Setting the Research Agenda Network Meeting

28th October 2019

Feedback and Slides from the Session can be accessed via this [link](https://www.partnershipforyounglondon.org.uk/cornerstone)

[Collaboration Spectrum](http://www.tamarackcommunity.ca/library/collaboration-spectrum-tool) activity feedback

* Competition Versus Collaboration - Full spectrum depending on who you are and what you’re doing. People don’t like sitting in the competing end of the spectrum, but it still happens
* Mapping who is doing what already - GLA does research with young people, but not sure about consistency outside of the organisation
* Who are the people who are funding research? None of us knew who they were. In terms of understanding the spectrum, we’re not close to knowing where we are. If we don’t know this, then how do universities and people who fund research, know what to fund if they don’t engage with the community
* Not a consistent culture across or on the spectrum that purely collaborative. There are streams of work that can be, but not through the body of work an organisation will do
* Let’s not be passive about this stuff, it’s not right to always put the pressure for this work on others, it’s our responsibility as youth workers to be proactive about these relationships
* How do we make accessing this information easy and transparent so they can find it and also make connections for what that means in practice?
* Talked about social work and how that is collaborative and also discussed the history of youth work, when there was a universal model for what youth work is that feeds through research, training and university courses, and quality of practice.
* Those who were the most competitive are those that aren’t linked to research and exist to do what they do and get funds. Those who are linked to statutory or already linked to research will see how research is reflected in practice – typically easier to see the link in issue-based work than universal
* We need to review what Scotland’s done with research and universal youth work
* The moment of competition is not forever. There is a period post-funding, where the money has been won and the opportunities for integration become much more apparent. Making the most of that and using the outputs and outcomes to influence funding
* It’s all about context – organisations are doing great stuff, but it’s not necessarily shared that feeds a cycle of competition

Examples of where research is being used to influence practice

Examples of Practice – how can we start evidencing where research is being used effectively to influence practice and use this approach to inform our thinking?

* Contextual safeguarding and the University of Bedfordshire <https://www.beds.ac.uk/ic/current-projects/contextual-safeguarding-programme/>
* EY Foundation have been carrying out focus groups with young people in care on employability skills, which they will be piloting in the future with a grant from Core Tech
* Violence against women and girls <https://www.vawgresourceguide.org/overview>
* Quality of youth social action annual longitudinal survey carried out by DCMS to drive reach and quality on social action <https://www.iwill.org.uk/nysas-survey-2018>
* Centre for character and values – [University of Birmingham](https://www.birmingham.ac.uk/research/activity/education/jubilee-centre/index.aspx#targetText=The%20Jubilee%20Centre%20for%20Character%20and%20Virtues%20is%20a%20pioneering,for%20public%20and%20professional%20life.)
* [Mental Health Trailblazers](https://www.annafreud.org/insights/news/2019/02/one-of-the-largest-mental-health-trials-in-the-world-launches-in-schools/) in schools
* [Know your Roots](https://www.partnershipforyounglondon.org.uk/knowyourroots) – PYL based on qualitative surveys with women and girls
* The impact of adverse childhood experiences [ACEs](https://www.thelancet.com/journals/lanpub/article/PIIS2468-2667(17)30118-4/fulltext).
* Community Resilience Review – Leeds Beckett <https://www.leedsbeckett.ac.uk/news/1018-who-review/>

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Feedback about Future Priorities:

* Links with Universities and Research
  + student research placement - is there a way of creating a repository so that people can see the benefits and understand how to do it There’s a lot of research about youth, it’s often very narrow and negative. Example – over-researching exclusion.
  + Assessing how Universities get funded to do collaborative research and our ability to influence it
  + Links with London Funders research network
* Workforce Development
  + training offer needs to make sure that learning can be condensed to be pithy enough to embed into the quarterly network meetings that reach thousands of youth workers
  + Accessibility of the research and getting caught up in a cycle of fads – quite a lot of barriers to make meaningful use of research
* Existing and Priorities
  + Sharing examples of research that had been done: example #iwill step up to serve survey did not come from an academic institution but needs to be used and shared.
  + Provocation from us and others around why and how we’re using research. If there is research regarding poor outcomes for young people, does it come to a point where that is feeding an unhelpful narrative?
  + Definitions of research - how are we defining research in this room are we holding to certain standards and is so what are they
  + Key focus areas; Would be interesting to explore the research opportunities to engage people with disabilities. We mustn’t feed a deficit narrative
  + Opportunity to engage with digital and need to include a broad spectrum of young people. Example where there is scope to do well and improve on: environment and public space. We are in a constant space of regeneration and need to make sure that young people are involved in placemaking

Things to move forward with:

1. Youth Led Research - Quality and Payment structures for young researchers. Links to the youth research network contact [matthew.walsham@cityoflondon.gov.uk](mailto:matthew.walsham@cityoflondon.gov.uk)
2. Influencing how Universities identify and develop their research offer, starting with a small group the cascading out the learning. To host a joint session with universities and other partners i.e. funders:
   * How funding is allocated to research
   * How we can collaborate on practice and priorities
   * Student placements from Universities to bring in resources and expertise to the youth sector
3. Funding Research – being clearer about how research is funded and how we can share this more effectively across London, as well as help shape the areas that are being focused on
4. Learning from other places:
   * Access to research and publications, PYL publications data base [here](https://www.partnershipforyounglondon.org.uk/reportdatabase)
   * Learning from the Scottish review of [Universal Youth Work](https://www.youthlinkscotland.org/media/1112/youth-work-literature-review-final-may-2015.pdf) Consider how else we could come together
5. Update the Vision for Young London theory of change
   * To review and update the theory of change we have developed and align this with key developments:
   * Brighter Futures [LGA](https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-childrens-services/bright-futures-our-vision-youth)
   * Centre for Youth Impact Outcomes Framework for LGA
6. Deep Dives into Key Areas and Priorities for the Field
   * Condensed versions of research on key themes
   * Training and support for practitioners to understand how they embed this in their work