communication and relationship building tie together the findings. Each theme could be developed and improved upon within DYW through the development of relationships between practitioners and their funders, community members (including local authority links with regards to development of safe places for young people), local businesses and the police. For practitioners to establish themselves within communities over a substantial time will enable them to develop relationships with individuals in a community, therefore increasing community intelligence to improve DYW engaging effectively with young people. This in turn will enable practitioners to support young people to be listened to and viewed as part of the community.

7.6. Summary

This chapter establishes a new contribution to knowledge through the completion of the second research objective:

- RO2. To critically analyse current DYW processes to establish a model of best operational practice

This was established through analysing locations practice takes place, DYW tools and examination of the community and police regarding DYW. The following Table 5, provides an overall summary of the finding of each theme of this chapter.

Table 5: Chapter 7 Detached Youth Work: Analysis of practice and establishment of a model of best operational practice summary table

Theme	Finding	Evaluation
Locations	Community intelligence	DYW must incorporate regular exploration of different areas. This is to assess changes in a community which may impact on young people and signs of changing behaviours of young people. This would be a regular part of effective youth work development in any community.
	Lack of youth friendly public spaces	Findings present the ongoing issues related to young people being designed out of public spaces and issues related to them being hidden from view. DYW needs awareness of this for staff and young people's safety.
	Impact of funding	Like all youth work, DYW is impacted by funding. In relation to locations of practice staff need to communicate with funders if factors change where young people are, if this is outside of worked boundaries and review appropriate measures to contact these young people if targeted areas are quiet.
	Geographic representation of DYW	An encouraging sign for DYW with practice still taking place across counties within a time of austerity
Detached	The practitioner as a tool	For practitioners to be adaptable adjusting their use of tools dependant on the needs of

youth work tools		different groups of young people. See subsequent Chapter 8 to expand on practitioners' skills.
	Minimal tools/creative approach	Practitioners require tools for DYW, which are lightweight and easy to carry when on foot; therefore, workers need to choose tools carefully when engaging young people. Also consider use of resources in the vicinity which can be adapted for use in activities.
Community	Relationships with communities	DYW needs to develop in a community taking time to establish relationships with residents and businesses. This takes time and needs consistent nurturing to maintain effectively, therefore would benefit future practice.
	Young people and the community	Views and opinions of young people are often overlooked; therefore the youth workers need to engage young people and community members together. This could initially include advocating for young people however work towards enabling young people to have their voice heard and be regarded as full members of the community.
Police	Improved information sharing and communication	Although there are restrictions to the information services can and want to share, findings express the continued need for developing improved information sharing and communication approaches between the police and DYW.
	Understand each other's	Findings evidence a lack of police understanding of DYW and youth work. Suggesting the need

	role	for development of training for the police when working with youth workers and young people.
--	------	--

Source: Created by author.

This chapter evaluated the locations where DYW was undertaken, finding the importance of community intelligence to understand factors impacting on where young people spend their time. In addition, providing an understanding of the limitations with accessing youth friendly public spaces, this is further exacerbated by funding impacting on where practitioners are able to engage with young people. This thesis also generated a map of the geographic representation of DYW taking place from practitioners who engaged with the survey (Figure 16). Findings from this chapter evidence the importance of the practitioner when examining tools for DYW practice and the requirement for any tool to be accessible and adaptable for use. Furthermore, the data evidenced the importance of relationships between both detached youth workers and young people with the communities where practice is undertaken. Finally, this chapter evidenced challenges between detached youth workers and the police, presenting issues of information sharing and communication, further exacerbated through a lack of police understanding the purpose of youth work.

The analysis of the data here enabled the researcher to produce a model of best operational practice (Figure 22). This contribution to knowledge was developed for both practitioners, managers, and those working in partnership with detached youth workers to enable improved understanding and inform effective practice.

The final data analysis chapter examines practitioner skills, in particular relationship building and worker skills, this results in the development of a set of key practitioner skills for effective DYW. Each aspect examined focuses on young people although they can be related to the development of relationships with other services and residents within a community.

Chapter 8 Detached Youth Work: Evaluating the work of practitioners and establishing a set of key practitioner skills

8.1. Staffing

- 8.1.1. Staff safety
- 8.1.2. Staff recruitment and understanding roles
- 8.1.3. Staff career routes
- 8.1.4. Staff Rota
- 8.1.5. Funding

Label/problematised young people

Cuts to youth services

Careers and employability

- 8.1.6. Staffing Evaluation

8.2. Conversations and Relationships

- 8.2.1. Conversations with young people
- 8.2.2. Challenging behaviours of young people and their safety
- 8.2.3. Relationships

Power in relationships

- 8.2.4. New engagements and early relationship building

- 8.2.5. Challenges with building relationship

- 8.2.6. Previously established relationships

- 8.2.7. Relationships Evaluation

8.3. Practitioner Skills

- 8.3.1. Decision making and judgements
- 8.3.2. Staff behaviour impacting on young people

Role model

Consistency

- 8.3.3. Desirable Practitioner skills

- 8.3.4. Shared learning

- 8.3.5. Practitioner skills Evaluation

8.4. Summary

This is the third and final findings and data analysis chapter. This chapter continues to build on the previous findings and addresses research objective three:

- RO3. To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

This chapter has three sections. Firstly, Section 8.1. critically assesses staffing from

a range of approaches including aspects of the practice observed with young people, issues around staffing and role confusion, staff learning during conversations in transition, routes into youth work, aspects of funding, and the future of DYW. Secondly, Section 8.2. examines the relationship aspect of youth work and how teams initiate engagement to develop working relationships with young people, enabling new contribution with the development of a three-stage process for DYW. Thirdly, Section 8.3. evaluates the skills required in DYW for supporting and engaging young people, feeding into the creation of a set of key practitioner skills.

8.1. Staffing

This initial section of Chapter 8 considers a broad range of aspects when analysing the staff element of DYW projects. Initially this section reviews the interactions of staff observed in both projects, progressing to examine staff safety, recruitment and roles, career routes, rotas, and funding; and finally evaluating the three-key findings of this section.

8.1.1. Staff safety

Workers (Project E) explained that they used to have a system to call in and out to at the start and end of DYW sessions. However, this was no longer in place so they tended to inform other workers in the office where they were going and how long they expected to be. The researcher observed this during the initial observation which took place during the day. Although the researcher did not observe any calling in to someone when observing evening sessions on another estate from the office base. Workers ensured their ID was always visible. These were on lanyards around their necks, if they did up their jackets, they made sure ID remained outside of clothing. The lead worker stated that no one had ever checked their ID when they had been out. The researcher has experienced this as a practitioner, once in seven years a community member asked about staff members' ID. On this occasion

the resident explained they were a youth worker, from another area, and therefore were interested in how the service managed staff identification to the public.

While considering the DYW process to the social work student the lead worker (Project E) explained that should anyone in the team feel unsafe or feel the need to leave a group they must use the name 'Mike'. This name used in any sentence was a staff sign to move on with no questions asked. The lead worker explained should a staff member perceive any risk or deterioration during contact, if they said 'we better go meet Mike' then all staff would walk away no matter what other conversations were taking place. The use of a phrase of this nature enabled staff to quickly leave a scenario when needed and examine events later, rather than question a staff member at that time. The need for a clear exit strategy is expressed within (FDYW, 2007). During the observations undertaken there were no incidents where staff felt the need to exit quickly and therefore 'Mike' did not need to be used. These conversations and actions provide some insight into staff safety when engaging in DYW. However, the process for calling in and out of a session to a colleague/manager appeared to not exist when workers were engaged in evening sessions, therefore providing little protection to staff if there were a serious incident, with management not knowing where staff were or if they had finished for the evening. The researcher's interpretation suggests there is some consideration to staff safety, however there appear to be flaws which need improvement. Irving and Whitmore (2013) evaluate aspects of safety for social street workers. They consider several aspects including workers having an exit strategy that all colleagues are aware of, that ID is carried at all times and ensuring the manager is aware of any changes to the work pattern. FDYW (2007) also advises on the use of a code word as an agreed way to leave a situation, for its effectiveness workers must always be in earshot of each other; they also reiterate the need for workers to always carry ID (see Chapter 3).

8.1.2. Staff recruitment and understanding roles

During one observation at Project E, the lead worker explained to the social work placement student the positives of the organisation being a small team. They stated that due to the size of the organisation it enabled all staff to have a voice, therefore perspectives or opinions raised by individuals were listened to. The lead worker explained the organisation had no barriers when it came to suggestions considered by managers, therefore, the opinions of full time and part-time staff or student placements at all levels expect consideration.

Through observations with various staff members it became apparent there had been some issues with a staff member, who the organisation had then dismissed. This staff member had previously been a young person accessing support from the organisation before employment. The trainee youth worker had received three extensions to their probation to support them learning the role. Staff members observed believed the trainee had viewed youth work as an easy option, that they had not considered the paperwork, regulations, and other requirements that they would work by. Ghose (2003) raises issues of recruitment which included that people do not understand the job, this suggests that issues such as those with the trainee youth worker are potentially a common occurrence. Through conversations in transition staff expressed their disappointment that the trainee had been unsuccessful, especially with all the opportunities and support given to them; however, were also clear in their deliberations that workers needed to fulfil all aspects of the youth worker role.

As previously explored in Chapter 7 there is concern that other services lack awareness of the role and purpose of youth work. This merges with another conversation in transition around the role of the youth worker, how youth workers themselves do not understand their own role, as examined with Project E and the trainee youth worker. The discussion at Project S was staff thinking about youth work across the country not specifically about workers within the team. This conversation began as one worker had been to an event where debates included an academic suggesting youth workers title should change to 'social pedagogist'. The

staff team questioned how young people and community members would know what this title meant and would youth workers themselves understand this terminology. The workers considered different titles which youth workers may use within different roles, and that this already caused confusion for communities (see Section 6.2.4. Job titles). Furthermore, they considered if youth workers themselves are unable to state clearly what they do, combined with debates between youth practitioners and academics around what the profession is, how then are the public able to understand the work. The conversation ended questioning how such a profession can survive with inhouse confusion and debates, no wonder society and politics cannot understand when the profession cannot decide for themselves. Belton (2016) considers this argument from another perspective, he sees youth work as being pressured to change titles to become 'informal education' or 'social pedagogy'. He considers this move as deskilling youth workers '...transforming them from a highly responsive and flexible social provision, into mobile class room assistants, homework tutors or surrogate remedial teachers' (Belton, 2016: 17). Thus, suggesting a change in job title would result in damage to youth work as a provision. This suggestion moves away from voluntary participation and NOS of Youth Work currently, which potentially would cause further role confusion.

8.1.3. Staff career routes

Another conversation in transition was how staff members had become youth workers. The researcher instigated this one evening when working with two part-time staff members. These two workers both stated they had completed unrelated degrees (one in art and one in history). For both 'youth worker' had never been a career they had thought about or planned to go into. One explained their initial experience of working with young people was as a student working with NCS one summer, having no previous experience (Chapter 3). They realised they enjoyed the work so repeated this the following summer and gradually 'fell' into youth work. The other had been employed in a residential youth provision after completing their

degree. They now had a part-time youth worker and part-time disability advocacy position. Both stated they had not planned to become youth workers, however both intended to continue working as youth workers or work with young people in another role depending on future career progression. The researcher can relate to these experiences having never considered working with young people. They began in a part-time DYW role one evening a week in the final year of their degree. As with the staff here the researcher realised, they enjoyed this work being able to help and support others, therefore they decided to look for further opportunities within youth work. These career routes could be one of the reasons Tiffany (2007) professes a lot of part-time workers have a lack of training or professional qualifications. The workers themselves may have never originally considered becoming youth workers and therefore undertook other training initially.

8.1.4. Staff Rota

Project S managed DYW staff patterns through a rota, this approach was different from the researcher's personal experience working in various youth work organisations. In the researcher's experience organisations always had set staff team members working the same session each week. For example, the staff team would be the same two/three members of staff working a set time and location each week. There would of course be changes for staff holiday, illness or if support was needed at an event. However, at project S there was a weekly staff rota for the DYW sessions. This meant staff would not be a set regular team, and instead were a combination of any seven possible staff members; the researcher only met five of them. A conversation on the rota included one worker attending unexpectedly so there was an extra staff member that evening. The conversation suggested this was an unusual occurrence and evidenced potential challenges regarding miscommunication due to staff member swapping the session they originally planned to work, and not being clear on the dates swapped.

The researcher could see a potential advantage with the rota approach, such as allowing all workers to develop DYW skills and enable them to meet young people

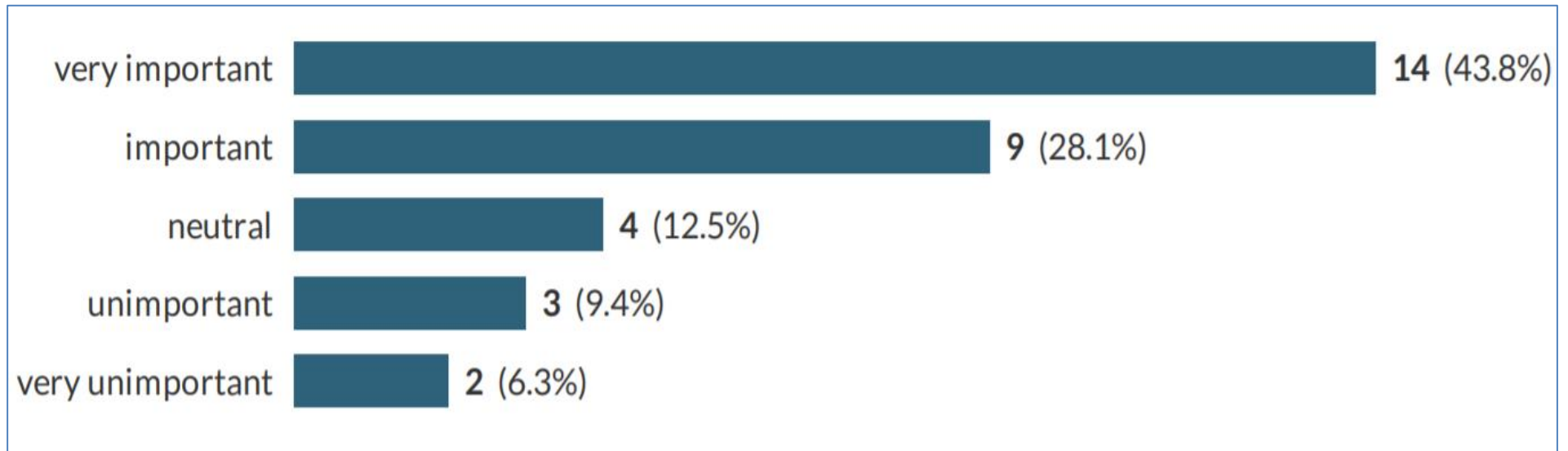
in alternative settings to the youth club. One perceived strength of the rota would be if a youth worker were to leave the organisation there would not be a sudden loss of service or inconsistency for young people, as potentially all staff will have met most young people. Alternatively, a perceived disadvantage with the rota is its limitations for the development of relationships between staff and young people. This would be due to the reduced possibility of the same staff meeting the same young people, especially in an area where young people are not consistently around.

One factor explored regarding the rota was funding of services. The rota allowed flexibility for staff to cover sessions, rather than take on additional new members of staff. An assumption for this may be to reduce costs incurred including that of recruitment and training, alongside providing the opportunity of additional hours to current staff. This potentially means that the organisation would then not need to pay additional annual leave as this would be extra work only.

8.1.5. Funding

The majority of survey respondents (43.8%) perceived their organisation/management team viewed DYW as 'very important' (Figure 23). In contrast 15.7% of respondents believed this was not the case and that practice was perceived as 'unimportant' or 'very unimportant'. Overall, practitioners felt that employers viewed DYW as important, which was considered as beneficial because without such support it would be difficult for practitioners to achieve success within roles.

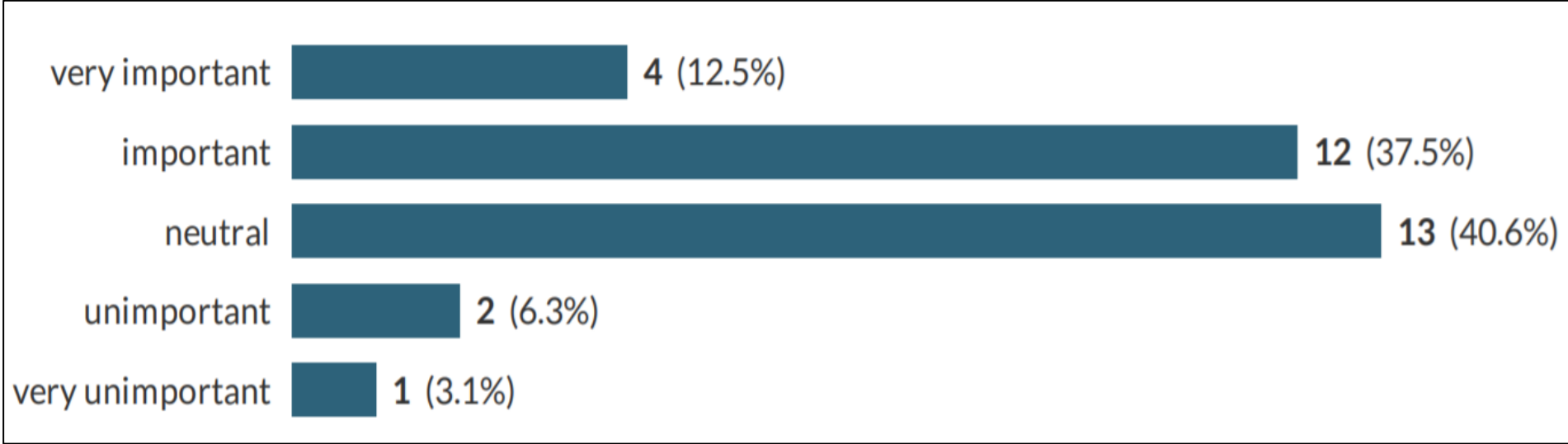
Figure 23: Survey respondents on how they perceive their organisation/management team value DYW



Source: taken from BOS, survey results 2018.

When considering perceptions of DYW on funders, respondents were mostly 'neutral' (40.6%) closely followed by 'important' (37.5%) (Figure 24). The overall 'important' and 'very important' were 50% of all responses expressing some positivity in the approach of funders to support this form of practice. These results coincide with the interview findings suggesting perhaps funders do not understand or appreciate the purpose of DYW in the same way practitioners hoped they would. These responses may have been influenced by financial cuts to services.

Figure 24: Survey respondents on how they perceive funders value DYW



Source: taken from BOS, survey results 2018.

Label/problematised young people

Practitioners (Project S) explained their experience of funding impact on DYW, claiming that DYW builds into other forms of youth work and is essential for a full youth work model. However, they stated funding did not match up to this. Workers felt funding for youth work was dependant on impact and outcomes. One interviewee suggested DYW is perceived as riskier to fund (so harder to access money for) as staff do not know who they will see when they go out.

That's not to say it's not worth asking but often we kind of problematise the young people to try and fund it erm... which is difficult because instead of it just being inherently a good thing a positive thing to work with young people and young people who socialise on the streets it is... well the only way we can get money is if we tell you how terrible they are or if their behaviour is awful, and it colludes with the deficit model of trying to work with young people which is challenging erm even the term antisocial behaviour is problematic actually what we would rather be talking about is promoting social behaviour.. it just changes the paradigm slightly yeah not all the funders are down with that yet (participant 3).

Another interviewee claimed how at times they felt forced to carry out activities and sessions based on what the funders wanted rather than being driven by the community. Again, they explained this was associated with anti-social behaviour.

... our detached youth work is also obviously guided to a certain degree by erm you know threat perceived by antisocial behaviour and because that money can sometimes come from police commissioners (participant 2).

These confirm practitioner challenges in accessing funding for DYW, due to evidencing outcomes and targeted work to specific young people. The responses indicate staff discomfort with the labelling of young people although their awareness of the need for this to access funding. The initial quote draws attention to the use of language when working with young people, the respondent does not appreciate the unfavourable terminology used to describe young people. An

interpretation of this is they want to use constructive terminology promoting overall benefits for society. Although as they suggest funders are not considering practice from this perspective. Davies and Merton (2009) raise concern over work with disengaged young people being funded, rather than needs led with a focus on short term funding demonstrating measurable outcomes. This perspective suggests the wrongful labelling of young people to access relevant funding and the focus on this label rather than the actual needs of young people. With Treskon's (2016) findings suggesting that policies affecting NEET young people in different settings have fragmented and uncoordinated funding in research in the US; it is reasonable to assume such experiences continue in a similar way within the UK. Treskon's view further amplifies issues with research, funding and policy not necessarily linking up, causing approaches to work with young people directed and funded towards targeted practice and less on universal youth services.

Cuts to youth services

Several survey respondents considered funding as an issue within the final open survey question. Comments focused on the cuts to DYW and some included youth centre closures as well. Responses raised concerns over services being 'obliterated' (survey 953) with respondents stating the reductions in their organisations and fear of the loss of DYW. 'If we lose the art form of detached youth work it will be a sad day. It's not just a vital practice in its own right, it is an approach that can inform other forms of practice' (survey 009). These concerns evidence how practitioners view DYW as undervalued.

Detached youth work, to stay relevant has had to look for funding sources that's compromise our values and therefore created social work like street work or ASB officers. Doing things to young people, for young people but not with young people (survey 121).

This statement connects funding issues of DYW used/pushed into more criminal and anti-social targeted/focused work. This includes work focused on '... areas of high

deprivation' (survey 672) and concerns around practitioners regarded by young people as there to report back to the police (linked to Chapters 3 and 4).

The extensive cuts to youth services since 2012 (Hayes, 2018) illustrate how services are struggling to continue, and this will influence the funding they are able to access. Duncan, *et al.* (2018) and Ofsted (2018) evidence how the cuts to early intervention have been drastic and reduce service provisions. Evidencing available funding has been redirected towards targeted practice, meaning that youth services are being adapted to fit different funding requirements, even though this moves away from the aims of youth work (as examined in Chapter 3).

Respondents reiterated the need for DYW to access young people who were 'hard to reach' (survey 285). How workers can provide support throughout a community, not only working with young people but also their families and other residents. These responses consider the wider context of DYW within communities and perspectives from workers on the future of such practice.

Careers and employability

Concern over the future of DYW from respondents potentially impacts on their thoughts and feelings, therefore may cause concern for some about the future of their own employment. De st Croix (2012) mentions this potential loss of employment or reduction in hours, although unintentional, can affect practice due to concern for personal finances. Future uncertainty means staff may look for other jobs, therefore practitioners' attention may not fully focus on current practice. This in turn means that workers may lose interest or focus on their practice, having the potential to impact on the relationships established with young people. The reduction of students undertaking Youth Work degree programmes demonstrates concern over their future employability and has led to the closure of Youth Work university courses (NYA, 2019c; Hayes, 2017; Lepper, 2017b) (Chapter 1). Smith (2005) has previously raised this concern over funding and the uncertainty with employment leading to high staff turnover. The NYA (2019c) *Annual Monitoring of*

Youth and Community Work Programmes 2017/2018, presents significant concerns over degree course sustainability. They proclaim:

The dominant narrative within responses indicates that youth work is seen as an increasingly uncertain employment pathway due to a lack of secure jobs with consistent and continuous chances for progression (NYA, 2019c: 10).

And:

Changing the perception that youth work is not a viable career option is therefore one that needs to be attended to, both by HEIs themselves, and within public and professional discourse (NYA, 2019c: 10).

A European Mapping of youth Work Careers (O'Donovan, 2018) suggests further challenges and uncertainty for employment within the youth work sector, not only in England but across Europe.

The picture of youth work employment painted by this overview cannot realistically be described as encouraging, at least in regard to working in dedicated services for young people. The career paths revealed are, on the whole, quite precarious, characterised by poor working conditions and perhaps limited prospects for advancement (O'Donovan, 2018: 43).

This perception raises concern over future youth workers and the loss of those skilled practitioners who are currently leaving the sector due to funding cuts (Unison, 2016), leaving provisions to rely on volunteers and sessional staff or other untrained workers (Furlong *et al.*, 1997). Additionally, as found by Akhal (2019: 20) ‘...there are many factors at play that discourage skilled professionals from entering, or progressing through, the childcare sector’ which can also be related to youth workers. Factors include reduced wages, better working conditions in other industries and lower entry requirements. These aspects also relate to youth work, alongside the increasing targets and performance criteria creating frustration and

possible ill health of workers (de st Croix, 2016) thus workers are likely to consider their roles and potentially make career changes away from youth work.

8.1.6. Staffing Evaluation

This examination of staff perspectives and experiences provides three key findings. Aspects around staffing present several issues impacting on practice; firstly, the understanding of roles with concern raised by youth workers themselves knowing what they do and a wider concern of others understanding youth work i.e. community, police, policy makers and funders (linked to Section 1.4., 6.2.4., 6.4. and 8.1.2.). The evidence here presents ongoing challenges to youth work and how staff may struggle understanding differences of role, thus creating greater confusion surrounding the effectiveness of practice. Furthermore, workers may not purposively choose a career as a youth worker, rather life events have led them into this type of work.

Secondly, interviews raised concern around recruitment challenges, including staff flexibility to work evenings and weekends impacting the quality of staff recruited. Combined with explanations on recruitment issues which found that staff recruited lacked an understanding of their role. This is closely associated to general understanding of youth work practice (as the initial key finding above evidences).

Thirdly, previous evidence in this thesis consider how funding may impact on practice in a range of ways from where work happens (Sections 6.4., 7.1.4. and 8.1.5.), recruitment (Section 8.1.2.) and the future of DYW with the potential loss of this form of youth work (Section 8.1.5.). O'Donovan's (2018: 118) findings evidence 'Funding cuts; fewer full-time, permanent jobs'; and 'lack of career structure' as the main factors impacting on youth work jobs. Funding for DYW is often short-term (Fletcher and Bonell, 2009) suggested this created even greater pressure for DYW and staff. Situations around the staffing aspects shown here have difficulty being resolved and include wider issues surrounding all youth work rather than individual service providers. With continuous cuts to youth provisions this view was unavoidable during this research, from interviewees suggesting services have

retreated into building-based practice and how instead they try to build DYW into a full model of youth work for funding purposes, to informal conversations with workers about young people ‘hanging out’ in areas funding does not cover (Section 7.1.4.). In addition, reductions in resources particularly mentioned with regard to changes over the last 13 years of individuals’ practice experience (Section 7.2.2.). Both survey respondents and interviewees stated DYW funding requires compromise, with practice having to either problematise young people or changing approach - moving from a youth work focus to targeted work *on* young people rather than *with* young people. These findings support previous evidence (Chapter 3 and 6) on youth work practice being pushed towards targeted work with ASB, seeing youth as a problem, moving young people on, or getting them off the streets. All have the potential to further alienate and marginalise young people, becoming the opposite of the origins and purpose of DYW, with the potential to exacerbate the problem of youth, rather than engaging and working with such groups.

8.2. Conversations and Relationships

This section focuses on the conversation and relationship aspect of DYW, building from Chapter 7, and finding the importance of the youth worker themselves as an essential tool for effective DYW, engaging and supporting young people. The section begins by examining conversations with young people, and evaluates approaches when challenging their behaviour and attitudes, continuing to analyse relationships between practitioners and young people. This includes examining initial contact and establishment of relationships, alongside evaluating challenges of relationship building and evidence of developed relationships. Finally presenting three key findings and proposing a three-stage process for DYW.

8.2.1. Conversations with young people

During observations (Project E) staff dressed informally in jeans, trainers, and warm jackets. They did not have any uniform, although wore lanyards with their ID always visible to young people and community members. On one evening when

walking toward the skate park a young person said 'it's [organisation name]' from the distance. Some young people clearly recognised youth workers and appeared happy to talk when they saw staff walk over. Staff always appeared calm approaching groups and engaging in informal and relaxed conversations. When meeting known groups of young people, staff initially asked how they were, going on to talk to them about summer trips coming up. On two occasions staff asked young people their opinion on the skate park. At one skate park, ramps were deteriorating, and staff discussed the plans for the skate park redevelopment, with concrete ramps rather than metal and wood. Ramps currently in place did not appear particularly safe, and staff advised young people to take care when using them. Leicester City Council Youth Service (2003) includes the discussion on aspects relevant to young people indicating DYW needs to consider issues important to young people. When approaching unknown young people, the lead worker-initiated conversations introducing themselves, colleagues, and the organisation. Workers expressed interest in what young people said about repair work to the skate park, they acknowledged each comment, responding with well-considered answers or further questions. The lead worker explained they would like to return to the park on another occasion to gain more feedback from the young people who used it, and asked the group for advice on when might be best to do this. Workers also explained they would be happy to voice young people's opinions back to the council regarding any issues with the park. Brighton and Hove Youth Service (2014) confirm the importance of DYW advocating for young people (Chapter 7). These interactions observed suggest practitioners were interested in what young people had to say. Staff presented themselves as genuinely caring about thoughts and feelings of the groups.

At project S due to having new groups of young people most weeks these sessions were frequently based on introducing the youth team to young people. This revealed the process workers undertook to develop relationships and engage with the young people. Conversations with young people could become repetitive with staff explaining their role and what they do, followed by young people questioning if this was really what they do. Several young people appeared surprised or

uncertain if this was a real job and why staff would choose to do this type of work, suggesting that young people had never met any youth workers before. With different groups of young people seen during observations, the conversations were generally brief with staff often focused on what young people like to do, other activities in the area i.e. summer activities promoted, or information provided. These initial conversations frequently included aspects of what this thesis demonstrated to be outreach (see Chapter 3 and 6).

Conversations at Project S included summer holiday plans, family, and general chit chat, such as what the young people had been doing. Some interactions included politics particularly with the 'make your mark' vote, where young people debated with staff on what was most important and why. These conversations revealed that young people were thinking carefully about their lives and the community. During conversations, young people considered aspects including the effectiveness of public transport and its impact on different generations, they also debated the school curriculum and what they perceived as necessary for young people's future careers. In addition, debates covered whether young people should be able to vote at age 16 and why. Some young people observed were able to give definitive answers and even talked about needing to educate others on political issues. The researcher doubts if the majority of young people would have frequent conversations of this depth and nature outside of youth work, or would feel listened to about important issues. For this reason, the youth workers encouraged several to engage with youth parliament, initially introducing their Facebook page should young people want to get involved having their voice heard in society. Merton, Payne and Smith (2004: 44) argue '...the most effective youth workers involve young people in resolving problems, rather than imposing solutions upon them'. In this way the observed practitioners involved young people in conversations where they were able to consider wider society issues, express their opinions, and signposted to potential ways to get further involved in this.

8.2.2. Challenging behaviours of young people and their safety

On the sessions observed with Project E, staff did not challenge young people's behaviours, although there appeared to be no need for this. Young people observed were acting in a safe and appropriate way not causing harm or damage to others or property. However, the staff would discuss young people's safety at the park and travelling home in the dark. They also discussed with them smoking and one young person vaping, thus talked about health, costs, and issues related to these types of behaviours. The practitioners integrated safety and health into conversations with young people rather than demanding any change or imposing their own opinions. They achieved this by asking broad questions and when appropriate opportunities appeared, practitioners shaped the conversation by the questions they asked and comments they made. Practitioners appeared to stimulate young people thinking for themselves. This is part of the youth worker role of a 'social educator' enabling the young people to identify and explore things for themselves and allowing them to evaluate these within their own lives (Merton, Payne and Smith, 2004: 41). Also considered by Jeffs and Smith (2010) was the ability for the informal educator to shape conversations managing the transition between formal and informal moments. These approaches enable young people to make their own choices and decisions about life, by opening a dialogue of discussion.

During the observations at Project S safety conversations with young people were based on drugs, alcohol, sexual health, and equally comprised of general safety. For instance, advising young people to be careful when smashed glass was on the MUGA floor, similarly when playing in /around roads (both quiet and busy). Conversations incorporated practitioners occasionally challenging the behaviours of young people. For example, during a session discussing sexual health and condoms the worker gave young people condoms to play with, this was on the condition that they threw them in the bin when finished. When some young people did not or were ripping up leaflets and throwing them on the floor, workers would question and challenge their actions. Through this they explained the impact on other community members including younger children who would play in the park. The

workers were calm and consistent when challenging such behaviours. Additional behaviours challenged included the language young people would use, such as being racist or offensive in other ways. Again, workers remained calm and encouraged young people to consider other perspectives particularly those to which they referred. On some occasions young people would say this was 'banter' (from their explanation of having no meaning/just messing around or joking) or would appear completely naïve that this could be offensive. One young group showed no awareness of issues when calling a Jewish boy in school names. Compared to discussing a swastika painted on the roundabout they were on, all said they had not and would not do that, expressing some awareness of behaviours. When challenging these types of behaviours, particularly with new groups of young people, staff stated having to be aware of limitations. Although workers may want to question or challenge attitudes, they explained the need to ensure this was not the main interaction. Practitioners commented on the risk of challenging young people too much or too often that, in their experience, the young people would most likely disengage from any conversations. An example of disengagement saw one young person of a large group perceived to be bullying another member of the group, calling them names and running off with their hat. One of the youth workers intervened by challenging the young person, who retreated slightly although the remaining group's members continued interacting with staff. This situation could have backfired had the whole group disengaged, however the group agreed with the youth worker and supported what he was saying. The young person whose behaviour staff challenged did slowly engage again within the session. Events such as this draw attention to the careful balance required when challenging behaviours of young people, and the impact this can have on both individuals and groups. Davies and Merton (2009) consider the need for youth workers to challenge both young people's negative behaviours alongside their view of themselves and their own potential. Similarly, Jeffs and Smith (2010) see conversations to be a way of bringing people together, confronting them with ideas, challenging preconceptions and enabling the addressing of barriers. Youth worker standards identify the need to include constructive challenging of attitudes and beliefs which impact on young people's wellbeing or are oppressive and discriminatory (NOS, 2008). On another

observation, a young male spoke negatively about himself, his behaviours, and attitude. Staff asked him why he said this/felt this way; he was unable to give more than a response of 'because I am'. Staff pointed out to him the experiences they had with him and that they saw him as a very funny, friendly, and confident young person. This illustrated how the workers challenged the young person's perception of himself, he appeared surprised and happy about the comments made by staff. The workers later explained how this young person's family members were known to be in and out of prison which would have impacted on his view of himself.

There are risks of pushing young people away if over challenged or challenged inappropriately (FDYW 2007); observations exposed strengths within more established relationships where young people called workers over to them. One evening a group of young people were sitting on a bench in the park initially calling out 'Where is [worker name]?' on hearing that they were not working this session the young person shouted 'don't come over'. They repeated this a couple of times so respecting the young people's wishes staff continued along the footpath. The young person then shouted 'come over', due to there being three in the team a decision was for one practitioner to go over so not intimidating as the group had originally not wanted contact. The young people asked the worker about condoms and vision impairment goggles which staff did not have that evening, then they continued with general conversations around sexual health, with the young people asking several questions. As this conversation came to a natural end the worker began to leave the group feeling that they no longer wanted him there. While walking away a young person in the group shouted 'What about alcohol?'. Thus, calling the youth worker back to talk further. Events such as this illustrate the development of the relationship as it builds between the young people and the youth work team. The young people initially presented signs of not wanting to engage, however they subsequently wanted to talk to workers. The practitioner working with them chose to move on when he felt the young people did not want to engage, demonstrating a respect for the young people's wishes by not imposing on their space when not wanted.

8.2.3. Relationships

Throughout Project S observations, relationships continually presented as a fundamental element of DYW practice. The relationships developed between staff and young people is evident when young people called or waved staff to come over to them, and in the protection of staff property. When a group of young people used the vision-impairment goggles they became a little carried away trying to take the goggles from each other. A young female friend of theirs said 'don't break that, they belong to [worker name]'. Although the young males were not intending to break the goggles it was interesting to see how the young female was protecting the youth worker's property. The interpretation was that the young person had a relationship where she respected the worker and their property.

One evening a practitioner (Project E) explained how it takes time to build trust with young people in the area, this approach is supported by Crimmins *et al.* (2004); the practitioner explained that this was after recent inconsistency with workers in the area. Page (2000) considers issues of staff turnover and development of trust when working in communities, and how these impact acceptance and engagement with services, particularly when there have been previous disruptions and inconsistencies from service providers. The lead worker stated they had been working detached there for six or seven years, conducting sessions initially with another consistent worker who had been the lead worker and was well established in the area. However, they explained that two or three years ago the other worker left, and since then there had been regular changes in the second worker (most recently with the loss of the trainee youth worker (Section 8.1.2.)), and the young people had struggled with the changing workers. Groups had demonstrated signs of difficulty building any relationship as the second worker kept changing, with temporary cover depending on availability. They explained that once young people knew the workers well, over time they began to talk freely in front of them, as if they were not around. This conversation with the lead worker provides evidence of the impact inconsistency has in relationship building with young people, suggesting how disruptions impact DYW practice, and even with young people who have been engaging for years, affecting established relationships.

During the reconnaissance session with another lead worker (project E) they explained several aspects of youth work to the social work student on placement. They explained how the skate park was a 'vehicle' for communication, explaining how this can be used to begin a conversation, particularly with new groups, it enables the practitioner to ask young people their opinion on something relevant and of interest to them. One interpretation is this approach using an object, a local event, or something currently relevant to young people provides an opportunity for DYW staff to begin interacting with them, with the potential for further development. If workers began a conversation starting with something more personal about the young people or their behaviour this could potentially shut down, rather than open, conversations. This is similar to ensuring young people are challenged appropriately so as not to damage the relationship or alienate staff (FDYW, 2007) (see Section 3.3 Challenging behaviours).

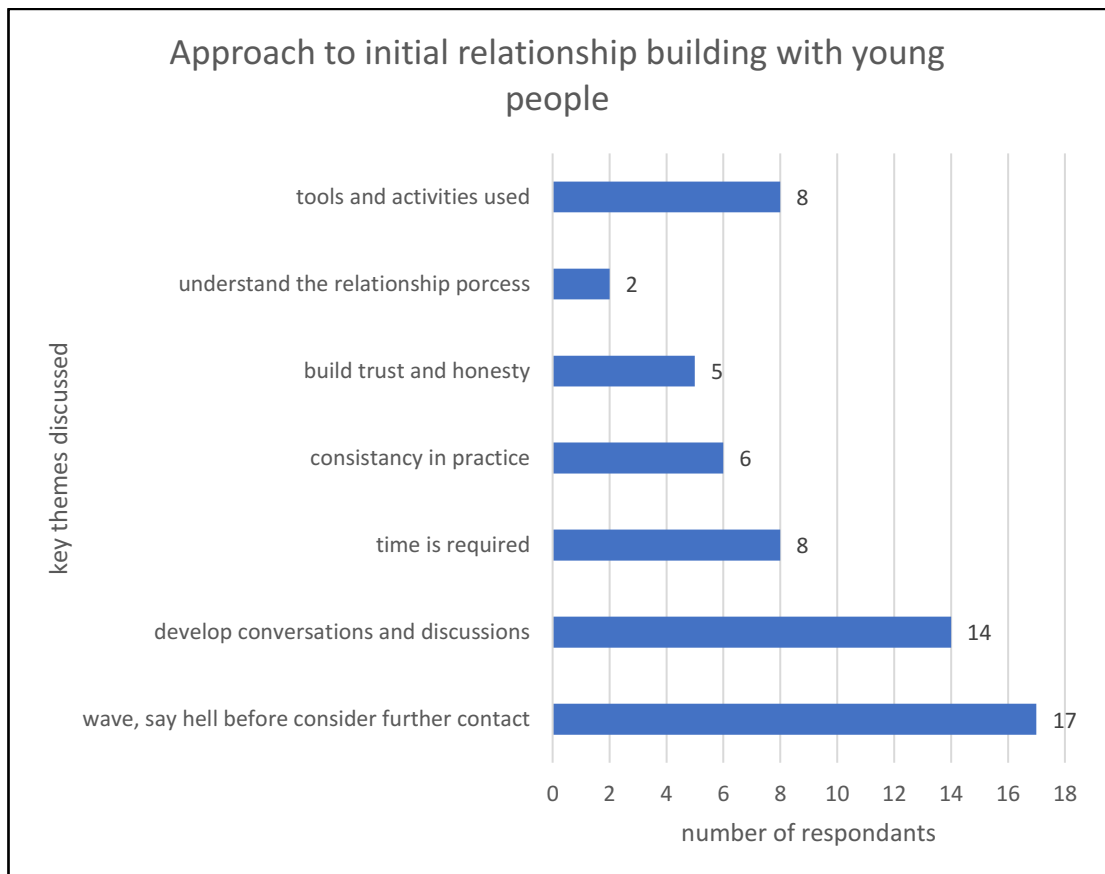
Power in relationships

During the reconnaissance session the lead worker also spoke to the student about anti oppressive practice and power relationships with young people. They explained the essential need to be aware of this within different youth work settings. This conversation and informal training of the social work student raises a central aspect of youth work requiring consideration. Power, as examined within Chapter 6 of this thesis, is one aspect which will change in different youth work settings. Davies (2005) claims young people should possess and retain some power as an intrinsic aspect of youth work. This is particularly prominent to consider with DYW, as practice takes place in young people's space. This is one of the few situations where young people, without perhaps being fully aware, have more power than other relationships and settings in their lives (FDYW, 2016; Davies, 2010). It is essential for staff to be aware and educated on this within practice - at an early stage - to understand the relationship building process in DYW, as considered through the work of Lefevre *et al.* (2017) and Berelowitz *et al.* (2013).

8.2.4. New engagements and early relationship building

The following graph Figure 25, represents survey respondent findings on how they approach and begin building relationships with young people.

Figure 25: Survey responses to how approach initial relationship building with young people



Source: Created by author based on survey results.

When establishing relationships with young people practitioners' approaches initially focused on simple introductions. Seventeen responses stated initially waving and saying hello before considering further contact. Fourteen respondents included the development of conversations and discussions, with eight respondents stating the importance of time. Six practitioners expressed consistent practice, while five respondents mentioned building trust and honesty in the relationship. In addition, two respondents indicated needing to understand the relationship

process. Furthermore, eight respondents provided examples of tools and activities they used to support the relationship building process, these tools are all evaluated in Chapter 7.

Through merging these aspects demonstrated within survey respondents, it is possible to interpret an ideal approach for building relationships. The process initially includes obtaining knowledge of the community and what is available in the area, provided by an initial mapping or profiling of the area by undertaking reconnaissance work (Brighton and Hove Youth Service, 2014; de St Croix, 2013; Irving and Whitmore, 2013; FDYW 2007; Leicester City Council Youth service, 2003) as critiqued in detail in Chapter 3. Following this, when meeting any new groups, workers would initially be out in the area with the first contact being a combination of a quick hello, smile and wave, this approach was supported by all three interviewees and participant observation. In addition, practitioners should always have their ID visible. Depending on the reaction of the young people, a combination of body language and verbal, workers would decide to engage further or assess if this is not an appropriate time. Should practitioners believe this is not an appropriate time they would repeat as above on future sessions when seeing the group. This process of repetition can take time, potentially months before a suitable opportunity to engage further happens. When an opportunity for engaging with young people occurs, the initial conversation should be youth workers explaining who they are and what they do. As part of this workers can explain their values and aims within local community work. For some young people ‘...calming anxieties about authority and agenda’ (survey 009) may be a part of this initial communication. Conversations may then build based on generic questions and further developed through discussions on relevant topics and areas of young people’s interests, or through an activity (see Tools in Section 7.2). Staff must be open and honest in general conversations, while also listening to young people. Bowden and Lanigan (2011) found young people had effective relationships with youth workers whose skills were listening to and respecting them, combined with giving advice and information. The concept of staff responsiveness to young people was also suggested by Dworkin, Larson and Hansen (2003), they found the most

effective practice enables young people to teach themselves rather than being told what to do.

During interviews staff explained how they would approach engaging a new group of young people while on detached. Responses to this raised how staff perceived teams were best suited to two or three practitioners, additionally stating they would not approach a group who were in transit i.e. walking from one location to another. All interviewees explained how they should not rush initial interactions with new groups of young people. Staff explained that considering the body language of young people and their general behaviours before they would decide to approach. They assessed if it would be safe to approach. Safety considered here was around approach depending on young people's observed behaviour combined with the location. The approach was to ideally be in an area that was well lit, allowing young people to see staff coming. General opinions were that engagements take time and vary from group to group. They explained how some initial meetings could be little more than saying hi/hello. Depending on young people's behaviour and responses workers stated they potentially explained a little about who they are and what they do. The group's reaction would dictate the length of the first contact. Staff further explained how they would consider providing young people with information on local activities and projects, however this may not happen with some groups until a third or more meeting. Participant 3 stated that 'patience pays off' and is the priority when developing relationships with any young people. As with the survey respondents, the findings through interviews presented the importance of time for relationship development. Effective DYW contact must be well planned, taking time to engage groups and consider how young people may respond.

A fundamental aspect of DYW is practitioner awareness not to overstay their welcome. One survey respondent stated 'knowing when to leave...' (survey 871) is as important as knowing when to engage. The relationship building takes time 'good detached youth work is long term not about quick fixes' (survey 417), and practitioners need to be patient and gradual in their approach, 'Let them [the young people] come to you' (survey 953). Leicester City Council Youth Service (2003: 5)

support this approach in their DYW policy claiming this form of practice is not a 'Licence for youth workers to impose themselves on young people'. Irving and Whitmore (2013) express the need for workers to recognise when they should leave a session and not outstay their welcome. This evidences the need for workers to be aware of young people, sensing and interpreting body language, that enables them to know when it is time to leave a group and give them space.

In practice, workers also need to be authentic, being themselves rather than acting with behaviours they think young people want from them. Additionally, they must be consistent, reliable, and persistent in their behaviour and actions, as this supports trust building in relationships (Lefevre *et al.*, 2017; Berelowitz *et al.*, 2013). 'If you say you're coming back to that spot on a certain day/time, be there!' (survey 271). The relationship will take time to establish with repeated visits and engagement with young people, 'Little by little, you start small, and just get to know the group until trust is developed' (survey 068). The responses of practitioners in this survey evidence practitioner experience - each response included aspects of the above components. These skills and knowledge of understanding human interaction is not one that staff will instantly achieve. This focus on trust and building respect with the young people is also in the work of Bowden and Lanigan (2011) who identified a lack of this for young people within other adult relationships (Chapter 4). The young people they studied spoke encouragingly about the relationships they had with youth workers. Lefevre *et al.* (2017) and McLeod (2007) support this perspective and additionally emphasise the importance of time for this. McBride, Mitchell and West (nd: 8) express the importance of training new staff and DYW teams, they recommend considering training in 'Engagement; Detached work course; Group work; Recording methods; First aid; Child Protection Training'. This exposes the need for specific training for those interacting with young people through DYW. Thus, the importance of development in practice with more experienced staff, alongside not underrating DYW training (Chapter 4).

8.2.5. Challenges with building relationships

An example (1) of a challenge when practitioners (Project S) were trying to build relationships is a situation with a young male approximately 14 or 15 years old. This young person was present at initial observation when staff met him and four friends. The lead worker began by introducing them self and explained their youth worker role. Three of the group showed some interest and signs of engaging in conversations, and the others appeared to ignore and act as though no one was talking to them. The male in question initially ignored the conversation. The young people were given a leaflet of the summer activities, enabling the worker to assess if they would be interested. The young male quickly ripped up the leaflet. Another young person in the group then asked about drugs, changing the conversation to knowledge the young people had and their thoughts on this. The young male took a leaflet on drugs screwed it into a ball and threw it at the workers. The conversation deteriorated, with this young male becoming defensive and aggressive. He followed this shortly after by saying 'I'm going to shit in your mouth' several times. Initially workers laughed this off, however shortly after they said their goodbyes to the group and moved on, due to the young people showing signs of not wanting to engage as illustrated by the young male.

A couple of months later staff met the young male again, on this occasion he was with three different friends. Practitioners had a conversation with the group about activities taking place that evening in the sports centre, the workers explained that this was organised by them. The lead worker gave the young people a lolly each as the conversation was progressing, with discussions on what youth workers do. The young male repeatedly asked the same questions about what they do and why, asking questions such as what would workers do if there was a fight? What would they do if young people were taking drugs? Both practitioners were clear and consistent in their responses to the young male and his friends. The young male expressed a lack of belief and trust in what was being said, responding with 'if I told you anything you would tell social services' on repeat occasions. The workers explained their confidentiality procedure, examples of when confidentiality requires breaking, and what would happen in these situations. Practitioners focused on

assuring the young person that confidentiality is only broken if the young person was at harm or there was a risk to him or others, they provided him with further scenario examples. Practitioners explained how youth workers would, whenever possible, inform young people if and what they would have to do with such information. The young person continued to challenge responses, asking further 'what would you do if...?' questions. Through the conversation the young male did not appear to believe the responses and repeatedly questioned staff. This was an extensive change from his initial meeting with the workers. The young male was engaged in conversations and demonstrated no sign of aggressive behaviour or language. On leaving the group after this interaction the lead worker explained how they were very happy with the conversation that had taken place and felt the meeting had ended successfully. The lead worker explained that they were aware of some family history of the young person, and that he had sat and had a conversation was an enormous change to the previous contact. Staff examined the changes and how they hoped this to be the beginning of gradually building a relationship, perceiving there to be a long time before becoming a trusting one. This perspective on the need for time to build relationships is supported by Rodd and Stewart (2009), while Tiffany (2007) evidences the need not to demand too much too soon with young people as this can be detrimental to relationships, both being evident within this example.

8.2.6. Previously established relationships

An example (2) of an effective relationship previously established between a young person and worker was that of a young male discussing sexual health and drug use. While at the MUGA, one day he called over a worker and asked to reregister for C-Card as he had completed his. The worker spent some time sitting in the youth shelter with the young male completing C-Card paperwork and gaining information to ensure the young person would be safe. On completion of the C-Card registration the young person began to talk to the worker about drugs. He spoke about how some of his friends had been trying different substances and that he himself was unsure if he wanted to try any or not. The worker explained to the

young person about this being his individual choice and to not feel pressured into trying anything, and discussed with the young person general harm reduction information and safety advice should he choose to try anything or be around others using. Fletcher and Bonell (2009) support this approach with a harm reduction and informal education being regarded as more effective when working with substance misuse through DYW rather than individual casework. The conversation focused on the young person's safety and ensuring that he looked after himself. This evidences the trust built between the young person and the youth worker. If there had not been an established relationship with a youth worker, the researcher is doubtful that the young person would have had anyone else to access this support.

The previous two interactions evidence divergence in relationships observed. Although the interactions between staff and young people were different on each session, these examples illustrate how relationships can grow and develop; additionally, demonstrating over time how trusting relationships evolve with young people. Observations indicate how young people can begin defensive and unsure, which presents in different ways, such as through aggressive language, physical behaviours, ignoring staff or choosing to walk away. The observations demonstrate that practitioners need to be able to read a situation, knowing when it is beneficial to continue and when pertinent to walk away.

The signs in the second contact with the young male (example 1) indicate that over time and on different days interactions with an individual can change and improve. This requires consideration due to several factors: in this situation the young person was with different friends on the first and second meetings. However, it is imperative to acknowledge that workers do not know events prior to seeing a young person or groups, therefore, events before meeting anyone will impact the contact made i.e. if a young person has had an argument with friends or family, has been in trouble at school or is feeling unwell, this may influence how they interact with staff as they may already be angry, frustrated or stressed. Alternatively, if a young person had a good day then they may be more open to engagement. Gendolla (2000) explores the impact of different moods on behaviours. Example 2 evidenced a relationships history with previous C-Card registration, a young person

knew staff members' names and called them over. A trusting relationship was evident in enabling the young person to discuss their personal life without feeling judged or getting in trouble. This relationship would have taken time to establish with the young person and illustrates this potential, so with time the male in the example 1 could establish a trusting relationship with workers, like that examined in example 2.

8.2.7. Relationships Evaluation

Through consideration of relationship building there are three key findings from this research. Firstly, is the importance of presentation, their visibility, and identification, which must not be underestimated. Of the two projects observed staff did not wear a set uniform, however they did always have visible ID. This allowed staff to dress casually and comfortably for sessions, enabling them to express aspects of their personality with their own clothing style. Wearing a uniform had been a debate the researcher heard over time in various youth settings, with some organisations having a strict uniform, others having logo t-shirts/jumpers and other organisations having no uniform. Observations of both youth providers confirm that even with no uniform, young people knew and recognised staff as youth workers from a distance. This was evident through young people calling staff over, asking about specific workers and knowing the organisation name. A possible reason for this is young people would see staff teams frequently in their area which allowed the establishment of relationships without staff requiring a uniform for visual recognition. Of course, when practitioners engage with young people within a new setting it would take time for the young people and community members to acknowledge them and their purpose. One must also consider the possible risk to young people by the potential for non-youth workers pretending to be youth workers. Although the researcher considers this a low risk there is the potential for an individual to impersonate a youth worker, for a variety of illegal reasons. Therefore, to ensure young people's safety workers need to have a good knowledge of the area to provide young people

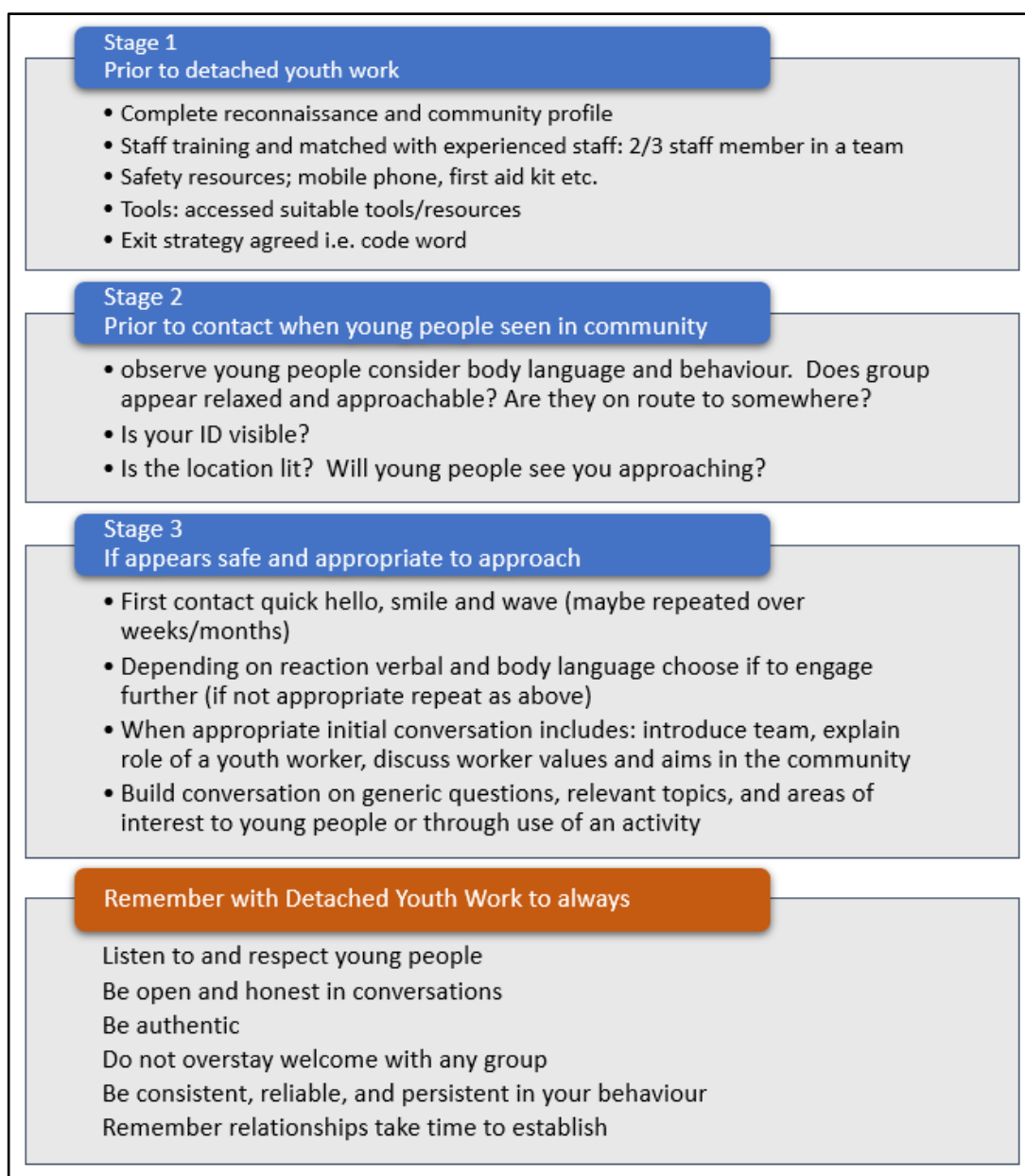
with appropriate information and to consider their own safety when with unknown individuals. This brings an alternative reason for the need of a uniform when considering DYW. Contrasting approaches have been considered where young people perceive uniforms as formal which can create a reduction in the effectiveness of relationship building and trust (Merton, Payne and Smith, 2004). Although it is worthy to consider Pollack *et al.* (2010) who claims that many people would naturally be sceptical of unknown people.

Secondly, developing effective and trusting relationships with young people and communities takes time. With young people wanting to see known workers by calling them over to ask specific advice or questions, on occasions they were uncertain to engage with lesser known workers, which implies how the workers are important to young people. Both projects' approaches were slow in establishing engagement with young people; beginning with benign questions such as asking them about something they are interested in, staff using the skate park to begin an interaction or asking young people their opinions. These approaches observed using the 'make your mark' leaflet (Chapter 7), allow young people to be listened to and that workers are interested in their perspectives. Merton, Payne and Smith (2004) support these approaches, claiming young people consistently evidenced youth workers as building relationships based on trust and mutual respect, which they lacked from other adult relationships. This is further emphasised by Youth Participatory Evaluation Team and Tackett (2005) evidencing that young people struggle to connect with adults and the need for a focus on building relationships. Crimmins *et al.* (2004) and Merton, Payne and Smith (2004) support the importance of time in DYW relationship building. Crimmins *et al.* (2004) found a recurring theme of practitioners arguing the importance of time for street-based youth work to enable the development of purposeful relationships. The findings of this study evidence the same need for time in building relationships through all data sources. When staff meet and engage with new young people the process can be slow. Some young people engage quickly asking questions and having full conversations with staff, as seen in observations. However, there are occasions when young people were not interested in engaging and workers responded by leaving them

alone rather than force interactions. Interviews further support this with workers explaining the time factor for gradually working towards meaningful interactions. Merton, Payne and Smith (2004) support this, expressing the importance of these voluntary relationships being central to building trust and respect.

Thirdly these findings build on the previous two chapters: analysis of data from respondents of surveys, interviews and observations have led to the development of the following diagram Figure 26. This represents new knowledge with a three-stage process, created by the researcher based on study findings. This three-stage process forms a structure for the development of contact with young people in DYW, combined with providing a final section on essential aspects for a detached youth worker to remember while in practice, particularly for work with new groups – although this is relevant in working with all young people.

Figure 26: Three-stage process of detached youth work



Source: Created by author, based on literature and data analysis.

Respondents from the survey and interviews indicates similarities with interactions regarding engagement. Overall it is evident that new interactions need time to develop. This understanding of approaching new groups, and interactions with them, shows how DYW differs from other engagement with young people. The

voluntary relationship of youth work is significantly evident from the responses gained in this study. Relationship building evidence indicates the importance of worker skills examined in the following section, and the use of tools as previously evaluated in Chapter 7.

8.3. Practitioner Skills

The final section of this chapter examines the skills required to be an effective DYW practitioner. This section examines aspects around decision making, staff observed behaviour, and perceived desirable skills. The key findings (Figure 27) provide details of detached youth worker skills, and evaluates this based on current job descriptions.

8.3.1. Decision making and judgements

An essential topic raised through the thematic analysis and perhaps one of the most important in DYW (and all youth work) is the youth workers themselves. From observations of weekly interactions and behaviours of staff members, research findings draw attention to staff body language and their verbal communication with young people, particularly in response to young people's actions. For example, staff interpreting young people's body language enables them to know when to 'move on' and leave a group, when they sensed a group did not want to interact with them that evening (as explained previously in relationships Section 8.2.). Observations demonstrated staff making judgements on appropriateness to approach a group. This was evident one evening (Project S) when a group of young people were playing on a driveway and working on their bikes. The two staff members deliberated if it would be appropriate to approach them, and decided against this. The decision was for several reasons including: the young people were an unknown group on private property engaged/working on their bikes, moving in and out of the property with a parent occasionally visible - they realised this was not a public

space, and they would have interrupted the work the young people were doing. This was a joint decision by the two practitioners through deliberation rather than the lead worker stating what they should do. Another joint staff decision (project S) was during an evening with increasingly heavy rain fall. On this evening approximately forty minutes into the session when no young people were out, the lead worker raised the question of whether they should continue to the next park or end the session – staff expressed mixed feelings about whether young people would be out at all in such weather. Since the staff members were becoming soaked, the lead worker conveyed concern over staff needs. After a brief interaction considering different options, they decided to end the session early. The lead worker thought about the different points of view and made the final decision. This again demonstrated that although team leaders may have the final decision of being responsible for the session/staff, they take into consideration the views of all staff members when appropriate.

8.3.2. Staff behaviour impacting on young people

Observations also evidenced the ways in which practitioner behaviours impact young people. This includes the effect of staff remembering specific information about young people and previous meetings with them. Examples at Project S included workers remembering young people's names, family members or activities they had attended, these details enabled the relationships to build and develop. The young people may have felt important for staff to remember details about them or that staff were genuinely interested in them as individuals. Bowden and Lanigan (2011), McLeod, 2007 and Crimmins *et al.* (2004) support these perspectives. Lefevre *et al.* (2017) found that once staff got to know young people, when they felt cared about rather than part of a practitioner's job description, the young people would relax as they felt safe to share their experiences and concerns. The researcher also observed calm attitudes of staff when they challenged behaviours, and the repetition of their role when questioned by young people (Section 8.2.5.). These aspects are part of building relationships.

Role model

Staff observed often led by example in the community: including using the available bins for any rubbish they had, combined with helping the young people if they had accidentally dropped something. When young people intentionally dropped litter staff (Project S) would challenge them on their behaviour and encourage them to pick this up, on occasions staff would pick up the rubbish made by the young people when they did not. The practitioners attempted to model more acceptable behaviours and how to respect the areas where young people lived. Fletcher and Bonell (2009) support the idea of youth workers as role models, claiming they are a source of information and knowledge while also questioning and challenging the behaviours of young people. When staff members are consistent young people witness staff reliability in behaviour and attitude, therefore potentially supporting the relationship building (Lefevre *et al.*, 2017). In addition, they are role models for healthier behaviours and values than those they challenge the young people on.

Consistency

The behaviours and actions of all staff members through observations, illustrate the importance of all the interactions they have with young people. Without consistency in practice and approaching young people appropriately, it is difficult to see how any beneficial relationships establish, through DYW or other engagements with people generally. Page (2000) inferred in research on communities a consistent approach is required in order to begin to develop any form of relationship with residents. Also evidenced by Jones (2014) when exploring the sustainment of young people's engagement and its success through consistent and continued approaches. Team communication in decision making enables staff to trust each other and young people notice this. One interpretation is that behaviours of staff, from small interactions to the principles and values presented in practice, are essential to develop effective relationships with young people.

8.3.3. Desirable Practitioner skills

The researcher asked practitioners what characteristics and skills they felt made a good detached youth worker. Interviewees stated practitioners needed to be approachable, non-judgemental, reflective, and truthful. In regard to truthful, interviewees explained how workers needed to be honest and not lie to young people. Bowden and Lanigan (2011) support this expressing how the relationship between worker and young person is key in retaining young people's involvement with youth work. One interviewee explained if they do not know something when talking to young people, workers should tell them. The interviewee expressed there was no expectation of practitioners to know everything, and when something is unknown staff can research this with young people. Interviewees considered how staff needed to be realistic with young people and mindful not to raise their expectations, particularly with unrealistic promises, '...don't raise expectations and not tell lies it's really important to be truthful even if the truth can be difficult to hear...' (participant 2). NOS (2008: 90) support this claiming youth workers must respond to questions 'honestly', and Cheetham (2014) expressing the worker's honesty as a factor when young people decide who to talk to.

Aspects were mentioned by interviewees that the researcher noted as specifically considered desirable for a detached youth worker. This included being mindful of their surroundings, referring to staff safety (Section 3.3. *Safety while undertaking detached youth work*), and interpreting body language (Section 8.2.4. and 8.3.1.). Workers needed to be aware of their own boundaries and those of the organisation they were working for, and the need for workers to have safeguarding and child protection training. Furthermore, interviewees stated workers must be able to challenge the behaviours of young people (Section 8.2.2.), this could include aspects around bullying, racism, homophobia or responding when words and behaviours are not appropriate and therefore unacceptable. One interviewee said the behaviours of young people must not intimidate staff who work with them. Comments focused on detached workers being confident when approaching groups, starting conversations, and having engagement skills. Participant 2 suggested detached '... suits more extroverted people but that's not a given....' Also,

they have worked with long term youth workers who stay in the corner of a youth club and stick to the same thing i.e. doing the cooking, rather than work in open spaces starting conversations. Suggesting these workers would not be suited to DYW.

Participant 3 also stated staff needed to be prepared to work unsociable hours. They felt that finding staff prepared to do this appeared to have changed since they began their career in youth work.

... I don't know if it is something about the workforce now, or expectations, or the way that its very very small bitty hours, that people aren't so interested in doing that work whereas.... I was working a Friday night and had three youth work jobs on a Saturday that I would fit between [location] and god knows where... it does seem that people are less happy to commit to unsocial hours (participant 3).

This statement illustrates some challenges in finding the right staff members for DYW (linked to Section 8.1.2). The areas explored through the interviews suggest several skills and qualities needed for DYW practitioners to be successful. Approaches to this form of youth work have differences compared to a youth centre where young people come and are perhaps more actively prepared to engage than those met through DYW.

8.3.4. Shared learning

Conversations between workers regularly included shared learning. This could be anything from community intelligence, local event information, an understanding of drugs, and exploration of the behaviours of young people. The researcher believes that team members had a clear emphasis on continued learning and development through conversations. Some interactions were general thoughts about specific events taking place, others were based on theory. Theoretical conversations included the lead worker explaining 'broken windows' theory (Wilson and Kelling, 2013) to a new member of staff when walking around the estate pointing out

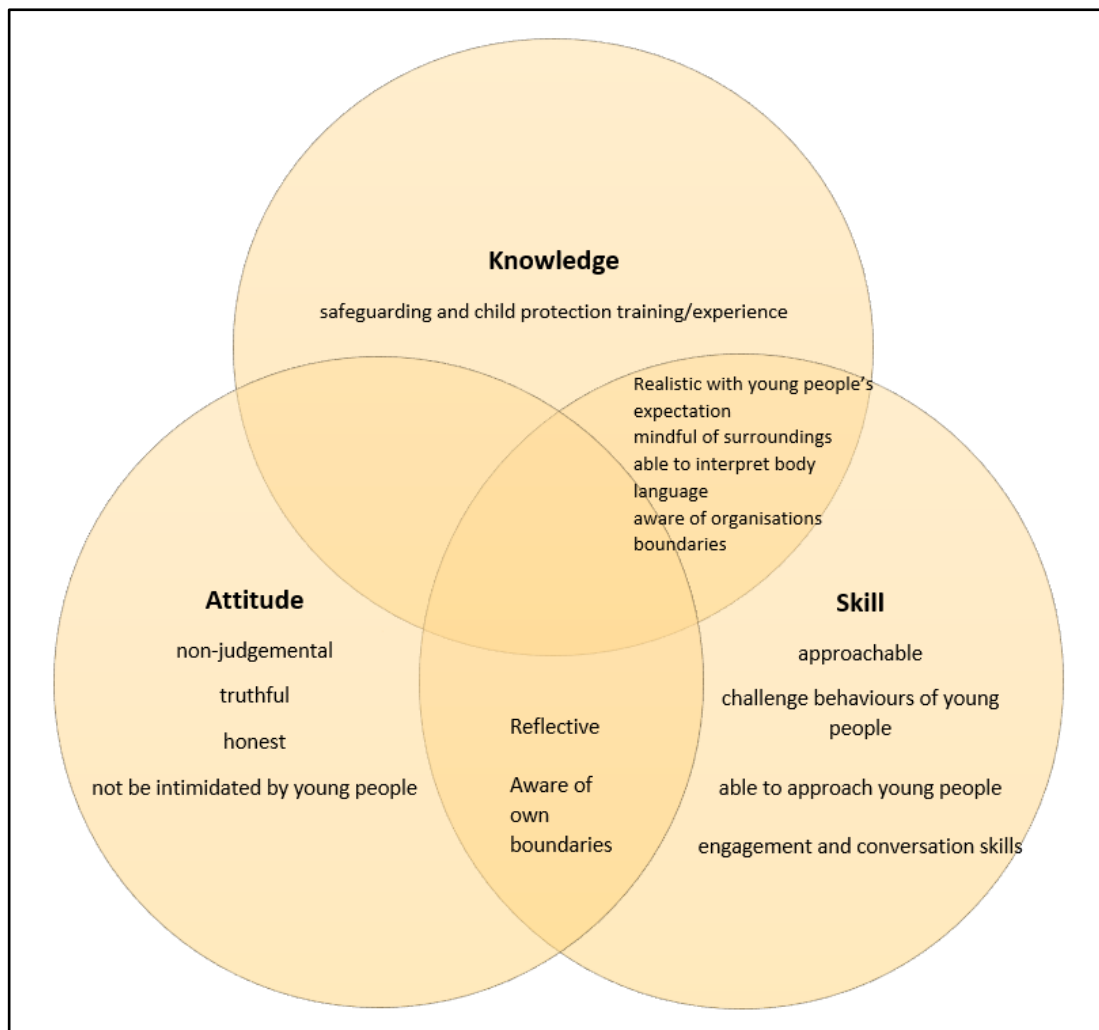
damage or litter left. Also, consideration of 'peacocking' (Albo, 2017) or showing off behaviours of young males in front of others. This was based on an experience outside of work that one youth worker had, and how this behaviour was reflected in the young people they worked with. Conversations were also based on behaviours of young people including research on monkeys by Harry Harlow (Slater, 2016) and conforming behaviours such as research by Asch and Milgram (Forsyth, 1999). There were deliberations on drug use in the area being symptomatic of underlying community issues, and the need to raise staff awareness about the community rather than the sole focus on drug use. These conversations were holistic perceptions of behaviours and interactions of young people and communities.

Staff also considered young people's lack of risk-taking opportunities generally within society. This linked to debates on possible drug using behaviours. This conversation explored changes from staff members' childhoods and the idea of 'health and safety gone mad'. Conversations included the concept of children wearing eye masks to play conkers, and a reduction in physical activities such as climbing trees. The debate focused around young people previously learning their limitations through risk taking i.e. how high can they climb before getting stuck or falling out of a tree. Staff believed there were now too many limitations in risk activities for children and young people to learn from, adding that as young people get older, they have less understanding and awareness of risk, as these skills were underdeveloped. This led to debates around whether this caused an increase in substance use by young people. PDP (2016) supports this presenting the need for environments that support young people to take calculated risks, otherwise young people can take reckless risks due to unfulfilled lives in a no risk comfort zone. Elsley (2011) furthers this examination of how avoiding all risk has become the dominant approach, leading to children and young people not being outside playing. Thus, children and young people have reduced opportunity to develop skills in society and make judgements about their own safety.

8.3.5. Practitioner skills Evaluation

Findings from this study indicate the importance of the youth worker skills and characteristics. The following Figure 27 was developed by the researcher from the findings of this study and presents a set of key practitioner skills for effective DYW. The diagram draws on findings presented throughout Chapters 6, 7 and 8, based on observations of practice and viewpoints expressed within survey responses, evident by a third of respondents, when evidencing tools for practice, claimed the youth worker was integral (Chapter 7). To have effective DYW, findings present the skills of the youth worker as one of the most intrinsic factors, from initial engagements with communities through reconnaissance work (Section 3.3.), to the specific needs of young people.

Figure 27: Set of key practitioner skills for effective DYW



Source: Created by author based on data analysis from survey, interviews, and observations.

The findings from this research express the importance of communication skills and approachable nature of practitioners. The research findings indicate the need for a youth worker to read a situation, the young people, and the wider environment, as an essential element of DYW. Furthermore, the survey responses expressed this when considering building relationships, and staff not out staying their welcome.

Understanding the importance of staff being authentic with young people was evident in survey and interview responses, supported by Irving and Whitmore (2013) and Jeffs and Smith (2010). Findings from this study specifically demonstrate

that if workers tell young people they will do something they must ensure fulfilment; alongside not overpromising anything especially unrealistic promises. Furthermore, the importance of staff skills within relationship building needs consideration with time to develop effective relationships with groups. Alongside this the benefits of longevity in practice from, both a physical location perspective as well as individual practitioners. However, aspects of these maybe outside the control of the practitioner. Fletcher and Bonell (2009) support this argument that long-term funding and contact with young people is required to achieve high quality and successful practice.

An online exploration of youth worker skills uncover rather limited suggested skill sets for practitioners. The University of Kent (2018: 1) careers page lists required skills for a youth worker as 'spoken communication, cooperating, leading, practical skills', although they do not specify the meaning of practical skills. The second result from the online search of 'detached youth worker job description' was Target Jobs (2019: 10) who listed 'Organisation; Verbal and written communication skills; Maturity; Reliability; Responsibility; Resilience' as the required skills for youth work. Both these sites provide a very simple list of youth worker skills. This emphasises risk of potential applications from those who may not be suitable due to a lack of information on the work. Although these are not specific to DYW, whereas the YMCA Humber (2014: 3) was the first site listed from the search for 'detached youth worker job description', they listed the following 'skills and ability' (Table 6) as:

Table 6: Skills and Ability section of detached youth worker job description.

Skills and Ability
An ability to build good relationships with young people.
To be at ease with young people in discussing emotional, social and spiritual issues personal to the clients.
Verbal communication skills with the ability to communicate professionally, persuasively & effectively with a diverse audience.
Ability to make difficult, disturbing, dangerous or challenging behaviour and contentious issues.
Knowledge of IT and experience of using MS-Office Packages (including Access & Excel) to develop databases, and to present this information in reports. The ability to use & learn different applications.
Ability to initiate and develop relationships with colleagues & external agencies to ensure effective provision of multi-agency services.
Skills & ability to negotiate, resolve problems & counsel clients.
Ability to work in a professional manner respecting Client Confidentiality & maintain professional boundaries.

Source: YMCA Humber (2014: 3).

This table above presents the list of the ‘essential requirements’ as presented within the job description for YMCA Humber (2014: 3). Aspects of the advised skills match/incorporate some of those uncovered within this research, providing a potential applicant with a clearer understanding of the skills required for practice. The development of such job descriptions would benefit youth services in general, providing practitioners clarity within their roles and the specific requirements for positions (see Section 8.1.2.).

Conversations in transition and in interviews indicated the importance of shared learning and reflection time. The researcher took particular note of this while observing practice with the social work student and also a new staff member. However, this is not only relevant for new staff to support their learning. The

growth and development of practitioners is an essential and ongoing process within youth work or any other career. It became obvious that these opportunities are available during DYW when progressing from one location to another, these opportunities provided learning for all staff. Experienced and lead workers shared their knowledge gleaned from years of experience in different settings. Full time workers shared learning from aspects of work during the day or in wider areas of the community, i.e. work in schools, other settings, team meeting and other projects. Part-time workers shared knowledge from their other roles perhaps in another daytime job, studying or other life experiences. Moreover, learning may come from new workers, particularly those asking questions about process and procedures. This can enable experienced staff to question why they do what they do and if there is a better way, rather than the perspective of it is just the way it has always been done.

8.4. Summary

This chapter responds to research objective 3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW (Figure 27), alongside this it produces a three-stage process of DYW engagement (Figure 26). The following Table 7 summarises the findings from each theme of this chapter considering staff challenges, relationships, and practitioner skills.

Table 7: Chapter 8 Detached Youth Work: Evaluating the work of practitioners and establishing a set of key practitioner skills summary table

Theme	Finding	Evaluation
Staff challenges	Role confusion	Confusion of role is an issue both for youth workers themselves, external organisations, and community members. This lack of understanding impacts on the effectiveness of practice.
	Recruitment	Recruitment is closely associated to role confusion, causing staff recruited to possibly not understand the role they have taken on. Other challenges are expectations for evening/weekend work and part-time hours recruited for.
	Funding	Limited funding has a detrimental impact on DYW (and youth work). Influencing locations of practice, length of practice, engagement with young people, resources, and recruitment.
Relationships	Presentation	The importance of staff presented visually to both young people and others within the community (Linked to role confusion).

	Importance of time	Understanding that DYW takes time to build effective and trusting relationships with young people (and communities). This is not a process which can be rushed otherwise it will not be effective.
	DYW process	See Figure 26, Development of a three-stage DYW process for engagement.
Practitioner skills	Desirable skills of the detached youth worker	See Figure 27, outlining a set of key skills for the detached youth practitioner.

Source: Created by author.

This chapter has analysed the role of the practitioner and draws together learning on the efficacy of DYW in engaging with young people. The fundamental learning is based on the importance of the practitioners themselves as key to the success of any DYW. Findings present how staff members need to understand their own role and purpose, presenting the importance of recruitment and promotion of youth work in general. Findings demonstrate there are challenges with both aspects which require further attention in the forthcoming and final chapter. In addition, the importance of the skills of the detached youth worker cannot be underestimated when considering effective practice, particularly for relationship building and the time required for this to evolve.

The analysis of the data here has enabled the researcher to develop a three-stage process for DYW (Figure 26). This contribution to knowledge is designed for those new to this form of engagement with young people, that ideally will become a fundamental tool to enable the successful training of practitioners. The use of this process when combined with the set of key practitioner skills for effective DYW (Figure 27), will enable developmental improvement of DYW and the ongoing success of this approach. This thesis has enabled detailed insight regarding current DYW practice and brings together these principles to improve understanding of the practitioner's role.

The final chapter builds on learning from analysis in Chapters 6, 7, and 8, leading to future implications; and emphasises implications for DYW, alongside wider considerations for services supporting young people, and the requirement of trusting relationships for effective practice.

Chapter 9 Conclusion

9.1. Findings

9.1.1. Literature review findings

Concepts of childhood and youth policy

Theories of Youth Work

Analysis of current literature on youth practice and practitioners

9.1.2. RO1: To develop a contemporary definition of DYW using current theory and analysis of practice.

9.1.3. RO2: To critically analyse current DYW processes to establish a model of best operational practice

Locations

Tools

Community

Police

9.1.4. RO3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

Staffing

Relationships

Practitioner skills

9.2. Implications

9.2.1. Implications for defining DYW

Purpose of Detached Youth Work definition

Implications for Practitioners

Implications for Communities

Implications for Police

Clarification and professional representation

9.2.2. Future of Detached Youth Work policy

9.2.3. Engagement quality/practitioner skills

9.2.4. Wider implications

Understanding the importance of time for relationship building and becoming a trusted adult.

Importance of the street for young people – not ‘getting the off’/moving on – understanding for communities

9.3. Reflection and direction of future research

9.3.1. *Strengths*

9.3.2. *Limitations*

9.3.3. Reflections on organisations accessed

9.3.4. *Future research direction*

9.4. Concluding remarks/comments

This final chapter brings together the key findings of the thesis and its new contributions to knowledge through responding to the research aim: To develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills. And the research objectives as defined in Chapter 1:

- RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.
- RO2. To critically analyse current DYW processes to establish a model of best operational practice
- RO3. To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

This final chapter initially reviews thesis findings, before considering the implications of these. Furthermore, it reviews clarification and professional representation of DYW, engagement quality and future of DYW policy. Ultimately the chapter considers wider implications of the findings, reflects on, and establishes a direction for future research.

9.1. Findings

This thesis has critically analysed the complexities of DYW within the current state of austerity. The following summary of findings illustrates some of the overall research complexities. These summaries are useful to those who may not have time or the desire to read the entire thesis, as well as researchers, practitioners, students, and others who read widely and must be selective. The intention is that this summary of findings can form the basis for debates amongst practitioners, managers, organisations, and funders. Prior to summarising the key findings of this thesis this section presents findings from the literature review.

9.1.1. Literature review findings

This section draws on the findings from the literature review chapters of this thesis.

Concepts of childhood and youth policy

Literature evidenced the changing perceptions about young people, the development of childhood and perceptions of 'youth' as a transitional time, alongside risks related to young people in particular 'moral panics' and negative images of young people within the media. In addition, literature demonstrated the development of youth policy since the 1960's and its links to education of young people. Moreover, it showed how recent policy has been limited and there have been extensive cuts to youth provisions since the 2010 Coalition Government, and a push towards targeted interventions for young people. The literature confirmed there are gaps within services for young people, and the challenge when evidencing youth works impact. Finally, the current political situation indicates the uncertainty over the future of youth policy with Brexit planning, this further emphasises a concern over DYW which already is marginal within historical policy developments.

Theories of Youth Work

Literature here illustrates various terminology used for youth work practice. This thesis evidences differing perspectives on what DYW is and its representation within literature, including being used interchangeably with other terms including outreach, mobile, and project work. These findings suggest confusion for those involved in youth work including practitioners, managers, funders, and partner organisations. In addition, the thesis demonstrated an understanding of the effectiveness of DYW when working with 'hard to reach' and vulnerable young people, alongside the need to ensure effective relationships with professionals to reduce further social isolation. The literature on theories of youth work suggests the need for alternative, approachable, and accessible provisions (indicating DYW as

one of these) as beneficial in engaging with those marginalised by society, particularly with young offenders and those having experienced CSE.

Analysis of current literature on youth practice and practitioners

Findings indicate that young people have a number of influences over their decisions to attend and engage with youth providers. Literature evidenced the importance of young people wanting to spend time with friends and enjoyment of activities; these influenced their decision making. The thesis emphasised limitations within research into why young people chose not to be at home and instead to socialise on the streets. Findings ascertain the challenges when working with a variety of individual needs, and a requirement for a range of practitioner skills and knowledge - including understanding local social and economic situations. Further linked to challenges when working with individuals in isolation from family, peers, and community, whom have a greater influence over behaviours and norms. Literature indicates the importance of the relationships between young people and practitioners for effective engagement. In addition, it argues the importance of community engagement to support effective practice and a participatory approach.

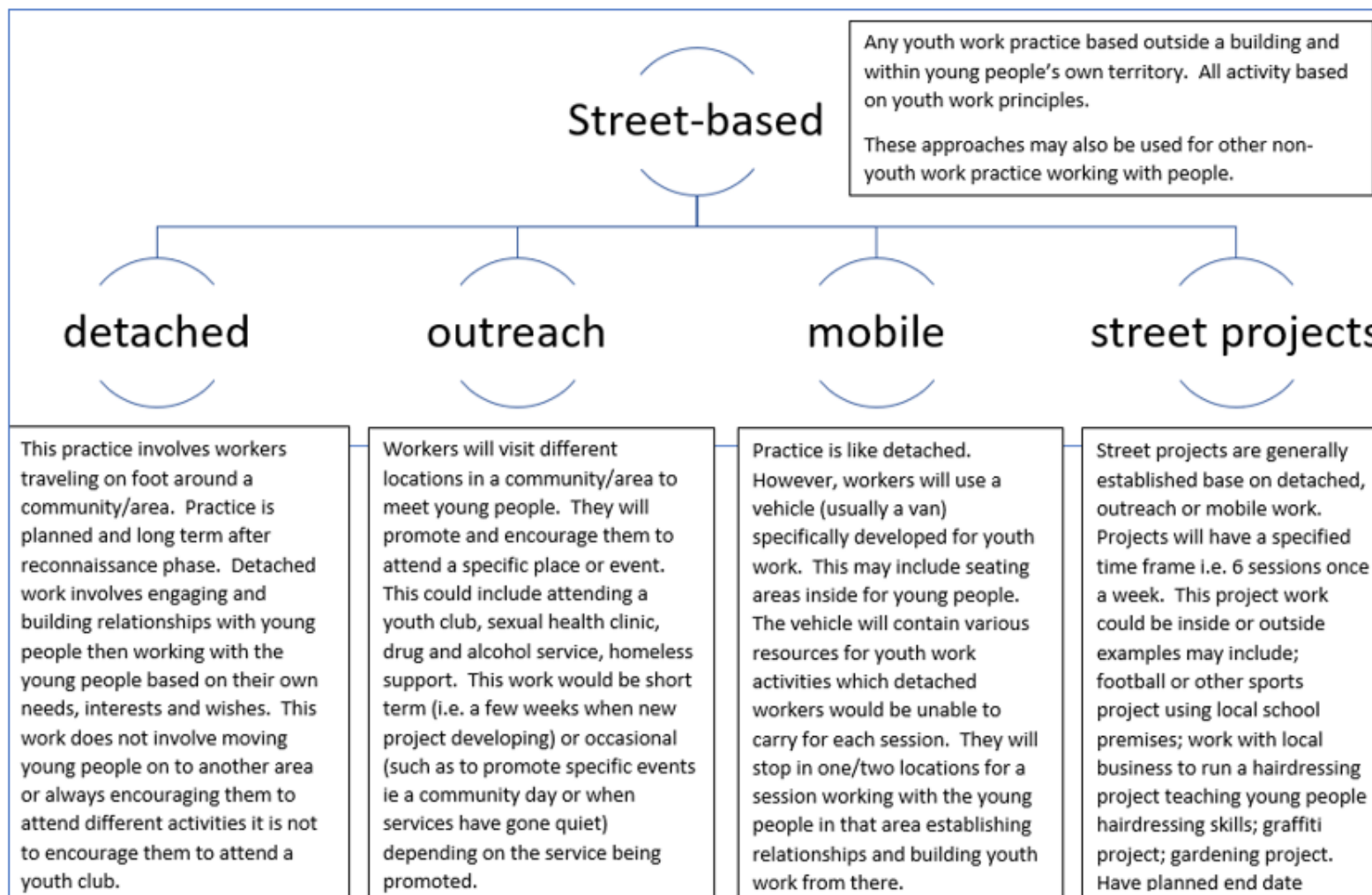
The following sections now illustrate the key finding of this thesis responding to the research aim and three research objectives.

9.1.2. RO1: To develop a contemporary definition of DYW using current theory and analysis of practice.

Findings from this thesis raised concern over the lack of inclusion of DYW within policy (Chapter 2), confusion of DYW definitions from practitioners perspectives' (Chapters 3 and 6) and throughout literature (Chapter 3), and the essential requirement for clear definitions. This thesis created a contemporary definition of DYW, using an overarching umbrella term of street-based youth work (Figure 12). This encompassed separation of the different forms of street-based youth work terminology, considering detached, outreach, mobile, and street project youth

work. Furthermore, it established the ideal requirements for DYW, this includes a focus on territory/locations worked in; the need for voluntary participation; young people's involvement in agenda setting; development of relationships; accessibility of service to all; accessing young people to engage with, and ages of young people to work with (Table 4). The research findings resulted in a new contribution to knowledge through the development of these definitions for ideal DYW requirements.

Figure 12: Proposed umbrella definitions of street-based youth work including DYW



Source: Created by author based on literature and data analysis.

Table 4: Ideal Detached Youth Work Requirements	
<i>Territory/Locations</i>	Practice to be undertaken on young people territory, i.e. locations where they choose or are forced to be. Locations for practice including but not limited to streets, bus stops, parks, playing fields, car parks, skate parks, coffee shops.
<i>voluntary participation</i>	Work must always maintain voluntary participation. Young people choose to access and engage with practitioners as little or as much as they want.
<i>Agenda Setting</i>	Agenda should be that of the young people, based on their needs and wishes and starting from where the young people are. Workers should not impose their own/organisation targets onto young people. However, they should create learning opportunities, incorporate informal educational approaches, challenge young people, and expand their horizons
<i>Relationships</i>	Relationship building is the priority. This will take time to establish and develop prior to progressing the work/activities. Relationships will also be developed within the community and workers will support young people developing relationships within the community.
<i>Accessibility</i>	Work should be open to all young people with a universal service approach. Engagement with any young person including those considered hard to reach, disengaged or vulnerable.
<i>Accessing young people</i>	Due to challenges in accessing young people workers should be flexible, prepared to move locations and expand on areas covered. Reviewing areas worked to consider need. Developing community intelligence to understand and investigate where else young people are.
<i>Age</i>	Practice to remain within NYA current guidelines of 11-25 years however workers to be aware of their community and not exclude younger members of a group or siblings however remain within own organisations specific guidance for any insurance and training purposes.

Source: Created by author based on data analysis.

9.1.3. RO2: To critically analyse current DYW processes to establish a model of best operational practice

The following key findings summarise those established throughout the thesis, responding to objective 2: To critically analyse current DYW processes to establish a model of best operational practice. Ultimately the findings informed a new contribution to knowledge with the development of a model of best practice (Figure 22).

Locations

Literature findings suggested the importance of the street as a place young people will choose to socialise and a space where they are able to develop free from adult control. Although a positive space for many young people to develop their personal and social identities, these spaces also came with potential risks (Chapter 4).

Data analysis found common locations where DYW takes place, and developed to consider young people being excluded from communities and having limited public spaces to be (Chapters 2, 3, 4, and 7). These were perceived to lack consideration of young people's safety, even though some spaces were specifically designed for them (Chapter 7). Findings evidenced that although services have reduced across England, there is confidence of services still engaging in DYW across different counties (Chapter 8).

Tools

Findings from Chapter 7, evidenced there are a variety of tools that DYW teams will often use, it is the practitioner and their skills that is the most important tool for consideration in DYW. This exploration found the flexible use of tools can support initial superficial engagements to build relationships with young people early on, and with adaptation of use the same tool can also develop deeper level

engagement. The skills of the worker suggest DYW can achieve youth centre activities with some adaptation to undertake in a range of environments.

Community

Chapter 2, demonstrated the need to understand young people and societies perceptions of them. While Chapter 3, evidenced the importance of youth work being immersed within a community and the development of trust between community members and professionals to avoid social exclusion.

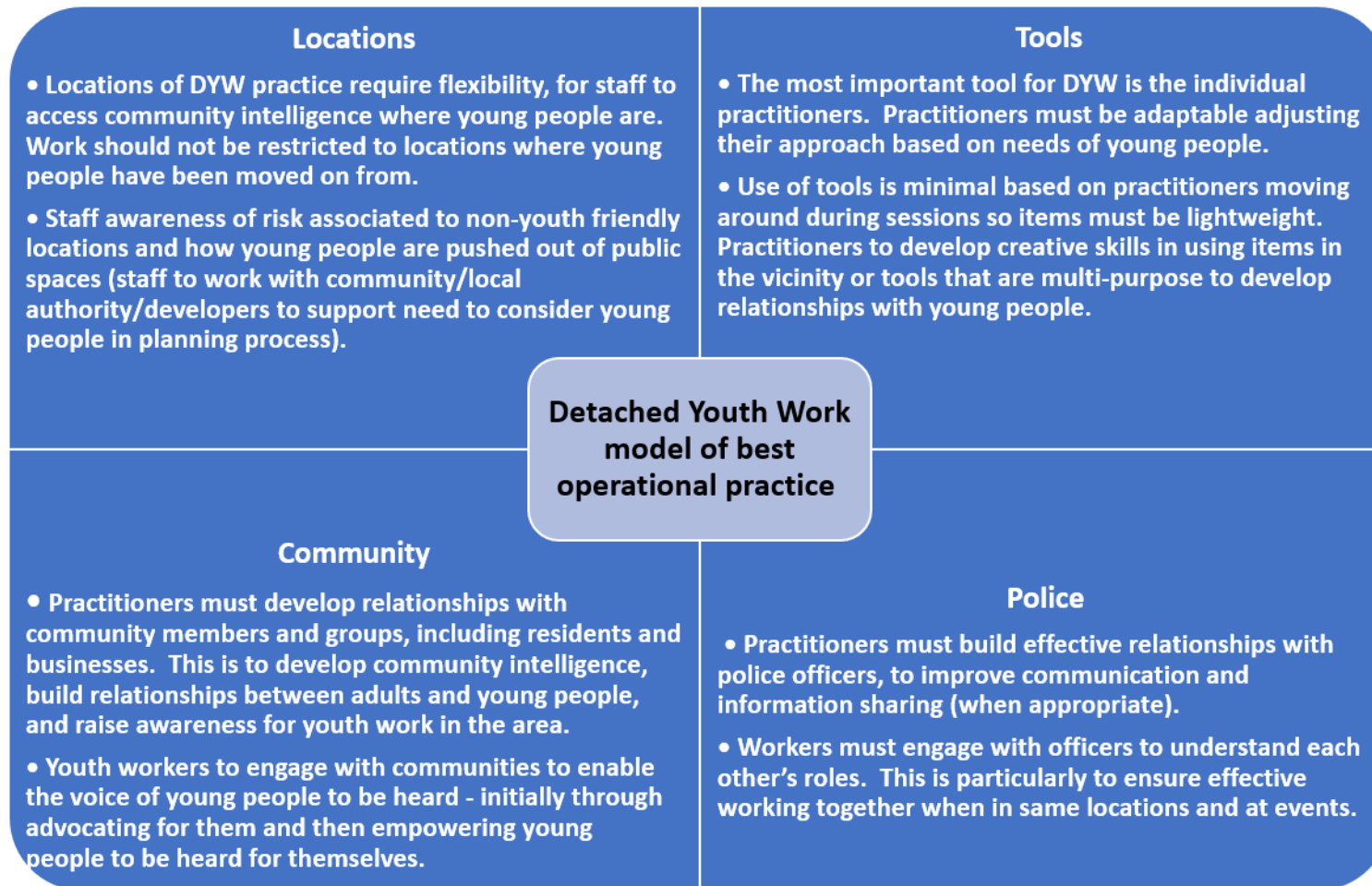
Data analysis evidenced the importance of community intelligence when working on detached, enabling development of youth work practice. Engaging with community residents as well as businesses adds additional strength to this form of practice and impacts on the success of DYW through greater understanding of young people's experiences. Findings also evidence that work takes time to establish in communities, with challenges of DYW not fully understood, combined with an essential need to build trust with all community members.

Police

Literature demonstrated Police officers' difficulty engaging with young people particularly evidenced due to uniforms (Chapter 3), in addition this thesis found challenges associated with understanding relationships between youth workers and the police alongside information sharing.

Data analysis uncovered the challenges when working with the police, particularly understanding each other's roles when working in partnership. The difficulties were exposed in the sharing of information – in an ideal situation for there to be mutual support, but sometimes there was a lack of communication.

Figure 22: DYW model of best operational practice



Source: Created by author based on data analysis from surveys, interviews, and observations.

9.1.4. RO3: To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

The following section summarises thesis findings with analysis of DYW practitioner roles. The overall findings developed new contributions to knowledge through the creation of a three-stage process for DYW (Figure 26) and achieved the research objective of a set of key practitioner skills (Figure 27).

Staffing

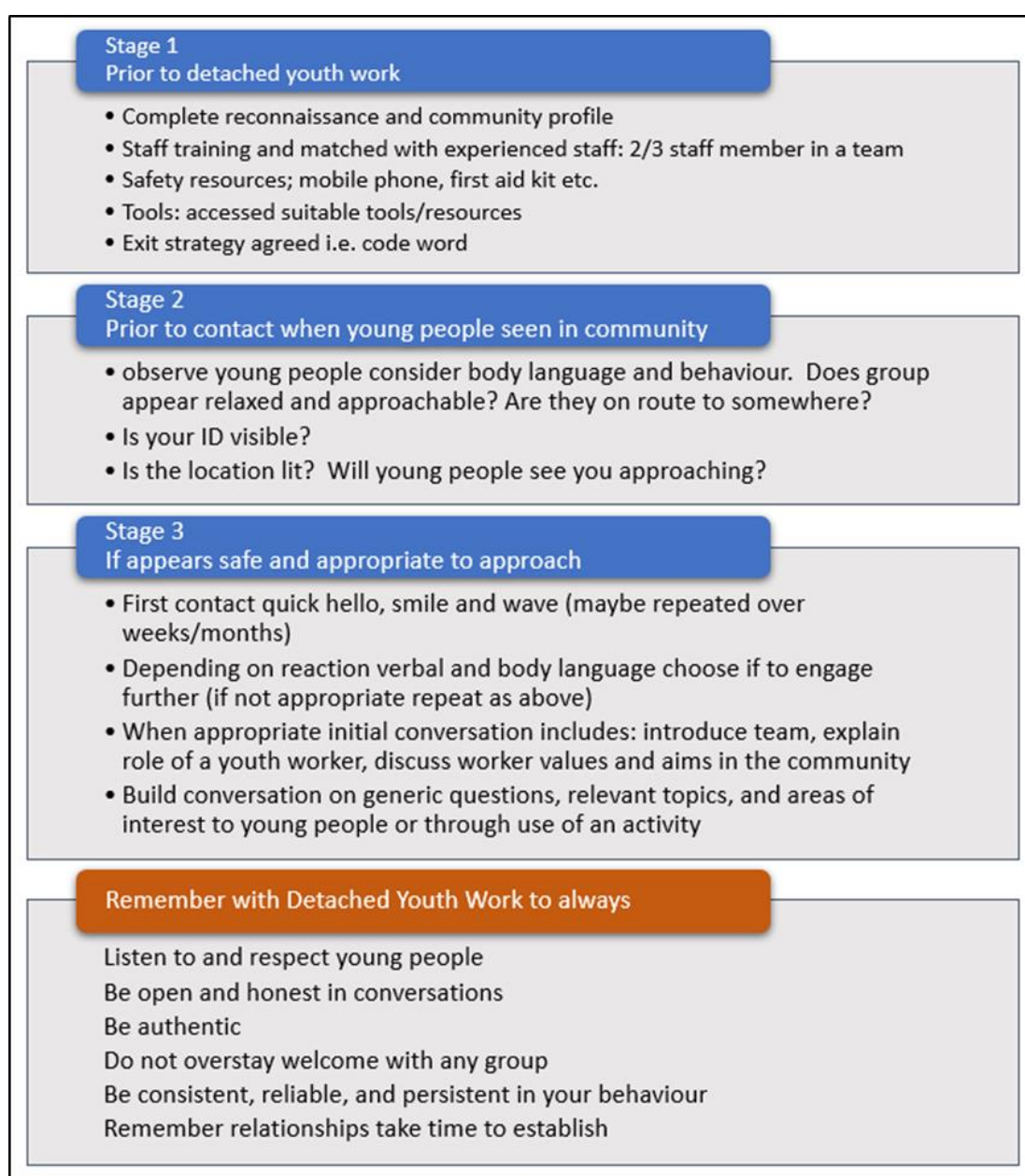
Findings incorporate a range of aspects when it comes to staff members involved in DYW. This included staff awareness around their own and young people's safety, as well as the importance of awareness of when and how to challenge young people so as not to damage the establishment of relationships. Several issues were uncovered regarding staff recruitment and employing those with an appropriate skill set and understanding the role, this included wider issues of youth work terminology and youth work as a profession. Exploration included the importance of shared learning between practitioners and development of reflective skills. Evidence suggests that workers do not necessarily consider youth work as a career to go into, and life experiences led them to these roles. This may impact on training and qualifications undertaken by practitioners. Findings also express numerous challenges based on funding DYW (and youth work generally), alongside this creating further issues with labelling young people and their behaviours. Thus, practice is forced away from universal provisions and towards targeted engagement.

Relationships

Relationship findings draw attention to the increasing importance of having time to develop effective professional relationships and building trust with young people. Research findings evidence the fundamental importance of DYW engaging with those young people marginalised by society, who lack trust in

agencies/organisations and require increased time and patience to establish any effective youth work relationships. The evidence here shows that relationship building is the start to any further engagement and support with young people. If relationships are not established effectively early on, then engagement becomes increasingly difficult. These findings developed to produce the three-stage process of DYW (Figure 26).

Figure 26: Three-stage process of detached youth work

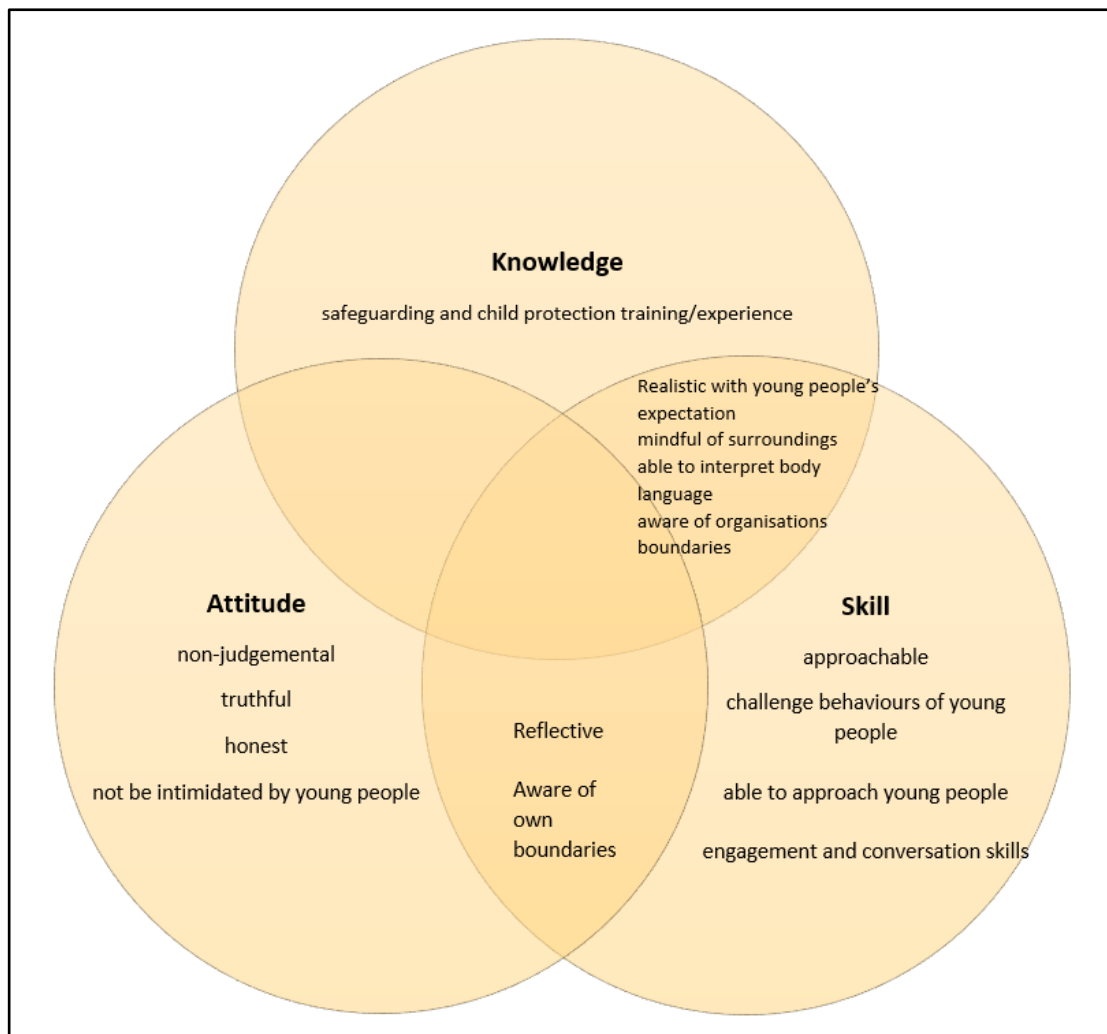


Source: Created by author, based on literature and data analysis.

Practitioner skills

The youth work practitioner skills are the most important tool when it comes to DYW and its effectiveness. These skills enable the practitioner to develop relationships (as above) and progress forwards with young people. The youth worker skills are a critical factor in DYW and therefore are essential for new practitioners to understand what is expected of them. Therefore, this thesis produced a set of key practitioner skills for effective DYW (Figure 27). These skills required for practice clearly link to the need for developing well defined job descriptions to prepare staff and ensure their understanding when applying for roles, thus enabling recruitment of the most appropriate staff members.

Figure 27: Set of key practitioner skills for effective DYW



Source: Created by author based on data analysis from survey, interviews, and observations.

9.2. Implications

This thesis is written in the spirit of sharing with anyone who has an interest or involvement in engagement with young people particularly those within DYW. The themes may however resonate with practitioners in youth offending, social work, other roles with marginalised and disengaged young people, or within other roles in the community. It is intended that the research will be useful to these practitioners although the research findings may not appear direct and obvious, requiring some interpretation and adaptation to practicalities of organisations/services. Research is much like policy, it is interpreted and executed in different ways which will be

understood differently by those who read it. The intention is that individuals and organisations can make use of this research in day-to-day practice.

9.2.1. Implications for defining DYW

This section explores the impact of the new definition of DYW for practitioners, communities, and police.

Purpose of Detached Youth Work definition

Smith (2011: 65) argues for both the importance of working with disengaged young people, and the challenges associated to a lack of understanding effective forms of practice for this:

It is important to make contact with those not in schooling or education, and for those who are unemployed. One of the classic means is street work. Unfortunately, it is not understood or properly appreciated by policymakers and local managers. It is a long-term, community-based activity that involves building relationships with people who are often very distrustful of professionals.

This thesis has developed a contemporary theory of DYW and street-based practice. The requirement for reviewing and clarifying this is evidenced throughout the literature review in Chapter 3. The literature leads to examination of different arguments about DYW, what this is and its functions within practice. Literature included academic texts combined with practice-based literature and consideration of organisational policies. Within this there was evidence of confusion surrounding the role and purpose of DYW. This thesis has sought to clarify these definitions and present a practical structure, which enables clarity for all those involved with any street-based practice; allowing greater understanding from part-time/voluntary practitioners to management and incorporation into policy and funding. The purpose of a well-defined practice enables further clarity and consistency for those working within youth work and its representation to wider agencies, including the

police, therefore, enabling simplicity for services and community members to understand differences in youth work roles. Should youth work services, academics and policy makers adopt one structured definition this research predicts this would benefit youth work across the country and avoid confusion.

This clarity of definitions and roles should be considered by agencies when recruiting or training staff to ensure a clear work purpose. As examined within this thesis there were a number of challenges evident for staff, both new and more experienced, with definitions of DYW and particularly with new staff understanding expectations of the role.

Implications for Practitioners

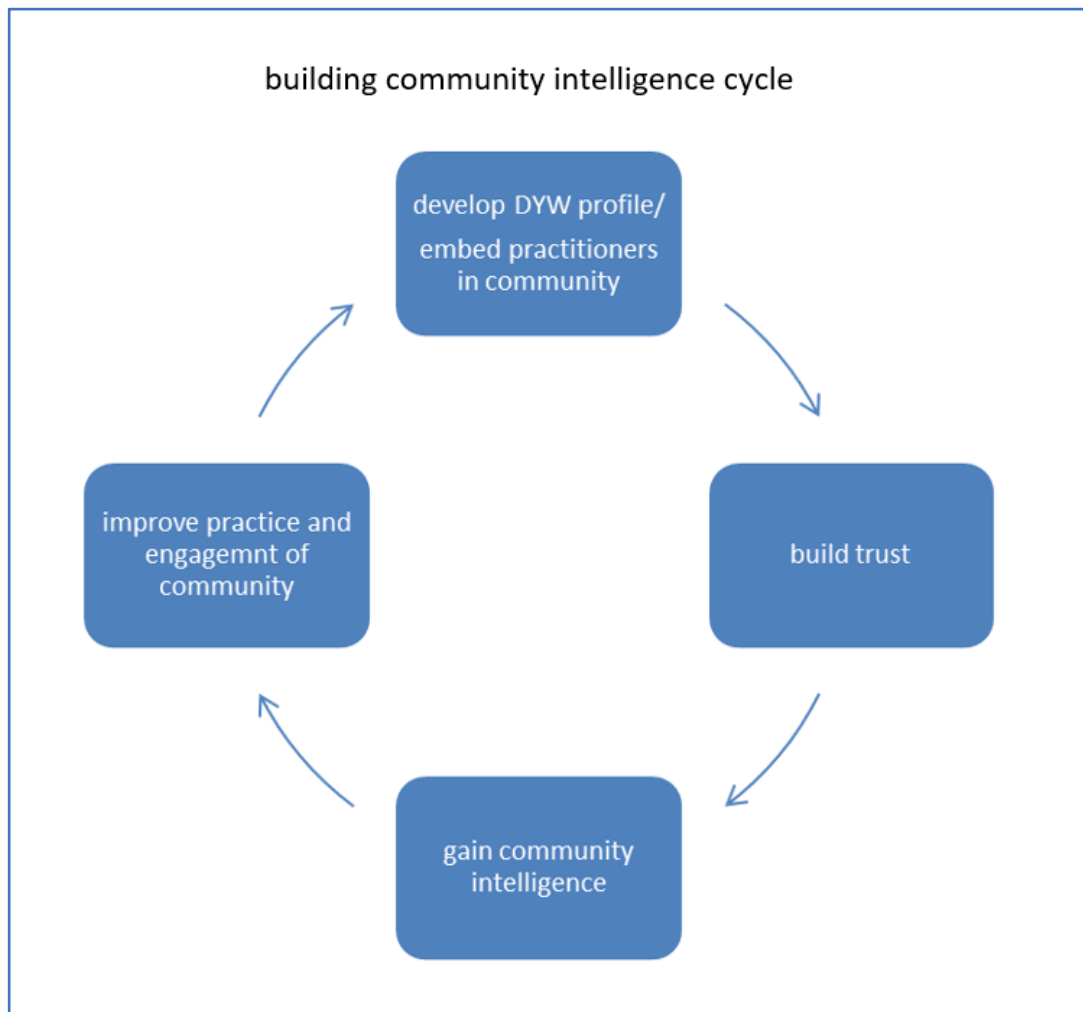
A clear definition could enable organisations to be more precise when engaging with funding applications and contracts. Having a clear definition of DYW intends to provide practitioners with a deeper connection to their role and for other workers associated with DYW to have a greater understanding. Providing clearly defined roles and considering definitions within employees' job descriptions would lead to improved effectiveness of DYW - practitioners would have a full understanding of their role and the expectations to achieve this. Thus, recruiting the right people for future jobs, who will fully understand their role while being committed to this form of practice. The expectation is that staff understanding prior to application and recruitment would improve the longevity of workers, which would lead to improved engagement with young people. However, the recruitment process is not as simple as having a clear role expectation. New staff members, irrespective of their experience, still require an induction into a new role. Examples of this were shown through the research with a lead worker explaining things to new staff and placement student. Although this was not a focus of the research, employers must be aware of the need for a good induction, training, and line management/supervision of new employees (ACAS, 2015). Furthermore, Action for Children (2009) suggests the involvement of young people within the recruitment process. This enables young peoples input into the recruitment of staff they

consider authentic and good to work with. Bowden and Lanigan's (2011) findings evidence that young people wanted to be a part of the recruitment process, being involved in the decision making of future staff they would be working with. Through the clear definition of DYW, staff will have a greater appreciation of their role which must include understanding the importance of their skills for interacting with young people, rather than relying on the tools and resources available for use.

Implications for Communities

The implications of clarifying DYW definition will also benefit communities. Throughout this study evidence confirms the need for community intelligence in ensuring effective DYW practice. Community intelligence enables practitioners a greater understanding of a community and the experiences of young people living there. Through clear definitions of DYW it will become easier to express to community members the purpose, and expectation of DYW with a specific localised focus. In addition, promoting the DYW profile with both communities and local businesses, will further increase effectiveness of this form of practice through increased awareness. This in turn will create a cycle, where trusting relationships are built, and practitioners become embedded further into communities which enables further information to be accessed from the community. This has the potential to improve youth work and engagement of young people with the community. This cycle may then repeat over time (Figure 28).

Figure 28: Building community intelligence cycle



Source: Created by author based on data analysis.

Implications for Police

Raising the profile of DYW in communities will increase police officers' awareness in those areas. The research evidenced that relationships between youth workers and the police is not always effective. Survey findings express these relationships work well in some places, although this was not equal across the respondents. From conversations in transitions within both organisations, it is apparent that further work is required to improve police and youth worker interactions, having the potential to enable more effective practice for both, achieved through a shared understanding of practice combined with improved communication. Increased

communication, and where possible enhanced information sharing, could improve situations for those within the community. Berelowitz *et al.*, (2013) argued that too many services work in isolation, causing a failure when tackling CSE. When services did work in partnership their findings evidenced ineffective communication. Further to this, it would be beneficial for police to have a greater understanding of DYW (Whelan, 2013) particularly for specific events, where perhaps several different police officers brought into an area are unaware of DYW. Awareness of street-based youth work's purpose could reduce conflicting roles at events, allowing the police to focus on essential aspects of their role, for example when managing crowds or risks at events. This of course is not to discount that there can be effective interactions when police work with youth workers. The researcher has personally experienced a number of positives from working with the police. These on occasions have been through having local officers assigned to areas with youth workers, and police officers having developed working relationships over longer periods of time (see also Whelan (2013) examining mixed relationships between DYW and the police). Thus, there is potential to strengthen relationships between police officers and youth workers, which has the capacity to improve relationships between the police and young people. However, this relationship will take time and effort from both the youth workers and the police officers. As analysed throughout this thesis the longevity of a workforce is essential in the development of effective relationships.

Clarification and professional representation

Findings through this research evidenced that youth work/DYW needs a clear voice. This is particularly prominent with aspects around policy development. Currently there are discrepancies between youth workers on definitions, as this research has shown and additionally expanded on during conversations in transitions. This internal confusion of what youth work is, causes challenges concerning evidencing the effectiveness of practice, and measuring impact. Different services define and focus on different aspects of youth work, causing divides between perceptions such as definitions, job titles, and opinions on professionalism. This causes increased

challenges regarding wider perceptions. If youth workers have internal disputes on what youth work is, then the task becomes nearly impossible to present to those who are not involved in youth work, creating further difficulties with understanding the purpose, and expectations of youth work. If as a 'profession', youth work is unable to provide a clear message, and agendas are divided, then policy - alongside funders - will not be able to build on an understanding of the practice. Bims Alalade, Senior Director of the YMCA (quoted in MCardle, 2014b: 6) argued youth workers need to be more vocal about their impact and the impact of financial challenges which they are facing. This is essential for services to gain public support. She emphasised '...we do need to speak out more about the incredible work we do and the impact we have'.

9.2.2. Future of Detached Youth Work policy

One aspect referenced to within the survey responses is the need for a national policy that is recognised by the government and local authority. This is evidenced within Chapter 6, and youth policy not having been updated since 2012 (Chapter 2). Although planned research appears to be due at the end of 2019, to review the impact of youth work in general. It is unclear from the *Civil Society Strategy* (HM Government, 2018) how this will be structured, and the researcher has been unable to assess if, or how, DYW will be incorporated into this.

The Centre for Youth Impact is leading this evaluation, and also intend to update *The Young Foundation A framework of outcomes for young people* (McNeil, Reeder and Rich, 2012), which was written by key personnel now employed by The Centre for Youth Impact. This report has no mention of detached, outreach or street-based youth work. The Centre for Youth Impact is also working with the Local Government Association (LGA) on updating work in line with them, based on their *Bright Futures: our vision for youth services* publication (LGA, 2018b). When reviewing their website, the researcher found that detached, outreach and street-based work does not appear to be included, and has concerns that although it will measure the impact of youth work and provisions for working with young people,

the next report will again ignore all forms of street-based youth work. This has the potential to devalue DYW and street-based work further, with this again being ignored within wider policy.

In contrast to this search for measuring impact and outcomes of youth work, PDP (2016: 5) argues ‘...there is no way of measuring impact on people that is definitive and universally accepted’. This suggests it is not possible to measure confidence, motivation, loyalty, honesty, or any characteristic which this type of practice seeks to impact. PDP (2016) suggests the requirement should be to ask individuals to describe if and how they have changed, alongside witnesses to verify those changes made to prove the effectiveness of practice. Although being assessed is not as reliable as being measured, it is recommended as the best approach for this type of practice. PDP (2016: 5) argues that some funders may insist on measurable evidence of impact, although ‘This is a waste of everyone’s time’. Smith (2011: 68) supports this when examining the 2011 riots. He claims some of the most successful practice as due to not being ‘...government sponsored or funded, nor subject to the sort of outcome criteria many funders require’. He considers Street pastors as effective because the ‘...approach they take would usually fall foul of the requirements of state funders and commissioners. Yet, in a number of respects, it is this very orientation that contributes to their success’. Furthermore, Rodd and Stewart (2009) demonstrated how funding bodies do not value the importance of supportive relationships, instead they seek external outcomes which are detrimental to young people achieving other more essential goals.

With DYW as a form of engagement with young people being reduced in England due to financial cuts combined with skills and experience of workers at risk of becoming lost. The opportunities for future generations to access detached and street-based youth work may become lost, or limited to only a few locations most likely to be those in highly deprived areas or with higher levels of ASB. The skills of workers and strengths of practice need promoting, strengthening, and protected to enable a successful future for DYW and the young people it serves. This is supported by the APPG on Youth Affairs (2019: 21) commenting that:

... the disproportionate loss of the more flexible universal services exacerbates this trend, leading to increased demand upon more costly and targeted services. This is felt most in rural areas and areas outside of the immediate catchment of city-centre youth services; an increase in the numbers of detached youth workers is now needed to complement youth services in a fixed location.

9.2.3. Engagement quality/practitioner skills

The final observation specifically on DYW from this study, is the strength observed in practice for quality engagement. The research found that the workers themselves are the essential element for effective practice. Regardless of the tools that workers have, it was apparent that relationship and rapport building are essential for this form of engagement. A variety of tools have been evidenced to support interactions, and to entice young people to engage - particularly early on - progressing to further informal education. However, irrespective of how many resources workers have, what will keep young people engaged are the relationships they build with the practitioners. The trust young people have in workers is what makes this form of practice so exceptional. Young people being able to talk openly about drug use and considering trying for themselves are not the sort of conversation a young person is likely to have with a teacher, police officer, or social worker. The young people over time know they can have open conversations with workers, and are aware they will not be judged for this. In addition, they know the worker will listen to them with understanding and respect, and they will not be told off or told what to do. Young people know (detached) youth workers are people that they can talk to and trust without fear of repercussions, as supported by Merton, Payne and Smith (2004). The observations show how young people get to know staff teams and are, over time, happy to invite workers into their space, to be a part of their lives voluntarily. Young people are aware it is their decision how much to interact and that they have an equal control over the conversations and interaction choice (supported by Whelan, 2013).

DYW is not the average interaction between adults and young people, the power balance tips away from adults and provides opportunities for open deliberation. Young people rarely get the opportunity to be respected and fully listened to anywhere else in their lives. This type of practice takes time to develop and gain trust, time is also essential in working with those who have no or limited support opportunities, as evidenced by Meltzer, Muir and Craig (2015). To engage with those ignored or rejected from the norms of society structure, those let down by others and having minimal links to achieving advancing opportunities in their lives takes time.

9.2.4. Wider implications

This section begins with examining findings in relation to implications on the importance of time for relationship building and for practitioners becoming a trusted adult in young people lives. Following from this is an evaluation of the importance of the street for young people and understanding of this for communities.

Understanding the importance of time for relationship building and becoming a trusted adult

This thesis evidences the importance of relationship building within DYW, through observations, interviews, survey, and conversations in transition. Although relationship building and being trusted by young people and adults is not only an issue for DYW. This research presents the importance of time to establish a relationship, particularly with those who are cautious of trusting people such as authority figures. The time required to establish trust combined with longevity of workers, engaging in an area or with a group of people, needs wider consideration than DYW or youth work. To establish individuals as trusted adults requires further expansion into all roles working with people in any setting, particularly with marginalised or vulnerable individuals. Any practitioner working with young people

or adults needs to be prepared to put in the time to build effective relationships. This approach is supported by Byrne and Brooks (2015) demonstrating that youth offending services must move towards approaches which are supportive, consistent, and enable authentic relationships. They explain how this process is essential for young people to develop into well-functioning adults and is reliant on working with and being supported by adults who care for them. Rodd and Stewart (2009: 9) argue that the benefit of more time in supportive relationships produces an increased chance of '...positive long-term outcomes'. Whereas Lefevre *et al.*, (2017) and Cossar *et al.*, (2013) consider the importance of time when working with those at risk of CSE and providing appropriate support.

Of course, some relationships will be much quicker to establish than others based on a range of variables. When considering more challenging circumstances with marginalised individuals there needs to be further understanding of time in these roles. For example, young people or adults going through criminal justice systems will need additional time to build trusting relationships. These groups can struggle with those perceived as authority figures (National Guideline Alliance, 2016). Also, those individuals who feel let down or cheated by a system or service will hold resentment, and may lack trust in any future service provider. Examples include individuals who have had children taken into care, and those who have grown up in the care system. These groups will take much longer to establish relationships with future agencies and staff members, requiring additional time for the relationship building process. Practitioners need to understand the individuals' backgrounds and reasoning for their behaviours including fear or resentment of service providers. Bryne and Brooks (2015) claim practitioners need to begin with an understanding of individuals' world views, to then support them in gaining greater control over their own lives.

Phoenix and Kelly (2013) explored relationships where young people feel that practitioners did not care; they express the need for developing authentic relationships with young offenders which will enable possible change. Those worked with need to be able to gradually build their trust through small progressions where practitioners ensure they never make any promises which are not easily

obtainable. This consideration of trust building is also presented in the work of Merton, Payne and Smith (2004). In addition, practitioners must never raise the expectations too high, in the sense that if they do and expectations are not achieved this can undo any work which they may have started in building trust. Practitioners require training to be proactive in examining the nature of the relationship, including the length this contact will be - before or early on - within the relationship (Meltzer, Muir and Craig, 2015). These professional relationships are a tool to facilitate change and build a base for the development of individuals to form further effective relationships and connections. The professional relationships are perceived as a means to an end and are not the final product itself (Bryne and Brooks, 2015; The International Network of Social Street workers 2008); demonstrate a sense of belonging, worth and model behaviours, therefore they should inspire young people (or adults) to grow and achieve (Bryne and Brooks, 2015). This is reiterated in the work of Dworkin, Larson and Hansen (2003) who consider the development of young people through youth activities; and further supported by Rogers (2011a) who considered that young people learn how to behave from developing insight, based on the relationships they have with respected adults, furthermore enabling young people to consider their future dreams and opportunities with someone to talk to. Explained by Gillingan (2006: 41) as:

Helping a child or family is not just about delivering services... Part of it is about drawing out what the child or parent and others can bring to solving problems and meeting needs. Helping is about drawing out the talent, the capacity and the resources that people may have. Helping is something about creating a space where good things may happen. We may not be able to predict or script or dictate what happens in that space, but maybe we can give things a favourable nudge in the right direction.

This presents the importance of developing relationships of trust and understanding with individuals that services work with. Combining this with understanding individuals will still require time and space for workers to develop their own skills and abilities. Holistic responses to the needs of groups and individuals see the

relationship as central to change happening (Bryne and Brooks, 2015); returning to the values of youth work and working with (young) people rather than doing things to them. As Dworkin, Larson and Hansen (2003: 10) argue it is about 'helping young people believe that they have something positive to offer society and that society has a positive place for them'. When young people are included in the community and are regarded as active members there is the development of social capital and the young people's development of social and individual skills (Rogers, 2011a). Although policies continually fail to support the development of social capital (Smith, 2011).

Despite an evidenced need for time and structure when working with people, the current political context in England has services which are often time bound and restricted in their provisions. This is due to limited available funding, and more frequently concerning payment on results contracts. Thus, funding expectations and policy impacts need reviewing. If changes are not implemented and training to establish trust is not built into organisations' planning and training, the likelihood of any long-term successful practice is restricted. Without the development of trust, projects will struggle with making advantageous changes for individuals and communities. This was considered by Meltzer, Muir, and Craig (2015) finding that those who were at risk of disengaging or who became too old for a particular service, and lost their trusted adult, could have significant detrimental consequences for some young people. Carefully planned relationship endings need consideration to ensure less damage and distress to individuals and lead to the best closure of the relationship. With each generation of trust decreasing through social learning theory and modelling of behaviours on parents and carers (Bandura, 1977), the challenge of building a trusting relationship increases. So, improved relationship building combined with longevity of workers and service providers in an area, requires consideration in depth by both governmental and organisation policy.

These relationships of trust, reciprocity and mutual regard lead to outcomes and impact which benefit the young people principally, and also their communities; and which contribute to the responsiveness of other services

and to the achievement of policy objectives (Merton, Payne and Smith, 2004: 129).

The current financial situation with pressure on resources and time constraints to practice is nothing new, as previously exposed by Creaney and Smith (2014) who show that even within these difficult economic times, participation techniques need to be central to practice. Participatory approaches promote positive engagement and motivation of individuals in youth offending services, in part by allowing individuals a sense of control over decision making. This consideration needs understanding and incorporating into wider practice.

Importance of the street for young people – not ‘getting them off’/moving on – understanding for communities

Outside of DYW practice it is essential to consider the importance of the street and being outside for young people. The literature has already shown that young people choose to hang out at different places including streets, parks, and shops for a variety of reasons. These include aspects around socialising with peers, freedom from adult controls, allowing them to develop into adulthood, boredom at home, lack of finances to do activities or lack of available activities, and not wanting to be at home for various reasons.

The intention of DYW as examined within this thesis, is not to get young people off the streets or to move them on. However, other individuals and services may lack this understanding and therefore it requires greater representation within society (as previously examined with the definition of DYW requiring clarity). Although media representation shows young people in a negative light fuelling self-fulfilling prophecies and moral panics (Whelan, 2013), there needs to be greater community understanding of young people’s behaviours.

As examined by Monbiot (2015) children and young people have been removed from consideration when building new housing estates, and Bowden and Lanigan

(2011) show a shrinking of public space available to use by young people. Further exacerbated by an example of a newly built (in 2016) housing development ‘...segregating the children of less well-off tenants from those of wealthier homebuyers by blocking them from some communal play areas’ (Grant, 2019: 1), presenting how space for children and young people is further limited. There is a lack of places to go which are safe (Monbiot, 2015; Robinson, 2009) for young people to be themselves without being regarded by community members as a risk to them or causing fear. Young people’s choices, particularly in winter months, to be in a place which is well lit and dry for their own safety and comfort, often leads to young people being outside shop areas. Community members perceive this as if they are there to cause trouble which creates fear, subsequently leaving people to feel they are unable to access the shops. This leads to business owners becoming frustrated by a reduction in customers and litter left outside. Although there is no simple fix this does need further consideration, not only by youth workers but also by local community groups, police, and business owners. As evidenced in one of the stories from participant 2’s interview, young people themselves could not understand why people in the community were fearful of them. This is just one example of many that are taking place across the country.

The idea of police or youth workers moving young people on, does not resolve the situation. Instead this either moves the young people to another similar location (row of shops, lit car parking area) or into other areas such as dark parks, fields, alleyways, or waste ground. Unless a dispersal order is in place in the area, it may only be a brief time before groups return to where they feel safer or are most comfortable. Neither option actually resolves the situation. There is either community fear and concern around those young people observed, or young people are moved to potentially unsafe areas putting themselves in more risky situations (Robinson, 2009).

Bowden and Lanigan (2011) have a slightly different perspective on this: they consider youth work as an inclusive space that frees young people from prying eyes of those controlling them in society, with youth café being a place to ‘hang out’, and have their independence. There is perhaps a mixed perspective from young people

depending on personal life experiences, as to agreement on whether a youth environment feels separate from controlling factors – this is most likely influenced by the individual practitioners working in these locations. Either way, Bowden and Lanigan (2011) suggest that current youth work must create spaces for young people to be able to critique and assess the world around them in order to understand and transform it. The youth work environment is one which should be coproduced by young people and youth workers. Unfortunately, this is an aspect this research does not have the capacity to explore in detail or suggest recommendations to resolve.

The implication of this research does show there needs to be changes, these are wider society developments with young people needing to be valued as full members of society who are important, rather than viewed as a risk to others or at risk themselves. Within new property developments children and young people need attention and consulting with. Communities generally need to include young people as members with a voice and an interest in what happens in the local area. From conversations in transition within this research, it became apparent that when consultation of the new estate was taking place the vast majority of those involved were adults, with very few young people asked for their opinions. Again, this is only one example from this thesis. However, across the country there are potentially thousands of similar examples where the voice of young people is either not considered or used in consultation with no actual intention to follow up on their thoughts and ideas, but instead used as a process to look good, see ‘Tokenism’ in Hart’s (1992) Ladder of Participation. Thus, young people’s voices as the future of this country/society need to be listened to and fully considered.

From the participant observation, the researcher observed several in-depth conversations with young people, particularly when considering the youth parliament vote. A number of young people during this session provided well thought out and detailed explanations on what they felt was most important in their area and why. These conversations evidenced how young people were not only considering themselves, they also thought about what was most beneficial for the whole community. This included a debate on free public transport, and benefits

this would have for all age groups. There were clear views offered by young people, and workers listened asking further questions about why the young people felt this way. The young people explained their thoughts on the subject through the encouragement and interest from youth workers' open questions. They were not influenced or told what they thought was wrong or their responses should be something different. The implication of this is that society and policy need to listen to the voice of young people more, they are after all the future generations of this country.

Policy developments including those wanting to move young people on or get them off the streets should consider what young people want or need; what facilities are accessible to them; if they would want to use them; or if young people want to be outside where they feel safe and have suitable space, without being considered a nuisance or risk to others. Although local organisation policy developments can have an influence on this it does need representation from a bottom up approach by wider government policy. Community residents need to become more engaged in their area by meeting young people and young people included in community meetings and events. 'Extraordinary meetings' as explored by participant 2 in their story (Chapter 6) are relevant and would be beneficial to take place more frequently. This meeting enabled community members to see young people not as criminals or dangerous, but rather as individuals that just wanted a place to be themselves. Despite youth groups enabling young people to do things they may be interested in and have an influence over activity choice, this does not suit all young people. As Robinson (2009) claims, young people choose to be on the streets for different reasons including not wanting adult control of activities or behaviours, and Whelan (2013) examines spaces used for identity construction.

As well as policy implications, media representation does not help young people. Stories show young people as delinquents and dangerous, presenting young people negatively (Birdwell and Bani, 2014; Clark *et al.*, 2009), and perceived as problematic in public spaces (Whelan, 2013). The 2011 riots show young people as thieves, delinquents, having violent behaviours (Bowman, 2014) or gang members (Smith, 2011). Although communities on some level can make small changes to

engage further with young people and listen to their voices, there is a much greater challenge in changing perceptions as represented within the media.

9.3. Reflection and direction of future research

The following section reviews the research strengths and limitations. Finally considers the future research direction.

9.3.1. Strengths

This study incorporates a variety of methods to triangulate results. Using participant observation including conversations in transition, interviews and survey results, this piece has incorporated different perspectives. This work gains new insight though the use of surveys considering youth work perception across different locations within England. Work progresses to explore the in-depth perspective and understandings of DYW from the view of practitioners through the interview process.

The study also demonstrates this with the observations from two different organisations. By using these different approaches, the research analysed DYW from perspectives of workers and from the observed practice. By incorporating interviews with observed practice and conversations in transition the researcher is exploring practitioners' thinking and why they make the decisions in preference to holding an assumption that could be changed based on what was observed. Any observer can make a judgement on another person's actions, however through this judgement they would only be placing their own thinking and feeling onto the person they observed. Thus, the researcher would see a behaviour and due to their own values and beliefs they will assume reasoning for the decision of the person/people observed. Due to the individuals observed having different values, beliefs, training, and life experience it would be inappropriate to presume any observer could understand the full reasoning behind another person's decision

making without having an interaction with those observed to understanding the meaning behind actions. Through the practice observations, the researcher will always have a predisposed judgment of what they see and interpret based on their own work and life experiences. It was therefore crucial for the researcher to listen to the conversations in transition, and ask questions on the information heard, additionally to ensure they listened to the voice and perceptions of workers through the interview process.

The research has strengths in observed practice from two different organisations, which were in different geographical locations. These organisations would have had no interactions with each other, though staff may have links within their youth work networks. The researcher intentionally worked with organisations they had never worked with nor had experiences of working with, nor of teaching any of the practitioners within these organisations, in order to remove any predetermined expectations or experiences of these organisations. Even though it may have been easier and more practical to work with local services due to the researcher's role as a lecturer, they did not want to observe an organisation where they had students on placement, or had any other professional links. In order to avoid any risk of bias for or against organisations. The purpose was to observe unknown DYW providers so that the researcher was viewing practice from an untarnished outsider's perspective.

An additional research strength was the number of completed surveys due to both evidencing that DYW is still taking place in England, combined with the respondents being from a wide number of counties (see Figure 17, Chapter 6 for counties respondents came from). Only a few respondents were working in the same counties. This evidenced that there were similarities in approaches across the country and no distinct differences in approaches to DYW. This was advantageous for this study from the researcher's perspective because the survey showed that despite the extensive funding cuts (as previously evaluated in this thesis Chapter 1), DYW is still being provided throughout England.

9.3.2. Limitations

As with all research, this has its limitations. The research is a small-scale study which therefore cannot be generalised. The findings from observations only consider two locations and observations at project E were limited by only three completed. This was an unfortunate circumstance and is the reality of research in practice. These limited observations enable a brief insight of the practice and the young people engaged with and irrespective of the limitations, it has provided a unique insight into DYW practice. The study itself only considered two organisations with the observations; in an ideal scenario to develop this further and consider the realities of DYW within the current financial and policy perspective, further organisations would have been observed. This would have considered viewing voluntary and local authority organisations to appreciate the differences in their approaches and how aspects such as training, and funding would have impacted and influenced daily practice. However, within cost limitations and time factored into this study such a wide scale project would not be possible. In addition to this there were difficulties in projects engaging and responding as evidenced in Chapter 5, Table 1, showing challenges in negotiating access. For future studies this could also have its challenges in contacting and engaging with relevant organisations.

The original intention of this study was to consider two counties in detail and aimed to gain responses from practitioners within the two counties considered through the survey process. Unfortunately, in practice gaining access to many respondents within these locations had its limitations. Thus, the researcher decided to widen the survey to any DYW in England, and due to this expansion, the researcher received responses from 32 practitioners, which enabled a wider exploration of perspectives on DYW. This number of responses shows that there are detached youth workers engaged in different counties across the UK, as previously shown in Figure 17. The survey design with self-selection sampling approach never intended to evidence all DYW and when/where this takes place. Again, the researcher's resources and capacity created a limited project size. A detailed picture of the DYW taking place across the UK would be beneficial to explore the realities although not

one this study had capacity for. Much like the IDYW (2019) mapping activity taking place for youth centres, such studies have challenges in accessing all the appropriate and most UpToDate evidence, illustrated by the researcher attempting to access organisations to observe which no longer ran DYW, as website information was out of date. Survey findings provide insight into practice despite not considered as generalisable, they provide an effective evidence base for this thesis. Furthermore, as Lefevre *et al.*, (2017: 2470) argued in their research ‘...survey responses were typically one or two sentences, and these relatively short responses may not reflect professionals’ full understanding, or their more nuanced views on this topic’. This consideration is mirrored within this research with survey responses covering a few sentences or a short list.

A research limitation was the use of only three in-depth interviews with Project S, in part due to available staff numbers. DYW teams tend to be of a limited size and within this project there were seven staff members, one of whom had only been in practice for a brief time, and the researcher met others once or not at all. The interviews provided detailed information around the realities of DYW in 2017. Due to these being individual perceptions of working in one county, they do not provide a generalisable response to suit all DYW in England.

Given the above circumstances, this study is on a small scale and includes an in-dept case study focused on practitioners at project S and their experiences through interviews and observations. The learning gleaned from this expands through combining results with those ascertained from survey responses and the observations in project E. Although there were minimal observations in project E, these sessions presented overlaps and links to the long-term observations made at project S.

The most disappointing limitation in this study for the researcher was that they were unable to access the voice of the young people, which is an area they felt strongly about. The researcher considers this to be a key element missing from the thesis, and one which is desirable when considering the impact of any form of youth work. The young people’s voice would have enabled a greater understanding of the

effectiveness of DYW practice. The feelings and experiences of young people has the potential to show a true reflection on how this practice works, engaging those who are marginalised and at risk of exclusion from society. For any future study on effectiveness of services working with young people, in any format, the researcher feels it is desirable to access the voice of young people whenever possible. To fully understand an organisation, research needs to consider the service user's experience. To access only the thoughts and perceptions of practitioners can never provide a full picture and researchers need to triangulate their evidence to develop an appropriate analysis for recommendations of a service.

9.3.3. Reflections on organisations accessed

This section provides a brief reflection on the researchers experiences and challenges based on negotiating access. As discussed within Chapter 5, the researcher had concern over researching youth service providers with whom they had any previous relationships. These included those who the researcher had previously worked with, and those with a potential conflict of interest, in relation to their role as a lecturer where students would be undertaking placements or employed previous students. This approach to selecting and contacting unknown providers had a number of challenges as examined within Chapter 5 *Negotiating Access*. The researcher's potentially over cautious approach with not wanting to be influenced by any previous organisation knowledge could have had detrimental impacts on the research. In contrast to this Corbin Dwyer and Buckle (2009) argue that being an insider of a group is not necessarily a disadvantage to research, they argue that '...for many access to the group would not be possible if the researcher was not a member of that group' (59). In addition, Clifford and Marcus (1986: 9) state 'insiders studying their own cultures offer new angles of vision and depths of understanding'. Had the researcher not been so intently focused on accessing unknown service providers, they may have had a greater opportunity to undertake research across two organisations for an equal period of time (as initially proposed). Therefore, enabling a reflection between different service providers to establish a greater depth of DYW understanding.

Learning from this research and the challenges to organisation access presents the need in future research to consider the potential messy nature of research and data collection. The researcher attempted what they felt was a 'by the book' approach to their data collection, however this is not as simple and easily possible as literature may suggest. The reality when researching aspects an individual (or group) are involved in can risk the research not being completed if the research boundaries are too rigid; in this case the lack of organisations to engage with. Realistically when researching areas of interest, it would be that over time researchers will have numerous contacts and networks, making it unavoidable to overlap with previous knowledge and experiences. As concluded by Acker (2000: 196) when considering the insider and outsider status 'Perhaps it is not necessary to come to a final conclusion on such issues, but to find a way to work creatively within the tensions engendered by the debate'. This suggests in reality there are various research issues to contend with, and it is necessary to find a way to balance within the approaches undertaken.

9.3.4. Future research direction

There should be a full exploration of DYW within the current climate, through a large-scale study combined with consideration of youth centres and other youth work roles. That study would need to evidence the reality of youth work within the current economic environment. As shown within the literature chapters of this thesis, the changing policy and perceptions on young people combined with financial implications need greater understanding. The impact of DYW evident through the development of young people and through interviewees' stories shows the benefits of this form of engagement with young people. The reduction in youth work overall is having an impact on young people and communities and will continue to do so with future generations if a change does not happen. Changes in society with increasing issues around young people's behaviours and the increasing numbers of young people struggling with their mental health (Sadler *et al.*, 2018; Pitchforth *et al.*, 2018) plus growing concern surrounding knife crime (Grierson, 2019; Office of National Statistics, 2019) shows that there are challenges ahead, and

currently society is in a limited position to make any substantial changes to enable future advantages in young people's experiences. This is not to say that DYW alone is a panacea to fix these issues. DYW and other street-based youth work are forms of practice which have strengths in engaging those hard to reach young people who other services may find difficult to attract, to work with, or engage with effectively. The flexibility of youth work supporting and engaging with young people with an informal educational and supportive approach is a much-needed service.

Within this need for a wider scale study of youth work, consideration should include reviewing job titles and the changing nature of youth worker roles. As examined within this study there are a range of titles workers have within different organisations. To ensure appropriate staff in post, and their training for different roles, there would be benefits to reviewing these in relation to training options for youth workers, particularly when considering the argument around the professionalisation of youth work. Effective youth work staff need to have appropriate training and continuous professional development (CPD) opportunities. The NYA in March 2019 launched their academy (Lepper, 2019) which intends to enable practitioners to develop practice tools for consistently evolving issues, 'As practitioners we have a responsibility to keep up to date with what they are and how best to support young people as they work through them' (NYA, 2019b: 2). This is a recent CPD update by the NYA although there are other courses across different organisations providing CPD courses, in addition to youth related conferences.

If recognition of youth workers was the same as for other professionals including teachers, social workers, nurses, and counsellors they would be required to show their CPD evidence and sign up to professional regulations. For health, psychological and social work professionals this is the Health and Care Professions Council (HCPC) and Counselling is the British Association for Counselling and Psychotherapy (BACP). Both agencies require practitioners to register and ensure they demonstrate the required service standards, therefore regulating the professionalism of each. Youth work does not have such an agency to register with, and evidence ongoing skills development. This in part could support the protection

of youth work and therefore enable greater respect for the work completed, enabling a potentially safer future for youth work practice, subsequently creating a better future for young people and society. By professionalising youth work this would enable a stronger voice for practitioners which has the potential to secure improved funding to enable services to function at an enhanced level.

A further study should seek to explore the impact of DYW (and youth work) with the aim of providing a more detailed longitudinal study evidencing impact. Although there have been a number of studies showing the potential cost effectiveness for youth work, this needs greater understanding and evidencing. By doing this there is potential to strengthen youth provisions providing the advantage of there being fewer young people going through other systems by having earlier interventions for them and reducing costs around offending behaviours and within NHS/medical provisions.

9.4. Concluding remarks/comments

This study was conducted over 2017 and 2018. The research employed a predominantly qualitative methodology to address the research aim:

To develop a contemporary definition for DYW in order to create a model of best practice and establish a set of key practitioner skills.

Through the completion of 32 practitioner questionnaires, three practitioner interviews and 15 observations. This research provided a significant insight into DYW through addressing the research objectives:

- RO1. To develop a contemporary definition of DYW using current theory and analysis of practice.
- RO2. To critically analyse current DYW processes to establish a model of best operational practice.
- RO3. To evaluate the work of practitioners in order to establish a set of key practitioner skills for effective DYW.

This original study identified a substantial need for a contemporary definition of DYW and other forms of street-based youth work, one required for all involved in this form of practice from grassroots practitioners to managers, young people and community members to funders and policy makers. Further original contributions to knowledge included the development of a model of best operational practice, three-stage DYW process for engagements with young people and a set of key practitioner skills. The study has provided unique insight into approaches and skills practitioners are required to deploy throughout DYW, including the development of trusting relationships, listening to young people, honesty, authenticity and working on the young people's agenda. In addition to the ability to approach and engage unknown young people, provide information and advice, alongside challenge behaviours when necessary.

This study goes some way in identifying areas where change can be implemented to improve the successful development and continuation of DYW, alongside development of wider services engaging with people. Research findings illustrate the problem of appropriate public space for young people with development of spaces which may not be safe, in a society where young people are becoming further excluded and designed out of any public space. This is nothing new with regard to the problematisation of young people as evidenced in Chapter 2, and continues today with negative representation. It is further exacerbated by austerity and consequential funding cuts to services, particularly those providing early intervention work, including DYW and youth work generally; with young person services reduction in funding from 1.2 billion in 2010-11 (DfE, 2012b) to 0.4 billion in 2017-18 (DfE, 2018). This thesis invites us to consider where we are now, with government and policy makers doing little to change this and the problem of youth appearing to have minimal attention to make successful changes. With services such as DYW diminishing the loss of this form of practice and the skills of workers is at risk, further impacting on experiences for future generations. The researcher concludes that Morse's research findings in 1965 are as relevant as ever today:

If there were greater general understanding by the community of the unattached, there would undoubtedly be many fewer of them and the problems of helping those who remained would be less difficult. This is a matter of individual responsibility and every citizen should be concerned in it... Yet, in this pressing contemporary problem, there is an urgent need for many more detached youth workers to offer friendship and help and to focus the attention of the educational and welfare services on the particular needs of the unattached (Morse, 1965: 223).

References

- ACAS (2015) *Guidance Starting staff: induction*. Available at: http://www.acas.org.uk/media/pdf/r/b/Starting_staff_-_induction_Nov.pdf (Accessed: 27 March 2019).
- ACAS (2018) *Recruiting staff*. Available at: <http://m.acas.org.uk/media/pdf/m/i/Recruiting-staff.pdf> (Accessed: 28 January 2019).
- ACDS (2019) *ACDS Discussion paper: Serious youth violence and knife crime*. Manchester: The Association of Directors of Children's Services Ltd. Available at: https://adcs.org.uk/assets/documentation/ADCS_Discussion_Paper_on_Serious_Youth_Violence_and_Knife_Crime_FINAL.pdf (Accessed 26 July 2019).
- Acker, S. (2000). 'In/out/side: Positioning the researcher in feminist qualitative research', *Resources for Feminist Research*, 28 (1/2), pp. 189-198.
- Action for Children (2009) *The Right Choice: Involving children and young people in recruitment and selection*. London: Action for children. Available at: <https://www.actionforchildren.org.uk/media/5435/the-right-choice.pdf> (Accessed: 27 March 2019).
- Albo, B. (2017) *What Does Peacocking Mean?* Available at: <https://www.liveabout.com/what-does-peacocking-mean-1021896> (Accessed: 5 May 2019).
- Altena, A. M., Krabbenborg, M., Boersma, S. Beijersbergen, M., van de Berg, Y., Vollebergh, W. and Wolf, J. (2017) 'The working alliance between homeless young adults and workers: A dyadic approach', *Children and Youth Services Review*. 73. pp. 369-374.
- Anderson, G. (2005) *Youth work resources: Help is at hand*. Available at: <https://www.cypnow.co.uk/cyp/news/1055968/youth-work-resources-help-is-at-hand> (Accessed: 14 March 2019).
- APPG for Children (2014) *'It's all about trust': Building good relationships between children and the police*. Available at: https://www.ncb.org.uk/sites/default/files/uploads/documents/Policy_docs/appgc_children_and_police_report_-_final.pdf (Accessed: 8 February 2019).

The APPG on Knife Crime (2019) *'There is no protection on the streets, none.'* *Young people's perspectives on knife crime.* Available at:

<https://www.barnardos.org.uk/sites/default/files/uploads/APPG%20on%20Knife%20Crime%20-%20Young%20people%27s%20perspectives%20May%202019.pdf>

(Accessed 9 August 2019).

APPG on Youth Affairs (2018) *Youth Work Inquiry: Recommendations and Summary, October 2018.* Available at: <https://nya.org.uk/wp-content/uploads/2018/10/APPG-Summary-and-Recommendations-FINAL.pdf> (Accessed: 1 November 2018).

APPG on Youth Affairs (2019) *Youth Work Inquiry Final Report Including Recommendations and Summary April 2019.* Available at: <https://nya.org.uk/wp-content/uploads/2019/04/APPG-Youth-Work-Inquiry-Final-Report-April-2019-ONLINE.pdf> (Accessed: 4 April 2019).

Aries, P. (1962) *Centuries of Childhood, A Social History of Family Life: Translated from French by Robert Baldick.* London: Jonathan Cape Ltd.

Bandura, A (1977) *Social learning Theory.* USA: General Learning Corporation.

Barton, T. and Edgington, T. (2014) *Youth services spending down by one-third.* Available at: <http://www.bbc.co.uk/news/uk-26714184> (Accessed: 31 May 2014).

Bawdon, F. and Bowcott, O. (2012) 'Riot sentencing put 'nice kids' behind bars, lawyers say'. *The Guardian*, 13 July. Available at: <https://www.theguardian.com/uk/2012/jul/03/riot-sentencing-nice-kids-lawyers> (Accessed: 2 April 2019).

BBC News (2011) *London riots: Boy, 11, sentenced over Romford bin theft.* Available at: <https://www.bbc.co.uk/news/uk-england-london-14732986> (Accessed: 10 May 2013).

BBC News (2012) *England Riots.* Available at: <http://www.bbc.co.uk/news/uk-14452097> (Accessed: 25 May 2013).

Belton, B. (2016) 'Developing Detached Youth Work in Malta and Romania.' Malta: Aġenzija Żgħażaġħ.

Berelowitz, S., Clifton, J., Firmin, C., Gulyurtlu, S. and Edwards, G. (2013) *'If Only Someone Had Listened' Office of the Children's Commissioner's Inquiry into Child Sexual Exploitation in Gangs and Groups: Final Report*. London: Office of the Children's Commissioner. Available at:

https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/If_only_someone_had_listened.pdf (Accessed: 19 February 2019).

Birdwell, J. and Bani, M. (2014) *Introducing Generation Citizen*. London: DEMOS.

Available at: http://demosuk.wpengine.com/files/Generation_Citizen_-_web.pdf?1392764120 (Accessed: 27 March 2019).

Blacke, F. (2014) *Blog: Fiona Blacke on youth work in the Rotherham inquiry*.

Available at: <http://www.nya.org.uk/2014/09/blog-fiona-blacke-youth-work-rotherham-inquiry/> (Accessed: 10 October 2018).

Blazek, M. and Hricova, P. (2015) 'Understanding (How to Be with) Children's Emotions: Relationships, Spaces and Politics of Reconnection in Reflections from Detached Youth Work', in Blazek, M. and Kraftl, P. (eds.) *Children's Emotions in Policy and Practice, Mapping and Making Spaces of Childhood*. Hampshire: Palgrave Macmillan. pp. 204-218.

Bogdon, R. and Bicklen, S.K. (1992) *Qualitative Research For Education*. Boston: Allyn and Bacon.

Booth, R. (2019) *Do youth clubs really deter violence? I've seen for myself that they do*. Available at:

https://www.theguardian.com/commentisfree/2019/mar/11/violence-gangs-youth-clubs?fbclid=IwAR3oD1FLEO5fieU_ps6SFu0giHCj4_aQxrp6nfGXVmdaBHv4i7iJdD3DqMo (Accessed: 12 March 2019).

Bowden, M. and Lanigan, K. (2011). 'Youth Work as a Public Good: Older Teenagers' Experiences of Youth Services in Dublin', *Youth Studies Ireland*, 6(2), pp. 3-19.

Bowman, B. (2014) '2011: Young rioters and imagined revolution in the British Utopia of Calm', *Postcolonial Studies*, 17(1), pp. 90-103.

Brackertz, N. (2007) *Who is hard to reach and why?* Available at:

http://library.bsl.org.au/jspui/bitstream/1/875/1/Whois_htr.pdf (Accessed: 6 January 2019).

- Bradford, S. (2012) *Sociology, Youth and Youth Work Practice*. London: Palgrave Macmillan.
- Bradley, N (1999) 'Sampling for Internet Surveys. An Examination of respondent Selection for Internet Research', *International Journal of Market Research*, 41 (4), pp. 387-396.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, 3(2), pp. 77-101.
- Braun, V. and Clarke, V. (2013) *Successful Qualitative Research*. London: SAGE.
- Brew, J. M. (1943) *In the Service of Youth: A Practical Manual for Working Among Adolescents?* London: Faber.
- Brighton and Hove Youth Service (2014) *Youth Service Detached Policy*. Available at: https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/YS07%20Youth%20Service%20Detached%20Policy_0.pdf (Accessed: 5 July 2017)
- Brook (2019) *C-card distribution schemes*. Available at: <https://www.brook.org.uk/about-brook/c-card-guidance> (Accessed 23rd December 2018).
- Bruce, J., Boyce, K., Campbell, J., Harrington, J., Major, D. and Williams, A. (2009) 'Youth work that is of value, towards a model of best practice', *Youth Studies Australia*, 28(2), pp. 23-31.
- Bryman, A. (2012) *Social Research Methods*. Oxford: Oxford University Press.
- Bryman, A. (2015) *Social Research Methods*. Oxford: Oxford University Press.
- Bryne, B. and Brooks, K. (2015) *Post-YOT Youth Justice, Howard League What is Justice? Working Papers*. Available at: https://howardleague.org/wp-content/uploads/2016/04/HLWP_19_2015.pdf (Accessed 6 January 2019).
- Buckland, L. (2013) 'Positive for Youth. A critique', *the encyclopaedia of informal education*. Available at: <http://infed.org/mobi/positive-for-youth-a-critique/> (Accessed: 18 June 2013).
- Burgess, M. and Burgess, I. (2006) *Don't Shoot I'm a detached youth worker*. Dorset: Russell House Publishing.
- BYC (2018) *Positive stories*. Available at: <https://www.byc.org.uk/positivestories> (Accessed: 25 November 2018).

CABE Space and CABE Education (2004) *Involving young people in the design and care of urban spaces. What would you do with this space?* Available at: <https://webarchive.nationalarchives.gov.uk/20110118110912/http://www.cabe.org.uk/files/what-would-you-do-with-this-space.pdf> (Accessed: 22 April 2019).

Cahill, C. (2000) 'Street Literacy: Urban Teenagers' Strategies for Negotiating their Neighbourhood', *Journal of Youth Studies*, 3(3), pp. 251–277.

Cameron, D., Stannard, J., Leckey, C., Hale, C, and Di Antonio, E. (2017) *National Citizen Service 2015 Evaluation Main report*. London: Ipsos MORI Social Research Institute. Available at: https://www.ncsyes.co.uk/sites/default/files/201810/NCS%202015%20Evaluation%20Report%20FINAL_0.pdf (Accessed: 16 November 2018).

Casey, L. (2016) *Report of Inspection of Rotherham Metropolitan Borough Council*. UK: Williams Lea Group. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/401125/46966_Report_of_Inspection_of_Rotherham_WEB.pdf (Accessed: 20 October 2018).

Charmaz, K. (2006) *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. London: Sage Publications.

Cheetham, M. (2014) 'The social meanings of the C-Card scheme: the importance of friends and peers', *Sex Education*, 14(2), pp. 115–127.

Children and Young People Now (2015) 'Children's Workforce Guide to Training and Qualifications'. Available at: <https://www.flipsnack.com/FBCC6D59E8C/cyp-290915-feature-singles-1-12.html> [accessed 14th March 2019]

Choose Youth (2012) *Latest News*. Available at: <http://www.chooseyouth.org/> (Accessed: 31 May 2014).

Clark, C., Ghosh, A., Green, E. and Shariff, N. (2009) *Media Portrayal of Young People – impact and influences*. National Youth Agency and National Children's Bureau. Available at: <http://www.open.ac.uk/researchprojects/childrens-research-centre/sites/www.open.ac.uk/researchprojects.childrens-research-centre/files/files/ecms/web-content/clarke.pdf> (Accessed: 27 March 2019).

Clifford, J., and Marcus, G. (Eds.) (1986) *Writing culture: The poetics and politics of ethnography*. Berkeley: University of California Press.

Coburn, A. and Gormally, S. (2017) 'Beyond Brexit: The Impact of Leaving the EU on the Youth Work Sector', *Youth and Policy*. Available at: <https://www.youthandpolicy.org/articles/beyond-brexit-the-impact-of-leaving-the-eu-on-the-youth-work-sector/> (Accessed: 31 May 2019).

Cohen, S. (2011) *Folk Devils and Moral Panics: Creation of Mods and Rockers*. Oxon: Routledge.

Coles, B., England, J. and Rugg, J. (2000) 'Spaced Out? Young People on Social Housing Estates: Social Exclusion and Multi-agency Work', *Journal of Youth Studies*, 3(1), pp. 21- 33.

Connolly, J. A. and Joly, L.E. (2012) 'Outreach with street-involved youth: A quantitative and qualitative review of the literature', *Clinical Psychology Review*. 32. pp. 524-534.

Cooper, C. (2012) 'Imagining 'radical' youth work possibilities challenging the 'symbolic violence' within the mainstream tradition in contemporary state-led youth work practice in England', *Journal of Youth Studies*, 15 (1), pp. 53-71.

Coppock, V. and McGovern, M. "Dangerous Minds'? Deconstructing Counter-Terrorism Discourse, Radicalisation and the 'Psychological Vulnerability' of Muslim Children and Young People in Britain', *Children & Society*, 28(3), pp. 242-256.

Corbin Dwyer, S. and Buckle, J. (2009) 'The Space Between: On Being an Insider-Outsider in Qualitative Research', *International Journal of Qualitative Methods*, 8 (1), pp. 54-63.

Cossar, J., Brandon, M., Bailey, S., Belderson, P., Biggart, L. and Sharpe, D. (2013) *'It Takes a Lot to Build Trust': Recognition and Telling: Developing Earlier Routes to Help for Children and Young People*. London: Office of the Children's Commissioner. Available at: <https://www.uea.ac.uk/documents/13885566/13886757/Recognition+and+telling+report/de332aea-ad72-45ff-822c-612a4a78fce4> (Accessed: 19 February 2019).

Cottell, J., Coleman, L., Lau, A. and Harding, C. (2019) *School age childcare in London*. London: Coram Family and Childcare. Available at: https://www.familyandchildcaretrust.org/sites/default/files/Resource%20Library/School%20age%20childcare%20in%20London%20report_FINAL.pdf (Accessed: 6 October 2019).

Coussée, F. (2008) *A Century Of Youth Work Policy*. Gent: Academia Press.

Craig, G., Gaus, A., Wilkinson, W., Skrivankova, K. and McQuade, A. (2007) *Contemporary slavery in the UK*. York: Joseph Rowntree Foundation. Available at:

<http://www.jrf.org.uk/sites/files/jrf/2016-contemporary-slavery-uk.pdf> (Accessed: 20 August 2015).

Cox, P. (2018) *Bennetts field Youth shelter*. Available at: <https://www.geograph.org.uk/photo/388071> (Accessed 7 January 2018).

Creaney, S. and Smith, R. (2014) 'Youth Justice Back at the crossroads', *Safer Communities*, 13(2), pp. 83-87.

Crimmens, D., Factor, F., Jeffs, T., Pitts, J., Pugh, C., Spence, J. and Turner, P. (2004) *Reaching socially excluded young people: A national study of street-based youth work*. Leicester: The National Youth Agency. Available at: <https://www.nya.org.uk/wp-content/uploads/2018/01/Reaching-Socially-Excluded-page-to-view.pdf> (Accessed: 11 March 2019)

Cunningham, H. (2005) *Children and Childhood in Western Society Since 1500*. London: Routledge.

Cunningham, M. and Rious, J. B. (2015) 'Listening to the Voices of Young People: Implications for Working in Diverse Communities', *American Journal of Orthopsychiatry*, 85(6), pp. 86-92.

Davidson, L., Evans, W. P. and Sicafuse, L. (2011) 'Competency in Establishing Positive Relationships With Program Youth: The Impact of Organization and Youth Worker Characteristics', *Children and Youth Services*, 32, pp. 336-354.

Davies, B. (1986) *Threatening Youth: Towards a national youth policy?* Milton Keynes: Open University Press.

Davies, B. (2005) 'Youth Work: a Manifesto of Our Times', *Youth and Policy*, 88, pp. 5-27.

Davies, B. (2010) 'What do we mean by youth work?', in Batsleer, J. and Davies, B. (eds.) *What is youth Work?* Exeter: Learning Matters. pp. 1-6.

Davies, B. (2013) 'Youth work in a changing policy landscape: the view from England'. *Youth and Policy*, 110, pp. 6-32.

Davies, B. (2015) 'Youth Work: A Manifesto for Our Times - Revisited', *Youth and Policy Special Edition: The Next Five Years: Prospects for young people*, 114, pp. 96-117.

Davies, B. and Merton, B. (2009) 'Squaring the Circle? The State of Youth Work in Some Children and Young People's Services', *Youth and Policy*, 103, pp. 5-24.

Department for Children, Schools and Families (2009) *Positive Activities Qualitative Research with Young People*, Research Report No DCSF-RR141. Available at: <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR141.pdf> (Accessed: 31 October 2012).

Department for, Digital, Culture, Media and Sport (2019) *Statutory guidance for Local Authorities on providing youth services: A call for evidence*. Available at: <https://www.gov.uk/government/consultations/statutory-guidance-review-for-local-youth-services-have-your-say> (Accessed: 4 October 2019).

Department for Education (2016) *Educational Excellence Everywhere*. London: Department for Education. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508550/Educational_excellence_everywhere_print_ready.pdf (Accessed: 30 October 2018).

Department of Education and Science (1969) *Youth and Community Work in the 70s. Proposals by the Youth Service Development Council*, London: HMSO. Available at: <https://archive.org/details/op1269441-1001> (Accessed 2 November 2019)

Department of Education and Science (1987) *Effective Youth Work*. London: Department of Education and Science. Available at: <http://infed.org/mobi/effective-youth-work-a-report-by-hm-inspectors/> (Accessed: 28 September 2019).

Department for Education and Skills (2002) *Transforming Youth Work - resourcing excellent youth services*. London: Department for Education and Skills/Connexions.

de st Croix, T. (2012) 'If someone is not a success in life it's their own fault' What coalition youth policy says about young people and youth workers. Available at: <https://indefenceofyouthwork.com/2012/08/15/if-someone-is-not-a-success-in-life-its-their-own-fault-coalition-youth-policy-revisited/> (Accessed: 25 October 2018).

de st Croix, T. (2016) *Grassroots Youth Work: Policy, passion and resistance in Practice*. Bristol: Policy Press.

de st Croix, T. (2017) 'Time to say goodbye to the National Citizen Service?', *Youth and Policy*. 30th June 2017. Available at: <http://www.youthandpolicy.org/articles/time-to-say-goodbye-ncs/> (Accessed: 16 November 2018).

DfE (Department for Education) (2012a) *Local Authority and School Expenditure on educational, children's services and social care for 2010-11, including school revenue balances*. Available at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219573/osr03-2012.pdf (Accessed: 7 January 2019).

DfE (Department for Education) (2012b) *Young people*. Available at: <http://www.education.gov.uk/childrenandyoungpeople/youngpeople> (Accessed: 31 October 2012).

DfE (Department for Education) (2016a) *Expenditure by Local Authorities and Schools on Education, Children and Young People's Services in England, 2015-16*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/613285/SR63_2016_Text.pdf (Accessed: 15 May 2016).

DfE (Department for Education) (2016b) *Educational Excellence Everywhere*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational Excellence Everywhere.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf) (Accessed: 15 November 2018).

DfE (Department for Education) (2017) *Expenditure by Local Authorities and Schools on Education, Children and Young People's Services in England, 2016-17*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/666863/SR71_2017_Text.pdf (Accessed: 30 January 2018).

DfE (Department for Education) (2018) *Expenditure by Local Authorities and Schools on Education, Children and Young People's Services in England, 2017-18*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/765908/LA and school expenditure 2017-18 Text.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/765908/LA_and_school_expenditure_2017-18_Text.pdf) (Accessed: 7 January 2019).

Department for Children, Schools and Families (2009) *Positive Activities Qualitative Research with Young People*, Research Report No DCSF-RR141. Available at: <https://www.education.gov.uk/publications/eOrderingDownload/DCSF-RR141.pdf> (Accessed: 31 October 2012).

Dismore, H. (2007) *Attitudes of Children and Young People towards physical education and school sport, with particular reference to the transition from key stage 2 to key stage 3*. Unpublished PhD Thesis. Canterbury Christ Church University.

Donovan, T. (2018) *Further drop in youth work courses, figures indicate*. Available at: <https://www.cypnow.co.uk/cyp/news/2005418/further-drop-in-youth-work-courses-figures-indicate> (Accessed: 2 July 2019).

Dowling, N. (2015) *'Survey the Landscape' Federation For Detached youth Work Conference*, Leeds: 13th November 2015. Available at: <http://www.fdyw.org.uk/#!Surveying-the-Landscape/jiinx/56e5e98e0cf26fe0ac6a6291> (Accessed: 14 July 2016).

Drakeford, M. and Gregory, L. (2010) 'Transforming Time: A New Tool for Youth Justice', *Youth Justice*, 10(2), pp. 143-156.

DuBois, D. L. and Karcher, M. J. (2014) 'Youth mentoring in Contemporary Perspective' in Dubois, D. L. and Karcher, M. J. (eds.) *Handbook of youth mentoring*. USA: Sage Publications. pp. 3-15.

Duncan, C., Rayment, B., Kendrick, J. and Cooper, M. (2018) 'Counselling for young people and young adults in the voluntary and community sector: An overview of the demographic profile of clients and outcomes', *Psychology and Psychotherapy: Theory, Research and Practice*. Available at: <https://onlinelibrary.wiley.com/doi/full/10.1111/papt.12206> (Accesses: 5 June 2019).

Dworkin, J. B., Larson, R. and Hansen, D. (2003) 'Adolescents' Accounts of Growth Experiences in Youth Activities', *Journal of Youth and Adolescents*, 32(1), pp. 17-26.

Elsley, S. (2011) 'Out of the way: Children, young people and outdoor spaces', in Foley, P. and Leverett, S. (eds.) *Children and Young People's Spaces: Developing Practice*. Hampshire: Palgrave Macmillan. pp. 102-115.

Evans, K. (2011) "'Big Society' in the UK: A Policy Review", *Children and Society*, 25, pp. 164-171.

Faucher, C. (2009) 'Fear and loathing in the news: a qualitative analysis of Canadian print news coverage of youthful offending in the twentieth century', *Journal of Youth Studies*, 12(4), pp.439-456.

FDYW (2007) *Detached Youth Work Guidelines 2007*. West Sussex: The Federation For Detached Youth Work.

FDYW (2016) *Overview: Detached Youth Work*. Available at: <http://www.fdyw.org.uk/overview> (Accessed: 11 March 2017).

Feagin, J., Orum, A. and Sjoberg, G. (1991) *A case for the case study*. North Carolina: University of North Carolina Press.

- Fetterman, D. M. (2010) *Ethnography: Sep by step*. London: SAGE Publications.
- Ferraro, J. M. (2012) 'Childhood in Medieval and Early Modern Times', in Fass, P. S. (ed.) *The Routledge History of Childhood in the Western World*, London: Routledge. pp. 61-77.
- Fletcher, A. and Bonell, C. (2009) 'Detaching youth work to reduce drug and alcohol related harm', *Public Policy Research*, December 2008-February 2009, pp. 217-223.
- Flynn, C. and McDermott, F. (2016) *Doing Research in Social Work and Social Care. The journey from student to researcher*. London: SAGE Publications.
- Forsyth, D. R. (1999) *Group Dynamics*. USA: Wadsworth Publishing Company.
- FPA (2019a) *Drunkbuster impairment goggles*. Available at: <https://www.fpa.org.uk/product/drunkbuster-impairment-goggles> (Accessed: 5 February 2019).
- FPA (2019b) *FPA condom demonstrator*. Available at: <https://www.fpa.org.uk/product/january-offer-fpa-condom-demonstrator> (Accessed: 5 February 2019).
- France, A. (2004) 'Young People', in Fraiser, S., Lewis, V., Ding, S., Kellett, M. and Robinson, C. (eds.) *Doing Research with Children and Young People*. London: SAGE Publications. pp. 175-190.
- France, A. and Wiles, P. (1996) *The Youth Action Scheme: A report of the national evaluation*, London: DfEE.
- Fredricks, A. J., Hackett, K. and Bregman, A. (2010) 'Participation in Boys and Girls Clubs: Motivation and Stage Environment Fit', *Journal of Community Psychology*, 38(3), pp. 369-385.
- Furlong, A., Cartmel, F., Powney, J. and Hall, S. (1997) *Evaluating Youth Work with Vulnerable Young People*. Glasgow: The Scottish Council for Research in Education.
- Fusco, D. (2012) 'Use of Self in the Context of Youth Work', *Child and Youth Services*, 33, pp. 33-45.
- Fyfe, I., Biggs, H., Hunter, S., McAteer, J. and Milne, D. (2018) *The Impact of Community-based Universal Youth Work in Scotland*. Scotland: Youth Link Scotland. Available at: <https://www.youthlinkscotland.org/media/3183/impact-of-community-based-universal-youth-work-in-scotland-november-2018.pdf> (Accessed: 2 April 2019).

- Garasia, H., Begum-Ali, S. and Farthing, R. (2015) ‘Youth club is made to get children off the streets’: Some young people’s thoughts about opportunities to be political in youth clubs’, *Youth and Policy*, 115, pp. 1-18.
- Gendolla, G. (2000) ‘On the Impact of Mood on Behavior: An Integrative Theory and a Review’, *Review of General Psychology*, 4(4), pp. 378-408.
- Ghose, D. (2003) *ANALYSIS: Recruitment - Youth work needs you*. Available at: <https://www.cypnow.co.uk/cyp/news/1061423/analysis-recruitment-youth-work-needs-you> (Accessed: 12 December 2019).
- Gidlow, C. J. and Ellis, N. J. (2011) ‘Neighbourhood green space in deprived urban communities: issues and barriers to use’, *Local Environment*, 16(10), pp. 989-1002.
- Gilligan, R. (2006) ‘Creating a warm place where children can blossom’, *Social Policy Journal of New Zealand*, 28, pp. 36-45.
- Goddard, C. (2011) ‘Detached Youth Worker’, *Children and Young People Now*, 23 August – 5 September, p. 22.
- Goddard, C. (2012) ‘Positive for youth’, *Children and Young People Now*, 10-23 January, pp. 25-27.
- Government UK (2018a) *Disclosure and Barring Service*. Available at: <https://www.gov.uk/government/organisations/disclosure-and-barring-service> (Accessed: 11 March 2017).
- Government UK (2018b) *Alcohol and Young People*. Available at: <https://www.gov.uk/alcohol-young-people-law> (Accessed: 25 March 2018).
- Government UK (2018c) *Age of criminal responsibility*. Available at: <https://www.gov.uk/age-of-criminal-responsibility> (Accessed: 21 December 2018).
- Government UK (2018d) *Leaving foster or local authority care*. Available at: <https://www.gov.uk/leaving-foster-or-local-authority-care> (Accessed: 21 December 2018).
- Government UK (2019) *EU referendum (Archived)*. Available at: <https://www.gov.uk/government/topical-events/eu-referendum> (Accessed: 31 May 2019).
- Grant, H. (2019) ‘Too poor to play: children in social housing blocked from communal playground’, *The Guardian*, 25th March 2019. Available at: <https://www.theguardian.com/cities/2019/mar/25/too-poor-to-play-children-in-social-housing-blocked-from-communal-playground> (Accessed: 28 March 2019).

Grierson, J. (2019) 'Knife and weapon offences reach highest level since 2009', *The Guardian*, 14th March 2019. Available at: <https://www.theguardian.com/uk-news/2019/mar/14/knife-and-weapon-offences-reach-highest-level-since-2009> (Accessed: 28 March 2019).

Gulliver, A., Griffiths, K. M. and Christensen, H. (2010) 'Perceived barriers and facilitators to mental health help seeking young people: a systematic review', *BMC Psychiatry*, 10(113). Available at: <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/1471-244X-10-113> (Accessed: 12 May 2016).

Hall, T., Coffey, A. and Williamson, H. (1999) 'Self, space and identity: youth identities and citizenship', *British Journal of Sociology of Education*, 20(4), pp. 501–513.

Hall, T., Williamson, H. and Coffey, A. (2000) 'Young People, Citizenship and the Third Way: A Role for the Youth Service?', *Journal of Youth Studies*, 3(4), pp. 461–472.

Hampshire, R. and Wilkinson, M. (2002) *Youth Shelters and Sports Systems: A good practice guide*. Thames Valley Police. Available at: <http://www.securedbydesign.com/wp-content/uploads/2014/02/Youth-Shelters-Sports-Systems.pdf> (Accessed: 30 January 2019).

Hart, R. (1992) 'Children's Participation: From Tokenism to Citizenship', *Innocenti Essays*, 4. Florence: UNICEF. Available at: https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf (Accessed: 27 March 2019).

Hartas, D. and Lindsay, G. (2011) 'Young people's involvement in service evaluation and decision making', *Emotional and Behavioural Difficulties*, 16(2), pp. 129-143.

Hayes, D. (2014) *Professionalisation can transform youth work*. Available at: <http://www.cypnow.co.uk/cyp/opinion/1141922/professionalisation-transform-youth> (Accessed: 10 February 2014).

Hayes, D. (2017) *Youth work student numbers plunge by 28 per cent*. Available at: <http://www.cypnow.co.uk/cyp/news/2003609/youth-work-student-numbers-plunge-by-28-per-cent> (Accessed: 4 May 2017).

Hayes, D. (2018) *Government to review council youth work statutory guidance as part of Civil Society Strategy*. Available at: <https://www.cypnow.co.uk/cyp/news/2005643/government-to-review-council-youth-work-statutory-duties-as-part-of-civil-society-strategy> (Accessed: 31 October 2018).

- Heaney, P. (2017) '*Disappearing*' youth groups plea for financial support. Available at: <http://www.bbc.co.uk/news/uk-wales-39669638> (Accessed: 24 April 2017).
- Heap, V. and Smithson, H. (2012) 'From Words of Action to the Action of Words: Politics, Post-riot Rhetoric and Contractual Governance', in Briggs, D. (ed.) *The English Riots of 2011: A Summer of Discontent*. Hampshire: Waterside Press. pp. 257-278.
- Heath, S., Brooks, R., Cleaver, E. and Ireland, E. (2009) *Researching Young People's Lives*. London: SAGE Publications.
- Hendrick, H. (1997a) *Children, Childhood and English society 1880-1990*. Cambridge: University of Cambridge.
- Hendrick, H. (1997b) 'Constructions and Reconstructions of British Childhood: An Interpretative Survey, 1800 to the Present', in Prout, A. and James, A (eds.) *Constructing and Reconstructing Childhoods, Contemporary Issues in the Sociological Study of Childhood*. London: Falmer Press. pp. 33-60.
- Hendrick, H. (2003) *Child Welfare: Historical dimensions, contemporary debate*. Bristol: The Policy Press.
- Heywood, C. (2005) *A history of Childhood*. Cambridge: Polity Press.
- Hillier, A. (2010) 'Revealed: true scale of youth service cuts around the corner', *Children and Young People Now*, 12 to 18 October 2010, pp. 8-9.
- Hillier, A. (2011) 'Youth club study highlights link to most deprived areas', *Children and Young People Now*, 28 June to 11 July, pp. 10-11.
- Hirsch, B. J. (2005) *A place to call home: After-school programs for urban youth*. Washington DC: American Psychological Association.
- HM Government (2003) *Every Child Matters*. Available at: <https://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf> (Accessed: 18 January 2013).
- HM Government (2011) *Positive for Youth; A new approach to cross-government policy for young people aged 13 to 19*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175496/DFE-00133-2011.pdf (Accessed: 1 May 2014).
- HM Government (2013) *Positive for Youth Progress since December 2011*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210383/Positive-for-Youth-progress-update.pdf (Accessed: 7 July 2016).

HM Government (2018) *Civil Society Strategy: building a future that works for everyone*. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732765/Civil Society Strategy - building a future that works for everyone.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/732765/Civil_Society_Strategy_-_building_a_future_that_works_for_everyone.pdf) (Accessed: 31 October 2018).

HM Government (2019) *About us: The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions on more than four million people every year*. <https://www.gov.uk/government/organisations/disclosure-and-barring-service/about> (Accessed: 10 January 2019).

HM Treasury (2007) *Aiming high for young people: a ten year strategy for positive activities*. Available at: <http://webarchive.nationalarchives.gov.uk/20100408192639/http://publications.dcsf.gov.uk/eOrderingDownload/PU214.pdf> (Accessed: 17 October 2018).

Hodger-Ambrose, B., Langmade, C., Edingburgh, L. and Saewyc, E. (2013) 'The Illusions and Juxtapositions of Commercial Sexual Exploitation among Youth: Identifying Effective Street-Outreach Strategies', *Journal of Child Sexual Abuse*, 22, pp. 326–340.

Hoggarth, L. (2009) 'Managing Projects and Programmes', in Tyler, M., Hoggarth, L. and Merton, B. *Managing Modern Youth Work*. Exeter: Learning Matters. pp.74-92.

Homes, J. (2007) 'Review Article', *Youth and Policy*, winter 2007, No 94, pp. 87-93.

Hopkins, P. E. (2010) *Young people, place and identity*. London: Routledge.

Hopkins, P. (2011) 'Children and Young People's Spaces', in Foley, P. and Leverett, S. (eds.) *Children and Young People's Spaces: Developing Practice*. Hampshire: Palgrave Macmillan. pp. 25-39.

Hymas, C. (2019) *Knife crime linked to cuts in youth services by pioneering study*. Available at: <https://www.telegraph.co.uk/politics/2019/05/07/knife-crime-linked-cuts-youth-services-pioneering-study/> (accessed 22nd September 2010).

Indeed (2018) *Youth Support Worker*. Available at: <https://www.indeed.co.uk/cmp/The-P.A-ark/jobs/Youth-Support-Worker-7804e56243afbf06?q=Youth+Support+Worker&vjs=3> (Accessed: 26 April 2018).

IDYW (2011) *This is Youth Work: Stories from Practice*. Available at: <http://www.youthpolicy.org/wp-content/uploads/2011/12/thisisyouthwork.pdf> (Accessed: 25 November 2018).

IDYW (2014) *IDYW Statement 2014*. Available at: <http://indefenceofyouthwork.com/idyw-statement-2014/> (Accessed: 31 May 2014).

IDYW (2019) *Mapping Open Access Youth Work: Join the IDYW Collective Exercise*. Available at: <https://indefenceofyouthwork.com/2018/06/04/mapping-open-access-youth-work-join-the-idyw-collective-exercise/> (Accessed: 1 November 2018)

Irving, I. and Whitmore, S. (2013) *On the street: A practice guide for social street workers*. Dynamo International.

IYW (2014a) *History of the IYW*. Available at: <http://www.iyw.org.uk/about-iyw/history-of-the-iyw/> (Accessed: 31 May 2014).

IYW (2014b) *About IYW*. Available at: <http://www.iyw.org.uk/about-iyw/> (Accessed: 31 May 2014).

Jay, A. (2014) *Independent Inquiry into Child Sexual Exploitation in Rotherham: 1997 – 2013*. Rotherham Metropolitan Borough Council.

Jeffs, T. (2017) 'Youth Work and Informal Education: Finding common ground', *Youth and Policy*, 116, pp. 9-23.

Jeffs, T. and Smith, M. (1999) 'The problem of 'youth' for youth work', *Youth and Policy*, 62, pp. 45-66.

Jeffs, T. and Smith, M. (2002) 'Individualisation and Youth Work', *Youth and Policy*, 76, pp. 39-65.

Jeffs, T. and Smith, M. (2010) *Informal Education: conversation, democracy and learning*, Nottingham: Educational Heretics Press.

JISC (2019) *About*. Available at: <https://www.onlinesurveys.ac.uk/about/> (Accessed: 18 January 2019).

Jones, H. (2014) "'Counting young people is not youth work': the tensions between values, targets and positive activities in neighbourhood-based work", *Journal of Youth Studies*. 17(2), pp. 220-235.

Jozwiak, G. (2013) *Grove: Youth policy not a central government priority*. Available at: <http://www.cypnow.co.uk/cyp/news/1076071/youth-policy-central-government-priority-gove> (Accessed: 13 May 2013).

- Kaufman, S. (2001) 'Detached Youth Work', in Factor, F., Chauhan, V. and Pitts, J. (eds.) *The RHP Companion to Working with Young People*, Lyme Regis: Russell House Publishing. pp. 246.
- Kehily, M. J. (2007) *Understanding Youth: Perspectives, Identities and Practices*. London: Sage Publications.
- Kellett, M., Robinson, C. and Burr, R. (2005) 'Images of Childhood', in Fraser, S. Lewis, V. Ding, S. Kellett, M. and Robinson, C. (eds.) *Doing Research with Children and Young People*, London: Sage Publications, pp. 27-42.
- Kenyon, E. L. (1997) 'Seasonal sub-communities: The impact of student households on residential communities', *British Journal of Sociology*, 48(2), pp. 286-301.
- Kiernan, C., Ni Fhearail, A. and Coyne, I. (2012) 'Nurses' role in managing alcohol misuse among adolescents', *British Journal of Nursing*, 21(8), pp. 474-478.
- King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research*. London: Sage Publications.
- Klonowski, A. (2013) *Report of the Independent Reviewing Officer in Relation to Child Sexual Exploitation Issues in Rochdale Metropolitan Borough Council During the Period 2006 to 2013*, AKA Ltd. Available at: <http://www.rochdale.gov.uk/pdf/2013-20-05-final-report-of-iro-into-cse-issues-v3.pdf> (Accessed: 16 June 2017).
- Krishna, A. (2012) 'An integrative review of sensory marketing: Engaging the senses to affect perception, judgment and behavior', *Journal of Consumer Psychology*, 22, pp. 332–351.
- Labour (2019) *Only Young Once: The Labour Party's Vision for Rebuilding Youth Services*. London: The Labour Party. Available at: <http://labour.org.uk/wp-content/uploads/2019/10/Only-Young-Once.pdf> (Accessed 1 November 2019).
- Larson, R., Walker, K. and Pearce, N. (2005) 'A comparison of youth-driven and adult-driven youth programmes: Balancing inputs from youth and adults', *Journal of Community Psychology*, 33(1), pp. 57-74.
- Lavie-Ajayi, M. and Krumer-Nevo, M. (2013) 'In a different mindset: Critical youth work with marginalized youth', *Children and Youth Services Review*, 35(10), pp. 1698–1704.
- Lefevre, M., Hickle, K., Luckock, B. and Ruch, G. (2017) 'Building Trust with Children and Young People at Risk of Child Sexual Exploitation: The Professional Challenge', *British Journal of Social Work*, 47, pp. 2456–2473.

Leicester City Council Youth Service (2003) *Detached Youth Work Policy*. Available at: <http://www.cabinet.leicester.gov.uk/documents/g4304/Agenda%20frontsheet> (Accessed: 12 May 2015).

Lepper, J. (2017a) *National child sexual abuse centre launches evaluation fund*. Available at: <http://www.cypnow.co.uk/cyp/news/2003806/national-child-sexual-abuse-centre-launches-evaluation-fund> (Accessed: 16 June 2017).

Lepper, J. (2017b) *University axes youth work course due to slump in job prospects*. Available at: <http://www.cypnow.co.uk/cyp/news/2003439/university-axes-youth-work-course-due-to-slump-in-job-prospects> (Accessed: 19 April 2017).

Lepper, J. (2018a) *Youth minister prioritises reducing unfilled NCS places*. Available at: <https://www.cypnow.co.uk/cyp/news/2005554/youth-minister-prioritises-reducing-unfilled-ncs-places> (Accessed: 16 November 2018).

Lepper, J. (2018b) *Youth social action charity vInspired collapses*. Available at: <https://www.cypnow.co.uk/cyp/news/2006086/youth-social-action-charity-vinspired-collapses> (Accessed: 13 December 2018).

Lepper, J. (2019) *Youth work academy launches with training to tackle gang crime*. Available at: <https://www.cypnow.co.uk/cyp/news/2006473/youth-work-academy-launches-with-training-to-tackle-gang-crime> (Accessed: 17 March 2019).

Levinsem, K. and Wien, C. (2010) 'Changing media representations of youth in the news – a content analysis of Danish newspapers 1953–2003', *Journal of Youth Studies*, 14 (7), pp. 837-851.

LGA (2018a) *LGA - National Citizen Service funding should be devolved to local youth services*. Available at: <https://www.local.gov.uk/about/news/lga-national-citizen-service-funding-should-be-devolved-local-youth-services> (Accessed: 31 May 2019).

LGA (2018b) *Bright Futures: our vision for youth services*. Available at <https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-childrens-services/bright-futures-our-vision-youth> (Accessed: 25 November 2018).

Lindstrom, L. (2012) 'Citizenship, Leisure and Gender Equality', *International Education Studies*, 5(5), pp. 57-68.

Locke, J. (1692) *Some Thoughts Concerning Education*. Hoboken, N.J. Generic NL Freebook Publisher.

- Lord Laming (2009) *The Protection of Children in England: A Progress Report*. London: The Stationary Office. Available at: http://dera.ioe.ac.uk/8646/1/12_03_09_children.pdf (Accessed: 10 August 2014).
- Loughton, T. (2011) *Tim Loughton to the Local Government Association/National Youth Agency conference*. Available at: <http://www.education.gov.uk/inthenews/speeches/a0073388/tim-loughton-to-the-local-government-associationnational-youth-agency-conference> (Accessed: 31 October 2012).
- Love, J. G. and Hendry, L. B. (1994) 'Youth workers and youth participants: Two perspective of youth work?', *Youth and Policy: the journal of critical analysis*, 46, pp. 43-55.
- Loveday, B. (2015) 'Police Management and Workforce Reform in a Period of Austerity', in Wankhade, P. and Weir, D. (eds.) *Police Services Leadership and Management Perspectives*. Switzerland: Springer, pp. 115-128.
- MacDonald, R. and Marsh, J. (2005) *Disconnected Youth? Growing Up in Britain's Poor Neighbourhoods*. Hampshire: Palgrave Macmillan.
- MacDonald, R. and Shildrick, T. (2007) 'Street Corner Society: Leisure Careers, Youth (Sub)culture and Social Exclusion', *Leisure Studies*. 26(3), pp. 339–355.
- Mahadevan, J. (2009) 'Youth Work: What is a positive activity', *Children and Young People Now*. 28 May – 3 June, p. 9.
- McBride, M., Mitchell, W. and West, M. (nd) *Establishing Detached Youth Work: A framework for establishing detached youth work projects*. Belfast: Upper Shankill Area Project.
- McCardle, L. (2014a) *CYP Now survey reveals youth workers' concerns over public image*. Available at: <http://www.cypnow.co.uk/cyp/news/1141950/cyp-survey-reveals-youth-workers-concerns-public-image> (Accessed: 5 September 2014).
- McCardle, L. (2014b) *Youth workers must be more vocal, says 'undercover' boss*. Available at: <https://www.cypnow.co.uk/cyp/news/1146369/youth-workers-must-be-more-vocal-says-%E2%80%98undercover%E2%80%99-boss> (Accessed: 10 September 2014).
- McCold, P. and Wachtel, T. (2003) 'In Pursuit of Paradigm: A Theory of Restorative Justice', *International Institute for Restorative Justice*. Available at: https://www.iirp.edu/index.php?option=com_content&view=article&id=4277:in-pursuit-of-paradigm-a-theory-of-restorative-justice&catid=161&Itemid=736%3f (Accessed: 10 April 2018).

- McGorry, P. and Mei, C. (2018) 'Early intervention in youth mental health: progress and future directions', *Evidenced based Mental Health*, 21(4), pp. 182-184.
- McLafferty, S. (1995) 'Counting for women', *Professional Geographer*, 47(4), pp. 436-442.
- McLaughlin, M. W. (2000) *Community Counts: How Youth Organizations Matter for Youth Development*. Education Network: Washington, D.C.
- McLeod, A. (2007) 'Whose agenda? Issues of power and relationship when listening to looked-after young people', *Child and Family Social Work*, 12(3), pp. 278-86.
- McNeil, B., Reeder, N. and Rich, J. (2012) *A framework of outcomes for young people*. The Young Foundation. Available at: <http://youngfoundation.org/wp-content/uploads/2012/10/Framework-of-outcomes-for-young-people-July-2012.pdf> (Accessed: 31 March 2014).
- Meltzer, A., Muir, K. and Craig, L. (2015) 'Being trusted: The perspectives of trusted adults about engaging with young people', *Children and Youth Services Review*, 63, pp. 58-66.
- Merriam, S. B., Johnson-Bailey, J., Lee, M., Kee, Y., Ntseane, G. and Muhamad, M. (2001) 'Power and positionality: negotiating insider/ outsider status within and across cultures', *International Journal of Lifelong Education*, 20 (5), pp. 405-416.
- Milbourne, L. (2009) 'Valuing Differences or Securing Compliance? Working to Involve Young People in Community Settings', *Children and Society*, 23, pp. 347-363.
- Milbourne, L. (2012) 'Valuing Youth in UK policies: Instrumental construction or improved spaces for young people's participation?', in Pickard, S., Nativel, C. and Portier-LeCoq, F. (eds.) *Les politiques de la jeunesse au Royaume-Uni en France*. Paris: Presse de la Sorbonne Nouvelle. pp. 201-219.
- Merton, B., Payne, M. and Smith, D. (2004) *An Evaluation of the Impact of Youth Work in England*. Nottingham: DfES Publications.
- Miles, M., Huberman, A. and Saldaña, J. (2014) *Qualitative Data Analysis: A Methods Sourcebook*. London: SAGE Publications.
- Ministry of Education (1960) *The Youth Service in England and Wales (The Albemarle Report)*. London: HMSO.
- Monbiot, G. (2015) 'Children in our towns and cities are being robbed of safe spaces to play'. *The Guardian*, 6th January. Available at:

<https://www.theguardian.com/commentisfree/2015/jan/06/children-towns-and-cities-robbed-spaces-play> (Accessed: 10 January 2015).

Montgomery, H. (2014) 'Participant Observations', in Clark, A., Flewitt, R., Hammersley, M. and Robb, M. (eds.) *Understanding Research with Children and Young People*. London: Sage, pp. 122-135.

Morrell, G., Scott, S., McNeish, D. and Webster, S. (2011) *The August riots in England Understanding the involvement of young people*. London: National Centre for Social Research.

Morse, M. (1965) *The Unattached*. Middlesex: Penguin Books Inc.

Mulholland, H. (2018) *Youth work cuts leave young people out in the cold*. Available at: <https://www.theguardian.com/society/2018/oct/31/youth-work-cuts-young-people-councils> (accessed 12th November 2018).

Muncie, J. (2015) *Youth and Crime*. London: Sage.

National Guideline Alliance (2016) *Mental health of adults in contact with the criminal justice system: Identification and management of mental health problems and integration of care for adults in contact with the criminal justice system*. National Institute for Health and Care Excellence.

NCS (2018) *What is NCS?* Available at: <https://www.ncsyes.co.uk/what-is-ncs> (Accessed: 16 November 2018).

NDJPeter (2014) *County councillor apologises after saying youth centres "just provide a pool table"*. Available at: <http://www.northdevonjournal.co.uk/County-councillor-apologises-saying-youth-centres/story-21161963-detail/story.html#dLLYlvzuSE6U1bk.01> (Accessed: 30 May 2014).

NHS Yorkshire Smokefree Service (2019) *Carbon Monoxide*. Available at: <https://yorkshiresmokefree.nhs.uk/pages/carbon-monoxide> (Accessed: 7 February 2019).

Nicholls, D. (2011) *Treasure our national wealth -- save our youth services*. Available at: <http://www.cypnow.co.uk/cyp/opinion/ByDicipline/Youth-Work/1051571/treasure-national-wealth-save-youth-services> (Accessed: 2 February 2011).

NOS (2008) *Youth Work National Occupational Standards*. Available at: <http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf> (Accessed: 11 March 2017).

NYA (2004) *Ethical Conduct in Youth Work: a statement of values and principles*

from *The National Youth Agency*. Available at: [http://nya.org.uk/dynamic_files/workforce/Ethical%20Conduct%20in%20Youth%20Work%20\(Reprint%202004\).pdf](http://nya.org.uk/dynamic_files/workforce/Ethical%20Conduct%20in%20Youth%20Work%20(Reprint%202004).pdf) (Accessed: 27 June 2013).

NYA (2013a) *Institute for Youth Work*. Available at: <http://www.nya.org.uk/major-programmes/institute-for-youth-work> (Accessed: 27 June 2013).

NYA (2013b) *What is youth work?* Available at: <http://www.nya.org.uk/about-nya/what-is-youth-work> (Accessed: 27 June 2013).

NYA (2018a) *What is Youth Work?* Available at: <https://nya.org.uk/careers-youth-work/what-is-youth-work/> (Accessed: 23 November 2018).

NYA (2018b) *Getting Qualified*. Available at: <https://nya.org.uk/careers-youth-work/getting-qualified/> (Accessed: 26 April 2018).

NYA (2019a) *What does the Joint Negotiating Committee do?* Available at: <https://nya.org.uk/careers-youth-work/getting-qualified/joint-negotiating-committee-jnc/> (Accessed: 10 January 2019).

NYA (2019b) *Skilled Practitioners Training*. Available at: <https://nya.org.uk/skilled-practitioners-training/#2> (Accessed: 27th March 2019).

NYA (2019c) *Annual Monitoring of Youth and Community Work Programmes 2017/218*. Available at: <https://nya.org.uk/wp-content/uploads/2019/08/Ann-Monitoring-Report-17-18-Final.pdf> (accessed 10 October 2019).

O'Donovan, J. (ed.) (2018) *Mapping the educational and career paths of youth workers Report*. Youth Partnership. Available at: <https://pjp-eu.coe.int/documents/1017981/10886476/YWEdu+Mapping+Report-DLJR9WJF.pdf/52339377-1556-2f15-f65b-b15df0aa497c> (Accessed: 14 March 2019).

Office of National Statistics (2019) *Crime in England and Wales: year ending September 2018*. Available at: [file:///C:/Users/natal/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Crime%20in%20England%20and%20Wales%20year%20ending%20September%202018%20\(1\).pdf](file:///C:/Users/natal/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/Crime%20in%20England%20and%20Wales%20year%20ending%20September%202018%20(1).pdf) (Accessed: 28 March 2019).

Ofsted (2018) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2017/18*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/760991/29523_Ofsted_Annual_Report_2017-18_WEB.pdf (Accessed: 4 December 2018).

O’Keeffe, G. S. and Clark-Pearson, K. (2011) ‘The Impact of Social Media on Children, Adolescents, and Families’, *American Academy of Paediatrics*, 127, pp. 800-804.

Oppenheim, A. (1992) *Questionnaire Design, Interviewing and Attitude Measurement*. London: Continuum.

Ord, J. (2009) ‘Thinking the Unthinkable: Youth Work without Voluntary Participation?’, *Youth and Policy*, 103, pp. 39-48.

Orlando, J. and Moustakim, M. (2016) ‘Evaluation of the mobile youth van Claymore project in NSW’, Sydney: Western Sydney University.

Page, D. (2000) *Communities in the balance: The reality of social exclusion on housing estates*. York: The Joseph Rowntree Foundation. Available at: <https://www.jrf.org.uk/report/communities-balance-reality-social-exclusion-housing-estates> (Accessed: 20 April 2017).

Parliament (2015) *Lower the voting age?* Available at: <http://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/chartists/contemporarycontext/votingage/> (Accessed: 16 June 2017).

Pavis, S. and Cunningham-Burley, S. (1999) ‘Male youth street culture: understanding the context of health related behaviours’, *Health Education Research*, 14(5), pp. 583-596.

Payne, B., Hobson, J., Lynch, K. and Hyde, D. (2016) *The Gloucestershire Youth Forums Evaluation*. University of Gloucestershire.

PDP (2016) *A Way Forward for Character Building Development: The missing pieces of education*. Available at: <http://www.pdpuk.com/character-development-white-paper/> (Accessed: 31 March 2017).

Pearce, J. (2005) ‘Who needs to be involved in safeguarding sexually exploited young people?’, *Child Abuse Review*, 15, pp. 326-340.

Pearson, G. (1983) *Hooligan: A history of respectable fears*. London: The Macmillan Press LTD.

Phoenix, J. and Kelly, L. (2013) ‘‘You Have To Do It For Yourself’ Responsibilisation and Youth Justice and Young People’s Situated Knowledge of Youth Justice Practice’, *British Journal of Criminology*, 53, pp. 419-437.

Pitchforth, J., Fahy, K., Ford, T., Wolpert, M., Viner, R.M. and Hargreaves, D.S. (2018) ‘Mental health and well-being trends among children and young people in the UK, 1995–2014: analysis of repeated crosssectional national health surveys’, *Psychological Medicine*, 49(11), pp. 1275-1285.

- Pittman, K. J. (2004) 'Reflections on the road not (yet) taken: How a centralized public strategy can help youth work focus on youth', *New Directions for Youth Development*, 104(204), pp. 87-99.
- Pitts, J. (2008) 'Too Grand, Bland and Abstract: The limitations of 'youth governance' as an explanatory schema for contemporary governmental responses to socially deviant young people', *Youth and Policy*, 99, pp. 67-89.
- Pitts, J. (2017) 'Organised Crime, Street Gangs and County Lines', *Youth and Policy*, 116, pp. 145-153.
- Pollack, L. A. (1983) *Forgotten Children: Parent-Child Relations from 1500 to 1900*. Cambridge: Cambridge University Press.
- Pollack, K. M., Frattaroli, S., Whitehall, J. M. and Strother, K. (2010) 'Youth Perspectives on Street Outreach Workers: Results from a Community-Based Survey', *J Community Health*, 36, pp. 469-476.
- Pring, R. (2000) *Philosophy of Educational Research*, London: Continuum.
- Prout, A. and James, A (1997) 'A New Paradigm for the Sociology of Childhood? Provenance, Promise and Problems', in Prout, A. and James, A (eds.) *Constructing and Reconstructing Childhoods, Contemporary Issues in the Sociological Study of Childhood*. London: Falmer Press. pp. 7-32.
- Puffett, N. (2012) *Opening public services would 'squeeze' youth work, academic claims*. Available at: <https://www.cypnow.co.uk/cyp/news/1075596/opening-public-services-would-squeeze-youth-work-academic-claims> (Accessed 2 November 2019).
- Puffett, N. (2017a) *Government ditches youth policy statement*. Available at: <https://www.cypnow.co.uk/cyp/news/2004514/government-ditches-youth-policy-statement> (Accessed: 31 October 2018).
- Puffett, N. (2017b) *Exclusive: Major National Citizen Service provider goes bust*. Available at: <https://www.cypnow.co.uk/cyp/news/2003315/exclusive-major-national-citizen-service-provider-goes-bust> (Accessed: 13 December 2018).
- Puffett, N. (2018) *NCS found to account for 95 per cent of government youth service spend*. Available at: <https://www.cypnow.co.uk/cyp/news/2005439/ncs-found-to-account-for-95-per-cent-of-government-youth-service-spend> (Accessed: 16 November 2018).
- Pugh, C. (2010) 'Sustaining ourselves and our enthusiasm', in Jeffs, T. and Smith, T. (eds.) *Youth Work Practice*. UK: Palgrave Macmillian, pp. 145-155.

- Punch, K. F. (2014) *Introduction to social research: Quantitative and qualitative approaches*. London: SAGE Publications.
- Reid, H. and Oliver, J. (2014) 'Beyond Rhetoric: Asserting the importance of professional ethics and values in the training of Youth Support Workers in challenging times', *Youth and Policy*, 113, pp. 31-47.
- Ries, A.V., Gittelsohn, J., Voorhees, C. C., Roche, K.M., Clifton, K. J. and Astone, N. M. (2008) 'The Environment and Urban Adolescents' Use of Recreational Facilities for Physical Activity: A Qualitative Study', *The Science of Health Promotion*, 23(1), pp. 43-50.
- Robinson, C. (2009) "Nightscapes and leisure spaces': an ethnographic study of young people's use of free space', *Journal of Youth Studies*, 12(5), pp. 501-514.
- Rochdale Borough Safeguarding Children Board (2013) *The Overview Report of the Serious Case Review in respect of Young People 1,2,3,4,5 & 6*. Rochdale: Rochdale Borough Safeguarding Children Board. Available at: https://www.rochdaleonline.co.uk/uploads/f1/news/document/20131220_93449.pdf (Accessed: 3 March 2019).
- Rock, P. (2013) 'Symbolic Interactionism and Ethnography', in Akinson, P., Coffey, A., Delamont, S., Loftland, J. and Loftland, L. (eds.) *Handbook of Ethnography*. London: SAGE Publications, pp. 26-38.
- Rodd, H. and Stewart, H. (2009) 'The glue that holds our work together: The role and nature of relationships in youth work', *Youth Studies Australia*, 28(4), pp. 4-10.
- Rogers, A. (2012) *What Young People Really Think About Health Services: A Guide to Youth Involvement*. UK: UK Youth.
- Rogers, R. (2005) 'The Making and Moulding of Modern Youth: a Short History' in Roche, J., Tucker, S., Thomson, R. and Flynn, R. (eds.) *Youth In Society*. London: Sage Publications. pp. 1-9.
- Rogers, R. (2011) 'Evaluating community-based interventions for young people: measuring the impact of informal mentoring', *Journal of Poverty and Social Justice*, 19(2), pp. 159-16.
- Rogers, V. (2011) *101 Things to Do on the Street: Games and Resources for Detached, Outreach and Street-Based Youth Work*. London: Jessica Kingsley Publishers.
- Rose, G. (1997) 'Situating knowledges: positionality, reflexivities and other tactics', *Progress in Human Geography*, 21 (3), pp. 305-320.

- Rousseau, J. (1979) *Emile: Or On Education*, Introduction, Translated, and Notes by Allan Bloom. USA: Basic Books.
- Rustemier, S. (2002) *Inclusion in Further Education: The experiences of young people designated students with learning difficulties and/or disabilities*. Unpublished PhD thesis. Canterbury Christ Church University.
- Rustin, M. (2005) 'Conceptual analysis of critical moments in Victoria Climbié's life', *Child and Family Social Work* 2005, 10, pp. 11–19.
- Sadler, K., Vizard, T., Ford, T., Goodman, A., Goodman, R. and McManu, S. (2018) *Mental Health of Children and Young People in England, 2017: Trends and characteristics*. Health and Social Care Information Centre. Available at: <https://files.digital.nhs.uk/A0/273EE3/MHCYP%202017%20Trends%20Characteristics.pdf> (Accessed: 27 March 2019).
- Sanford, R., Armour, K. and Warmington, P. (2006) 'Re-engaging disaffected youth through physical activity programmes', *British Educational Journal*, 32(2), pp. 251-271.
- Sapin, K. (2013) *Essential skills for youth work practice*. London: Sage Publications.
- Schley, C., Radovini, A., Halperin, S. and Fletcher, K. (2011) 'Intensive outreach in youth mental health: Description of a service model for young people who are difficult-to-engage and 'high-risk'', *Children and Youth Services Review*. 33. pp. 1506-1514.
- School Furniture Direct (2018) *Trojan Youth Shelter For Schools & Parks*. Available at: <https://www.schoolfurniture-direct.co.uk/youth-playground-shelters/Trojan-Youth-Shelter-For-Schools-&-Parks-details.html> (Accessed 7 January 2018).
- Shaftoe, H. (2015) *Convivial Urban Spaces: Creating Effective Public Places*. London: Routledge.
- Sherif (2001) 'The Ambiguity of Boundaries in the Fieldwork Experience: Establishing Rapport and Negotiating Insider/Outsider Status', *Qualitative Inquiry*, 7 (4), pp. 436-447.
- Sherman Heyl, B. (2013) 'Ethnographic Interviewing', in Atkinson, P., Coffey, A., Delamont, S, Lofland, J. and Lofland, S. (2013) (eds.) *Handbook of ethnography*. London: Sage. pp. 369-383.
- Shildrick, T. and MacDonald, R. (2008) 'Understanding youth exclusion: critical moments, social networks and social capital', *Youth and Policy*, 99, pp. 43-54.

- Shipman, M. (1997) *The Limitations of Social Research*. 4th edn. London: Longman.
- Shute, J. (2013) 'Family Support as a Gang Reduction Measure', *Children and Society*, 27, pp. 48-59.
- Silverman, D. (1993) *Interpreting Qualitative Data*. London: SAGE Publication.
- Silverman, D. (2010) *Doing Qualitative research*. London: SAGE Publications
- Slater, L. (2016) *Opening Skinner's Box, Great Psychological Experiments of the Twentieth Century*. London: Bloomsbury.
- Smith, M. K. (2005) 'Detached, street-based and project work with young people', *the encyclopedia of informal education*. Available at: <http://infed.org/mobi/detached-street-based-and-project-work-with-young-people> (Accessed: 10 June 2014).
- Smith, M. K. (2011). 'Young people and the 2011 'riots' in England – experiences, explanations and implications for youth work', *The encyclopedia of informal education*. Available at: http://www.infed.org/archives/jeffs_and_smith/young_people_youth_work_and_the_2011_riots_in_england.html (Accessed: 27 March 2019).
- Smith, M. K. (2013) 'What is youth work? Exploring the history, theory and practice of youth work', *the encyclopedia of informal education*. Available at: www.infed.org/mobi/what-is-youth-work-exploring-the-history-theory-and-practice-of-work-with-young-people/ (Accessed: 24 October 2018).
- Smith, M. K. and Doyle M. E. (2002). 'The Albemarle Report and the development of youth work in England and Wales', *the encyclopedia of informal education*. Available at: <http://infed.org/mobi/the-albemarle-report-and-the-development-of-youth-work-in-england-and-wales/> (Accessed: 24 October 2018).
- Social Exclusion Unit (2005) *Transitions: A Social Exclusion unit Interim Report on Young Adults*. London: Office of the Deputy Prime Minister Social Exclusion Unit.
- Spence, J. (2004) 'Targeting, accountability and youth work practice', *Practice*, 16 (4). pp. 261-272.
- Spence, J. (2009) 'Concepts of youth', in Harrison, R. and Wise, C. (eds.) *Working with Young People*. London: Sage Publications, pp. 46-56.
- Spence, J., Devanney, C., and Noonan, K. (2006) *Youth Work: Voices of Practice*. Leicester: National Youth Agency.

- Steadman, P. (1991) 'On the relations between Seeing, Interpreting and Knowing', in Steier, F. (ed.) *Research and Reflexivity*, London: Sage Publications. pp. 53-62.
- Stone, N. (2012) 'Legal Commentary: Responding to Riot: Lessons from August 2011', *Youth Justice* Available at: <https://journals.sagepub.com/doi/10.1177/1473225412447165> (Accessed: 24 October 2018).
- Stuart, K. (2012) 'Narratives and activity theory as reflective tools in action research', *Educational Action Research*, 20 (3), pp. 439-453.
- Szeintuch, S. (2015) 'Street Work and Outreach: A Social Work Method?', *British Journal of Social Work*, 45, pp. 1923–1934.
- Target Jobs (2019) *Youth worker: job description*. Available at: <https://targetjobs.co.uk/careers-advice/job-descriptions/279611-youth-worker-job-description#skills> (Accessed: 12 March 2019).
- Tashakkori, A. and Teddlie, C. (1998) *Mixed Methodology*. USA: Sage Publications.
- Tellis, W. (1997) 'Application of a Case Study Methodology', *The Qualitative Report*, 3(3) Available at: <http://www.nova.edu/ssw/QR/QR3-3/tellis2.html> (Accessed: 14th April 2014).
- The Centre For Youth Impact (2017) *About us*. Available at: <https://www.youthimpact.uk/about-us> (Accessed: 31 March 2017).
- The Guardian (2013) *UK riots 2011*. Available at: <http://www.guardian.co.uk/uk/london-riots> (Accessed: 25 May 2013).
- The International Network of Social Street workers (2008) *International Guide on the methodology of street work throughout the world*. Bruxelles: Dynamo international. Available at <http://www.ula.fi/assets/Public-files/Dokument/Guide2008AN.pdf> (Accessed: 4 April 2019).
- The University of Kent (2018) *I want to work in Youth & Community Work*. Available at: <https://www.kent.ac.uk/ces/student/workin/youth.html> (Accessed: 12 March 2019).
- Thomas, D. R. and Hodges, I. D. (2010) *Designing and Managing your Research Project: Core Knowledge of Social and Health Researchers*. London: Sage Publications.
- Thomas, G. (2013) *How to do your research project: A guide for students in education and applied social sciences*. London: Sage Publications.

- Thomas, H. C. and Irwin, J. D. (2013) 'Using Photovoice with At-risk Youth: In a Community-based Cooking Program', *Canadian Journal of Dietetic Practice and Research*, 74(1), pp. 14-20.
- Thomas, P. (2003) 'Young people, 'Community Cohesion', and the Role of Youth Work in Building Social Capital', *Youth and Policy*, 81, pp. 21-43.
- Thompson, J. K. (1999) *Caring on the streets. A study of detached youth workers*. New York: Hawthorne Press.
- Tiffany, G. (2007) *Reconnecting Detached Youth Work: Guidelines and Standards for Excellence*. Leicester: The Federation For Detached Youth Work.
- Tiffany, G. (2008) 'Issues paper 11. Lessons from detached youth work: democratic education', *The Nuffield review of 14-19 education and training*. Available at: <http://www.nuffield14-19review.org.uk> (Accessed: 16 July 2015).
- Tiffany, G. (2009) 'Start from the street and work your way up', *Youth Work Now*. July 2009, p. 9.
- Tracy, S. J. (2013) *Qualitative Research Methods: collecting evidence, crating analysis, communicating impact*. West Sussex: Wiley-Blackwell.
- Travlou, P., Eubanks Owens, P., Ward Thompson, C. and Maxwell, L. (2008) 'Place mapping with teenagers: locating their territories and documenting their experience of the public realm', *Children's Geographies*, 6(3), pp. 309-326.
- Treskon, L. (2016) *What Works for Disconnected Young People: A Scan of the Evidence*. New York: MDRC. Available at: http://www.mdrc.org/sites/default/files/What_works_for-disconnected_young_people_WP.pdf (Accessed: 10 March 2017).
- Trochim, W. M. K. (2006) *Ethics in Research*. <http://www.socialresearchmethods.net/kb/ethics.php> (Accessed: 10 September 2012).
- Tucker, S. and Walker, S. (2005) 'Education and Training Provision For Young People: A New Era?' in Roche, J., Tucker, S., Thomson, R. and Flynn, R. (eds.) *Youth In Society*. London: Sage Publications. pp. 102-111.
- Turnbull, G. and Spence, J. (2011) 'What's at risk? The proliferation of risk across child and youth policy in England', *Journal of Youth Studies*, 14(8), pp. 939-959.
- Unison (2014) *Community and voluntary services in the age of austerity UNISON voices from the frontline*. London: Unison.

Unison (2016) *The Damage: A future at risk, Cuts in youth services*. London: Unison.

United Nations (1990) *United Nations Guidelines for the Prevention of Juvenile Delinquency (The Riyadh Guidelines)*. Available at: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/PreventionOfJuvenileDelinquency.aspx> (Accessed 12 September 2016).

United Nations Convention (1990) *United Nations Convention on the Rights of the Child*. Available at: http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf (Accessed: 13 August 2014).

UK Youth (2012) *Training Ideas*. Available at: www.ukyouth.org/resources.htm/?start=10 (Accessed: 1 November 2012).

UK Youth Parliament (2018) *Make Your Mark*. Available at: <http://www.ukyouthparliament.org.uk/makeyourmark/> (Accessed: 23 December 2018).

Watson, R. (2010) 'Inside outscored youth services', *Children and Young People Now*, 4-10 May, p. 12.

Watt, P. and Stenson, K. (1999) 'The street: 'It's a Bit Dodgy Around There' Safety, Danger, Ethnicity and Young People's Use of Public Space', in Skelton, T. and Valentine, G. (eds.) *Cool Places Geographical Youth Cultures*. London: Routledge, pp. 249-265.

Warwick District (2016) *Youth Work Stories*. Available at: <https://indefenceofyouthwork.files.wordpress.com/2016/11/storiesbookfinal.pdf> (Accessed: 25 November 2018).

Whelan, M. (2010) 'Detached Youth Work', in Batsleer, J. and Davies, B. (eds.) *What is youth work?* Exeter: Learning Matters, pp. 47-60.

Whelan, M. (2013) *Street Violence amongst Young Men in London: Everyday experiences of Masculinity and fear in Public Space*. Unpublished PhD thesis. Brunel University.

White, I. (2016) *Briefing Paper Number 1747, 19 October 2016 Voting age*. House of commons Library. Available at: <http://researchbriefings.files.parliament.uk/documents/SN01747/SN01747.pdf> (Accessed: 16 June 2017).

Wilkinson, D. (2000) *The Complete Guide to Practitioner Research*. Florence: Routledge.

- Williamson, H. (2009a) 'Challenging Practice', in Harrison, R. and Wise, C. (eds.) *Working with Young People*. London: Sage Publications, pp. 70-83.
- Williamson, H. (2009b) 'Youth work is more than mega-centres and streets', *Children and Young People Now*, 26 June – 9 July 2012, p. 21.
- Williamson, H. (2009c) 'Opinion Keep the uniforms away from youth work', *Children and Young People Now*, 15-21 October 2009, p. 16.
- Wilson, J. Q. and Kelling, G. L. (2013) 'Broken Windows: The police and neighbourhood safety', in McLaughlin, E. and Muncie, J. (eds.) *Criminological Perspectives, Essential Readings*. 3rd edn. London: Sage Publications.
- Wrigley, L. (2019) '(Un)Happy 21st Birthday NEET! A genealogical approach to understanding young people Not in Education, Employment or Training', *Youth and Policy*, October 2019. Available at: <https://www.youthandpolicy.org/articles/unhappy-21st-birthday-neet/> (Accessed 2 November 2019).
- Wylie, T. (2003) 'Legacy of a brief life', *Young People Now*, 19–25 November 23.
- Wylie, T. (2004) *Costing street-based youth work*. York: Joseph Rowntree Foundation. Available at: <https://www.jrf.org.uk/report/cost-providing-street-based-youth-work-deprived-communities> (Accessed 2 November 2016).
- Wylie, T. (2008) 'Young People, Central Government and Youth Work', *Youth and Policy*, 100, pp. 91-99.
- Xenos, M., Veromen, A. and Loader, B. D. (2014) 'The great equalizer? Patterns of social media use and youth political engagement in three advanced democracies', *Information, communication and Society*, 17(2), pp. 151-167.
- Yates Playgrounds (2018) *Youth Shelters*. Available at: <https://www.yatesplaygrounds.co.uk/products/youth-shelters> (Accessed 7 January 2019).
- Yates, S. (2004) *Doing Social Science Research*. London: SAGE.
- Yin, R. K. (2014) *Case Study Research: Design and Methods*. London: SAGE.
- YMCA Humber (2014) *Job Description: Job title: Detached Youth Worker (casual hours)*. Available at: <http://www.ymca-humber.com/wordpress/wp-content/uploads/2014/04/Detached-Youth-Worker-spec.pdf> (Accessed: 12 March 2019).
- Young, K. (2006) *The Art of Youth Work*. Dorset: Russell House Publishing.

Youth Participatory Evaluation Team and Tackett, W. (2005) 'A New Perspective: An Evaluation of Youth by Youth', *Reclaiming Children and Youth*, 14(4), pp. 5-12.

Zand, D. H., Thomson, N. M., Cervantes, R., Espritu, R., Klagholz, D., LaBlanc, L., and Taylor, A. (2007). 'The mentor–youth alliance: The role of mentoring relationships in promoting youth competency', *Journal of Adolescence*, 32, pp. 1–17.

Appendices

Appendix 1: Ethics Board Approval Letter



Dr Emily Ryall
Research Ethics Committee Chair
Reader in Applied Philosophy

Oxstalls Campus,
Longlevens, Gloucester, GL2 9HW

Tel: +44 (0)1242 71 [REDACTED]
Email: [REDACTED]

Natalie DOWLING
Wednesday 4 December 2019
Via email

Dear Natalie

Thank you for your application for ethical approval.

I am pleased to confirm ethical clearance for your research following ethical review by the University of Gloucestershire – Research Ethics Committee (REC) was given to your project on 3 March 2017.

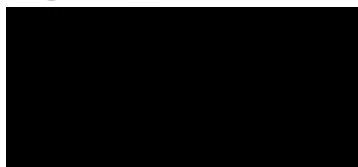
Please keep a record of this letter as a confirmation of your ethical approval.

Project Title: 'Effective Practices of Detached Youth Work: A mixed methods analysis.'
Start Date: 3 March 2017
Projected Completion Date: 31 July 2020
REC Approval Code: REC.16.54.1

If you have any questions about ethical clearance please feel free to contact me. Please use your REC Approval Code in any future correspondence regarding this study.

Good luck with your research project.

Regards



Dr Emily Ryall
Chair of Research Ethics Committee



Appendix 2: Session recording form

Observation form

Date:	Staff: M F	Day:	Time:
No YP:	Age:	Weather:	
M:	M:		
F:	F:		

<p>Session aims;</p> <p>Session overview;</p> <p>Staff observed behaviour; Dress</p> <p>Language used</p> <p>Body language</p> <p>Relationship building/trust</p> <p>Approach to groups</p>

Appendix 3: Interview consent form

Title of Project: **Effective Practices of Detached Youth Work: A mixed methods analysis.**

Researcher: Natalie Dowling Senior Lecturer in Youth Work School of Health and Social Care, University of Gloucestershire, FCH Campus, Swindon Road, Cheltenham, Gloucestershire, GL50 4AZ. 01242 71 [redacted] [redacted]	Lead supervisor: Dr Dave Turner Senior Lecturer in Criminology Faculty of Applied Sciences, University of Gloucestershire, FCH Campus, Swindon Road, Cheltenham, Gloucestershire, GL50 4AZ. 01242 71 [redacted] [redacted]
---	---

Consent to take part in interview for research intended to explore young people's views and perceptions around detached youth work and its engagement with young people.

Do you consent and understand the following;

- | | | |
|--|-----|----|
| I have been invited to participate in a research study interview | Yes | No |
| I have read and understood a copy of the information letter | Yes | No |
| The benefits and risks involved in taking part in this research study have been explained to me | Yes | No |
| I am free to contact the researcher to ask questions and discuss this study | Yes | No |
| This is voluntary and I can withdraw from the study prior to [insert date]
I do not need a reason, there will be no consequences, and that my information will be withdrawn on request. I would need to phone or e-mail the researcher for this to be withdrawn | Yes | No |
| Research is to be assessed by the University of Gloucestershire for examination purposes | Yes | No |
| Research attempts to explore young peoples' perspectives and experience of detached youth work | Yes | No |
| I am happy for this discussion to be audio recorded | Yes | No |
| My data will be confidential and I understand who will have access to this information | Yes | No |

I wish to take part in this study:

Printed Name: _____

Job title: _____

Signature: _____ Date: _____

Researcher: Natalie Dowling

Signature: _____ Date: _____

Appendix 4: Interviewee (youth worker) information sheet

Title of Project: **Effective Practices of Detached Youth Work: A mixed methods analysis.**

Who?

Hello. My Name is Natalie and I am a lecturer at the University of Gloucestershire, training new youth workers. I have worked with young people in a range of youth setting however I have always loved being involved in detached youth work. I would like to do some research about detached youth work and what young peoples' experiences of this are. Maybe you would be able to help me?

What?

The study will include observations with me coming out with on your detached youth sessions. To see what workers do and how you engage and support young people. Also considering how current practice matches with youth work theory and concepts. I would also like to interview you to discuss your experiences when working on detached. The strengths and weaknesses you see in this work and the impact of practice on young peoples lives.

The benefits of this research is to understand detached youth work practice and look at how youth workers engage with and support young people. This may help support other youth workers in their practice with young people.

Where?

Observations will take place within normal detached sessions. These will be participant observations enabling me as a researcher to integrate and talk to young people. However not to impact on the practice taking place. These sessions should take place as normal with minimal interruption by my presence.

Individual interviews would most likely take place before or after a detached session. However other suitable days/times will individually be discussed. Ideally interviews would take place within the employer setting however other local premises (i.e. a quiet coffee shop) will be considered on individual interviews.

When?

The research will take place on usual youth work sessions. This data collection would be expected take place between [insert dates].

Why?

There is very little research on detached youth work and how this supports and engages young people. I would like to find out more about young people experiences of this type of work. To enable youth workers to improve their practice and gain a deeper knowledge of detached youth work. Alongside exploring different theories and review if these match with the current detached youth work concepts.

What you need to know;

Any information which you share in an interview may be used as part of the writing of a PhD thesis, conference presentations and publication in journals. However in anything written for this research you name will **never** be used.

I will record minimal personal details and participants will always be referred in any discussion as a number i.e. Participant 01. No personal details will be shared with others. This information will be held on consent form and locked away, once the research is complete this will be safely destroyed.

Should you take part in the interview and then change your mind about this information being used, you will have 2 weeks after your interview to contact me (on the below details and on consent from). Then this will be destroyed and not used, you do not need to give any reason for changing your mind.

Although information will not normally be shared, should you discuss something which puts yourself or others at risk this would need to be reported as appropriate. I will always inform you first should this need to be passed on.

Please contact me if you would like to ask any questions 01242 71[REDACTED] or [REDACTED]

Appendix 5: Example semi-structured interview questions

Why did you become a detached youth worker?

How would you define detached youth work?

Do you feel the work that you do matches the description you have just given?

Are there any engagement tools you have?

Can you talk me through when your meeting a group of young people for the very first time, what do you do and how do you approach them?

What would you say are the strengths or benefits of detached youth work?

What would you say are the weaknesses or limitations of detached youth work?

How does funding impact on your practice?

What do you think makes a good detached youth worker?

If there was anything you could change or develop about detached youth work and had an ideal approach what would this be?

Is there anything I have not asked you about or any other area or aspect of detached youth work you would like to mention?

Detached Youth Work (copy)

Page 1: Detached Youth Work Survey

Hello, my name is Natalie Dowling and I am a PhD student at the university of Gloucestershire. The focus of my studies is on detached youth work and I have been working with organisations to observe practice and explore experience of staff and young people. I would like to explore further perspectives and experiences of staff working in this area. This is a short survey and should only take 10 minutes of your time. No personal information is asked within this survey to keep responses anonymous.

Thank you for taking this survey and providing information on your experiences of detached youth work.

If you have any questions please do contact me on [REDACTED]

Page 2: Definition

1. How would you define detached youth work?

2. Does your current practice match your description given above?

yes

no

2.a. If no what are the differences?

3. What is your job title?

Page 3: Contact with young people

4. Which county/counties do you work in?

5. How frequently do you work on detached sessions?

- 5 plus sessions a week
- 3-4 times a week
- 1-2 times a week
- 1-3 times a month
- occasional during year covering holiday, sickness or specific projects
- I am not involved in face to face work - I work in management, funding or other non contact role

6. What age groups do you work with?

7. On average how many young people do you see on a detached youth work session?

Page 4: Practice

8. In your experience what are the benefits/advantages of detached youth work?

9. In your experience what are the challenges/disadvantages of detached youth work?

10. How do you start building relationships with young people on detached?

11. What tools do you use when working with young people on detached?

Page 5: Value of practice

12. How do you perceive the below people value detached youth work

Please don't select more than 1 answer(s) per row.

	very important	important	neutral	unimportant	very unimportant
Young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your organisation/management team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community residents (adult)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. If there is anything on detached youth work that I have not asked and you would like to mention here please take the opportunity to do so here.

<input type="text"/>

Page 6

Thank you for taking the time to respond to these questions. Your responses are very much appreciated.

Appendix 7: Thematic mapping sample from observations Project S

