

Report on voluntary and community sector organisations and young people in Hull



for the 'All Our Futures' project

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The Learners' Forum
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Introduction

In April 2004 Volcom received funding for the 'All Our Futures' project which aims to develop a study support market in Hull between schools and the voluntary and community sector. In order to scope out the ground and gain an understanding of the capacity that already existed in the city within the sector, a questionnaire was sent out to 600 groups in the city using existing contacts and networks as well as being posted on the web. This questionnaire sought to find out which groups were currently working with children and/or young people, as well as which groups had done in the past or would like to in the future. (For simplicity throughout the report the term 'young people' will be used to refer to anyone from 0- 19 years old)

95 questionnaires were returned and the following report is an analysis of what those groups had to say. It looks first of all very briefly at groups who are not currently running activities for young people and reasons for this. The report then goes into more depth about the groups who do work with young people; who groups work with, what activities they offer and when. Whether groups linked their activities to the national curriculum or gave youngsters an opportunity to gain an award or qualification is discussed, followed by the groups' perceptions of the things that helped or hindered their work with young people. The final chapter is on the way groups are funded to do their work.

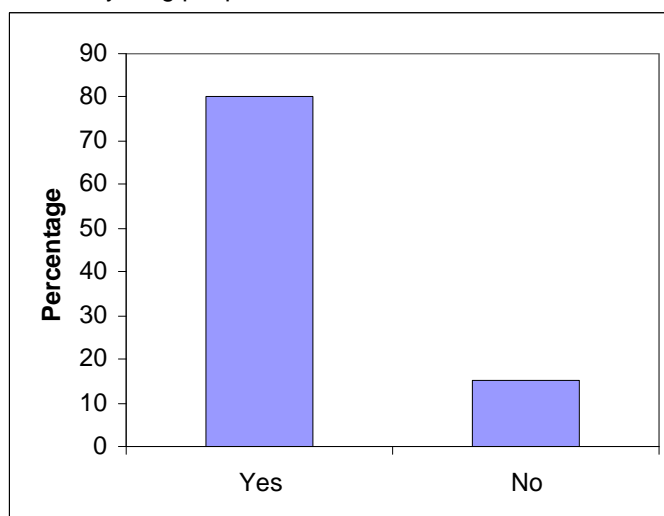
It should be emphasised that as the questionnaires were sent out partly as an expression of interest in the 'All Our Futures' project, it is likely that groups either not working with young people, or simply not interested in being involved in the project did not reply. The results are therefore skewed towards those groups currently working with youngsters and interested in 'All Our Futures'. Nonetheless it provides both a benchmark and some background on the current capacity of voluntary and community sector organisations to provide study support and alternative curriculum activities to schools in Hull.

Please see the conclusion for a summary of the main points of this report.

Organisations that do not currently run activities involving young people

Of the 95 organisations that responded to the survey, the majority (84%) were currently running activities that involved young people (see fig.1). This section focuses on the 16% of organisations that are not involved in such activities. It looks at whether they have run such activities in the past, and if so why they stopped. It also looks at whether they would like to run such activities in the future, and if so, what they would like to do.

Figure 1: Does your group/organisation run activities that involve young people?



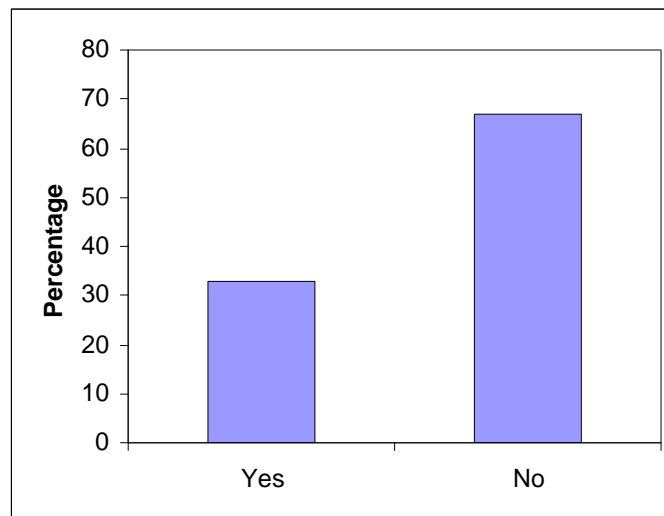
However, before starting the analysis, two points must be made. Firstly, it must be noted that the survey respondents are likely to have been self-selecting, being biased towards those who are involved in such activities or have an interest in running them. This is because, despite the fact that the survey was sent to a wide range of groups within Hull, it is likely that those who have no interest in working with young people did not complete the survey, as it would not have seemed relevant to them. Therefore, the figure of 16% is not an accurate reflection of the proportion of groups in Hull that do not provide activities for young people.

Secondly, it must be remembered that the 16% of respondents discussed here relates to only 15 groups, and so does not constitute a large enough sample to make informed judgements, only to give an indication of trends. The rest of the data in this section should be read with both these points in mind.

Past Experiences

The respondents were asked whether they had run activities in the past that involved young people. Two-thirds of the respondents (67%) had not done so, with the remainder having run such activities previously (see fig.2).

Figure 2: Have you run activities that involve young people in the past?



Those who had run such activities in the past were asked why they had stopped doing so. In all it was only five groups that had experienced this. Their responses are given in figure 3 but there are two common reasons that run through most answers. The first relates to **funding**, with three of the five groups mentioning a lack of appropriate funding as the reason they stopped running activities for young people. The second issue related to **volunteers**, with three of the groups raising the issue of a lack of volunteers. One group lost volunteers as they moved venue when volunteers did not want to travel there. The other two just mentioned a lack of volunteers to run activities.

Figure 3: Reasons why groups stopped running activities involving young people

"Centre moved to smaller venue. Group organisers did not move with the [association]. Said it was too far to travel to new venue."

"ERDF funding is for adult learners and organisations."

"Lack of funding."

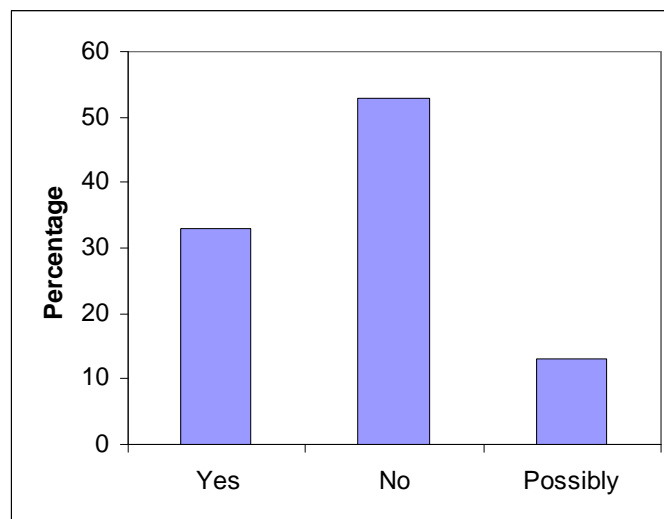
"Lack of volunteers and expertise, funding, police-check costs."

"We ran discos for five to nine and ten to sixteen years, but stopped through lack of volunteers."

Running activities in the future

Respondents were also asked whether their group would like to run activities for young people in the future (see fig. 4). Just over half of respondents (53%) said they would not, with the rest saying 'yes' or 'possibly'.

Figure 4: Would you like to run activities for young people?



The way that respondents answered this question reflected, as might be expected, the nature of their group and what it aimed to achieve. Those groups that responded 'no' were those that only worked with adults, or with a certain community of adults, or whose focus was not young people. As noted earlier, it is reasonable to expect a great number of such groups did not complete and return the survey, as they did not see its relevance.

Those that said 'yes' or 'possibly' were organisations that were not purely focused on young people, but whose aims made it logical to incorporate activities for younger people. Examples were residents associations and community centres, alongside groups with a focus around a topic, for example history, or a geographic area.

The replies of respondents to this question were also compared to their past experience of working with young people. Whilst it may be thought that all those who had carried out such activities before would want to start them up again, and those that had not would not be interested, it was not that simple.

The responses did follow that trend, with those that had run activities involving young people before being more likely to want to run such activities again than not, and vice versa. However, some who had run such activities before did not want to again, and others who had not worked with young people did want to start to do so. This suggests that whilst there may be groups wanting to restart activities that have been stopped due to problems, there may be other groups with no experience that want to start fresh activities.

Those who did want to run activities for young people were asked what activities they would like to provide. Their answers reflected the aims and current activities of the group. For example, a group involved with local history wanted to do activities relating to local artefacts; and a group involved with crime and policing wanted to run citizenship courses. Those groups with broader aims, such as residents associations, wanted to run a broader range of activities such as youth clubs, homework clubs and sports activities. Most of the activities suggested could reasonably be seen to include some form of learning.

Conclusion

The small size of sample and self-selection in terms of completion make it difficult to draw out much with authority from the data. However, two points are worth noting as possible indicators of trends. Firstly, issues around a lack of funding and a lack of volunteers may be a major factor when groups have to stop running activities for children and young people. Secondly, some groups that have no experience of running activities for young people may be interested in providing them in the future.

Organisations that currently run activities for young people

This section is about the 84% of groups who responded to the survey and do work with young people. Groups were asked about the ages of the young people that they work with and whether or not they targeted any particular groups of youngsters. They were asked about the activities that they offered and when they offered them. If they linked their activities to the National Curriculum they were asked how they did this, and were also asked if they offered any opportunities for youngsters to gain awards or qualifications. Finally groups were asked about any barriers or enablers that they felt impacted on their work and about what funding they had to work with young people.

Who organisations work with

Age range

The questionnaire asked respondents about the age range of the young people their group or organisation worked with. They were asked an open question, to ensure that people could respond accurately in terms which suited the work they do. Naturally, respondents answered the question in different ways, and so to make the information as easily comprehensible and useful as possible, we have categorised the age groups into the National Curriculum Key Stages (see fig. 5):

Figure 5: Definition of Key Stages

Key Stage	Age Range
Early years	0-5
KS1	5-7
KS2	7-11
KS3	11-14
KS4	14-16
16+	16+

Where groups are shown as working with young people from a particular key stage, it is not necessarily the case that they work with young people whose ages span the full key stage. For example, a group working with children

aged between 6-12 would be described as working with those from key stages 1, 2 and 3; they would not have to be working with those aged from 5-14.

Figure 6 shows the percentage of groups in Hull working with young people of different ages. The table is intended to show details of how many of the organisations who responded to the 'All Our Futures' questionnaire are working with young people of different ages. Because many organisations deal with a range of age groups, the overall percentage will far exceed 100%.

Figure 6: Age range of young people that groups work with

Key Stage	Early Years	KS1	KS2	KS3	KS4	16+
Percentage of groups working with this age group	31%	64%	77%	88%	84%	39%

Of the 88 groups working with or wanting to work with young people, 87 answered this question.

It should be noted that in addition to the above numbers was a further 5% of groups who stated that they worked with "all ages", but did not define what this meant. Because in the above table we are displaying those groups working with young people aged from 0-16 and beyond, we felt it would be unfair and inaccurate to estimate what was meant by the term "all ages", as it is likely that this is defined in different ways by different groups.

As can be seen from figure 6, most of the groups who responded to the questionnaire are already working with, or in the case of the small number of groups who are in the course of becoming set up, would like to work with, young people of secondary school age. The largest number of groups (88%) are working with KS3, closely followed by a large proportion who are working with those belonging to KS4 (84%). Potentially this is because the project was publicised as being relevant to secondary school pupils.

In addition to looking at how many organisations are working with young people of different age groups, we have analysed the size of the age ranges with which groups work.

Figure 7 displays the percentages of groups working with young people belonging to different age ranges. It was most common for groups to work with a fairly wide age range of young people; 18% work with young people throughout compulsory education, from KS1 to KS4, followed closely by the 15% who work with those from KS1 to those over 16 and 13% whose work encompasses early years up to those over 16.

At the other end of the scale, it was rare for groups to work with only one age group. Overall, just 4% of groups said that they only worked with young people belonging to one key stage.

Are most of the activities provided just for the children and young people?

Groups responding to the questionnaire were asked whether most of their activities were provided just for young people, or for people of all ages. The most common response to this question was that groups ran activities for just children and young people; 57% of respondents to this question answered in this way, whilst 43% stated that most of their activities were for all ages. Five of the groups did not answer this question.

Do you target certain groups of children and/or young people?

Respondents were asked if they targeted particular groups of young people with their activities. Of those who answered this question, 65% said that they did target specific groups and 35% said that they did not. Three groups did not respond to this particular question.

Organisations were then asked what groups of young people they targeted. In all, 50 organisations described specific target groups after certain responses had been discounted. An example of a discounted target group is "in the Hull area", which is not classified as a target group because of its wide scope for reaching young people across the city - targeting the city as a whole is not counted, whereas specific groups of young people within the city is considered to be a target.

Figure 8 shows how groups target their activities to specific young people. After this are further details about each category. It should be noted that respondents were able to answer this question in their own terms, and so categorization has come from the data they have given us, rather than having been prescribed previously for groups to choose from.

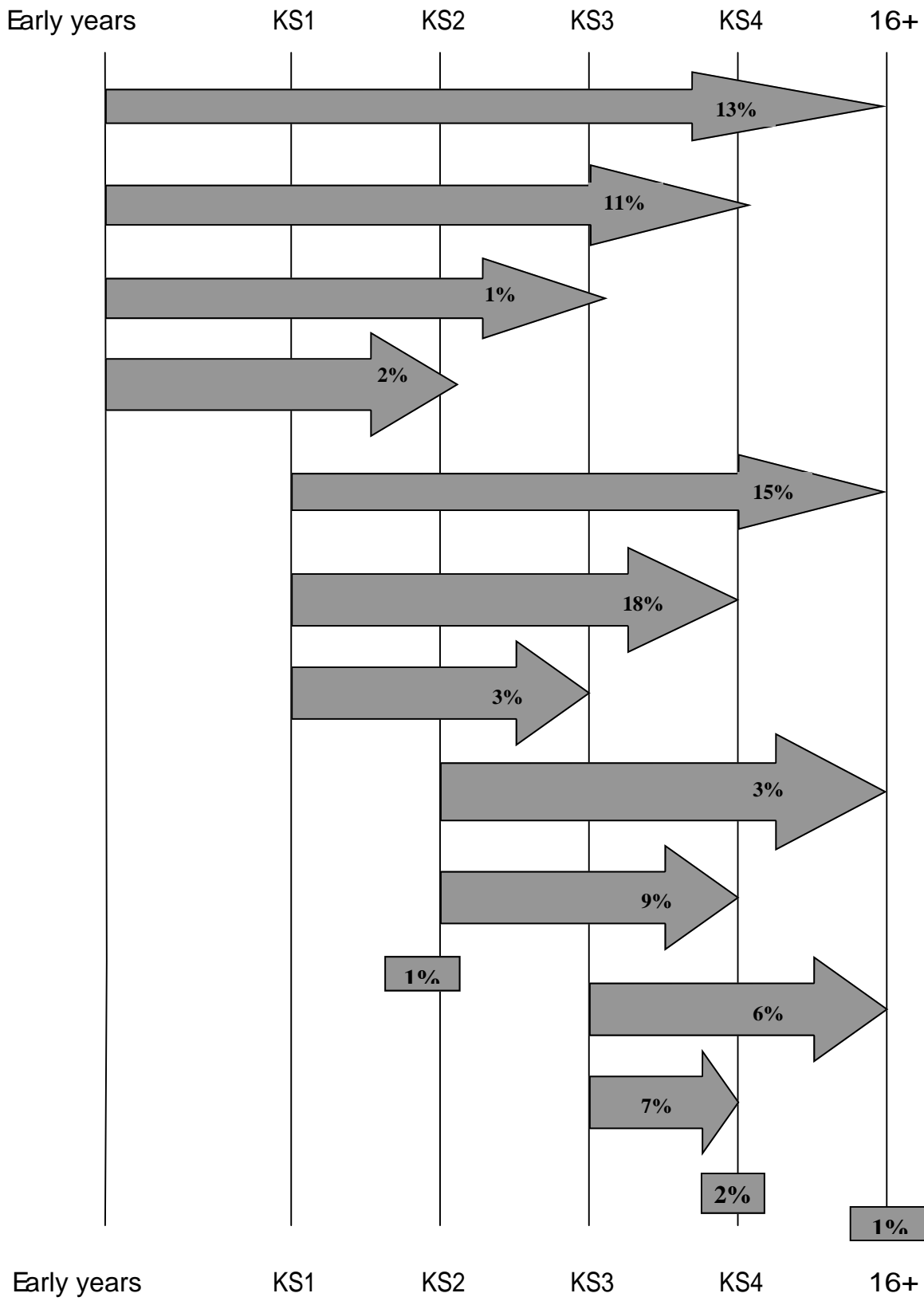


Figure 7: Spread of ages that groups work with

Figure 8: Target groups of young people used by organisations

Target Group	Percentage of groups that target
Geographic area	84%
Disadvantaged young people	14%
Disengaged young people	12%
Linked to specific school(s)	10%
Anti-social and excluded (or at risk of similar behaviour)	8%
Linked to organisation	8%
Disabled	6%
Reading difficulties	6%
Learning disabled	4%
Other	10%

Ways in which groups of young people were targeted which have been categorised as 'other' are a disparate group. They include pupils who need support in the transition from primary to senior school, those young people with drug problems or who are at risk of developing them, those with low/no self-esteem, and/or those who are referred from social services and young women.

For some groups, the nature of their activities is driven by the needs of their target group, for example an organisation which offers reading support exists because many young people have reading difficulties. The 6% of groups offering this is somewhat misleading, as there were three completed questionnaires from the same organisation, without clarity as to whether or not they were from different projects within that organisation.

Other groups do not target young people who come under particular categories, but only work with those who are linked to their organisation or the premises, for example those working with a particular school or running groups from religious organisations. In this way, they do not necessarily actively target specific young people, but have a limited "pool" of young people with whom they work.

Apart from those working with those linked to their organisation or targeting those in a specific geographic area (which is discussed in a moment), the other target groups of young people are those needing extra

support in various ways, whether for behavioural issues, because of social or family problems, or because of disability. There is clearly a wide range of difficulties which some young people experience, and therefore a huge number of different ways in which they need support and help in order to deal with them.

Interestingly, many groups work with a number of different target groups of young people, encompassing those with physical and learning disabilities, anti-social behaviour and exclusion from school and those who are disengaged or at risk of becoming disengaged from their community. It would be valuable to seek out further information from some of these groups, to find out why their target groups are so diverse - whether it is because they feel their activities are suitable to many different young people, because they are resourced well enough to be able to run several projects focussed on various groups of young people, or because of funding issues.

Evidently, the most common way in which groups target is by geographical area. For many groups, this will be for reasons of funding, i.e. they will only have the money and resources to work with young people from a certain area, and this will largely be governed by social deprivation in those particular areas. For other groups, the geographical issue will be one of situation; if a group meets in East Hull for example, it may be difficult for them to reach young people in other parts of the city. However, this will vary with the nature of the organisation. Whilst a youth club often serves the needs of the young people living in a particular locality, a theatre group or arts organisation may be the only group in Hull able to offer specialist expertise in a particular discipline, and so wherever they are based young people would use their services.

Figure 9 shows the areas that organisations currently target, in order to demonstrate how widespread across Hull the groups who responded to the 'All Our Futures' questionnaire are working. All percentages are of the total number of those 47 organisations who do target their work geographically, and it should be noted that several groups target more than one area, so total percentages will again exceed 100%.

Figure 9: Geographical areas targeted by groups

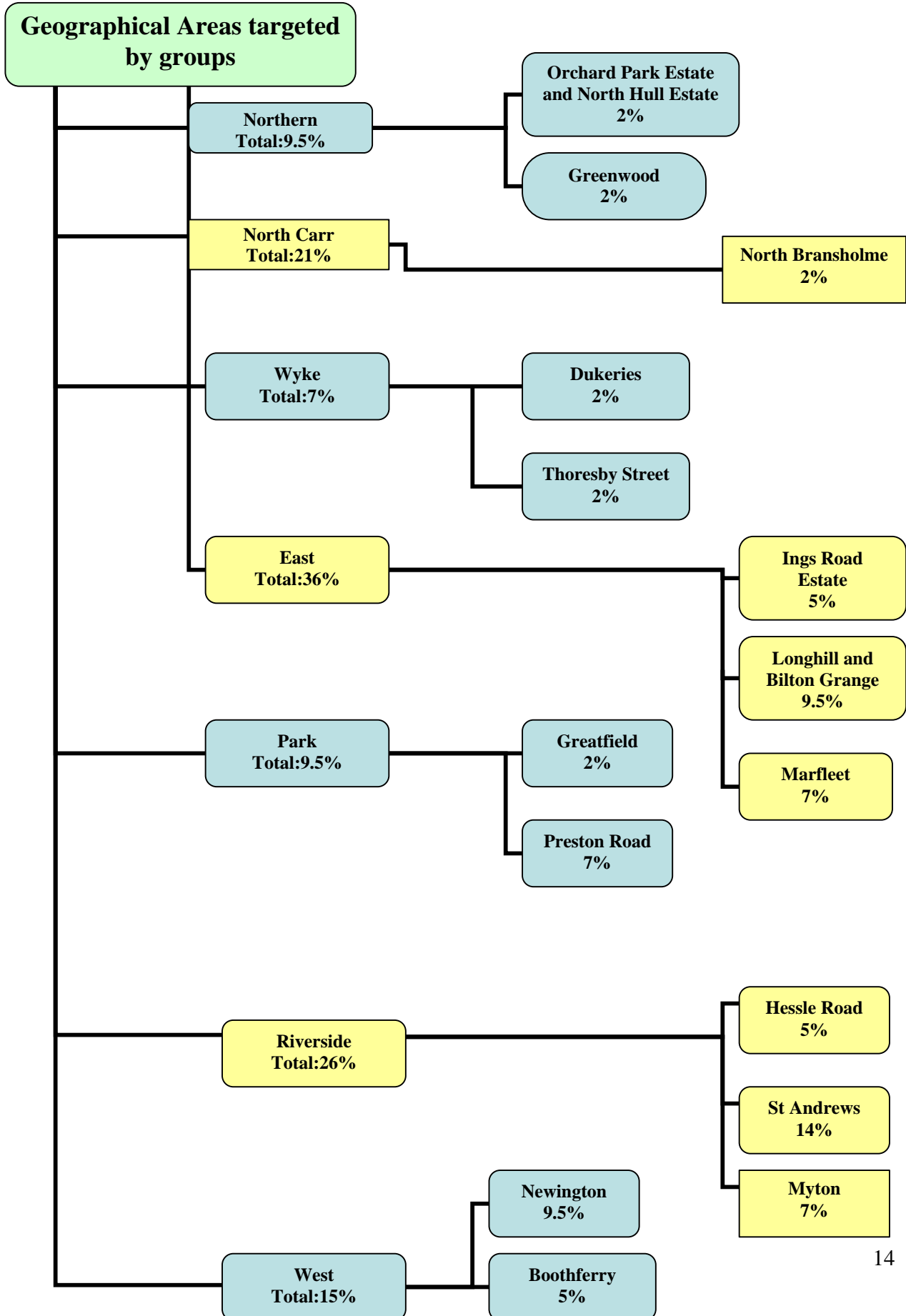


Figure 9 shows the geographical areas of Hull that groups target for their activities. In the first column the city has been divided into the seven area committees and the total percentage of groups which target either the whole or part of that area is shown. The branches coming off these represent the smaller communities which some groups target within the larger area committee boundary; the percentage given in these smaller areas forms part of the total figure for the area committee.

As seen in figure 9, the main areas to be targeted are East and Riverside, followed closely by North Carr. Whilst the Indices of Deprivation for Hull (2000) show high levels of social deprivation for a number of wards within these areas, they also reveal that in actual fact, parts of all seven area committees are ranked in the 20% most deprived neighbourhoods in the country. In addition to this, all areas apart from Wyke have wards ranked in the 5% most deprived wards in the UK in the multiple deprivation, education and child poverty indices.

Therefore, whilst the areas targeted most by organisations contain some of the most deprived wards in Hull, all areas of the city score relatively highly on levels of multiple deprivation, child poverty and low educational attainment in comparison to the UK as a whole. Because of this, it could be argued that there is a need for similar levels of support for young people across all areas of Hull, rather than just in pockets of the city.

It is interesting to note that there are several groups who state that they do target specific areas, or happen to work with children and young people from particular areas but would like to work with a wider range of young people if they had the resources (funding and volunteers especially) to be able to do so. This is important as it highlights the limitations placed on the work that groups do, despite the willingness and desire of some of the groups to engage a greater number of children and young people in activities.

Activities that organisations offer young people

Groups were asked about the activities that they run for young people. As they answered in their own words, the categorisations in figure 10 have been created afterwards from their answers in order to get a feel for the different types of activities on offer.

Within each category there is a wide variety of activities on offer and also a big difference in the capacity of the organisations offering them. Under art, for example, there are specialist organisations delivering arts projects in schools city wide but also holiday clubs that offer art and craft activities as part of a general programme of activities.

The focus of groups also varied, with some being quite narrowly focused on one activity, for example rugby, and others offering a variety of clubs, activities, trips and support services. The following is a breakdown of the activities that groups offered.

Sport

Sport was the most common activity to be offered by groups; 25% of groups offered young people opportunities to play and/or train in sports ranging from football and rugby to karate or boxing, athletics, swimming or fishing. Sessions with some groups involved an informal kick-about or game of rounders for instance; others trained all levels from beginners to advanced and competed regularly. Several groups enabled young people to gain coaching qualifications.

Some groups promoted a particular sport such as rugby league or rugby union, others were more generally about promoting a healthy lifestyle and encouraging exercise and healthy eating. Clubs were not always segregated according to gender traditions with a boxing club, for example, offering activities for girls as well as boys. Of the groups offering sport, 45% ran a variety of other activities as well as sport; they included art, drama, trips and support work.

Figure 10: Activities that groups offer

Activity	% groups offering each activity
Sport	25
Support work	24
Clubs	20
Computers	18
Art	18
Trips	16
Drama and dance	13
Digital media	8
Games	8
Outward bounds	7

Figures have been rounded up. Percentages in all columns have been worked out from the total number of groups offering activities to young people (88 groups). Some groups offered more than one activity; therefore the total percentage is more than 100%

Support work

Nearly as many groups as above (24%) offered support to young people. Again there was a wide range in the support offered; some sent volunteers into schools to help with SEN students or, in the case of one group, to specifically help with literacy. Several groups provided alternative curriculum activities (often ASDAN) for young people excluded from or at risk of being excluded from school and groups that did this tended to offer a mixture of other activities such as sport or drama alongside this.

Breakfast, after-school clubs and school drop-ins were provided by some groups in order to support young people. Several groups also ran outreach projects targeting more isolated groups of youngsters. These projects, like youth clubs, provide opportunities for young people to seek help and advice on issues that concern them. Some groups targeted specific groups of young people; for example women only or youngsters living in a particular area, or the disadvantaged. Other groups targeted specific issues; healthy living, drugs information, crime prevention, anger management, or confidence building for example.

Support was offered from a range of trained professionals, volunteers and peers depending on the nature of the organisation involved. Groups worked in different ways; in some cases young people needed to be referred to an organisation, but this tended not to be the case for most of the groups. One way groups worked with young people was to provide information and advice on issues like drugs or health and this could be done through outreach work, during sessions at a youth club, or working with schools. An example of one project working with schools was looking at making the transition between primary and secondary school easier for pupils.

Clubs

A fifth of all groups (20%) offered membership of a club of some sort. Many churches ran a variety of sessions for different age groups, often including national organisations like Rainbows, Cubs and Brownies. Girls' and Boys' Brigade were also popular. Some groups ran their own youth clubs and for several this was their major activity, running sessions for different ages throughout the week. Clubs were also likely to include other activities such as sport and trips out. Some organisations sent their questionnaires back on behalf of several branches that meet in the city and so this percentage does not reflect the actual number of clubs running in Hull, only the number of responses we had to the questionnaire.

Computers

Computers were available for young people to use by 18% of groups; some groups were homework clubs with the computers being used for studies whilst several groups were able to provide training in IT. Many of the groups had internet access available for youngsters to use. Potentially more groups made use of IT equipment as several organisations also had digital cameras and film making equipment which would require the use of computers to do any editing. Several groups were based at schools or community centres and were able to use their computers.

Art

Art was offered by 18% of groups, and although this was not the biggest percentage of groups, there were three or four arts based groups with large capacity working with young people city-wide. Several organisations worked with schools, giving tailored workshops as part of the curriculum including

multi-cultural events. Many smaller organisations offered arts and crafts as part of a range of activities they undertook with young people.

Trips

Taking young people on trips were 16% of groups, some for leisure and some educational. Trips included going bowling, visiting museums or the Deep, going to see sporting events, the theatre, to visit Sant a's grotto and pantomimes. Some groups took young people on day trips with their families, and others took young people on camping and outward bound activities. Several groups wanted to run trips, but hadn't as yet organised one.

Dance and Drama

Dance and/or drama was offered by 13% of groups with one group offering accredited courses in both dance and drama. Several groups ran workshops in schools and other organisations held drama sessions as part of their activities often to help young people build confidence and develop themselves.

Digital media

Activities involving digital media were offered by 8% of groups. Two of these concentrated solely on delivering workshops and training in film making and other ways of using digital media. One group offered film making and multimedia workshops as part of a range of arts activities in schools. The other groups offered multimedia alongside a host of other activities.

Games

Groups that ran youth clubs or drop-in facilities tended to offer games to young people including things like snooker, pool, playstation tournaments, and quizzes. Some also held social events such as discos. The number of groups offering games is likely to be higher than the 8% in the table as not all groups explicitly mentioned that this was something they did, however games are likely to be part of the activities of most clubs like Scouts and Brownies as well as kids clubs and holiday clubs.

Outward bound

Only 7% of groups said that they ran outward bounds activities for children or young people. This may reflect the perceived risks involved due to the high profile of accidents in the media and also the high cost of insuring such

activities. It is also possible that more groups do actually run these sorts of activities; several groups running Scouts and Brownies did not mention outward bounds activities, but they have always been a traditional part of these organisations. All the groups doing outward bounds activities did other things as well; they tended to be sport related or were youth groups doing a mixture of activities anyway.

Other activities

Not all the activities that groups were involved in fell into the above categorisations. The following is a list of other things that groups did;

- The work of two groups centred on drugs awareness; in particular giving out information, advice and delivering workshops
- Three groups were involved in outdoor activities and raising awareness about the environment and wildlife
- Arabic classes and teaching the Quran
- Children and/or young people helped to produce community magazines
- Organising a Summer fair and Christmas fair
- Summer schools/ Children's university
- Various qualifications available through different groups including; NVQ's in Retail or Catering, OCN vocational qualifications, training in Information Technology, administration and/or Building Renovation, ASDAN
- Family learning activities
- Parent and toddler groups
- Music and DJ workshops
- Learning Japanese
- Cooking

In figure 11 the groups have been split according to other characteristics they have as well as the activities that they offer. This table shows the percentage of groups offering each activity that link their activities to the National Curriculum. It also shows the percentage of groups that target particular young people in any way apart from age (as discussed in the previous section). These three things have been combined in order to give a better idea of the capacity of groups to work closely with schools across the city.

The majority of groups did not target their activities towards specific groups of young people and did not link into the National Curriculum. How groups link into the National Curriculum is discussed after the next section about when groups offer activities.

Figure 11: Activities offered by groups, their connection with the National Curriculum and if they target specific groups of young people

Activity	% of A	% of B	% of C	% of D	% of E	% of total no. groups offering each activity
Sport	4	20	0	32	44	25
Support work	8	29	0	4	58	24
Clubs	5	30	5	30	35	20
Computers	0	33	0	6	61	18
Art	17	17	6	6	50	18
Trips	0	19	0	19	56	16
Drama and dance	15	23	0	0	54	13
Digital media	13	13	25	0	38	8
Games	0	25	0	13	63	8
Outward bounds	14	14	0	29	29	7

Percentages in the far right hand column have been worked out from the total number of groups offering activities to children/young people (88 groups). Percentages in columns A-E are from the total for the activity in the same row.

A= groups that link their activities to the National Curriculum and do not target specific groups of children/young people.

B= groups that link their activities to the National Curriculum and do target specific groups of children/young people.

C= groups that want to link their activities to the National Curriculum, some groups target and some groups do not.

D= groups that do not link their activities to the National Curriculum and do not target specific groups of children/young people.

E= groups that are not linked to the National Curriculum and do target specific groups of young people.

When organisations work with young people

Respondents were given a number of different time slots to select in order to describe when they work with young people. The results of this are shown in figure 12.

Figure 12: When groups work with young people

Time slot	In school hours	Before school hours	Straight after school	Evenings	Weekends
Yes	57%	15 %	43%	72%	54%

Five respondents did not answer this question, so percentages are for all 83 groups who did respond.

The most common time slot for groups to work with young people is in the evenings. Interestingly, not many groups in our sample are working with children before school, meaning that only a small number of those organisations who responded to the 'All Our Futures' questionnaire are involved in breakfast clubs. This could be because a large number of schools run their own breakfast clubs - to date, 47 primary schools in Hull offer these (Young 11/02/05). As seen from the above table, over half of the groups who answered this question work with young people in school time and over half carry out their activities at the weekends.

Many of those working with young people during school hours also do activities with them in the evenings, showing a fair amount of flexibility in terms of when they are able to work with young people.

Groups were also asked about when during the year they worked with young people; during term time, school holidays, or both term time and school holidays. This data is shown in figure 12:

Figure 13: When in the year groups work with young people

When?	Term time only	School Holidays only	Term time and school holidays
Yes	13%	15%	69%

Five respondents did not answer this question, so percentages are for all 83 groups who did respond.

Clearly, the majority of groups work both during term time and also during school holidays. This can be viewed in a positive light, as it means that a variety of activities are potentially available to young people throughout the year.

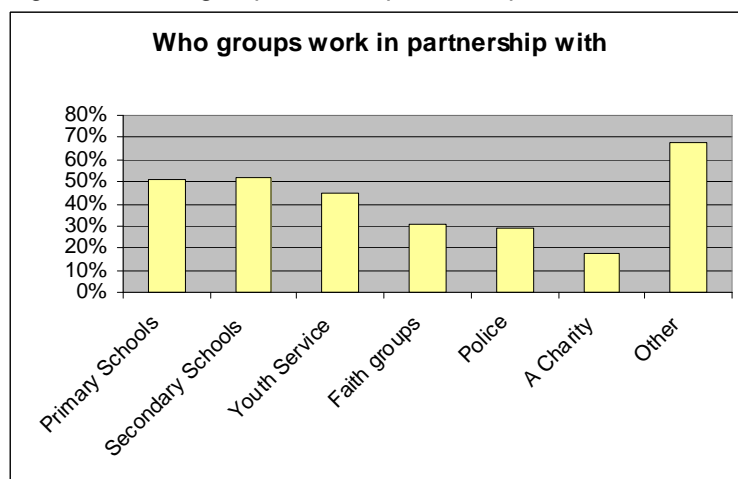
Do you run the activities in partnership with any other organisations?

Groups were asked whether they run activities in partnership with other organisations. Of the 83 groups who responded to this question, 60% said that they did work in partnership with other organisations, 30% stated that they did sometimes, whilst 10% did not.

Who do you work in partnership with?

Further to asking respondents whether they worked in partnership with other organisations, they were asked who they did work in partnership with. For this, the questionnaire gave a number of options from which groups could select all that applied to them, with an additional 'other' option for groups to describe any other types of organisations they work in partnership with, and therefore total percentages exceed 100%.

Figure 14: Who groups work in partnership with



As displayed in figure 14, over half of the groups responding to the 'All Our Futures' questionnaire work with primary schools and over half work with secondary schools in the city. Just under half work with the youth service,

and just less than a third work in partnership with faith groups and under a third work with the police. The smallest number of groups stated that they work with charities. However, in some cases it is clear that some groups work with other organisations which are registered charities (for example Girl Guides and the Duke of Edinburgh Award), but are evidently not thought of in this way, and therefore they have categorised them as 'other'.

Just over two-thirds of all groups responding to this question said that they worked in partnership with 'other' groups and organisations. As would be expected, there is a huge diversity in who groups work with, and this reflects in part the variety of activities put on by groups. For example, sports groups often work in partnership with Hull Sports Development and other organisations associated with the particular sports they offer, whilst a group which provides some training for young people might partner with Hull College or Adult Education.

The ways in which groups might work with other organisations is linked to using premises, resources, expertise or networks of people to enable them to carry out their activities with young people. Some of the organisations which were cited by several groups include Sure Start, Hull DOC, libraries, Connexions, and many different community centres and other community and voluntary groups around the city. A small number of groups stated that they worked in partnership with commercial businesses for sponsorship reasons.

There was not the opportunity for groups responding to the questionnaire to explain the extent of these partnerships, or how they work in practice, but it is encouraging to discover that there are many groups who are mobilised enough to build relationships with other organisations to create their own networks of support. These skills could be passed on to other groups who are perhaps not so accustomed to working in partnership with other organisations.

National Curriculum and qualifications

National Curriculum

Groups were asked if they linked their activities to the National Curriculum (see fig.15). Answering this, 43% of groups said that they did relate their activities to the National Curriculum and they were then asked how they did this. Just over a third of groups (34%) did not think that their activities were connected to the National Curriculum, however 6% of groups did want to make them connected in the future and some of these were already in the process of formalising these links. A significant number of groups (19%) did not know whether they linked into the National Curriculum or not.

Figure 15: National Curriculum

	% of groups
Yes, link activities to the National Curriculum	43
No, don't link activities to the National Curriculum	34
Would like to link activities to the National Curriculum in the future	6
Don't know	19

There were many different ways in which groups linked into the National Curriculum. Several groups delivered alternative curriculum activities to young people, following programmes like ASDAN, giving young people an opportunity to develop key skills and gain qualifications in a different environment to school. They tended to tackle behavioural issues too.

Some groups were able to develop workshops linked to any aspect of the National Curriculum (for example science or history) depending on what a particular school required and these groups tended to work with creative mediums like art or drama. They also did extra-curricular activities for young people working outside the scope of the National Curriculum.

The most popular parts of the curriculum that groups tapped into were literacy, numeracy and science, although English, geography, IT, and design and technology were also mentioned. Groups had both formal and informal links to these subjects; some groups mentioned the key stages that they covered, others described, for example, how they included numeracy into games of pool or snooker. Some groups felt that they covered aspects of the National Curriculum, but not in a rigid and formulaic way and they felt free to explore avenues not in the National Curriculum too.

Many groups also felt that the work and activities they did with young people covered elements included in the PSHE and Citizenship curriculum. Some but not all of the groups whose main activity was sport felt that they covered parts of the PE curriculum. There were also differences in other organisations that were similar, for example, some of the scout groups said that they linked into National Curriculum, whereas others felt that they did not.

Finally there were some groups whose connection with the National Curriculum was through providing somewhere for pupils to do homework and/or in some cases extra support, for example, where English was spoken as a second language.

Overall, there was some confusion from groups about what it meant to link activities into the National Curriculum and so answers were subjective; groups offering similar activities gave different answers to each other. Often there was not enough detail given of how a link was made to determine how much of a connection there was. Some groups needed guidance on how or even if they should be making use of the National Curriculum in this way.

Qualifications

Groups were asked whether or not young people had the opportunity to gain any qualifications or awards from the activities they could take part in with that group. Young people did have the opportunity to gain a qualification or award with just over half of the groups (55%). Just under half of the groups (42%) did not offer any qualifications or awards. There were 3% of groups who did not answer this question (see fig.16).

Figure 16: Qualifications

Opportunity to gain a qualification or award?	% of groups
Yes	55
No	42
Didn't answer the question	3

Figure 17: Areas of qualification

Area of qualification	% of total no. groups
Sport	10
Duke of Edinburgh Award Scheme	10
IT/ Computers	8
Scout s/ Brownies/ Girls' and Boys' Brigade Badges	9
NVQ's or OCN	8
Internal awards or certificates	7
ASDAN	6
Vocational certificates (Basic Food Hygiene, First Aid)	5
Basic Skills	3
Others; music, dance and drama, fashion and design, art, Princes Trust, Millennium Volunteers	7

Qualifications in some aspect of sport were offered by 10% of groups who worked with young people. Groups offered awards for attainment in rugby, football, boxing, martial arts and athletics; these were often from the national governing body for that particular sport. There were also opportunities to gain qualifications in refereeing and coaching in a particular sport and also sports leadership awards. Some groups held competitions, also giving young people the chance to win awards in this way.

Young people were able to take part in the Duke of Edinburgh Award Scheme with 10% of groups. These were often run by Scouts or Guides groups, but youth clubs and community clubs also offered it, whilst some other groups were in the process of developing Duke of Edinburgh Award Schemes for

the future. Boys' Brigade groups also ran a scheme similar to the Duke of Edinburgh Award called the Queen's badge.

Clubs like Scouts, Brownies, Girls' and Boys' Brigade and Sea Cadets were run by 9% of groups, and these have their own internal system of awards in the form of badges. Some of these groups also offered the opportunity to work towards external awards like the Duke of Edinburgh Award Scheme.

IT qualifications such as CLAIT were offered by 8% of groups. For some groups these were the only sorts of qualifications they offered, whereas other groups had a variety, for example, sports coaching, CLAIT and basic numeracy and literacy were all offered by one group.

Vocational qualifications either in the form of NVQ's or OCN's were offered by 8% of groups. One group offered a variety of OCN accredited courses. However some of these groups were only at the stage of developing the qualification and others just offered part of the accreditation needed for the award; young people would need to go elsewhere to get the full qualification. Full qualifications were available in retail, catering, administration, 'Strong Young Women', and community video skills. Courses have been run in the past giving information on the legal system. Other courses under development included horticulture and landscaping. For some of the courses mentioned there is a minimum age requirement.

Internal awards or certificates were used by 7% of groups to recognise young people's achievements or as a 'thank you' for volunteer work. Certificates were also used to recognise skills attained and good attendance. One group used them to encourage young children (5-13 yrs).

ASDAN qualifications were offered by 6% of groups working with young people. They were nearly always offered alongside other awards or certificates such as the Duke of Edinburgh Award or First Aid Certificate. One group offered qualifications in key skills (English, Maths and Science) as well as ASDAN.

Vocational certificates, such as First Aid and Basic Food Hygiene, were offered by 5% of groups. Basic Skills qualifications were offered by 3% of groups working with young people.

Some areas of qualifications were only offered by one or two groups. Music, for example, was only mentioned by one group. Two groups' activities (art and drama; fashion and design) supported young people's work in school towards SAT's and GCSE's and so they felt they offered qualifications in this way. One or two groups were involved in Prince's Trust or Millennium Volunteer activities.

Whilst dance and drama qualifications were only offered by one group, that group did offer a variety of qualifications in Acting, Verse and Prose, Ballet, Tap and Modern dance, from pre- GCSE to A-Level standard.

This is not an exhaustive list of qualifications offered by the groups who responded to the questionnaire, and as some groups answered this question more generally it is possible that some qualifications have been missed.

Barriers and enablers to working with young people

Groups were asked about barriers and enablers to working with young people. They were given a list of potential barriers and enablers and asked to tick the ones they thought applied to their group. They were then asked to comment on other barriers or enablers that were not on the list. Whilst a large percentage of groups did comment on other barriers and enablers many, but not all, of these comments related to the potential barriers and enablers already listed in the questionnaire.

Barriers

Figure 18: Barriers to working with young people

Potential barriers to working with young people	% of groups who said this was a barrier
Lack of funds	81
Lack of volunteers	50
Other	35
Lack of access to equipment	24
Lack of access to an appropriate venue	24
Lack of training for volunteers	21
Problems with insurance	16
Lack of access to school buildings	14
Lack of interest from young people	9

85 of the 88 groups who worked with children or young people answered these questions about barriers. 52 groups gave their comments on other barriers; 24% more than actually ticked 'other'

Figure 19: Other barriers

Barrier	Number of groups	% groups who made additional comment
Lack of funding	19 groups	37%
Problem of CRB checking	8 groups	15%
Transport problems	7 groups	14%
Challenging young people's attitudes	5 groups	10%
Difficulties of working with schools	5 groups	10%
Lack of support from parents	3 groups	6%
Lack of trained staff	2 groups	4%
Availability of volunteers/ teachers	2 groups	4%
Lack of facilities/ venue	2 groups	4%
No access to toilets	2 groups	4%
Need help to set up organisation	1 group	
Catering for different groups of young people	1 group	
Cost of insurance for adventure activities	1 group	
Group has limited places for young people	1 group	
Community attitude to working with young people	1 group	
Need for agencies to be flexible and work outside school hours	1 group	
Health and safety- risk assessment	1 group	
Funders' lack of understanding of Voluntary and Community Sector	1 group	
Lack of publicity- awareness of what group do	1 group	
In need of admin support	1 group	

Funding

The biggest barrier to working with young people was financial. The vast majority of groups, 81%, agreed that a lack of funds was a barrier for their group. This was such a significant area that when the groups were asked about other barriers that had not already been suggested, funding was again the topic most people mentioned; 37% of the groups who had 'other' barriers mentioned funding issues.

There were several different issues to do with funding that groups commented on. Several groups focused on the restrictions that funding places on the work that they do. It could be difficult to get funding to work with a specific group of young people; for example, funding was not available for certain age groups and this meant organisations felt it was difficult to be all-inclusive. Potentially, engaging children at a younger age is better than waiting until they have become disaffected youths; however a couple of groups did not have money to work with primary age children. Two groups only had funding to work with adults and so any work they did with young people was unfunded.

Other criteria affected people too; one group wanted to work with young people on the verge of exclusion but felt there was little funding available, another group argued that it made sense to run projects during school, but that funding was hard to find for this. Generally there was a sense that groups had to be constantly chasing money in order to survive. Not only did this take up time and resources, it also created instability and made it hard for groups to work towards becoming sustainable. Even groups with more long-term funding were aware that their funding ran out in the next year or two, and wondered what would happen after that.

Many of the groups talked about funding being a general problem in order to pay for the day-to-day running of their project. Several groups felt that with increased funding they would be able to increase their capacity and reach more young people. For other groups specific costs were a barrier; the cost of public liability insurance, transport and CRB checking were all mentioned. These three issues will be considered separately later on.

Finally, the process of getting funding was seen as problematic by some people. Groups felt they were competing with other groups for money. The

effect of this could potentially make working in partnership more difficult. A few groups felt disadvantaged as they lacked knowledge and expertise in the area of funding and awareness of the different sources of funding available.

Lack of volunteers

The next biggest barrier, as perceived by the most groups, was a lack of volunteers. Half of all groups (50%) felt this was a barrier to them working with young people. Related to this, 21% of groups felt there was a lack of training available for volunteers. Several of the comments made by groups were also about volunteer and staffing issues. A couple of groups felt that communities sometimes had a negative attitude to working with young people, and that people could be unwilling to give up their time. Another group mentioned that finding a time when people were available could be difficult. Some groups lacked people to do specific tasks such as admin support. One potential group needed help setting up the organisation. Finding volunteers was not the only problem; two organisations with employed staff felt there were not enough people trained in their particular area of work.

Several groups felt that there was too much red tape surrounding the involvement of volunteers and that this was putting people off. Red tape and CRB checking was mentioned by 15% of groups who commented on 'other' barriers to working with young people. They felt that the time taken and the cost of CRB checking was a problem. They also felt that there was a lack of clarity over who needed to be checked and how often.

Some groups felt that a lack of support, involvement and co-operation from parents was also a barrier to the way their group worked with young people.

Lack of access to an appropriate venue

Almost a quarter of groups (24%) said that lack of access to an appropriate venue was a barrier. Access to school buildings in particular was mentioned as a problem by 14% of groups. Several comments were also made by groups indicating that there is a range of difficulties that groups face. Two groups, for example, said that not having access to toilets (in one case a disabled toilet) was a barrier. Another group's barrier was seasonal as they had a problem finding suitable floodlit winter training grounds.

Related to this, the availability of transport impacts on how easy it is either for volunteers/staff to get to venues where there are young people to work with, or on how easy it is to move young people about; for example for a sports team to play away matches or for a group to be able to take people on activity weekends. Some 14% of groups who mentioned 'other' barriers talked about the problem of transport. Most mentioned cost, but solutions would need to suit the different organisations' needs; while one group wanted the capital to be able to buy a van that could transport equipment and crew to schools, this might not suit another group.

Lack of access to equipment

Lack of access to equipment was felt to be a barrier for 24% of groups. Again, groups will have unique needs depending on the services they deliver and amount of equipment required.

Problems with insurance

There were 16% of groups who said that insurance was a problem. Two groups commented on the cost of insurance for some activities and the difficulties of organising higher-risk activities off-site for young people.

Lack of interest from young people

Only 9% of groups felt that a lack of interest from young people was a problem. Comments made by groups indicate why this might be the case. Several groups felt that challenging young people's own attitudes was a problem; in particular tackling things like low self-esteem, low confidence and low aspirations. Groups working with the most disengaged and disadvantaged young people are more likely to experience these problems.

Working with schools

Other barriers related to schools and the sorts of issues that arise when working with them were highlighted by 10% of organisations. Two groups felt that schools were not interested in what they had to offer, with one group feeling they did not get enough support or appreciation from the school.

When developing partnerships with schools, one group felt that they had to work round school budgets and the limited time teachers had and this meant they could not always do the things they would like. Large class sizes were

also a problem. Another group found it took a lot of work to be able to take young people off-site during school; risk assessments had to be done, parents had to be asked for consent, transport and staffing needed to be arranged. The logistical effort needed was a barrier to doing these sorts of activities with young people.

Other barriers

Several other barriers were also mentioned. One group felt that a lack of awareness and publicity about what they did was a barrier. Another felt that funders did not understand the voluntary and community sector and that this meant their group could not always work in the way they thought would be best for young people. Providing different activities for different groups of young people was a problem for one group, whilst another felt they only had limited capacity and therefore could only work with a small number of young people at one time.

Following on from this is an analysis of the enablers that groups say help them run activities for young people.

Enablers

Groups were asked about potential enablers to working with young people. This means that they were things that would help their group run activities for young people, whether or not they were things that that group actually had.

All of the suggestions about enablers had a large number of groups agreeing that they did enable them to work with young people; even the smallest category had 40% of groups saying it was important to them. In this way the enablers were different to the barriers where the smallest category had only 9% of groups agreeing it was a barrier. This suggests that all the potential enablers were significant to groups who work with young people.

Figure 20: Enablers to working with young people

Potential enablers to working with young people	% of groups who said this was an enabler
Committed volunteers	73
Enthusiastic young people	64
Funding to run activities	63
Availability of venue	56
Involvement of local schools	47
Trained helpers	47
Availability of equipment	43
Parents willing to help out	40
Other	34

82 of the 88 respondents who worked with children or young people answered these questions about enablers. 48 groups gave their comments on other enablers to working with young people; 21% more groups than actually ticked other.

Figure 21: Other enablers

Enabler	Number of groups	% of groups who made additional comment
Committed volunteers/staff	13 groups	27%
Well trained volunteers/ staff	12 groups	25%
Working in partnership	11 groups	23%
Relationship with young people	8 groups	17%
Funding already helps	7 groups	15%
Relationship with school	5 groups	10%
Resources/knowledge	5 groups	10%
Space, venue, location	5 groups	10%
Pool of skilled people	4 groups	8%
Better funding would help	4 groups	8%
Support from rest of org-structure, management etc.	3 groups	6%
Young people's enthusiasm	3 groups	6%
Been going a long time- well established	3 groups	6%
Developing young people's ability to lead groups	2 groups	4%
Large membership	2 groups	4%
Learning Links Workers' support	2 groups	4%
Student progression	1 group	
Good curriculum planning	1 group	
Good public image	1 group	
Parents' support	1 group	
Support from Sports Development	1 group	
Fun and easy to organise activities	1 group	
Help from the council- e.g. borrowing equipment	1 group	
New media helps engage young people	1 group	

Committed volunteers

The factor that came out as important for the largest number of groups was having committed volunteers; 73% of groups felt that this enabled them to do their work. Having committed volunteers and/or staff was also mentioned by 27% of groups who commented about other enablers; commitment, enthusiasm and community spirit were all thought important. Whilst this was the biggest enabler, it was also the second biggest barrier with 50% of groups saying that a lack of volunteers was a problem.

Linked to the need for help and support with running activities for children and young people, 40% of groups said that having parents willing to help out enabled them to run activities. Potentially this could range from ferrying children to and from events, to sitting on committees or actually helping out with activities. How much parents can get involved will depend on the organisation and how it works. One group commented, when talking about other enablers, that parental support in particular helps their group run effectively.

Trained helpers

Having trained volunteers was not thought to be important by as many groups who thought committed volunteers were important. Just under half of groups (47%) said that trained helpers were important to their work with young people. However this difference is likely to reflect the different nature of work that groups do and the balance of qualified staff to volunteers; in some circumstances enthusiasm will be the only necessary attribute for volunteers.

Having well trained volunteers and staff was one of the things most often commented on by groups talking about 'other' enablers, indicating that it is important to several groups; 25% of comments related to this issue. Several groups said that having trained and qualified staff/volunteers with the necessary skills and experience was essential to the way they worked with children and young people. However, groups did not see these things in isolation and felt that enthusiasm and dedication were important elements too. Some groups had the resources to train their own volunteers, whilst others (21%) felt that lack of training for volunteers was a barrier. In addition to the comments above, three groups felt that what really enabled their work was having a pool of skilled people to call upon when

necessary. These groups all worked within the arts and felt this meant they were able to find the right person when tailored workshops were required. A different three groups talked about how they benefited from the expertise of development workers who were not part of the group, but who offered support and advice.

Enthusiastic young people

The enthusiasm of the young people groups worked with was, by a narrow margin, the second biggest enabler; 64% of groups felt that this helped them to do their work. Three groups also specifically mentioned enthusiasm from children and young people in their comments about other enablers.

Connected to this, 17% of the groups who commented on other enablers said the relationship their group had with young people was crucial to the way they worked. Tapping into young people's wants and needs was an important way of harnessing their enthusiasm; many said that they sought to involve the young people in the running of the group and that it was important to ask them what activities they wanted to do.

Stability of the project and a low turn-over of staff was seen as important by one group in order to build good relationships with young people. Several groups thought it was helpful that volunteers came from the same communities as the young people so that they understood their needs, and one group emphasised the necessity to take a non-authoritative approach in order to build good relationships with young people. Two groups sought to develop the skills of young people so that they could lead groups themselves.

Groups felt that the enthusiasm and interest of young people was crucial to the work that they do, fortunately only 9% of groups felt that this was lacking in the youngsters they worked with.

Funding

Lack of funds was the biggest barrier to working with young people with 81% of groups saying it was a problem. This suggests that a large number of groups are not getting the funding that they feel they need and it follows from this that having funding is a significant enabler for groups; 63% ticked this on the questionnaire.

Just over a fifth (21%) of the groups who made other comments about enablers mentioned funding. Of these, 15% felt that funding helped them do what they were doing, however 8% indicated that better funding would assist their group to do more or better work with young people; for example some groups commented that they needed money to buy new equipment. This also highlights the two ways in which groups interpreted the question about enablers; either as things that were already helping their group, or as things that could potentially help their group if they had them.

Availability of venue

More than half of groups (56%) felt that having an available venue to use enabled them to do the work they do. This had been a significant barrier, with 38% of groups saying that either lack of access to an appropriate venue or lack of access to school buildings was a problem. The type of venue or space required depended on the activities that the group did; for example some groups required sports facilities or training grounds, some used school buildings to run various activities and others had their own buildings. The amount of space needed also depended on what the group did and how many young people it worked with. Some groups felt it was beneficial to be located in communities while others needed a more central location. Five groups additionally commented that having the space, venue or location they needed helped them work effectively with young people.

Involvement of local schools

Involvement of local schools was thought by 47% of groups to enable their work. This reflects the fact that working with schools has the potential to solve several of the barriers that groups face including lack of a venue (access to school buildings), lack of access to equipment (using school's equipment e.g. computers) and also lack of funds (schools contracting groups to run activities/ workshops for them).

Five groups commented that their relationship with schools was an important aspect of their work. For groups who worked with pupils in schools a good working relationship was a necessity and several groups worked with a large number of primary and secondary schools across the city. Other groups did not run activities in school, but young people would be signposted by their school to that particular group. Several smaller groups worked closely with their local school or were run by parents and friends of the school. Many of

the groups mentioned links with schools, but some appeared to operate quite independently; again reflecting the different nature of the work/activities that they did with young people.

Availability of equipment

Lack of equipment was seen as a barrier by nearly a quarter of groups. Whilst this is a significant barrier, a lack of funding and people affected more groups. When it came to enablers 43% said that the availability of equipment helped their group work with young people. For some groups, equipment was less important than people; for example a group who provided volunteers to give classroom support in schools was unlikely to need any equipment. For other groups having access to equipment was essential to what they did; for example film making or new media projects required cameras and editing equipment.

Resources were mentioned by five groups in their comments about other enablers. These included things like equipment, leaflets, contributions in kind, craft making equipment/resources, and community centre resources.

Other enablers

When groups were asked to comment on other enablers, the factors most groups mentioned were committed and well-trained volunteers. After these factors came partnership work; 23% of groups who made a comment felt that this helped them work with young people. The partners these groups worked with included; community groups, other groups doing a similar thing, local sports clubs, other artists, schools, police, council and community wardens.

Several other factors were commented on by a few groups. Three groups felt that support from the rest of the organisation and/or management helped them work with young people. Three groups had been established for a long time and thought that this went in their favour. Two groups said that having a large membership was beneficial. Having good student progression, good curriculum planning and a good public image were also mentioned by groups as enabling their work.

How organisations are funded to work with young people

Groups were asked how they are funded their work with young people. They were given a list of potential sources of funding and were asked to tick the ones that applied to their group.

Figure 22: How groups are funded

Source of funding	% of groups funded this way
Small local grants	64
Fundraising events groups organise themselves	44
Grants from trusts and foundations	40
Charging young people to participate	36
Other	30
Community fund (Lottery) Awards for All	22
Occasional funding to deliver services direct to a school	19
Contract holder for national regeneration money	16
Contract holder for local regeneration money	15
Community fund (Lottery) Main Programme	11
Contract holder delivering services straight to school	7
Part of a national charity	6

83 groups out of the 88 who work with young people answered these questions about funding.

Many of the groups received funding from more than one source and 30% of groups were funded in ways not included in the question. A significant number of groups received funding from 'other' sources and it would be interesting to investigate these sources further.

The largest number of groups were funded through small local grants; 64% received money this way. This type of grant is accessible to more groups than the bigger funds with more complicated application processes and monitoring procedures.

Fundraising events were also popular, with 44% of groups putting these on to raise money. As with local grants, this is something that nearly all groups are able to do even if only on a small scale.

There were 40% of groups who received funding from trusts and foundations. These are diverse bodies set up with different aims and objectives; they may operate locally or nationally and may focus on a particular area or activity such as sport.

More than a third of groups (36%) charged youngsters to participate but for more expensive activities this was probably not the sole source of funding for a group as the amount young people (or their parents) can afford or are willing to pay is unlikely to meet the true cost of running the activity.

The next biggest source of funding came from the Community Fund Awards for All programme. Receiving this type of lottery funding were 22% of groups, compared to the 11% of groups who received funding from the main programme of the Community Fund. This reflects the fact that the Awards for All programme is designed to be accessible to more groups as it offers smaller grants in a more straightforward way to the main programme.

A fifth of groups (20%) occasionally received funding to deliver services to schools and a much smaller percentage (7%) had a contract to deliver services straight to a school. This is an area of funding that is in need of development as it has the potential to allow groups to become more sustainable.

Nearly the same number of groups received local regeneration money (15%) as received national regeneration money (16%). It is hard to distinguish the two as much locally managed regeneration money comes from central government funds and so groups could tick both for the same funding stream. The low number of groups receiving any regeneration money reflects the greater amount of work involved in applying for and managing this resource.

Only 6% of groups were part of a national charity and received money this way.

Conclusion

Who organisations work with

- The majority of organisations (65%) targeted particular groups of young people.
- Of the organisations that targeted particular groups, the vast majority (84%) did so geographically. The areas targeted the most by groups were East (36%), Riverside (26%), North Carr (21%) and West (15%)
- Fewer groups targeted Northern (9.5%), Park (9.5%) or Wyke (7%) areas.
- Whilst the areas targeted most by organisations contain some of the most deprived wards in the city, all of the areas score relatively highly on the levels of multiple deprivation, child poverty and low educational attainment when compared to the rest of the country. It could be argued therefore that young people in all areas of the city need the same level of support.
- The majority of organisations worked with a wide range of age groups. Just under half (43%) of the groups worked with all ages including adults, meaning that there is great potential for family learning in the city. Other groups worked with a range of ages within the early years to 16+ spectrum; for example KS3 to 16+, or early years to KS2.
- Other target groups included disadvantaged or disengaged young people; those with learning disabilities; reading difficulties; physical disabilities or those linked to a specific school or organisation.

Activities groups offer

- The activities offered by groups included: sport, support work, clubs, computers, art, trips, drama and dance, digital media, games and outward bounds.
- Some groups specialised in offering one activity, for example rugby, whereas others offered a variety of things to do, often in a youth club setting.

- Within each category of activity there was a great deal of diversity in the capacity of the organisations offering them and the structure and formality of the organisation; for example under sport one group might offer a 'kick about' with a football whilst another might provide professional training and the chance to compete and gain certificates.
- Some types of activity were offered by several organisations, whereas other activities were either not offered at all or only rarely by the groups that responded to this research. Art, sport and drama were well represented. However the sports category was heavily focussed on football, rugby, athletics and boxing; there was no mention of sports like netball, hockey or gymnastics for example. Music was only mentioned by one group. It is of course possible that organisations offering these things did not respond to the survey but do exist in the city.

When groups work with young people

- Just over half (57%) of groups worked with young people in school hours, indicating that many groups are already working with schools in some way to deliver activities to children.
- The majority of groups (72%) offered activities in the evening.
- Over half (54%) offered activities at the weekend and just under half (43%) offered them straight after school.
- Only 15% worked with young people before school. However there are 47 Primary school breakfast clubs in the city according to a Hull Daily Mail article (Young 11/02/05); it is likely that these are run by the schools themselves rather than by voluntary or community groups and therefore they did not reply to the questionnaire.
- The vast majority of groups (69%) worked with young people both during term time and school holidays ensuring continuity of provision.

Partnership working

- Only 10% of groups never worked in partnership with other organisations. The vast majority (90%) worked in partnership either all (60%) or some of the time (30%).
- Just over half of the groups already work in partnership with Primary (51%) and/or Secondary schools (52%).

- Groups also worked with the Youth Service (45%), Faith Groups (31%), the Police (29%) and charities (18%). Nearly 70% of groups also worked with 'Other' partners, some of which were registered charities as well such as Duke of Edinburgh Award or Girl Guides.

National Curriculum

- Whilst a minority of groups seemed to understand clearly how their activities linked to the National Curriculum, for a bigger proportion it was not clear whether they did or not. Some groups wanted help in understanding how they could relate what they did to the curriculum. Even with greater understanding of what this entails, it is likely that several groups will want to keep their activities independent of the National Curriculum.

Qualifications

- Just over half of all groups (55%) gave young people the opportunity to gain a qualification or award.
- These ranged from internal certificates of achievement awarded by the group to external awards such as Duke of Edinburgh, ASDAN or NVQ's.

Barriers and enablers

- The two key issues that came from groups were funding and staffing. The vast majority of groups (81%) said that lack of funds was a barrier to them working with young people.
- Half of the groups said that a lack of volunteers was a problem, but having committed volunteers was thought by groups to be the most important enabler of their work with young people with 73% saying this helped their group run activities.
- Some groups also said that finding paid staff with the appropriate skills and experience was difficult.
- Lack of funding and volunteers were the two main reasons given by groups for no longer running activities for young people when they had done previously.

Funding

- The biggest sources of funding for groups came from small local grants with 64% of groups receiving money this way.

- Many groups had various funding streams; however the majority of money came from more easily accessible pots of money such as grants from trusts and foundations (40%) or was raised by groups themselves; through fundraising events (44%) or charging young people to participate (36%)
- Funding streams that deliberately targeted community groups such as the Community Fund's Awards for All were more popular (22%) than more complex sources such as the main programme of the Community Fund (11%).
- Just under a fifth (19%) of groups received occasional funding to deliver services to schools.
- Only 7% of groups were contract holders delivering services straight to school.
- Overall groups said they wanted easier access to funding and more stability in their funding. A sustainable market with schools paying for the services offered by the voluntary and community sector has the potential to create these conditions.

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