An Investigation of Youth Participation in an Irish Youth Mental Health Service: Staff and Young People’s Perspectives.

James Barry

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An Investigation of Youth Participation in an Irish Youth Mental Health Service: Staff and Young People’s Perspectives.

James Barry

Supervisor: Dr. Sinead Freeman

Submitted to the Department of Social Sciences, Dublin Institute of Technology in partial fulfillment of the requirement leading to the award of the Masters of Arts in Child, Family and Community Studies.

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Dublin Institute of Technology October 2014
DECLARATION

I hereby declare that the material which is submitted in this thesis toward the award of the Masters (M.A.) in Child, Family and Community Studies is entirely my own work and has not been submitted for any other academic assessment other than part fulfillment of the award named above.

Signed: ____________________________

Date: _________________
ABSTRACT

Youth participation is widely recognised as essential to the design and delivery of youth mental health services (Coates & Howe, 2014). Despite this there is limited literature available on youth participation in these services (Monson & Thurley, 2011). This study aimed to develop an enhanced understanding about youth participation in Headstrong, The National Centre for Youth Mental Health and it’s programme of service delivery Jigsaw. A mixed methods approach, using focus groups and questionnaires, gathered the opinions of 160 staff and young people involved in the organisation, on their experiences of youth participation. The factors that supported youth participation were noted as; allocated resources to facilitate youth participation, a staff member with responsibility for working with young people, a progressive organisational culture, and positive staff attitudes towards youth participation. Young people expressed beliefs that they had benefited in many ways from being involved in Headstrong/Jigsaw, these included; increased confidence working with staff, better understanding of mental health, increased confidence working in a professional environment, increased feelings of belongingness, and improved help seeking skills. Involving young people had also been beneficial to staff and the organisation in numerous ways including; the promotion of the service, to the young people availing of the service and decision-making. Youth participation in Headstrong/Jigsaw has helped create a service that is youth friendly, credible and accountable. However, the organisation experienced challenges in involving young people, including; a lack of time and resources to adequately involve young people, an absence of training to support young people and staff to work in a participatory way, and a lack of clarity about youth participation within the organisation. To achieve meaningful youth participation within a youth mental health service it takes time, energy and resources to support staff and young people to work together for the betterment of services.
DEDICATION

This research is dedicated to all the members of the Youth Advisory Panel, past and present. Your passion, energy, and dedication to ensuring Ireland is a better place for young people is inspiring to witness.
ACKNOWLEDGEMENTS

Thank you Dr. Sinead Freeman. Your advice, guidance and support was invaluable throughout this research.

Thank you to all the participants who gave their time to take part. I hope I can translate your thoughts into actions.

To my wonderful grandmother, I wish you could see me now, but I know you have been here every step of the way. Guess we are still proving them wrong.

To my colleagues past and present for showing me the very real difference a group of dedicated people can make.

Much gratitude to all my friends, you know who you are (this way I can’t get in trouble if I miss anyone). But seriously thanks for the many many laughs along the way.

Aileen O’ Reilly, this research would not have been possible without your guidance and patience. I owe you big time.

J. T. thanks for getting me over the final hurdle. You getting closer to that best man spot.

Pat C, thanks for all your help throughout this masters. Your friendship while doing this has meant the world.
# TABLE OF CONTENTS

Declaration ..................................................................................................................... i

Abstract ......................................................................................................................... ii

Dedication ...................................................................................................................... iii

Acknowledgements ....................................................................................................... iv

List of Tables and Figures .............................................................................................. viii

Glossary of Terms .......................................................................................................... ix

Abbreviations ............................................................................................................... ix

List of Appendices ........................................................................................................ x

## Chapter 1: Introduction ............................................................................................. 1

1.1 Introduction .............................................................................................................. 1

1.2 Aim of the Study ...................................................................................................... 1

1.3 Research Questions ................................................................................................. 1

1.4 Research Focus and Context .................................................................................. 1

1.5 Research Rationale ................................................................................................ 2

1.6 Methodological Overview ...................................................................................... 2

1.7 Delimitations .......................................................................................................... 2

1.8 Chapter Outlines ................................................................................................... 3

## Chapter 2: Literature Review .................................................................................... 4

2.1 Introduction .............................................................................................................. 4

2.2 Youth Participation .................................................................................................. 4

2.2.1 Youth Participation in Mental Health Services ................................................. 5

2.3 Models of Youth Participation ................................................................................ 6

2.4 The Factors that Support Youth Participation ....................................................... 7

2.4.1 Resources .......................................................................................................... 7

2.4.2 Staff .................................................................................................................. 7

2.4.3 The Culture within an Organisation ................................................................. 7
2.4.4 Training for Staff and Young People .............................................8
2.5 The Challenges of Youth Participation ..............................................9
  2.5.1 Lack of Time ..................................................................................9
  2.5.2 Lack of Clarity .............................................................................9
  2.5.3 Lack of Diversity .........................................................................10
2.6 The Benefits of Youth Participation ................................................11
  2.6.1 To Young People .........................................................................11
  2.6.2 To services ..................................................................................12
2.7 Conclusion ..........................................................................................13

Chapter 3 Methodology .........................................................................13
  3.1 Introduction .....................................................................................13
  3.2 Research Design .............................................................................14
  3.3 Research Methods ..........................................................................14
    3.3.1 Qualitative Methods .................................................................14
    3.3.2 Quantitative Methods ...............................................................15
  3.4 Questionnaire Design ......................................................................16
  3.5 Sampling of Participants ..................................................................17
  3.6 Participants .....................................................................................18
  3.7 Ethics ..............................................................................................18
  3.8 Data Collection: Quantitative .........................................................20
  3.9 Data collection: Qualitative .............................................................21
  3.10 Data Analysis ..................................................................................22
    3.10.1 Quantitative ...............................................................................22
    3.10.2 Qualitative ...............................................................................22
  3.11 Researcher Bias ............................................................................23
  3.12 Reflexivity .....................................................................................24

Chapter 4: Findings ..............................................................................24
  4.1 Introduction .....................................................................................24
  4.2 Youth Participation in Headstrong/Jigsaw .......................................25
    4.2.1 Why Involve Young people in Headstrong/Jigsaw ..................25
    4.2.2 Activities and Depth of Involvement .......................................26
4.3 Factors that Promote Youth Participation ........................................27
  4.3.1 A Member of Staff ........................................................................27
  4.3.2 Budget ..........................................................................................28
  4.3.3 Organisational Culture .................................................................28
4.4 Benefits of Youth Participation ............................................................29
  4.4.1 To the Jigsaw Service .................................................................29
  4.4.2 To the Young People ..................................................................30
4.5 Challenges to Youth Participation .........................................................31
  4.5.1 Lack of Time ................................................................................31
  4.5.2 Lack of Resources .......................................................................32
  4.5.3 Lack of Diversity .........................................................................32
  4.5.4 Lack of Training and Skillset .......................................................33
  4.5.6 Lack of Clarity .............................................................................34

Chapter 5: Discussion ...............................................................................35
  5.1 Introduction .....................................................................................35
  5.2 Youth Participation in Headstrong/Jigsaw .......................................35
  5.3 The Factors that Support Youth Participation in Headstrong/Jigsaw ....37
    5.3.1 Resources ..................................................................................37
    5.3.2 A Member of Staff ....................................................................38
    5.3.3 The Organisational Culture .......................................................38
  5.4 The Benefits of Youth Participation ................................................39
    5.4.1 To the Young People Involved ..................................................39
    5.4.2 To the Jigsaw Service ...............................................................40
  5.5 The Challenges of Youth Participation .............................................40
    5.5.1 Lack of Time .............................................................................40
    5.5.2 Lack of Diversity .......................................................................41
    5.5.3 Lack of Training and Skillset .....................................................42
    5.5.4 Lack of Clarity ..........................................................................43
  5.6 Limitations and Strengths of the Study ..........................................44

Chapter 6: Conclusion ...........................................................................45
  6.1 Introduction .....................................................................................45
  6.2 What Form does Youth Participation take in Headstrong/Jigsaw? ....45
6.3 What are the Factors that Promotes Youth Participation?.......................46
6.4 What are the Benefits of Youth Participation to Young people and the Jigsaw Service?.............................................................................................................46
6.5 What are the Challenges of Youth Participation? .................................47
6.6 Recommendations .................................................................................48
6.7 Conclusion.............................................................................................49

References...................................................................................................50

Appendices..................................................................................................54

LIST OF TABLES AND FIGURES

Table 1: Questionnaire Demographics .......................................................18
Table 2: Focus Groups Demographics .......................................................19
Table 3: Focus Group Schedule .................................................................22
Table 4: Activities YAP members were involved in.................................142
Table 5: Perceived Changes as a Result of Involvement with Headstrong/Jigsaw .................................................................143

Figure 1: How involved are you in Headstrong/Jigsaw? .........................26
Figure 2: What do you do most of the time? ..........................................33
## GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
<td>Headstrong</td>
<td>Headstrong is the National Centre for Youth Mental Health.</td>
</tr>
<tr>
<td>Jigsaw Project</td>
<td>Jigsaw is Headstrong’s programme of mental health service delivery for young people between the ages of 12-25.</td>
</tr>
<tr>
<td>Young Person</td>
<td>For the purposes of this research anyone between the ages of 16-25.</td>
</tr>
<tr>
<td>Early and Brief Intervention</td>
<td>The Jigsaw model aims to intervene early in the development of mental health difficulties to prevent them becoming more complex and/or entrenched. Early interventions also facilitate the building of resilience in young people so that they are better equipped to cope with life’s stressors. The model is brief in nature and adopts a solutions focused approach.</td>
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## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AICAFMHA</td>
<td>Australian Infant, Child and Adolescent Mental Health Association.</td>
</tr>
<tr>
<td>YAP</td>
<td>Youth Advisory Panel.</td>
</tr>
<tr>
<td>YEO</td>
<td>Youth Engagement Officer.</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix A: Better Outcomes, Brighter Futures Overview ........................................54
Appendix B: Hart’s Ladder of Participation...............................................................55
Appendix C: Jigsaw Staff Questionnaire .................................................................57
Appendix D: Headstrong Staff Questionnaire .........................................................67
Appendix E: Jigsaw YAP Questionnaire .................................................................76
Appendix F: Headstrong YAP Questionnaire .........................................................85
Appendix G: Focus Group Consent (Staff and Youth) ..............................................95
Appendix H: Parental Consent Questionnaire .......................................................99
Appendix I: Under 18 Consent Form .................................................................101
Appendix J: Staff Information Sheet .................................................................103
Appendix K: Youth Information Sheet .................................................................104
Appendix L: Focus Group Protocol .................................................................105
Appendix M: Youth Focus Group Questions ......................................................107
Appendix N: Staff Focus Group Questions .........................................................108
Appendix O: Sample Transcription .................................................................109
Appendix P: Sample Coding .................................................................140
CHAPTER 1: INTRODUCTION

1.1 Introduction

Chapter one begins by illustrating the aims of the study and the research questions. The research context, focus and rationale will be examined alongside a brief overview of the methodological approach taken. The chapter will conclude by detailing the delimitations of this study and outlining the chapters that will follow.

1.2 Aim of the study

The overall aim of this study was to explore staff and young people’s perspectives of youth participation in an Irish youth mental health organisation and its programme of service delivery. More specifically the study addressed the following research questions.

1.3 Research Questions

- What form does youth participation take in Headstrong/Jigsaw?
- What are the factors that support youth participation?
- What are the challenges of youth participation?
- What are the benefits of youth participation to the young people and the Jigsaw service?

1.4 Research Focus and Context

At present the researcher is employed as the Youth Engagement Officer in Headstrong, The National Centre for Youth Mental Health. Headstrong is a charity, which aims to change how Ireland thinks about young people’s mental health through research, engagement and its programme of service delivery, Jigsaw. Jigsaw is a network of projects across Ireland that provides an early and brief intervention, youth mental health service to young people aged 12-25. Jigsaw is currently in ten communities across Ireland including; Clondalkin, Donegal, Dublin15, Galway, Kerry, Meath, North Fingal, Roscommon, Offaly, and Tallaght. Headstrong/Jigsaw have ensured young people are involved in the organisation by setting up a youth advisory panel (YAP) for the Headstrong office and for each of the Jigsaw projects. Each panel is comprised of between 12-20 members between the ages of 16-25. These young people give their time and meet monthly to advise and guide
Headstrong/Jigsaw in its work. The researcher’s role in the organisation is to support and promote youth participation both in the main Headstrong office, and within the Jigsaw projects.

1.5 Research rationale

The researcher is acutely aware of the lack of research that has been undertaken on the topic of youth participation within the organisation. It is important moving forward that youth participation has an evidence base as there is a lack of existing research on youth participation in youth mental health services (Howe, Batchelor, & Bochynska, 2011). This evidence base is necessary to develop the field of youth participation, and to gather support and resources for this developing area.

1.6 Methodological Overview

A mixed methods approach was taken through the use of questionnaires and focus groups. The participants involved in this study were staff and YAP members in Headstrong and all Jigsaw projects. The data was analysed for dominant themes that provided answers to the research questions.

1.7 Delimitations

The study asked participants their thoughts, views and experiences about youth participation. The research did not use any measurements that directly assessed the impact of youth participation other than the participants’ thoughts; therefore the findings of the study are subjective. The study was undertaken at a particular point in time therefore requiring participants to think retrospectively which may introduce potential errors as it relied on their memory and their beliefs.
1.8 Chapter Outlines

Chapter two reviews the current and past literature on youth participation. It will focus on defining youth participation with a specific focus on youth participation in mental health services. Also examined will be models of participation that provide a theoretical framework for youth participation. The literature on factors that promote participation, the benefits to services and young people, and the challenges of youth participation will also be explored.

Chapter three outlines the methods that were employed in this study. Why mixed methods were chosen will be justified, with emphasis on rationalising the use of online questionnaires and focus groups. Participant information will be shared along with ethical considerations pertinent to this research.

Chapter four presents the key findings gathered from the data collection. Information will be merged from both the questionnaire and focus groups to provide answers to the research questions.

Chapter five discusses the findings while comparing and contrasting these to the literature examined in chapter two. These findings will be explored to ascertain how they answer the research questions and how they fit into the wider landscape of youth participation.

Chapter six concludes the study by summarising the answers to each of the research questions while providing recommendations for youth mental health organisations who may wish to develop a youth participation strategy.
CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter opens by reviewing literature that is available on youth participation. This will be followed by an exploration of models of youth participation and the factors that support youth participation. Finally the benefits achieved from youth participation by young people and services will be shared along with the challenges involved. As there is limited literature on the topic of youth participation in youth mental health services available, this review will concentrate on the literature that exists on youth participation in general while incorporating any relevant literature that focuses on youth mental health services.

2.2 Youth Participation

Youth participation is a right protected by the United Nations Convention on the Rights of the Child (UNCRC) 1989, ratified by Ireland in 1992, which gives young people an opportunity to exercise their rights as citizens (Seebach, 2008). It allows the adult world to work with young people to draw on their expertise as young people for the betterment of society (Checkoway, 2011). Youth participation is a process within institutions that involves young people making decisions that affect their lives (Hart, 1992; Checkoway, 2011). The National Policy Framework for Children and Young People; Better Outcomes, Brighter Futures sets out the Irish Government’s agenda and priorities in relation to children and young people aged under 25 years from 2014-2020. It has five national outcomes and six transformational goals (See Appendix A). Goal three outlines the government’s commitment to listen to and involve children and young people. The government has committed to a range of activities to ensure young people are consulted and involved in decision making in policies and issues that affect their lives including strengthening participation in decision making for health and wellbeing at community level (Department of Children and Youth Affairs, 2013).
Young people are commonly seen through their deficiencies and their burden on society and are viewed as a group who have disengaged from civil society (Checkoway, 2011) but conversely, young people should be seen as resources, not just victims or problems (Howe et al., 2011). Young people are experts of their own time and they are in the best position to make a decision about what is youth friendly, welcoming and accessible for young people (Howe et al., 2011) which explains the growing movement of mental health organisations developing youth participation strategies (Monson & Thurley, 2011).

2.2.1 Youth Participation in Mental Health Services

The primary health issue for young people is their mental health (Dooley & Fitzgerald, 2012) but young peoples’ experience of mental illness and their treatment needs can be very different to those of adults. Young people can experience mental health difficulties in an episode and therefore may only require brief and early intervention (James, 2007). The majority of young people do not have any experience of mental health services, and some find the symptoms of mental illness as issues they need to hide as it disturbs them and can lead to embarrassment and shame. Consequently, it can be hard for a young person to access a traditional mental health service that is designed by, and for, adults (James, 2007). Despite policies outlining the need for young people to be involved in the development of services there is limited literature available on youth participation in mental health services (Inspire Foundation, 2009; Monson & Thurley, 2011; Howe et al., 2011).

Internationally, there have been calls for children and young people to actively participate in service planning and the development of mental health services. In the UK the National Service Framework (NSF) for Children, Young People and Maternity Services calls for the views of young people to be taken into account in the planning, improvement and evaluation of services (Howe et al., 2011). The Australian National Mental Health Plan 2003-2008 identified that consumer and carer participation and partnership at all levels of policy, planning and treatment should be a hallmark of a quality mental health system (James, 2007). ‘A Vision for Change’
was developed to detail a comprehensive model of mental health provision for Ireland (Department of Health and Children, 2006). It described a framework for building and fostering positive mental health across the entire community and for providing accessible, community based, specialist services for people with mental illness. A Vision for Change recommended that the involvement of service users and their carers should be a feature of every aspect of service development and delivery within mental health services in Ireland (Department of Health and Children, 2006).

2.3 Models of Youth Participation

Models of youth participation can be traced back to Roger Hart’s ladder of participatory forms (Hart, 1992, 1997; Head, 2011). This model has been identified as being the most influential typology of youth participation (Seebach, 2008). Hart outlines an eight rung ladder (see Appendix B). Rungs one to three are; manipulation, decoration and tokenism, where projects and decisions are adult led with very little input from young people and are viewed as non-participation (Hart, 1992). Rungs four to eight see an increase in the level of input young people have until ultimately young people and adults share decision-making. Hart’s ladder of participation is often interpreted as a framework for encouraging stakeholders to extend youth participation towards the higher rungs of the ladder (Hart, 1992). Hart however would caution anyone using it as a definitive interpretation of where youth participation needs to be and there has been criticisms of the model for implying that all participation of children and young people should be at the highest rung (Barber, 2007). Full participation whilst aspirational is dependent on situations, culture and the setting in which youth participation is taking place (Head, 2011). The image of youth participation on a continuum from higher to lower is a common feature of many models of youth participation (Howe et al., 2011). Full participatory roles and responsibly are not feasible or necessary for every task or project and therefore caution is advised when using hierarchial models for guidance (Kirby, Lanyon, Cronin, & Sinclair, 2003). While there is a significant amount of literature relating to models of youth participation, there is a paucity of literature relating to models of youth participation in mental health services (AICAFMHA, 2008).
2.4 The Factors that Support Youth Participation

2.4.1 Resources
The resourcing of youth participation is required to maximise its contribution (James, 2007; Day, 2008). Young people should be appropriately recognised and remunerated for their participation and the payment of young people ensures their input is seen as valued and equal (Howe et al., 2011). In order to achieve effective outcomes organisations must allocate appropriate time and resources to youth participation (AICAFMHA 2008). A specific budget is required for the participation of young people as this may incur extra costs that would not be present when consulting adults, such as transport and food (The National Children’s Office, 2005). Young people at risk may require special attention when it comes to developing their capacity to participate, therefore resourcing allocations should be mindful of this (AICAFMHA 2008). When resources are not available to implement and evaluate participation, it results in an inability of organisations to accommodate young people in their decision making structures and therefore becomes a barrier to effective participation (Revans, 2009).

2.4.2 Staff
A key staff member whose role it is to promote and support youth participation within an organisation is needed for youth participation to develop (AICAFMHA, 2008). Adults play various roles in the process to reaching out to young people, supporting their ideas, and building support for their work (Checkoway, 2011). One person must be identified with the skills and influence to lead the participation strategy but they should not be the only person who works in a participatory manner (The National Childrens Office, 2005). When this resource is not made available youth participation is affected negatively (Howe et al., 2011). Supportive staff relationships have been found to be beneficial in youth mental health settings and promote youth participation (Collin, Stephens-Reicher, Blanchard, Herrman, & Burns, 2011).

2.4.3 The Culture within an Organisation
Hart (1992) emphasises that some environments are more conducive to the development of youth participation. A top down, bottom up approach is needed for
meaningful youth participation to develop (Davies, 2008). A supportive workplace and organisational culture can have a significant impact on the success of youth participation strategies (The National Childrens Office, 2005). Organisations must allow time for trusting and respectful relationships to develop between staff and young people. Undertaking meaningful and sustainable participation is about the entire ethos and culture of the organisation and needs to be practiced by senior management, as well as frontline staff, and across policy and practice (Kirby et al., 2003). It is about developing new ways of working with children and young people. Developing the infrastructure and building organisational capacity needs dedicated commitment, sufficient staff support and an undertaking to adopt an organisational learning approach: all of which are more likely where there are champions of children’s participation present (Kirby et al., 2003). A fast turnover of staff and volunteers can affect the continuity and capacity to follow up with young people to become more involved (AICAFMHA, 2008). A positive youth participation culture is beneficial for both staff and young people within a youth mental health service (Collin et al., 2011). While the culture of an organisation can positively support the participation of young people, an organisation’s attitude where it recognises participation in theory but not in practice can be a challenge (AICAFMHA, 2008).

2.4.4 Training for Staff and Young People

Young people may lack the skills, information, support and training that is required to enable them to participate fully (Young Minds, 2005). Skill development is necessary to develop the abilities for staff to incorporate young people into their work, and for young people to be able to work in the professional world (O' Donoghue, Kirshner, & McLaughlin, 2002). Participation is more likely to be experienced as positive and worthwhile where individuals possess basic skills and confidence and where social learning occurs for broad groups of participants (Head, 2011). Young people and adults need to be given the time and space they need to develop skills and expertise to participate effectively (O' Donoghue et al, 2002).
2.5 The Challenges of Youth Participation

Whilst all the factors outlined above support youth participation it must be acknowledged the potential for these factors to become challenges. The general challenges of youth participation include; lack of transport, lack of access to effective communication tools such as SMS, emails and the Internet, which are integral for young people to participate effectively (AICAFMHA, 2008). The level of wellness of the young person within a mental health system can present difficulties especially when young people have used mental health services (AICAFMHA, 2008). The primary challenges detailed in the literature include time, lack of diversity and the lack of clarity about youth participation.

2.5.1 Time

Time is a critical challenge for young people especially when they have competing interests of school, college, sports and work (The National Childrens Office, 2005). These other important areas in their lives can block their capacity for getting involved (AICAFMHA, 2008). Time is a barrier for staff and young people in youth mental health services as this time is needed to meaningfully engage young people in a way that works for both parties (Inspire Foundation, 2009). Working with more marginalised young people takes more time as they require additional support (Kelleher, Seymour & Halpenny, 2014). As outlined earlier organisations who are committed to youth participation must dedicate time to ensure young people are supported to participate. There is no literature available that outlines what time commitment is required for organisations and young people to give to ensure youth participation is effective.

2.5.2 Lack of Clarity

Repeatedly asking children and young people for their views, and not actioning them will disillusion them and other stakeholders, result in consultation fatigue and compromises the ability to work with them again (Davies, 2008). To consult implies
action will be taken and to consult without any intention to act on the recommendations is ethically unsound (Neill, 2005). Being clear with young people from the start about what is possible and what is not prevents ethical and moral difficulties that will arise when young people expect more than is possible to provide (Neill, 2005). Clarity about aims, purposes, methods and processes should ensure that the benefits and limitations of participation in each case are explicit: and sometimes this improved clarity emerges only after a robust exchange of views (Head, 2011). When young people are dissatisfied with levels of consultation, participation and feedback provided, this can result in disillusionment and disengagement with the process (Kendall & Merrill, 2008). Review, evaluation and dissemination should be built into participation initiatives so that the elements of effective practice can be identified (McAuley & Brattman, 2002). Adequate feedback mechanisms from staff to young people on decisions should be developed so that young people know where their opinions has gone, what has been actioned and what has been the final outcome (The National Childrens Office, 2005). These markers of effective participation should be developed by young people and adults who work with them (Lansdown, 2010). This lack of clarity regarding youth participation can potentially be explained by the distinctive lack of evaluation in the area.

2.5.3 Lack of Diversity

In Ireland, young people who become involved in participatory activities are generally middle class, well educated, articulate young people and these young people are generally not representative of young people that are most in need of the services they are representing (Roe & McEvoy, 2011). This viewpoint is echoed by Head (2011) who claims that generally the more confident young people are involved in consultation, while the vulnerable and seldom heard young people’s voices are often overlooked (Head, 2011). The term seldom heard refers to groups of people who together do not have a voice, and are generally under represented in activities around participation (Kelleher et al., 2014). Traditional models of youth participation such as youth councils and youth board are elite models of participation where only the voices of some young people are heard (Collin et al, 2011). Young people who
engage in participatory structures in mental health organisations can also be a homogenous group (Inspire Foundation, 2009). Caution must be added to these interpretations though as no young person is the same as the next therefore a young person cannot represent the views of all young people. It is important to consider the absence of evaluation with regards youth participation, so it is not known if having a representative group makes decisions better or worse.

2.6 The Benefits of Youth Participation

Although the aforementioned challenges can make youth participation difficult the process has numerous benefits for all involved and should be promoted.

2.6.1 To Young People

The benefits of youth participation for individuals include; the development of particular skills, self-esteem and self-development outcomes (Sabo, 2003; Checkoway, 2011). In general young people learn new skills such as teamwork, negotiating, problem solving and influencing, while learning more about policy and how organisations work (The National Childrens Office, 2005). Youth participation can improve education and employment opportunities, while heightening aspirations and plans for the future. It allows the young person a chance to increase opportunities to have fun and meet new people, while giving them the chance to help their communities (Kirby et al., 2003).

Motivations behind becoming involved in a youth mental health service include, wanting to build confidence, social skills and make new friends (Coates & Howe, 2014). Youth participation fosters resilience in young people, including a sense of connectedness, belonging and valued participation which ultimately has a positive impact on mental health and well being (Laws, 1998; Oliver, Collin, Burns, & Nicholas, 2006). Young people involved in participatory structures have reported increased skills, confidence and participation in a range of ways as a result of their involvement (Inspire Foundation, 2009). They described an increase in their confidence working with staff and external stakeholders, confidence working in a
professional environment and their ability to work as part of a team. On a social level participation had a positive impact on young people’s sense of social connectedness, an increased sense of belonging and a significant positive relationship between increased social connectedness and decreased levels of psychological distress (Inspire Foundation, 2009). Youth participation increases the sense of value and connectedness young people feel to services especially where there are positive relationships between staff and young people (Inspire Foundation, 2009).

2.6.2 To Services

Youth participation improves services in both the statutory and voluntary sector (Oldfield & Fowler, 2004). Consumer participation within a youth mental health service can improve service quality, health outcomes for those involved and creates a service that responds to the needs of its clients (Monson & Thurley, 2011). Youth participation assists organisations in developing services that respond to, and are accessible to young people by challenging adult presumptions about what the needs of young people are (Revans, 2009). Youth participation plays a key role in the success of service development and delivery as it allows a service to use the most relevant platforms to reach young people and to focus on issues relevant to them. It leads to increased accessibility of the service therefore creating a more engaging service (Inspire Foundation, 2009). Involving young people also benefits staff morale as it supports understanding and appreciation for the strengths and capabilities of young people (Inspire Foundation, 2009).

Involving young people improves service accountability and brings about new perspective while influencing outcomes in new and unexpected ways (Kirby et al., 2003). It gives a chance for programmes to become more responsive, understanding and considerate of young people’s needs while also improving the efficiency and effectiveness of policies and programmes through the incorporation of young people’s views. It improves the development and delivery of programs through the provision of more reliable information that when adults speak on behalf of young people (Sinclair, 2004, AICAFMHA, 2008).
2.7 Conclusion

Youth participation is about giving young people a voice in matters that affect them. Youth mental health concerns young people and they are the experts on what it is like to be young in modern day Ireland. They are the most appropriate people to help guide and advise a youth mental health service to ensure it is youth friendly and accessible for the people using it. It is clear that factors such as resourcing, adult support, the culture within an organisation, and skill development for all involved can further enhance youth participation. When these are missing or limited they have the potential to become challenges. Challenges of youth participation include lack of time, the homogenous nature of young people who become involved in participatory activities, and the lack of clarity organisations have regarding youth participation. Youth participation provides many benefits for young people while ensuring services are responsive to the needs of young people. Considering the potential benefits of youth participation and the inherent challenges involved this study aims to gain a deeper understanding about youth participation in an Irish youth mental health service.

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter provides information on the research design and methods used within this study. Descriptions will be given for both qualitative and quantitative data
collection methods and how they were employed in this research. The population sample will be explored including some demographics on the participants. Ethical considerations will be outlined and further information on how the data was analysed will be specified. Finally a reflective piece from the researcher will be shared.

3.2 Research Design

A mixed method was chosen for this research study and this refers to the use of two or more methods in research that results in both quantitative and qualitative data being generated (Bogdan & Biklen, 1992). Every data collection method carries its own limitations and therefore it was decided to combine quantitative and qualitative data collection methods for this research to ensure the reliability of the findings (Flick, 2011). A mixed method was most suited to the research aims and the participants of the research. The qualitative methods allowed for a narrative to be told around youth participation while the quantitative methods ensured an array of data from which to analyse.

In order to understand the world around us social scientists can adopt a number of different approaches (Bryman, 2012). The paradigm, which informed this design, was pragmatism as it assumes that the usefulness of any particular mixed methods design can be known in advance of it being used (Hall, 2013). A pragmatic rationale also related to the resources that were available to the researcher. A pragmatic approach allowed the researcher to open up the world to social enquiry and be less purist in terms of methods and preconceptions (Brannen, 2005).

3.3 Research Methods

3.3.1 Qualitative Methods

Qualitative methods generate ‘soft data’ words, images, sounds, feelings and or images (Burnett, 2009). These methods aim to develop understanding of meanings, which rely on interpretation, a methodological act which in turn requires theorisations
and which can be conducted in different ways with different outcomes (Burnett, 2009; Bryman, 2012). Focus groups were the qualitative method chosen for this study. A focus group typically is viewed as qualitative research, which involves a group discussion with around 6-12 people. It usually lasts between one and three hours and it capitalises on the interaction between participants. It is useful for gathering sensitive data and it requires careful and unbiased analyses (Burnett, 2009; Sarantakos, 2013). Participants in a focus group are likely to provide more information than one-to-one interviews (Flick, 2011). Focus groups were appropriate for this study as they were low on cost and rich in data, helped participants remember specific events and were particularly useful to study opinions (Flick, 2011).

3.3.2 Quantitative Methods

Quantitative methods aim to identify and make sense of patterns in data, using measurement and exploring connections by attempting to establish cause and effect between different variables (Burnett, 2009). These methods generate data such as numbers and their connections are mapped using statistical analyses (Burnett, 2009). Questionnaires were the chosen quantitative method for this study. Questionnaires are a common approach to quantitative research (Burnett, 2009). They allow a researcher an opportunity to ask the same questions across a sample and their answers can be easily compared while also ensuring anonymity if needed (Bryman, 2012). The data generated can reveal patterns and acts as a good source of information. Benefits of questionnaires include: flexibility, the ability to show which variables is at work in specific inter-relationships, the speed of and the quantity of data that can be collected (Sarantakos, 2013). Using questionnaires benefited this study as young people lead busy lives and it gave them the flexibility to complete it when they had time. It was useful for staff as they could choose to do it in their own time. This method gave staff and young people around the country an opportunity to be involved in the study, as it would not have been feasible to conduct focus groups with a large sample.

A disadvantage of questionnaires is that they can be very poor at providing reasons behind answers (Burnett, 2009; Bryman, 2012). To combat this open ended
questions, which required more in depth responses, were added to the questionnaire. Similar questions were also asked in the focus group, which allowed for more depth of themes. An online questionnaire was administered via survey monkey. It saved time and money as it meant that participants did not have to fill in paper versions and return them. All staff are provided with a work laptop and access to Internet therefore the online questionnaire was suitable for this cohort. The choice of being posted a printed version was also offered to all participants however none of the participants requested this option.

3.4 Questionnaire Design

The questionnaire was adapted from a similar questionnaire used for staff and young people involved in an Australian youth mental health service (Inspire Foundation, 2009). This Australian study asked youth participants questions about their own mental health or social connectedness which were not required for this research therefore these area’s were omitted. Sections which were useful for this research and were adapted to fit an Irish context were the retrospective self-assessment questioning on benefits of youth participation, the activities young people had been involved in, the participant’s views of the impact of youth participation on the service, and how it had impacted on them as individuals. To answer the research questions this study also incorporated questions on factors that promote youth participation, how much they felt listened to and the benefits and challenges of youth participation. This study’s staff questionnaire contained more similarities with the Inspire Foundation (2009) questionnaire. Similar topics were covered including; how often the organisation considers young people’s opinions, the reasons for involving young people, benefits and challenges, and the involvement of young people in staff member’s roles. Added to this study’s staff questionnaire were questions concerning impact on service, impact on young people, and the staff member’s experience of working with the YAP.

Four versions of the questionnaire were developed; Questionnaire 1: Jigsaw Staff (See Appendix C), Questionnaire: 2 Headstrong Staff (See Appendix D), Questionnaire 3: Jigsaw YAP (See Appendix E), Questionnaire 4: Headstrong YAP (See Appendix F). Jigsaw YAP and staff filled in questions primarily related to
Jigsaw, while Headstrong staff and YAP filled in questions primarily related to Headstrong. There were some sections that required the participants to answer in relation to both Headstrong and Jigsaw. The reason for the separation of the words Headstrong and Jigsaw was the young people who piloted the questionnaire felt they were confused when asked questions about Headstrong and Jigsaw together and felt clarity would be brought by naming one or the other. Young people and staff who worked with Jigsaw generally gave their answers in relation to their Jigsaw project unless asked otherwise. This was the same for the Headstrong YAP and staff.

3.5 Sampling of Participants

A sample is a segment of the population that is selected for investigation as it saves time and money (Gratton & Jones, 2010). The participants in this study was staff members from Headstrong and Jigsaw projects and members of the YAPs from Headstrong and Jigsaw projects. The focus groups were chosen by means of purposive sampling, as the goal of these sampling methods is to sample those who can answer and have a relationship and relevance to the research question being posed (Bryman, 2012). It was important for this research to ascertain the views and opinions of the people who are directly involved in youth participation in Headstrong and Jigsaw. Participant’s inclusion in the questionnaire sample was determined by the following criteria:

- They must work in a Jigsaw project or the Headstrong office.
- They must be a member of the Headstrong YAP or a Jigsaw YAP.

Staff invited to take part in the focus group was comprised of various disciplines across the organisation including; senior management, clinical staff, and administration staff therefore the researcher needed to ensure that there was an even mix of these disciplines in the focus groups as recommended by Burnett (2009). Focus group one was mixed with various disciplines whereas focus group two was comprised of all staff members in the Jigsaw projects who had a responsibility for youth participation. Members of Headstrong’s YAP, which also contained members of Jigsaw YAPs, formed the youth focus group. This was decided as being the most appropriate route as it allowed for ease of access to participants and the focus group
was scheduled one hour before a meeting that the group were already attending. Participant’s inclusion in the focus group was determined by the following criteria:

- They must work in a Jigsaw project or the Headstrong office for at least a year.
- They must be a member of the Headstrong YAP or a Jigsaw YAP for at least a year.

The researcher was able to access the samples through the Jigsaw projects and through Headstrong the National Centre for Youth Mental Health.

3.6 Participants

In total 160 participants took part in this study. 138 participants completed the online questionnaire. This represented a response rate of 73% for staff and 54% for young people. 22 questionnaires were deemed incomplete; as participants had not answered enough questions and a further eight were disqualified from the questionnaire, as they had not returned their parental consent. 22 participants took part in focus groups.

<table>
<thead>
<tr>
<th>Sample</th>
<th>N=</th>
<th>Male</th>
<th>Female</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headstrong/Jigsaw YAP</td>
<td>76</td>
<td>26</td>
<td>49</td>
<td>1 young person identified as being “gender fluid”</td>
</tr>
<tr>
<td>Headstrong/Jigsaw Staff</td>
<td>62</td>
<td>46</td>
<td>14</td>
<td>1 staff member answered, “cannot say for sure” while 1 staff member did not answer this question.</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1: Questionnaire Demographics
Table 2: Demographics of Focus Groups

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Focus Group</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Staff Focus Group 1</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Staff Focus Group 2</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total Focus Group</td>
<td>22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.7 Ethics

Researchers need to consider the ethical issues associated with the research whilst ensuring the design is socially and morally acceptable (Gratton & Jones, 2010). The Dublin Institute of Technology ethical committee approved the study proposal and methodology which were also reviewed and approved by the Headstrong research team.

Many ethical procedures were used during the research including; voluntary participation which extended to participants only choosing to answer questions they were comfortable with, informed consent, the right to withdraw, secure storage of data, and the participants having access to the findings (Bryman, 2012). (Denschombe, 2007) highlighted 3 ethical issues which guided the research ethically.

**Ethical Issue 1:** Researchers have a duty to consider in advance the likely consequences of participation and to take measures to safeguard the participant’s interests. With respect to this the researcher ensured that the questionnaires were anonymous so that staff and young people would feel free to answer honestly, without worry of identification. Anonymity was important for the young people in case there was a concern that how they responded may affect their membership of the YAP or their working relationship with Headstrong/Jigsaw. It is acknowledged that 100% anonymity cannot be guaranteed due to the tracking of IP addresses, however this is not something the researcher or Headstrong/Jigsaw would have ever been in a position to do. It is understood that all participants should be informed as to who will have access to research data and ideally this should be limited to only those who need
to know (Gratton & Jones, 2010). All participants were informed that all information within the focus group was going to be confidential and the only time that this confidentially would be broken would be if a risk to a participant or to someone else and/or if a child protection issues arose. Additionally, it has been recommended that the identity of the participants be kept confidential (Bogdan & Biklen, 1992) and with this in mind all participants in the focus groups were assigned pseudonyms for the presentation of findings.

**Ethical Issue 2:** The avoidance of deception or misinterpretation by the researcher being open, honest and explicit with the participant. The researcher was mindful that all participants were aware that their inclusion was not part of their work with Headstrong/Jigsaw and therefore it was voluntary to take part. It is acknowledged that only those who are participating voluntarily and have been informed about the study should be involved in the data collection (Flick, 2011). Consequently, all participants in this research voluntarily agreed to participate in the data collection methods.

**Ethical Issue 3:** It is important that participants are given as much information to make an informed decision about whether or not they wish to take part in the study (Bryman, 2012). Written consent was sought from participants of the focus groups to ensure appropriate ethical practice (Creswell, 2007) (See Appendix G). Informed consent must be given by someone competent to do so (Flick, 2011); consequently parental consent (See appendix H) was requested for all participants under 18 years of age. These participants were also required to give their consent (See Appendix I) Once participants had returned their consent form they were then sent the link to the questionnaire. If a young person accessed the link, and revealed they had not received parental consent they were brought to a disqualification page.

### 3.8 Data Collection: Quantitative

The youth questionnaire was piloted with two past YAP members and the YAP intern who works during the Summer months in the Headstrong office to ascertain their views. The main suggestions for change were to make the language much clearer and
accessible, and to be more direct when asking questions, for example use either Headstrong or Jigsaw but not both. They also suggesting attaching a picture as they felt it put a face to the research. Two staff members were also sent the staff questionnaire to ascertain their thoughts. Similar to the youth pilot group they felt that questions needed to be asked directly about Headstrong or Jigsaw.

An information letter outlining the purpose of the study (See Appendix J) was developed and sent to each Jigsaw project via their staff email. A similar letter (See Appendix K) was also sent to all the YEO’s to forward onto their YAP’s and to post to their Facebook YAP group pages of the YAP’s to increase the likelihood of a higher response (Sarantakos, 2013). The link to the questionnaire was then emailed to all staff, and placed on the Facebook pages of all the YAP’s two weeks after this email on the first week of August. A follow up phone call was made to all the staff members who were employed to support the YAP’s to encourage staff and young people to complete the questionnaire two weeks prior to the final date. The questionnaire was kept online for three weeks to ensure maximum uptake whilst also taking into account that staff take annual leave at this time of the year.

3.9 Data collection: Qualitative

An email was sent to staff from a range of disciplines to ask them if they would be willing to participate in a focus group for the study. As recommended an interview protocol (See Appendix L) was used to guide the focus groups and interview questions (Creswell, 2007). The average length of the focus groups was 72 minutes. Questions had similar themes for all focus groups but some were phrased differently in the youth focus group (See Appendix M) and the staff focus groups (See Appendix O). The questions were ordered to allow a natural flow through the research questions. Each focus group finished off on a question looking at the future so it would end on a positive note. As the focus groups developed if someone said something that required more analysis the researcher asked them to elaborate on the
point further. At times specific participants were asked to give their response if it was felt they had not had the opportunity to speak especially if there were stronger participants in that group. The focus groups were recorded on a dictaphone and transcribed verbatim afterwards (See Appendix O)

Table 3: Focus Group Schedule

<table>
<thead>
<tr>
<th>Focus Group 1 (Youth)</th>
<th>Focus Group 2 (Staff)</th>
<th>Focus Group 3 (Staff)</th>
</tr>
</thead>
</table>

The focus groups were spread apart to give time for transcriptions to be completed whilst also being conscious that the online questionnaire was live simultaneously.

3.10 Data Analysis

3.10.1 Quantitative

The questionnaires were transferred into Microsoft Excel, which allowed for ease of analysis for all the closed questions. Microsoft excel was a practical tool to translate the findings into clear tables and charts which in turn provided answers for several of the research questions. Coding as a data analysis technique was used for the open-ended questions of the questionnaire and for the focus groups. Coding involves exploring the collected data and assigning it codes, which may be names, concepts, categories, theoretical ideas or classes therefore enabling the researcher to understand a text better (O’ Reilly, 2009; Flick, 2009). The open-ended questions, which produced a qualitative response, were coded into themes, with the predominant themes being shared in the findings section. An example of a theme coding is the this research is provided in Appendix Q.

3.10.2 Qualitative
The data analysis phase is the core of qualitative research (Flick, 2009). Data analysis in qualitative research consists of preparing and organising data for the purpose of analysis. This data must then be reduced into themes by a process of coding, condensing the codes, allowing the research to represent the data in figures, tables or a discussion (Creswell, 2007). Data analysis can be pursued concurrently with the data collection or after the data has been collected. It is suggested that researchers do some analysis concurrently with the data collection in order to provide structure and direction to future data collection. However, the majority of the analysis should be left until after all the data has been gathered (Bogdan & Biklen, 1992).

Six steps of data analysis, as identified by Creswell (2009), were carried out on the data gathered in this study:

(i) The data from the focus groups was organised and transcribed.
(ii) All the transcriptions were read several times to get a sense of it.
(iii) The coding process began.
(iv) The use of codes was used to identify a number of themes.
(v) Consideration was given to how the themes would be presented in the results. The use of quotes supported theme’s that were discovered.
(vi) Interpretations were made from the data that was given.

3.11 Researcher Bias

It was important to realise that people start on a research topic due to their own biography (Bogdan & Biklen, 1992). It was therefore crucial that the researcher’s position was made explicit to participants. Acknowledging the researchers positioning and the potential bias that may occur increases the validity of the research (Creswell, 2009). As the researcher is employed as the YEO within Headstrong, who’s primary role is to develop and support youth participation the potential for researcher bias was explored and a clear explanation was given in each focus group that all information was confidential. While analysing the data the researcher needed to be mindful to separate out information gathered from the research and information that was gathered as part of their role.
3.12 Reflexivity

This study was difficult at times to undertake. As it was research that concerned my own role, and a topic I am incredibly passionate about, it was difficult to create boundaries between my working world and this research. It was challenging at times to hear or read negative comments regarding youth participation. I sometimes took them as personal comments against my work.

As I was still working while doing this research piece, I became hyper vigilant to youth participation which I feel had a negative impact on my role within the organisation, as it didn’t allow for rationale thinking at times as my sole focus was on youth participation. I would recommend researchers choosing a topic that is associated with their employment to develop strategies to allow for a separation of the working and research world.

I feel my role had potential to impact on the focus groups. While there was an atmosphere of honesty, and the participants were assured confidentiality I was still concerned that they may not be 100% open as they may have been concerned about offending me. To counteract this, similar questions were asked in the questionnaire that gave all participants an opportunity to share their thoughts anonymously.

CHAPTER 4: FINDINGS

4.1 Introduction

This chapter will present findings from the data gathered in the focus groups and questionnaires. Results will be merged together to indicate the participants’ views on youth participation. Subsections will be used to highlight findings in the following themes; youth participation in Headstrong/Jigsaw; activities and depth of involvement; factors which support youth participation; benefits of youth participation to young people and the service; and finally the challenges of youth participation.
4.2 Youth Participation in Headstrong/Jigsaw

“Youth Participation for me means that young people participate throughout an organisation. That their views and opinions are equally valued as any other persons, not more or less, but equal. That their time is appreciated but that it is of mutual benefit for both the adult and young person. In theory it should be a win win situation, one that makes the organisation better no matter how difficult it is to achieve this” Youth Questionnaire.

Youth and staff participants from the questionnaire and focus groups held common beliefs that youth participation was about involving young people, listening to them and giving them a voice in how the organisation is planned, designed, implemented, and evaluated. It meant involving them in decisions in an appropriate, mutually respectful and meaningful manner at every level. Staff and young people within the focus groups believed that young people do not want power in Headstrong/Jigsaw but rather wanted to be involved and consulted in the appropriate areas. Young people in the focus group expressed views that young people should not have a dominant voice in discussions or be given a veto, they wanted to be an equal voice. For example one youth in the focus group stated: “young people don’t expect everything to revolve around their decision” Youth Focus Group.

4.2.1 Why Involve Young People in Headstrong/Jigsaw

93% (n = 50) of staff that completed questionnaires revealed that a significant or very significant reason for including young people in the development of services is that young people have insights and perspectives to offer that are different from adults. One staff member felt: “the Yap has acted as our compass for when we are unsure about how we can deliver, design and communicate about the service” - Staff Questionnaire. (94%; n = 50) of staff believed that young people have a right to be consulted with respect to policies/issues affecting them, (83%; n = 45) felt young people engage more with services when they are consulted, (66%; n = 35) were of the opinion that involving young people leads to better decision making including decision making that does not directly involve young people. These points were
supported in the open ended responses of the questionnaire with staff asserting that involving young people made the services more credible and real, and that young people are more likely to approach the service if they knew young people had been involved in designing it. The young people in both the questionnaire and focus group articulated that Headstrong/Jigsaw are taking the right approach by involving young people. For example one YAP member responded: “if you actually want to fix something around the issue of young people, the best sort of person to go to is actually a young person” Youth Focus Group.

4.2.2 Activities and Depth of Involvement

Findings revealed that young people dedicate a large amount of time to Headstrong/Jigsaw, with the majority of young people in the questionnaire stating that they were “heavily or quite involved” with the organisation. Participants in the youth focus group were clear that Headstrong/Jigsaw created a space where you could dedicate as much time as you had available, and that the time they gave changed according to different things that would occur in their lives. As one young person indicated: “like for me, it’s a major part, well I do like, uh my school work, my family, my sports, and my Headstrong like it becomes part of your identity” Youth Focus Group.

Figure 1: How involved are you in Headstrong/Jigsaw?
Findings from the youth questionnaire indicate the top five activities YAP were most involved in were: fundraising, planning in Headstrong/Jigsaw, attending Headstrong/Jigsaw team meetings, media work and sitting on sub groups of Headstrong/Jigsaw (See Table 4). The selection and design of buildings, promotion of, and fundraising for the service were acknowledged in both the qualitative responses of the questionnaire and all focus groups as being practical areas of involvement. Young people sitting on management groups and sitting with the board of directors of Headstrong were viewed as positive areas of involvement that made a difference at a management level. However, it was highlighted that not all Jigsaw projects have young people on the management groups and that their lack of presence was evident. One staff member revealed: “there is a clear difference between the way an OMG work’s, when there are young people on… around the table, and where there are not young people” Staff Focus Group.

Participants from the youth and staff focus groups consistently observed that the strongest example of youth participation within the organisation was involving young people in interviewing staff. Young people had an equal voice in the decision-making process here. Interestingly the participants in the youth focus group relayed that if they ever felt unequal, it was when candidates spoke to them or treated them differently from the rest of the panel. As one young person stated:

“I will ask the question and they will answer my question but not to me, they’ll answer to the other members of the panel. They wouldn’t make eye contact with me or they wouldn’t mention my name or anything like that. They will just talk to everyone else” Youth Focus Group

4.3 Factors that Promote Youth Participation

4.3.1 A Member of Staff

Within all focus groups and of questionnaires, a staff member whose role it was to support youth participation resource was consistently highlighted as being a vital factor in promoting and supporting youth participation. This person usually with title Youth Engagement Officer or Youth and Community Engagement Worker was a
crucial link between the young people and the staff and was essential for the development of youth participation. One member of staff commented: “Seriously I believe the appointment of a full time youth participation person is by far the most important and effective step we’ve taken to facilitate youth engagement” Staff questionnaire. The staff focus groups particularly felt that having different resource allocations from one day to five days for this worker meant that not all Jigsaw projects could be at the same level of youth participation and this created difficulties, especially if the worker was not based in Jigsaw. While the dedicated staff member was seen as a factor to promote participation, when a Jigsaw project had limited time allocation of this staff member, it then became a challenge to include young people adequately.

4.3.2 Budget

Staff and young people within the questionnaire and focus groups reported that having a budget was an important factor to support youth participation. This budget was useful as it allowed for transport and food costs to be taken care, which was important for young people who do not have access to disposable income. Within the staff focus group, when asked where they would like to see youth participation going forward many felt that it needed to be budgeted for. This budget would support the costs associated with the youth engagement staff member mentioned in the previous sub section, and costs incurred by the young people.

4.3.3 Organisational Culture

Staff and young people within the focus groups observed that Headstrong/Jigsaw created a positive open culture towards youth participation the minute a member of staff and young person walked in the door, which was strongly seen, from a top down level with young people being involved in the management structures. Many participants from the questionnaire’s and focus groups highlighted the importance of staff and young people physically seeing and interacting with each other for youth
participation to develop and felt that the more opportunities there was for this, the greater the degree of youth participation. In addition, an open door policy in Headstrong/Jigsaw, where there was adequate space to meet the YAP, strongly contributed to youth participation. One participant remarked:

“Probably the open door sort of policy, your kind of welcome in anytime because there is always something to work on and if you actually want to come in and work on something you’re more than welcome and there will be a desk waiting there for you” Youth Focus Group

Positive staff attitudes towards youth participation within the organisation were evident throughout the questionnaires and focus groups. Young people from the questionnaire and the focus groups reported that staff that listen to them, respect them and work in a friendly welcoming environment contributed towards youth participation. The young people from the focus group commented that doing something well and proving to staff that they can be trusted, built on youth participation. Staff within the focus group conveyed how they receive the opinions of the YAP created a sense of whether or not they will continue to give feedback.

As one staff member described:

“I think how you receive a young person's opinion is, something that promotes youth participation in the sense of how you respond, particularly initially will determine whether they'll open their mouth again or how they'll open their mouth again, and I think that's, that's really important” Staff Focus Group

While there was very positive attitudes from staff towards youth participation 45% of staff rarely or never involved young people in the various aspects of their work.

4.4 Benefits of Youth Participation

4.4.1 To the Jigsaw Service

“If you want to encourage self referrals, and that’s what we want to do, we want to change how young people think about and how they access services. They are the most powerful tool. They are the most powerful resource to do that and we need to invest in them” Staff Focus Group.
96% \( (n = 59) \) of staff participants in questionnaire agreed or strongly agreed that involving young people has been most beneficial to promoting Jigsaw, while 88% \( (n = 56) \) agreed or strongly agreed that it has been beneficial to the young people who use Jigsaw. This was further supported in the staff focus groups that commented on the very strong role that young people play in the promotion of the service. In addition, 89% of staff \( (n = 54) \) agreed or strongly agreed that there were benefits in involving young people in developing projects, programmes and initiatives while 87% \( (n = 54) \) agreed or strongly agreed that involving young people benefitted decision-making within Jigsaw. Findings indicate that involving young people made the service more credible, transparent and accountable. As one staff member indicated:

“it means that you can’t let yourself off the hook and just do what suits staff or the service! You need to explain decisions and involve young people in decision making... if you can’t justify it to the Youth Advisory Panel, or you just can’t explain it, simply, to the Youth Advisory panel, then you need to ask yourself about your decision-making method and conclusions” Staff Questionnaire

The young people in the questionnaire also felt it stopped the service from being intimidating and clinical and set it apart from other mental health services. Staff and young people in the questionnaire and in the focus groups believed that involving young people had a crucial impact on making the service more accessible, youth friendly and responsive to the needs of young people while breaking down stigma. For example one staff member reported: “impact is directly felt by the young people who attend in terms of the youth friendly “feel” of the service” Staff Questionnaire.

While the majority of participants were positive about the impact a minority of staff had negative experiences of youth participation with one staff member commenting on youth participation: “very little and at times has seemed tokenistic” Staff Questionnaire.

### 4.4.2 To the Young People

There were many references throughout the youth questionnaire about the positive benefits young people had experienced during their time on the YAP. 94% \( (n=64) \) of young people in the questionnaire reported their confidence working with staff
increased somewhat or a lot. 90% (n=63) believed their understanding of youth mental health had increased somewhat or a lot. 89% (n=62) reported that their confidence working in a professional environment had increased somewhat or a lot. 81% (n=56) stated how likely they were to seek help if that had a personal problem had increased somewhat or a lot. 75% (n=52) said how much they felt they belonged had increased somewhat or a lot. Other areas that the young people believed had changed included; their ability to work in a team, oral communication skills, confidence working with external partners, initiative to take personal actions about issues they care about, ability to solve work related problems, their own ability to cope when things got tough, personal planning and organisation, levels of involvement with other organisations (e.g. online community group, human rights organisations, local sporting groups), understanding of political and social issues and written communication skills (See Table 5). One YAP member stated that their experience was: “Hugely beneficial. I developed many skills as part of working with Jigsaw (communications, public speaking, team-work). I have been given many opportunities too (writing articles, participation in talks and presentations. ” Youth Questionnaire.

4.5 Challenges to Youth Participation

4.5.1 Lack of Time

A lack of time was a dominant theme in the qualitative responses of the questionnaire and in the staff focus groups. 64% (n=36) of staff that completed the questionnaire described a lack of time to devise, implement and evaluate work with young people as being a significant or very significant barrier to involving young people in their work. Likewise, young people within the focus groups and questionnaires reported time being an issue for them when they had competing demands of school, college and their outside lives. This lack of time resulted in young people not being involved in ways they should be, with only 3% - 5% of staff indicating that they always involved young people in their area of work. The young people within the focus group recognised that sometimes due to time constraints and deadlines that staff are
under pressure and that limits the involvement of the YAP. Staff both in the questionnaire and the focus groups supported this belief for example:

“I don’t mean to make excuses but the nature of our work is often quite reactive and it’s hard to find time to complete a project never mind consult/collaborate with young people” Staff Questionnaire

4.5.2 Lack of Resources

While resources were highlighted in the factors that promote participation section, 60% (n=32) of staff within the questionnaire reported a lack of resources (e.g. funding, personnel etc.) to devise, implement and evaluate work with young people as being a significant or very significant barrier to involving young people. This lack of resources was highlighted in the staff focus groups in relation to staff allocation for youth participation. This lack of resources impacted on the ability of staff to include young people in their work even though it was something they were open to.

4.5.3 Lack of Diversity

Both the young people and staff within the focus groups commented on the homogenous nature of the YAP’s and that this can be problematic as the YAP wasn’t necessarily a representative group. The young people in the focus group felt that while there was diversity of regions a lot of the YAP were in secondary school or colleges. One Jigsaw project did highlight that they had the opposite experience and had successfully engaged seldom-heard groups but the voices of others were missing. The average age of participants to the questionnaire was 20 years of age with only 11% being under the age of 18. No one under the age of sixteen is a member of a YAP in Headstrong/Jigsaw.
4.5.4 Lack of Training and Skillset

Young people in the focus group highlighted the lack of training given to young people to carry out their role. They felt that they needed certain skills to be put in certain situations and at times they did not have these skills and that Headstrong/Jigsaw did not provide enough training. Staff reported the importance of young people having skill sets and training with a participant commenting: “you have to equip young people to be able to participate, in such a way that they’re not feeling like a spare part.” Staff Questionnaire. 45% (n=24) of staff that completed the questionnaire felt that a significant or very significant barrier to involving young people in their work was the limited training courses and resource materials to enable them to consult or work directly with young people effectively. Clinical staff in
particular, frequently commented both in the questionnaire and in the focus group that it is much harder for young people to play a role in their clinical work due to the lack of a skillset on the part of the young person. One member of staff stated:

*There are barriers to involving young people in clinical decisions, such as the remit of the service, the interventions provided, appropriate responses to risk etc. because these decisions involve a level of qualification and professional experience and need to be based on evidence and best practice*  Staff Questionnaire.

### 4.5.6 Lack of Clarity

According to staff and young people within the focus groups there were varying levels of youth participation throughout the organisation and between Headstrong and Jigsaw projects. Hart’s ladder of participation was referenced in one staff focus group with staff acknowledging that Headstrong and Jigsaw projects can be on different rungs of the ladder mainly due to lack of resources. Both groups expressed concerns that there was a lack of clarity in relation to what youth participation meant in Headstrong and Jigsaw. There is no organisational definition for youth participation or model of youth participation that the organisation uses. As one staff member identified: “*maybe Jigsaw/Headstrong needs to define what level of participation they’re at, so that makes it clearer for us*”  Staff Focus Group. This caused difficulties for staff, as they did not know what they were aspiring to, and created frustrations for the young people who were unsure what their involvement was at times. The youth focus group expressed a desire to be told what role they were playing in a process and for this to be communicated clearly from the outset. They wanted to be more aware of how decisions were made. Staff supported this viewpoint with one staff member stating: “*I think at times we probably thought they were in a consulting role when they might have thought they were in a decision making role*”  Staff Focus Group.

Young people were heavily involved in the initial planning and set up of Jigsaw. All focus groups acknowledged that this activity dies down for Jigsaw YAP’s and that there was a lack of clarity in relation to their role in the actual implementation/ service and delivery/ evaluation elements and that young people’s involvement was limited in this area, but that there was potential there.  *One staff member provided an insight:*
“It’s harder to find where the group necessarily fit in terms of implementation and evaluation”  Staff Focus Group.

This brings this findings chapter to a conclusion.

CHAPTER 5: DISCUSSION

5.1 Introduction

This chapter will discuss the main themes that emerged from the findings and examine these in relation to the literature reviewed in chapter two. The implications of this study will be addressed throughout, concluding with a description of the limitations of this study.

5.2 Youth Participation in Headstrong/Jigsaw

Youth participation in Headstrong/Jigsaw is a process that involves young people in the organisation taking part in a variety of roles as outlined by Checkoway (2011). This study supports the assertion by Howe et al. (2011) that young people are experts of their own time and they are in the best position to make a decision about what is youth friendly, welcoming and accessible for young people. For this reason, Headstrong/Jigsaw has created YAPs as the organisations participatory structure to involve young people. The organisation is consistently following best practice both
on a national and international level concerning young people’s rights to participate by adhering to Article 12 of the UNCRC, giving children and young people a say in decisions that affect their lives although it must be acknowledged that Headstrong’s participatory structures do not include the voices of children under 16, even though it is a service for young people aged 12-25. As proposed in ‘Better Outcomes, Brighter Futures’ Headstrong/Jigsaw ensures that young people are consulted in decision making for health and well-being at community level with a particular emphasis on youth mental health services (Department of Children and Youth Affairs, 2013). The organisation has taken a slight divergence from a ‘Vision for Change’ recommendation to ensure service user consultation and feedback in designing mental health services by also involving young people who have not been services users. This can be viewed as a positive step as it ensures that all young people can have an opportunity to shape services.

The young people are centrally involved in the physical design and promotion of Headstrong/Jigsaw, however, there is a lack of clarity where they fit in relation to implementation and evaluation within the organisation. The most successful examples of the young people’s involvement is interviewing of staff and supports Michel & Hart’s (2002) study which found that this level of involvement yields excellent results for organisations. From the initial set up phase there has been a natural evolution of the role to take in fundraising for the sustainability of the service and promotion to increase referrals and reduce stigma. Similar to the Inspire Foundation’s (2009) evaluation Headstrong/Jigsaw offer a broad range of activities, which allows young people to commit when and how they choose to. Young people are represented on the board of directors of Headstrong and on some of the operational management groups of Jigsaw, highlighting a lack of consistency of young people being present at this decision making level throughout the organisation.

Headstrong/Jigsaw do not have an organisational definition for youth participation and therefore need to define what youth participation is and what role young people and staff play. There is no evident model of youth participation present in Headstrong/Jigsaw. While Hart’s ladder of participation was discussed in the staff focus group there was a distinctive lack of clarity about what the organisation is aiming for in relation to youth participation. Staff and young people both expressed opinions that young people didn’t want ultimate power and decision-making but
wanted to be part of the process in how decisions were made. This study would support cautions applied to traditional hierarchical models of participation put forward by Barber (2007) and Hart (1992). This study reinforces Head’s (2011) belief that full participation, while being aspirational, is dependent on situations, cultures and settings. In a youth mental health setting, while young peoples’ opinions are important, due to the clinical nature of the service, adults with professional experience should hold the final decision. The development of a linear, and organisational specific model of youth participation may be more useful for Headstrong/Jigsaw, which would allow a more flexible, situational approach to youth participation.

5.3 The Factors that Support Youth Participation in Headstrong/Jigsaw

5.3.1 Resources

The findings of this study are in line with the views of James (2007) and Day (2008) that the resourcing of youth participation is required to promote and support participation. In accordance with recommendations from The National Children’s Office (2005) food and travel costs are provided for young people to ensure they are able to participate without any financial burden. While there has been some allocation of funding towards youth participation to cover food and transport costs, the findings would indicate that the resource allocation for youth participation is not adequate. This has resulted in staff not being able to work with the young people as much as they would like. This corresponds to Revan’s (2009) research which also found a lack of resources results in an inability of organisations to accommodate young people in their decision making structures and therefore becomes a barrier to effective participation. This is evident in some Jigsaw projects who have not included young people on their management structures and through the numerous staff who commented on the limited interactions they have with the YAP. While it is acknowledged that resources help youth participation in Headstrong/Jigsaw, it is also
a challenge when these resources are limited which is the case in some of the Jigsaw projects.

5.3.2 A Member of Staff

This study supports the assertion of the AICAFMHA (2008) that a key staff member whose responsibility it is for the promotion and support of youth participation is a crucial factor for youth participation to thrive. The role of the youth engagement officer/youth and community engagement worker was seen as a commitment on the part of Headstrong/Jigsaw to support young people’s participation. This role was resourced differently between Jigsaw projects and Headstrong with a time allocation of between one to five days. When there was limited resources this had a detrimental effect on youth participation and impacted on the level at which staff could incorporate young people into their work. This supports Howe et al., (2011) view that when this resource is not present, participation is affected negatively. While Headstrong/Jigsaw are enthusiastic about youth participation this is not necessarily resourced adequately throughout the organisation. This study would support Head’s (2011) caution that youth participation should not fall solely on one staff member’s shoulders as it should be a part of everyone’s role. It would benefit the research base of youth participation if a comparison was done between Jigsaw projects to ascertain what differences are present between the different projects, and what impact having a staff member has on these differences.

5.3.3 The Organisational Culture

Hart (1992) emphasised that some environments are more conducive to the development of youth participation and the environment in Headstrong/Jigsaw is one of these. Headstrong/Jigsaw has a positive culture of youth participation and it is reinforced in a top down and bottom up approach, which is vital according to Davies (2008). The importance of physically seeing and interacting with one another should not be underestimated in the organisation and there is a real desire from participants
to see this increase. This positivity must be translated into action, and supports Kirby et al.’s (2003) findings that youth participation requires time and effort, on behalf of the staff and young people, to succeed. Staff have created a welcoming space where young people in Headstrong/Jigsaw feel safe and secure to give their opinions. This is in line with the view of Collin et al., (2011) who claim that a positive youth participation culture is beneficial for both staff and young people within a youth mental health service. As the organisation grows it is important for this positive culture to remain. While there are positive views towards youth participation, 45% of staff reported never or rarely involving young people in their work. This should be a concern to the organisation as youth participation should be about young people being actively involved working alongside staff. The organisational culture needs to develop so that working alongside young people becomes a normal part of staff’s work as opposed to once off activities.

5.4 The Benefits of Youth Participation

5.4.1 To the Young People Involved

The findings from this study correspond with Kirby et al.’s (2003) research which found that youth participation gives young people an opportunity to have fun and meet new people, while giving them the chance to help their communities. Being on a YAP has been an overwhelming positive experience for the majority of the YAP. The findings of this research mirrored results found in the Inspire Foundation (2009) evaluation which also found young people reported an increase in their confidence working with staff, their confidence working in a professional environment, their ability to work as part of a team, and their oral communication skills. Also showing increases in this present study, was the young person’s understanding of youth mental health, their own ability to seek help if they needed it and a sense of belonging. This would reinforce findings from Law (1998) and Oliver et al. (2006) which also believed that being involved in a participatory activity can have a positive impact on help seeking and mental health awareness. The findings from this research were primarily based upon a retrospective self-assessment, and would be strengthened by a longitudinal study with young people that measured changes pre and post their
involvement in youth participation structures. It is also important to consider that it is possible that young people who had positive experiences were the ones who took part in the study, and possibly some of the 44% who didn’t take part may have had other experiences.

5.4.2 To the Jigsaw Service

Young people and staff believed that involving young people in Headstrong/Jigsaw has created/helped create a service that is responsive to the needs of the young people using it, which supports Monson & Thurley’s (2011) and Revan’s (2009) argument for the importance of youth participation in youth mental health settings. Young people are viewed as useful resources to the Jigsaw service. Findings from this study mirror the Inspire Foundation’s (2009) evaluation where young people and staff also held strong beliefs that involving young people was a key factor in effective service design and promotion. This research also adds further weight to Kirby et al.’s (2003) finding that involving young people makes the service more credible, real and accountable. This study supports Oldfield and Folwers (2004) and Sinclair’s (2004) claims that involving young people is the right thing to do as it contributes to improved services. Ultimately, staff and young people feel there have been many benefits to the service in terms of design and promotion of the service. Further examination is needed on the services users experience of Jigsaw and how youth participation has impacted on their journey through the service. It would benefit this field of study to compare Headstrong/Jigsaw to a similar organisation that does not have youth participation to ascertain any differences.

5.5 The Challenges of Youth Participation

5.5.1 A Lack of Time

A lack of time to engage with young people was a dominant barrier found, and time was also a challenge for involving young people in the Inspire Foundation (2009) evaluation. When time was ‘protected’ in a diary, this ensured the staff members
were able to meet with the young people. This lack of time, combined with lack of resources has resulted in staff not being able to work with young people as much as they would like. Staff must also work to deadlines that limit the opportunity for young people to get involved. Young people understand that deadlines need to be met, and that their involvement is not always possible, but not being involved leads to frustration. The progressive organisation culture of youth participation is challenged when this happens. This research would support the recommendation of the National Children’s Office (2005) which state that time is a critical challenge for young people as well. They have competing interests and sometimes they are not able to commit the time they need to Headstrong/Jigsaw. This lack of time for staff to involve young people may contradict the findings of the strong organisational culture towards youth participation. If the organisation is truly committed to youth participation, staff should be supported to involve young people in a meaningful way.

5.5.2 Lack of Diversity

From the participant demographic given there would appear to be limited representation from young parents, unemployed, working, or young people who have not taken a traditional educational route. These are groups of the population who Kelleher et al. (2014) would describe as seldom heard and underrepresented. Both staff and young people commented on the homogenous nature of the YAP’s and expressed a desire for more diversity. While the research did not examine social class, it agrees with Roe and McEvoy’s (2011) findings that those who become involved in participatory activities are usually well educated and articulate young people. It is clear the majority of participants who took part in this study are from college and school and similarly a homogenous group was found to be present in the Inspire Foundation’s (2009) evaluation. It must be considered that 44% of young people did not reply, therefore it would be preemptive to presume that all of these young people who did not participate are in college or school. It is also important to caution that engaging seldom-heard groups is not easy. As The National Children’s Office, (2005) correctly points out, working with seldom-heard groups takes time, skills and new understandings and with the limited resources dedicated towards youth
participation this may not be possible. Therefore, while it has been highlighted that
diversity is a challenge within Headstrong/Jigsaw, time and resources have also been
highlighted, therefore these challenges would need to be overcome first before the
issue of diversity can be addressed. The age profile of the participants was also
surprising, as only 11% were under 18, and no one was under 16. For an organisation
who caters for 12-25 to not have structure in place to ensure the voices of 12-16 year
olds are heard perhaps goes against the principles of youth participation.

5.5.3 Lack of Training and Skillset

A lack of skill set is evident for both staff and young people and has presented as a
challenge as these skills are needed to support youth participation as highlighted by
O' Dongohue et al. (2002). Certain decisions especially around clinical services may
require a skill set, training and qualifications that a young person just may not have
to equip to participate fully as claimed by Young Minds (2005). While young people
have been involved in a large amount of activities with Jigsaw/Headstrong their lack
of skills set was a concern especially for clinical staff members. This group of staff
found it harder to incorporate young people into their work. This was a problem for
staff as they also needed a skill set from which to work with the young people in a
participatory way. This mirrored findings in the Inspire Foundation’s (2009)
evaluation which also found that staff identified a lack of training for staff to be a
challenge. The young people felt that they needed certain skills in certain situations
and that at times they did not have these. This research supports guidelines by The
National Children’s Office (2005) that successful participation requires training and
support for both adults and child/young people involved as both groups need new
information, knowledge and skills. O' Dongohue et al. (2002) stated that young
people and adults need to be given the time and space they need to develop skills and
expertise to participate effectively. This will present a further difficulty when
promoting youth participation within the organisation as time constraints have
already been highlighted as a challenge.
5.5.4 Lack of Clarity

The AICAFFHMA (2008) highlighted a lack of knowledge and clarity about participation acts as a barrier to youth participation. There is a distinctive lack of clarity in Headstrong/Jigsaw regarding youth participation and where young people fit into processes and decision making. This lack of clarity led to frustrations for young people when they did not feel part of decisions within the organisation or when they feel pressured into supporting projects. Young people needed to know at the start of a process what their role was going to be, and to be kept informed about how decisions were made. This does not appear to happen in Headstrong/Jigsaw, and there was dissatisfaction expressed about the lack of clarity as to how decisions had been made. This study supports Neill’s (2005) finding that when organisations are not clear with young people from the start this can create difficulties. The study supports research by Davies (2008) and Kendall and Merrill (2008) who believed that when young people feel their voice has not been listened to they can become disillusioned and disengaged from the process. While young people as a group feel listened to within Headstrong/Jigsaw there was a minority who expressed feelings of dissatisfaction with levels of consultation, participation and feedback provided. Headstrong/Jigsaw needs to ensure that these feelings of dissatisfaction do not increase and therefore as Head, (2011) declares, clarity about aims, purposes, methods and processes are needed to ensure that the benefits and limitations of participation in each case are made explicit to the young people and staff involved. Staff also lacked clarity on youth participation. There was a very real sense that they were meant to work in a way that facilitated this approach but had not been given the information, skills, training and time to allow them to do it.

Headstrong/Jigsaw needs to view this challenges, not in isolation but how they are interconnected. A lack of clarity and knowledge about youth participation within the organisation, will not aid planning in the area of resource allocations, which are needed to support staff in involving young people. Youth participation is proving itself to be beneficial, but more research is needed to ascertain what resources are needed to implement an effective youth engagement strategy. It is this study’s assertion that a comprehensive youth participation strategy must be developed first and foremost in an organisation to identify what form youth participation will take, what
are the markers of success, and what resource allocation is feasible to progress this strategy.

5.6 Limitations and Strengths of the Study

The study was conducted on a national organisation and it’s programme of service delivery. This approach did not allow for individual Jigsaw projects to identify themselves, which would have given an opportunity to compare and contrast differences between Jigsaw projects and also the Headstrong National Office. Due to the limited number of staff in employment in the organisation it was not possible for staff to identify their role within the organisation, which would have allowed for a comparison across disciplines.

This study was only able to draw on staff and YAP member’s thoughts on youth participation. While the staff response rate was positive, 46% of young people on YAP’s did not respond. The views of the service user, who is a key stakeholder in a youth mental health service was not explored due to ethical concerns. There was no measure used, nor did the researcher find one, that was able to identify the impact youth participation on youth mental health services. This is a potential area for future research.

Despite its limitations the study addresses a gap in knowledge about youth participation in an Irish youth mental health context. The study also obtained views from young people and staff giving a good insight into youth participation from a variety of viewpoints and experiences. A further strength was the flexibility of a mixed methods approach, with two different samples which meant more people could have their voice heard within this study.
CHAPTER 6: CONCLUSION

6.1 Introduction

The aim of this study was to explore staff and young people’s perspectives of youth participation in an Irish youth mental health service. Information was obtained as to the depth and type of involvement of young people in Headstrong/Jigsaw. Key factors that support youth participation, benefits to young people and services, and the challenges that are faced were all examined to provide understanding to the complicated nature of youth participation. It is clear that factors, which promote youth participation, can also become challenges.

6.2 What Form does Youth Participation take in Headstrong/Jigsaw?

Headstrong/Jigsaw have a positive and progressive ethos and organisation culture towards youth participation. Their commitment to youth participation is evidenced through their forming of youth advisory panels and the resourcing of workers to support these panels. Young people give a considerable amount of time and are heavily involved in the design and set up of Jigsaw, but their role becomes somewhat unclear and ambiguous in relation to the implementation and evaluation aspects of the organisation. Young people and staff believe that young people should be consulted and involved in decision-making, as partners in the process, but they should not be the ultimate decision makers as it is a youth mental health service, and therefore some decisions may require expertise and skills sets that young people may not have. The strongest example within the organisation of young people sharing decisions with staff is their involvement interviewing new staff and the most frequent
example is promoting the service and fundraising for it. While young people sit with the board of directors of Headstrong there are inconsistencies in how young people are represented in management structures in Jigsaw projects which needs to be addressed. While the organisation has a positive progressive culture towards youth participation this is not matched evenly in the resourcing directed towards youth participation. Considering the economic climate Ireland has emerged from it is a credit to the organisation that every Jigsaw project has a at least one day a week allocation for this work.

6.3 What are the Factors that Promotes Youth Participation?

The positive progressive organisation culture and staff attitudes towards youth participation are a dominant factor in promoting youth participation in Headstrong/Jigsaw. A top down bottom up approach, and a welcoming staff attitude have ensured young people feel safe and comfortable to give their opinions. Staff appreciate the benefits of working with young people, and both staff and young people feel that seeing each other and interacting with one another contributes to the enhancement of youth participation.

Resources proved to be a factor that both promotes and challenges youth participation in Headstrong/Jigsaw. An allocated budget that allows for young people’s expenses to be covered reduces barriers to young people’s participation. Resources have also been allocated for the employment of a member of staff whose specific role it is to support and promote youth participation. The allocated time for each worker varies between the Jigsaw projects but where this resource allocation has been limited, youth participation has suffered as a result.

6.4 What are the Benefits of Youth Participation to Young people and the Jigsaw Service?
It is clear that young people experience many benefits as a result of their involvement with Headstrong/Jigsaw. Their confidence working with staff, understanding of youth mental health, confidence working in a professional environment, sense of belonging, and how likely they were to seek help if they had a problem all increased. It has created positive experiences, allowed them to have an impact on their communities and contributed to their growth as individuals.

Involving young people has particularly been beneficial in promoting Jigsaw, to the young people who use Jigsaw, to the development of programme/projects and initiatives, it has lead to better decision-making, and has supported staff in their work. Involving young people has also benefited the Jigsaw service as it has helped it become more youth friendly, credible and accountable.

6.5 What are the Challenges of Youth Participation?

A lack of time and resources are evident challenges in Headstrong/Jigsaw and impact on how meaningful young people can be involved. The lack of training for both staff and young people to enable them to work in a participatory way is a difficulty for staff and young people. The homogenous nature of the young people involved has been called into question. These barriers are intrinsically linked, as adequate resources would support training, which would also allow for the engagement of harder to reach young people. More resources would also allow staff to allocate time in their schedule to ensure they can work with young people.

Headstrong/Jigsaw does not have a definition for youth participation and a model which they base it on. Staff often do not know what they are aspiring to, and young people can also be confused about their role. This has led to frustrations for both young people and staff, where young people have not been involved in areas they felt they should have been. There also appears to be inconsistencies in participation throughout the organisation, with Jigsaw projects being at very different stages to one another, with some Jigsaw projects still do not have young people on their management structures. Feedback structures are not present to show young people where their feedback has been involved and this needs to be prioritised going forward.
6.6 **Recommendations**

- Organisations must have clarity about youth participation before they embark upon it. An organisation should have a definition of youth participation and an appropriate model from which they work. This model should be linear and create a range of participatory activities in which a young person can get involved.

- Adequate resourcing, including a role specifically designed for youth participation should be a key consideration of any organisation that is hoping to develop a youth participation strategy. A budget should be set aside for the support of the young people. This adequate resourcing should also support the participation of seldom heard young people on participatory structures.

- Training for staff and young people in youth participation is essential for young people to be meaningfully involved.

- Organisations must ensure effective feedback mechanisms for young people so they are aware of where their inputs have or have not been taken on board and if not, why. This will stop young people from disengaging by feeling their voice has not been heard and reduce consultation fatigue.

- The development of evaluation tools for youth participation is vital for the furthering of an evidence base on this area. Much more research on youth participation in a youth mental health service is required.
6.7 Conclusion

Headstrong/Jigsaw are breaking new ground in their quest to ensure young people’s voices are heard in the design, implementation and evaluation of youth mental health services. Youth participation is a process and a journey that the organisation is on. It is a journey that has no road map, infact staff and the YAP are creating their own, each learning to trust one another along the way. The numerous benefits youth participation has brought are considerable and should be celebrated. Working with young people in a participatory way will provide challenges, but if young people and staff navigate these obstacles together the final destination of meaningful youth participation can be reached.
REFERENCES


APPENDICES

Appendix A: Better Outcomes, Brighter Futures Overview
Appendix B: Hart’s Ladder of Participation
**Hart’s Ladder**

<table>
<thead>
<tr>
<th>Quality of Participation</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people have the ideas, set up the project and the ability to join them in making decisions throughout the project. They are equal partners.</td>
<td>Young people despite they need a one-stop shop in that community. They gain new and active ways of different youth organizations and together today the government for resources.</td>
</tr>
<tr>
<td>Young people have the initial idea and decide how the project is to be carried out. Adults are involved and exist in the leadership of young people.</td>
<td>A group of students get permission from their principal to run an environmental day. The students make the decisions, and the school provides support.</td>
</tr>
<tr>
<td>Adult initiated, shared decisions with young people.</td>
<td>A community coordinator asks young people for event ideas for Youth Week. The young people suggest bringing an event. The coordinator and young people work together to make decisions and apply for funding.</td>
</tr>
<tr>
<td>Young people are consulted and informed.</td>
<td>Adults design and facilitate the project, and young people provide input. Adults give greater weight to decision-making and have less responsibility for implementation.</td>
</tr>
<tr>
<td>Young people have assigned but informal roles.</td>
<td>Adults decide on thematic and young people volunteer for it. Young people understand the project and adults respect their views.</td>
</tr>
<tr>
<td>Young people have the ideas, set up the project and the ability to join them in making decisions throughout the project. They are equal partners.</td>
<td>A young person is advised to assist with the planning and implementation, youth. The school is not going to be responsible for all of the events or the community the site.</td>
</tr>
<tr>
<td>Young people take part in an event in a very limited capacity and have no role in decision making.</td>
<td>A group of young people are invited to attend a meeting about youth problems to present to adults attending. Youth participation.</td>
</tr>
<tr>
<td>Young people have the ideas, set up the project and the ability to join them in making decisions throughout the project. They are equal partners.</td>
<td>Adults have complete and unchallenged authority and influence their power. They use young people’s ideas and voices for their own gain.</td>
</tr>
<tr>
<td>Adult initiated, shared decisions with young people.</td>
<td>A municipality uses young people’s ideas but does not allow youth to participate in making decisions or affecting the community.</td>
</tr>
<tr>
<td>Adult initiated, shared decisions with young people.</td>
<td></td>
</tr>
</tbody>
</table>

**Key Questions**

What level of Hart’s Ladder is our project at?

Which level of Hart’s Ladder should our project be at?

What do we need to do to move to the right level on the ladder for our project?

**Non-Participation**

It is important to remember that tokenism, consultation and manipulation are not examples of youth participation. You do have the choice to move away from these methods towards more meaningful participation.

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56
Appendix C: Jigsaw Staff Questionnaire

Youth Participation Survey: Jigsaw Staff

The research is being carried out by me, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies. I am inviting you to take part, as I am keen to hear your opinions as a member of staff about youth participation within the organisation.

**Aim of the research:** The information received from this survey will give a further understanding of youth participation in Headstrong and Jigsaw from the perspectives of both YAP members and staff. It will examine the benefits and challenges of youth participation to the design, implementation and evaluation of a youth mental health service.

**What you need to do if you take part:** Participation in this study involves completing this anonymous online survey. The survey asks questions about your thoughts on youth participation. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it.

**Voluntary participation:** This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to complete the survey and are free to withdraw from the study at any time up until the point where you submit the survey. As you have not given your name on the survey there is no way to take it out after the point of submission.

**Support:** If you feel upset while filling out the survey in this study, or afterwards, you can seek supports through your supervision structures.

**Use of the data:** The results of the survey may be published in the future or presented at conferences. However, as I have not asked you to put your name on the surveys, no information identifying you will be included in these reports. All information will be stored securely.

**Consent:** If you do decide to take part you will be asked to tick the consent box below.

**Questions:** If you have any further questions about this research please contact me at: 087-6125311 or james.barry@headstrong.ie. Thank you for your time, James.
Youth Participation Survey: Jigsaw Staff

*1. I consent to take part in this research and am aware that all information is anonymous
   - Yes
   - No

2. Age
   - 18-21
   - 21-30
   - 31-40
   - 41-50
   - 51-60
   - 61-70

3. The gender I most identify with is:
Youth Participation Survey: Jigsaw Staff

4. I have worked in Jigsaw for:

5. In your own words can you describe what youth participation is?
6. Please rank how often you think **YOUR JIGSAW PROJECT** considers young people’s views and needs in relation to the different levels of organisational decision making listed below:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>I would not know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational:</strong> Decision making with respect to the day to day provision of activities and services for young people by your Jigsaw</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Managerial:</strong> Decision making regarding overall management of your Jigsaw including allocation of resources planning and evaluation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Political:</strong> Decision making by your Jigsaw relating to the public policy arena</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Financial:</strong> Decision making relating to fundraising activities or other aspects of your Jigaws financial activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

7. Please rank how often you think **HEADSTRONG** considers young people’s views and needs in relation to the different levels of organisational decision making listed below:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>I would not know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational:</strong> Decision making with respect to the day to day provision of activities and services for young people by the organisation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Managerial:</strong> Decision making regarding overall management of the organisation including allocation of resources planning and evaluation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Political:</strong> Decision making by the organisation relating to the public policy arena</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Financial:</strong> Decision making relating to fundraising activities or other aspects of the organisation financial activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
8. I feel that involving young people has been beneficial to Jigsaw in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing programme / projects / initiatives</td>
<td>☒</td>
<td>☒</td>
<td>☐</td>
<td>☒</td>
<td>☐</td>
</tr>
<tr>
<td>Decision making within Jigsaw</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Supporting staff in their work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Policy making</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>To the young people who use Jigsaw</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>In promoting Jigsaw</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Please provide any examples you can think of in relation to the question above:
# Youth Participation Survey: Jigsaw Staff

## 10. Please rate how often you consult with young people in relation to different aspects of your role:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring and researching opportunities and assessing the pros and cons of different approaches or actions related to your role</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Decision making regarding overall management of your area of responsibility including allocation of resources, planning and evaluation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Carrying out tasks and activities related to your role</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Reviewing your work and its impact and sharing this with stakeholders (for example your team or manager, partners)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

## 11. What factors do you feel help promote youth participation in Jigsaw?


### Youth Participation Survey: Jigsaw Staff

**12. Please rate how significant you believe the following barriers are in involving young people in YOUR ROLE:**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very significant</th>
<th>Significant</th>
<th>Not significant</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current decision – making structures are not flexible enough to accommodate consultation with young people</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of resources (e.g. funding, personnel etc.) to devise, implement and evaluate work with young people</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time to devise, implement and evaluate work with young people</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited training courses and resource materials to enable you to consult or work directly with young people effectively</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support for young people</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of interest on the part of young people to be involved</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people can’t make a meaningful contribution to your area of work</td>
<td>✅</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13. Are there any other barriers to involving young people in your work?**

[Blank]

**14. In relation to any of the above barriers, what would you require to support you to involve young people in your area of work?**

[Blank]
### Youth Participation Survey: Jigsaw Staff

15. Please examine the statements below which present possible reasons for involving young people in the development of services. Tick the response that indicates how significant you believe this reason to be:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very significant</th>
<th>Significant</th>
<th>Not significant</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people have insights and perspectives to offer that are different from adults</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Young people have a right to be consulted with respect to policies/issues affecting them</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Involving young people leads to better decision making at Jigsaw/Headstrong including decision making that doesn't directly involve young people</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Young people engage more with services when they are consulted</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

16. Do you think there are other reasons for involving young people in the development of youth mental health services? If so please describe them:
17. How would you describe the impact that the direct involvement of young people has on your Jigsaw project?

18. How would you describe the impact that being involved has on the members of the Youth Advisory Panel?
Youth Participation Survey: Jigsaw Staff

19. How would you describe your experience of working with the Youth Advisory Panel in your Jigsaw?

---

20. Would you like to add anything else?

---
Appendix D: Headstrong Staff Questionnaire

Youth Participation Survey: Headstrong Staff

The research is being carried out by me, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies. I am inviting you to take part, as I am keen to hear your opinions as a member of staff about youth participation within the organisation.

Aim of the research: The information received from this survey will give a further understanding of youth participation in Headstrong and Jigsaw from the perspectives of both YAP members and staff. It will examine the benefits and challenges of youth participation to the design, implementation and evaluation of a youth mental health service.

What you need to do if you take part: Participation in this study involves completing this anonymous online survey. The survey asks questions about your thoughts on youth participation. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it.

Voluntary participation: This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to complete the survey and are free to withdraw from the study at any time up until the point where you submit the survey. As you have not given your name on the survey there is no way to take it out after the point of submission.

Support: If you feel upset while filling out the survey in this study, or afterwards, you can seek supports through your supervision structures.

Use of the data: The results of the survey may be published in the future or presented at conferences. However, as I have not asked you to put your name on the surveys, no information identifying you will be included in these reports. All information will be stored securely.

Consent: If you do decide to take part you will be asked to tick the consent box below.

Questions: If you have any further questions about this research please contact me at: 087-6125311 or james.barry@headstrong.ie Thank you for your time, James.
Youth Participation Survey: Headstrong Staff

1. I consent to take part in this research and am aware that all the information I give is anonymous.
   □ Yes
   □ No

2. Age
   □ 18-21
   □ 21-30
   □ 31-40
   □ 41-50
   □ 51-60
   □ 61-70

3. The gender I most identify with is:

4. I have worked in Headstrong for:

5. In your own words can you describe what youth participation is?

Page 2
### Youth Participation Survey: Headstrong Staff

6. Please rank how often you think **JIGSAW PROJECTS** consider young people’s views and needs in relation to the different levels of organisational decision making listed below:

<table>
<thead>
<tr>
<th>Decision Area</th>
<th>Always</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>I would not know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making with respect to the day to day provision of activities and clinical services for young people by the Jigsaw projects</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Managerial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making regarding overall management of the Jigsaw projects including allocation of resources, planning and evaluation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making by the Jigsaw projects relating to the public policy arena</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making relating to fundraising activities or other aspects of the Jigsaw project’s financial activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

7. Please rank how often you think **HEADSTRONG** considers young people's views and needs in relation to the different levels of organisational decision making listed below:

<table>
<thead>
<tr>
<th>Decision Area</th>
<th>Always</th>
<th>Most of the Time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>I would not know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Operational</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making with respect to the day to day provision of activities and services for young people by the organisation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Managerial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making regarding overall management of the organisation including allocation of resources, planning and evaluation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Political</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making by the organisation relating to the public policy arena</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Financial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making relating to fundraising activities or other aspects of the organisation’s financial activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
## Youth Participation Survey: Headstrong Staff

8. I feel that involving young people has been beneficial to Headstrong in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing programmes / projects / initiatives</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Decision making within the organisations</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Supporting staff in their work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Policy making</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To the young people who use Jigsaw</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In promoting Headstrong</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In promoting Jigsaw</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Please provide any examples you can think of:

``````
10. Please rate how often you consult with young people in relation to different aspects of your role

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring and researching opportunities and assessing the pros and cons of different approaches or actions related to your role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision making regarding overall management of your area of responsibility including allocation of resources, planning and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carrying out tasks and activities related to your role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing your work and its impact and sharing this with stakeholders (for example your line manager / team)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. What factors do you feel help promote youth participation in Headstrong?


### Youth Participation Survey: Headstrong Staff

#### 12. Please rate how significant you believe the following barriers are in involving young people in YOUR ROLE?

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Very significant</th>
<th>Significant</th>
<th>Not significant</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current decision making structures are not flexible enough to accommodate consultation with young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of resources (eg funding, personnel etc) to devise, implement and evaluate work with young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time to devise, implement and evaluate work with young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited availability of training courses and resource materials to enable you to consult or work directly with young people effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of support for young people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of interest on the part of young people to be involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Young people can’t make a meaningful contribution to your area of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 13. Are there any other barriers to involving young people in your work?

- [ ]

#### 14. In relation to any of the above barriers, what would you require to support you to involve young people in your area of work?

- [ ]
Youth Participation Survey: Headstrong Staff

15. Please examine the statements below which present possible reasons for involving young people in the development of services. Tick the response that indicates how significant you believe this reason to be:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Very significant</th>
<th>Significant</th>
<th>Not significant</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people have <strong>insights and perspectives</strong> to offer that are different from adults</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Young people have a right to be consulted with respect to policies/issues affecting them</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Involving young people leads to better decision making at Headstrong including decision making that doesn’t directly involve young people</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Young people engage more with services when they are consulted</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

16. Do you think there are other reasons for involving young people in the development of youth mental health services? If so please describe them:
17. How would you describe the impact that the direct involvement of young people has on Headstrong as an organisation?

18. How would you describe the impact that being involved has on the members of the Youth Advisory Panel?

19. How would you describe the impact that the direct involvement of young people has on the service Jigsaw offers?
20. How would you describe your experience of working with the Youth Advisory Panel in Headstrong?

21. Would you like to add anything else?
Appendix E: Jigsaw YAP Questionnaire

Youth Participation Survey: Jigsaw YAP

This research is being carried out by me, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as part of studies for an MA in Child, Family and Community Studies in Dublin Institute of Technology.

Aim of the research: The information gathered from this survey will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff view point. It will look at the benefits and challenges regarding youth participation in how a youth mental health service is designed, run and reviewed.

What you need to do if you take part: Participation in this study involves completing this online survey. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it.

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Support: If you feel upset while filling out the survey in this study, or afterwards, it is important to talk to an adult you trust. Jigsaw in your area also provides a free and confidential service if you wish to get support. Please find more information on supports here: http://headstrong.ie/get-help-button/

Use of the information: The results of the survey will be included in a dissertation (a really long essay based on research) and may be published in the future or presented at conferences. However, as you are not asked to put your name on the surveys, no information identifying you or your Jigsaw project will be included in these reports. All information will be stored securely.

Consent: When you log into the survey there will be a question that asks you to confirm that you and your parent/guardian have agreed for you to take part OR that you are over 18 and that you consent to take part in this survey.

Questions: If you have any further questions about this research please contact me at: james.barry@headstrong.ie
Youth Participation Survey: Jigsaw YAP

1. Consent

2. I am a member of....... (Please answer the questions in this survey in relation to your experiences on the Jigsaw YAP and in relation to Jigsaw where appropriate).

☐ A Jigsaw YAP
☐ The Headstrong YAP

3. What age are you?

☐ 16
☐ 17
☐ 18
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ 25
☐ 26

4. What gender do you most identify with?


5. What do you do, most of the time?


Youth Participation Survey: Jigsaw YAP

6. How long are you on the YAP?

7. In your own words what do you think youth participation means?

8. Which of the following activities have you been involved in on behalf of Jigsaw? (tick all that apply)

   - Media work
   - Spokesperson at event
   - Fundraising event
   - Developed content for publications / newsletter / annual report
   - Research and evaluation
   - Interviewing staff
   - Planning in Jigsaw
   - Developing programmes / projects in Jigsaw
   - Presenting or facilitating workshops / session at Jigsaw events
   - Internship at Jigsaw
   - Sitting on sub groups of Jigsaw
   - Work experience in Jigsaw
   - Peer educator
   - Attending Jigsaw team meetings
   - Sitting on Management Group
   - Other (please specify)

9. How would you rate your involvement with Jigsaw?

   - Heavily involved
   - Quite involved
   - Involved a bit
   - Rarely involved
   - Never involved
   - I am just starting on the YAP
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. What do you think has helped youth participation in Jigsaw?</td>
<td></td>
</tr>
<tr>
<td>11. What do you think has challenged youth participation in Jigsaw?</td>
<td></td>
</tr>
<tr>
<td>12. How do you think these challenges have been overcome?</td>
<td></td>
</tr>
</tbody>
</table>
### Youth Participation Survey: Jigsaw YAP

#### 13. To what extent do you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Depression is a medical condition just like any other illness</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>People should be encouraged to see a mental health professional about their depression</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

#### 14. If I met someone with depression I would be unwilling to:

<table>
<thead>
<tr>
<th>Make friends with them</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have that person work closely with me on a job or class / college project</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

#### 15. I would like to know more about your understanding of how to get help or help others.

**How would you rate your understanding of the following?**

<table>
<thead>
<tr>
<th>Not good at all</th>
<th>Poor</th>
<th>Okay</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who to talk to if you are going through a tough time</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>How to access a mental health professional</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>How to help a friend who's going through a tough time</td>
<td>○</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Where else to look for information when going through a tough time</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Youth Participation Survey: Jigsaw YAP

#### 16. How did being involved with Jigsaw change your:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Increased a lot</th>
<th>Increased somewhat</th>
<th>No change</th>
<th>Decreased somewhat</th>
<th>Decreased a lot</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of political and social issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence working in a professional environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence working with Jigsaw Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence working with external partners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to solve work related problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal planning and organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levels of involvement with other organisations (e.g. online community group, human rights organisations, local sporting groups)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiative to take personal actions to address issues that you care about</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much you felt like you belonged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely you were to seek help if you had a personal problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your ability to cope when things got tough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Youth Participation Survey: Jigsaw YAP

**17. Evaluate the following statements:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that as a member of the YAP <strong>my voice</strong> has been listened to in decision making in <strong>Jigsaw</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel that as a member of the YAP <strong>my voice</strong> has been listened to in decision making within <strong>Headstrong</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a member of the YAP I feel that the voice of the YAP as a group are listened to in decision making in <strong>Jigsaw</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a member of the YAP I feel that the voice of the YAP as a group are listened to in decision making in <strong>Headstrong</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. How would you describe the impact that the direct involvement of young people has on the service Jigsaw offers to young people?

19. I feel that involving young people has been beneficial to Jigsaw in the following areas:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing programmes / projects / initiatives</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Decision making within the organisation</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Supporting staff in their work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Policy making</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>To the young people who use Jigsaw</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In promoting Jigsaw</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

20. Please provide any examples you can think of:
21. How would you **describe your experience** of working with Jigsaw?

22. Is there anything else you would like to add?
Appendix F: Headstrong YAP Questionnaire

Youth Participation Survey: Headstrong YAP

This research is being carried out by me, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as part of studies for an MA in Child, Family and Community Studies in Dublin Institute of Technology.

**Aim of the research:** The information gathered from this survey will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff view point. It will look at the benefits and challenges regarding youth participation in how a youth mental health service is designed, run and reviewed.

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Questions: If you have any further questions about this research please contact me at: james.barry@headstrong.ie
Youth Participation Survey: Headstrong YAP

1. Consent

2. I am a member of ....... (Please answer these questions in relation to your experiences on the Headstrong YAP and in relation to Headstrong where appropriate) (tick both if applicable)
   - ☐ A Jigsaw YAP
   - ☐ The Headstrong YAP

3. What age are you?
   - ☐ 16
   - ☐ 17
   - ☐ 18
   - ☐ 19
   - ☐ 20
   - ☐ 21
   - ☐ 22
   - ☐ 23
   - ☐ 24
   - ☐ 25
   - ☐ 26

4. What gender do you most identify with?

5. What do you do, most of the time?
Youth Participation Survey: Headstrong YAP

6. How long are you on the YAP?

7. In your own words what do you think youth participation means?

8. Which of the following activities have you been involved in on behalf of Headstrong? (tick all that apply)

- Media work
- Spokesperson at event
- Fundraising event
- Developed content for publications / newsletter / annual report
- Research and evaluation
- Interviewing new staff
- Planning in Headstrong
- Developing programmes / projects in Headstrong
- Presenting or facilitating workshops/session at Headstrong events
- Internship at Headstrong
- Work experience in Headstrong
- Sitting on sub groups of Headstrong
- Peer educator
- Attending Headstrong team meetings
- Sitting with Board of Directors
- Other (please specify)
Youth Participation Survey: Headstrong YAP

9. How would you rate your involvement with Headstrong?

<table>
<thead>
<tr>
<th>Heavily involved</th>
<th>Quite involved</th>
<th>Involved a bit</th>
<th>Rarely involved</th>
<th>Never involved</th>
<th>I am just starting on the YAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

10. What do you think has helped youth participation in Headstrong?

11. What do you think has challenged youth participation in Headstrong?

12. How do you think these challenges have been overcome?
### Youth Participation Survey: Headstrong YAP

**13. To what extent do you agree or disagree with the following statements:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression is a medical condition just like any other illness</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>People should be encouraged to see a mental health professional about their depression</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**14. If I met someone with depression I would be unwilling to:**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make friends with them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Have that person start working closely with me on a job or class/college project</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**15. I would like to know more about your understanding of how to get help or help others. How would you rate your understanding of the following?**

<table>
<thead>
<tr>
<th></th>
<th>Not good at all</th>
<th>Poor</th>
<th>Okay</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who to talk to if you are going through a tough time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>How to access a mental health professional</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>How to help a friend who’s going through a tough time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Where else to look for information when going through a tough time</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. How did being involved with Headstrong change your:</td>
<td>Increased a lot</td>
<td>Increased somewhat</td>
<td>No change</td>
<td>Decreased somewhat</td>
<td>Decreased a lot</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>-----------</td>
<td>--------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Understanding of mental health</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of political and social issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidence working in a professional environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Confidence working with Headstrong Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Confidence working with external partners</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to work in a team</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ability to solve work related problems</td>
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<td></td>
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<tr>
<td>Levels of involvement with other organisations (eg online community group, human rights organisations, local sporting groups)</td>
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</tr>
<tr>
<td>Initiative to take personal actions to address issues that you care about</td>
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<tr>
<td>How likely you were to seek help if you had a personal problem</td>
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<td></td>
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</tr>
<tr>
<td>Your ability to cope when things got tough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Youth Participation Survey: Headstrong YAP

#### 17. Evaluate the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that as a member of the YAP my voice has been listened to in decision making in <strong>Jigsaw</strong></td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
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<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>As a member of the YAP I feel that the voice of the <strong>YAP as a group</strong> are listened to in decision making in <strong>Jigsaw</strong></td>
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<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
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<tr>
<td>As a member of the YAP I feel that the voice of the <strong>YAP as a group</strong> are listened to in decision making in <strong>Headstrong</strong></td>
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<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>
Youth Participation Survey: Headstrong YAP

18. How would you describe the impact that the direct involvement of young people has on Headstrong as an organisation?

19. How would you describe the impact that the direct involvement of young people has on the service Jigsaw offers to young people?
### Youth Participation Survey: Headstrong YAP

20. I feel that involving young people has been beneficial to Headstrong in the following areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Disagree Nor Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing programmes / projects / initiatives</td>
<td>☐</td>
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21. Please provide any examples you can think of:
22. How would you describe your experience working with Headstrong?

23. Is there anything else you would like to add?
Appendix G: Focus Group Consent (Staff and Youth)

Hey there,

My name is James and I am the youth engagement officer with Headstrong, the National Centre for Youth Mental Health. I am writing to invite you to a focus group at ......................................................... on ........................................ from ........... to ...........

A focus group is when people meet to talk about a topic that a person called a researcher wants to know more about. The topic here is youth participation and as you are a youth advisory panel member it is really important that we get your opinions on youth participation in Jigsaw/Headstrong. The information received from this focus will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff view point. It will examine the benefits and challenges regarding youth participation in the design, implementation and evaluation of a mental health service.

This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to attend the focus and are free to leave the group at any time.

The focus group will last about an hour, and will be recorded on a voice recorder. The results of the focus group may be published in the future or may be presented at conferences. However, as you do not put your name on the surveys, no information identifying you or your Jigsaw project will be included in these reports.

If you do decide to take part, please complete the consent form enclosed with this letter, showing on the form whether or not you would like to participate in the focus group. Please return your signed consent forms to the drop off box in the reception of your Jigsaw project.

If you have any further questions about this research please contact James Barry at:

📞 087-6125311  📧 Email: james.barry@headstrong.ie

Thank you for your time.

Yours sincerely,

James Barry
CONSENT FORM FOR YOUTH PARTICIPANTS OF FOCUS GROUPS
(OVER 18)

Please complete this consent form and ensure that you drop it back into Jigsaw or posts it to the address below.  THANK YOU

I …………………………………. consent / do not consent (delete as appropriate) to participate in the focus group “Youth Participation in the design, implementation and evaluation of a mental health service at …………… on …………… from …… to ………

Name: ……………………………………………………………………….

Signature: ……………………………………………………………………….

Date: ……………………………………………………………………….
Dear Staff member,

I am writing to you invite you to participate in a focus group to be held at …………………………… on …………………from ………………. to …………………

The purpose of this focus group is to give staff a voice to allow us gain a deeper understanding about youth participation within Jigsaw/Headstrong. The information received from this focus group will allow us to examine the benefits and challenges regarding youth participation in the design, implementation and evaluation of a mental health service. Other participants in the focus group will be members of staff from Jigsaw projects and Headstrong and will be facilitated by me, James Barry, Youth Engagement Officer with Headstrong, the National Centre for Youth Mental Health.

This is a voluntary study. You are free to withdraw from the study at any time and without giving a reason.

The results of the focus group will be analyzed and a report of the findings will be given to Jigsaw projects. The results may be published in the future or may be presented at conferences. However, as the surveys are anonymous, no information to identify your child will be included.

I would be most grateful if you could complete the consent form enclosed with this letter, indicating whether or not you would like to participate in the study.

If you have any queries or would like further information about the focus group and the research project, please feel free to contact me on the details below:

087-6125311

Email: james.barry@headstrong.ie

Thank you for your time.

Yours sincerely,

James Barry
CONSENT FORM FOR STAFF PARTICIPANTS OF FOCUS GROUPS

Please complete this consent form and ensure that you drop it back into Jigsaw/Headstrong or post it to the address below. THANK YOU

I ………………………………. consent / do not consent (delete as appropriate) to participate in the focus group “Youth Participation in the design, implementation and evaluation of a mental health service at ……………….on ………………… from …… to ……..

Name: ………………………………………………………………………………………………………

Signature: ……………………………………………………………………………………………..

Date: …………………………………………………………………………………………………..
Appendix H: Parental Consent Questionnaire

Dear Parent / Guardian,

I am writing to invite your child to take part in a survey being carried out to explore youth participation in the design, implementation and evaluation of a mental health service. The research is being carried out by myself, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies in Dublin Institute of Technology. My supervisor is Dr. Sinead Freeman, 01-4024210, sinead.freeman@dit.ie. I am inviting your child to take part, as I am keen to hear their opinions about youth participation through the work they do as a youth advisory panel member. I am confident that the information I find from this research will allow us to strengthen youth participation in Ireland.

About the project: Youth Advisory Panel members and staff are completing the survey across the Jigsaw projects and Headstrong with a view to gaining a deeper understanding about youth participation.

Aim of the research: The information received from this survey will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff view point. It will examine the benefits and challenges regarding youth participation in the design, implementation and evaluation of a mental health service.

What your child needs to do if they take part: If you give permission for your child to take part in this study, your child will be asked to complete a survey which will take about 10-15 minutes to complete and will be completed in a setting of their choice. The information given in the survey will be anonymous, as your child will not be asked to put their name on the survey. However, because your child’s name will not be on the survey, you will not be able to take your son/daughter’s survey out of the research once your child has completed it.

Voluntary participation: This is a voluntary study. This means that it is up to both you and your son/daughter to decide if they wish to take part or not. If you or your child decides not to take part, this will not in any way affect your child’s rights. Your child is free to withdraw from the study at any time up to the point of submitting their questionnaire without giving a reason.

Support: If taking part in this survey raises any concerns or difficulties for the young person, it is important that they let someone know. Jigsaw in your area provides a free and confidential service if you wish to access support.

Use of the data: The results of the survey will be analysed and a report of the findings will be given to your local Jigsaw project. The results may be published in the future or may be presented at conferences. However, as the surveys are anonymous, no information to identify your child will be included.

Consent: As your child is under 18 years of age, your consent is needed before your child can participate in this research. If you could complete the consent form enclosed with this letter, indicating whether or not you would like your son/daughter to participate in the study. Please ask your child to return the consent forms to Jigsaw where there is a drop off box, or please return with the stamped addressed envelope attached.

Questions: If you have any questions regarding this project please do not hesitate to contact James Barry (contact details provided below).

087-6125311     Email: james.barry@headstrong.ie

Thank you for your time.

Yours sincerely

James Barry
PARENTAL/GUARDIAN CONSENT FORM

Research Topic: “Youth Participation in the design, implementation and evaluation of a mental health service”

Researcher: James Barry, Youth Engagement Officer, Headstrong, The National Centre for Youth Mental Health, MA Student, Child Family and Community Studies, Dublin Institute of Technology.

✓ I understand the purpose of this research and what my son/daughters participation involves.
✓ I have had time to consider whether I want my child to take part in this research and any questions that I had were answered satisfactorily.
✓ I understand that my child’s participation is VOLUNTARY and that my child and I have a choice as to whether she/he participates. I also understand that they are free to stop their participation in the study at any time if she/he chooses to do so.
✓ I understand that the information collected may be presented and/or published in reports and at conferences, but that my son/daughter will be identifiable from the information.
✓ I agree to my child’s data being anonymised and securely archived at Headstrong, the National Centre for Youth Mental Health to be reused for research purposes.

Please tick as appropriate:

☐ Yes, I give my consent for my child to take part in this research.

☐ No I do not give my consent for my child to take part in this research.

Name of your child (in block letters): .............................................................

Name of Parent/Guardian (in block letters): .................................................

Parent / Guardian signature: .................................................................

Date: ...........................................................................................................

100
Appendix I: Under 18 Consent Form

Research Topic: “Youth Participation in the design, implementation and evaluation of a mental health service”

Dear Youth Advisory Panel Member,

I would like to invite you to take part in an online survey which is looking at youth participation in the way a youth mental health service is designed, run and reviewed. The research is being carried out by myself, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies in Dublin Institute of Technology. My supervisor is Dr Sinead Freeman, 01-4024210, sinead.freeman@dit.ie. I am inviting you to take part, as I am keen to hear your opinions about youth participation.

About the project: Youth Advisory Panel (YAP) members and staff are completing the survey across the Jigsaw projects and Headstrong with a view to gaining a deeper understanding about youth participation.

Aim of the research: The information gathered from this survey will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff viewpoint. It will examine the benefits and challenges regarding youth participation in how a youth mental health service is designed, run and reviewed.

What you need to do if you take part: Participation in this study involves completing an online survey. The survey asks questions about your thoughts and experiences on youth participation, and your own attitudes to mental health and help seeking. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it. A link will be sent to you once consent has been received.

Voluntary participation: This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to complete the survey and are free to withdraw from the study at any time up to the point your submit your survey.

Support: If you feel upset while filling out the survey in this study, or afterwards, it is important to talk to an adult you trust. Jigsaw in your area also provides a free and confidential service if you wish to access support.

Use of the information: The results of the survey will be included in a dissertation and may be published in the future or may be presented at conferences. However, as you are not asked to put your name on the surveys, no information identifying you or your Jigsaw project will be included in these reports. All information will be confidential and stored securely.

Consent: As you are under 18 years of age, both you and your parent/guardian’s consent are needed before you can take part in this research. I would be most grateful if you could discuss participating in the study with your parent/guardian. If you wish to take part, please return your parent/guardian’s consent form to Jigsaw or return them with the stamped addressed envelope attached.

If however, you would prefer to complete the survey in a paper format, please contact me (details provided below) and I can send you a copy in the post.

Questions: If you have any further questions about this research please contact James Barry at:

087-6125311 Email: james.barry@headstrong.ie

Thank you for your time.

Yours sincerely

James Barry
YOUNG PERSON CONSENT FORM (UNDER 18)

Research Topic: “Youth Participation in the design, implementation and evaluation of a mental health service”

Researcher: James Barry, Youth Engagement Officer, Headstrong, The National Centre for Youth Mental Health, MA Student, Child Family and Community Studies, Dublin Institute of Technology

✓ I have read the information sheet describing the above study and the consent form, and know what taking part involves.

✓ I have had time to consider whether to take part in the study and any questions I have asked about the study have been answered.

✓ I understand that my participation is VOLUNTARY and that I can stop taking part in the research at any time.

✓ I understand that findings from the research may be published in the future, but that no names will be included in any reports.

✓ I agree to my data being anonymised and securely archived at Headstrong the National Centre for Youth Mental Health to be reused for research purposes.

Please tick as appropriate:

☐ Yes, I agree to take part in this research.

☐ No I do not agree to take part in this research.

Your name (in block letters): ………………………………………………………

Your signature: ……………………………………………………………………….

Your contact email to which the survey link will be sent: ……………………….

Date: ………………………………………………………………………………….
Appendix J: Staff Information Sheet

Dear Jigsaw/Headstrong member of staff,

I would like to invite you to take part in an online survey exploring youth participation in the design, implementation and evaluation of a youth mental health service. The research is being carried out by myself James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies. My supervisor is Dr Sinead Freeman, 01-4024210, sinead.freeman@dit.ie. I am inviting you to take part, as I am keen to hear your opinions as a member of staff about youth participation within the organisation.

About the project: Youth Advisory Panel members and staff are completing the survey across the Jigsaw projects and Headstrong with a view to gaining a deeper understanding about youth participation.

Aim of the research: The information received from this survey will give a further understanding of youth participation in Headstrong and Jigsaw from the perspectives of both YAP members and staff. It will examine the benefits and challenges regarding youth participation in the design, implementation and evaluation of a mental health service.

What you need to do if you take part: Participation in this study involves completing an anonymous online survey. The survey asks questions about your thoughts on youth participation. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it. A link will be sent to your work email account.

Voluntary participation: This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to complete the survey and are free to withdraw from the study at any time up until the point where you submit the survey. As you have not given your name on the survey there is no way to take it out after the point of submission.

Support: If you feel upset while filling out the survey in this study, or afterwards, it is important to seek appropriate supports through either your supervision or line management structures.

Use of the data: The results of the survey may be published in the future or may be presented at conferences. However, as I have not asked you to put your name on the surveys, no information identifying you or your Jigsaw project will be included in these reports.

Consent: If you do decide to take part you will be asked to tick the consent box on the online survey. If however, you would prefer to complete the survey in a paper format, please contact me (details provided below) and I can send you a copy in the post.

Questions: If you have any further questions about this research please contact James Barry at:

087-6125311  james.barry@headstrong.ie

Thank you for your time.
Yours sincerely,

James Barry
Appendix K: Youth Information Sheet

Research Topic: “Youth Participation in the design, implementation and evaluation of a mental health service”

Dear Youth Advisory Panel Member,

I would like to invite you to take part in an online survey which is looking at youth participation in the way a youth mental health service is designed, run and reviewed. The research is being carried out by myself, James Barry, Youth Engagement Officer with Headstrong, The National Centre for Youth Mental Health as a requirement of studies for an MA in Child, Family and Community Studies in Dublin Institute of Technology. My supervisor is Dr Sinead Freeman, 01-4024210, sinead.freeman@dit.ie. I am inviting you to take part, as I am keen to hear your opinions about youth participation.

About the project: Youth Advisory Panel (YAP) members and staff are completing the survey across the Jigsaw projects and Headstrong with a view to gaining a deeper understanding about youth participation.

Aim of the research: The information gathered from this survey will give further understanding to youth participation in Headstrong and Jigsaw from both a YAP and staff viewpoint. It will examine the benefits and challenges regarding youth participation in how a youth mental health service is designed, run and reviewed.

What you need to do if you take part: Participation in this study involves completing an online survey. The survey asks questions about your thoughts and experiences of youth participation, and your own attitudes to mental health and help seeking. This survey will take about 15 minutes to complete and can be completed anywhere you are comfortable to do it. A link will be sent to you through the staff member in your Jigsaw project who works with the YAP.

Voluntary participation: This is a voluntary study. It is up to you to decide whether you are going to take part or not. You are in no way under pressure to complete the survey and are free to withdraw from the study at any time up to the point you submit your survey.

Support: If you feel upset while filling out the survey in this study, or afterwards, it is important to talk to an adult you trust. Jigsaw in your area also provides a free and confidential service if you wish to access support.

Use of the information: The results of the survey will be included in a dissertation and may be published in the future or may be presented at conferences. However, as you are not asked to put your name on the surveys, no information identifying you or your Jigsaw project will be included in these reports. All information will be confidential and stored securely.

Consent: When you log into the survey there will be a section that asks you to confirm that you are over 18 and that you consent to take part in this survey. If however, you would prefer to complete the survey in a paper format, please contact me (details provided below) and I can send you a copy in the post.

Questions: If you have any further questions about this research please contact James Barry at:

087-6125311
james.barry@headstrong.ie

Thank you for your time.

Yours sincerely

James Barry
Appendix L: Focus Group Protocol

This focus group protocol was designed to support the research in the carrying out of the focus groups to make sure all relevant areas were thought through to ensure each focus group would be beneficial for the research and also the participants. The protocol was divided into phases:

**Phase One: Before the focus group**

**Phase Two: The focus groups themselves**

**Phase Three: After the focus group**

**PHASE 1: BEFORE THE FOCUS GROUP**

1. **Get approval for this method of data collection:**
   a. A proposal, methodology and ethical approval is required to be submitted and approved about the methods of data collection. Once this is approved the following steps must be undertaken.

2. **Decide on the number of focus groups:**
   a. It was determined that 3 focus groups would be suitable. As it was a mixed methods approach these focus groups will hopefully give more depth to the quantitative responses. It was decided to do an extra staff focus group as they were an easier sample to recruit as they were able to participate during their working hours. As there were much more young people involved in the organisation the numbers would also balance out.

3. **Identification of participants:**
   a. No more than 8 and no less than 6 people will be invited to participate.
   b. Criteria is that they must be a member of staff full time for at least a year or be a member of a youth advisory panel for a year.
   c. Staff to be emailed an invite to attend, while making sure there is a diversity of staff roles.
   d. Young people to be invited to attend through their Facebook group and email.

4. **Generate questions:**
   a. Questions were developed to answer the research questions and to allow flow.
   b. Additional questions may be added to allow for more depth of information or to seek clarification.
   c. Questions started off general and then developed into specific, all with a clear purpose to answer the research questions.

5. **Development of script**
a. **Part one:** participants to be welcomed with a clear explanation of the research aims and general instructions. A clear explanation about confidentiality must be given and the important of not using names. A clear explanation of the recording as well.

b. **Part two:** Ask the main questions, but be conscious to probe and ask follow up questions if the need arises.

c. **Part three:** Close the focus group by thanking the participants and explaining where the information will be going and when they should hope to hear back from.

6. **Choose the location**
   a. Headstrong offices in Dublin were chosen for ease of access and familiarity for participants.
   b. Basic tea/coffee/water and scones were provided for participants.

**PHASE 2: The focus group itself**

1. **Materials needed:**
   a. Notepad
   b. 2 Dictaphone’s (1 for back up)
   c. List of participants
   d. List of questions
   e. Name tags
   f. Clock

2. Room to be set up 30 minutes in advance, including heating on as it is a cold room.

3. Introduce yourself in your role of the researcher. Important to reference that you are not here in your role as youth engagement officer.

4. **Start the focus group while being mindful of:**
   a. Ensuring an atmosphere of honesty and respect
   b. Tone of voice
   c. Make sure that everyone is projecting their voice towards the dictaphone and can hear one another
   d. If the group are talking over one another ensure it is only one voice at a time
   e. Do not let it go off topic – ensure a list of research questions are there throughout
   f. If someone is quieter make sure to involve them in the conversation
   g. Keep an eye on time
   h. Make sure you do not provide any information/agree or disagree with any participants. You are there as the researcher first and foremost

**PHASE 3: After the focus group**
1. Data
   a. Immediately after the focus group, download the audio recordings and back up each copy.
   b. Make quick notes about main points that came across.
   c. Follow up with a thank you email to all participants.
   d. Transcribe interviews
   e. Analyze data.

Appendix M: Youth Focus Group Questions
1. Can you all please say your name and age please?

2. How long have you all been involved in your youth advisory panel?

3. What motivated you to get involved in the Youth Advisory Panel?

4. If an alien came into the room how would you explain youth participation to them?

5. Do you think there is a difference sitting on the Headstrong YAP compared to sitting on a Jigsaw YAP?

6. How involved do you feel young people have been in the design, implementation and evaluation of Jigsaw/Headstrong?

7. Can you give practical examples of how young people have /haven’t been involved in particular areas?

8. Do staff treat you like you are on the same level as them or do they speak to you differently because you are a young person?

9. What do you think are the factors that promote youth participations?

10. What do you think are the barriers to youth participation?

11. How can these barriers be overcome?

12. If we had a time machine and we went forward five years, where would you like to see youth participation in Jigsaw/Headstrong?

Appendix N: Staff Focus Group Questions

1. Can everyone please say their names and what their position is?
2. So if an alien was to walk into the room can you explain what youth participation is?

3. Do you feel that young people want to lead Headstrong/Jigsaw or be involved?

4. Do you feel there is clarity in your own YAP’s about where young people are involved?

5. Is this a new way of working for you? Involving young people?

6. How involved do you feel young people have been in the design, implementation and evaluation of Jigsaw/Headstrong

7. Can you give practical examples of how young people have/haven’t been involved in particular areas?

8. What do you think are the factors that promote youth participations?

9. What are the resource allocations for youth engagement in your project?

10. What do you think are the barriers to youth participation?

11. How can these barriers be overcome?

12. If we had a time machine and we went forward five years, where would you like to see youth participation in Jigsaw/Headstrong.

Appendix O: Sample Transcription
Interviewer: So, as you all know my name is James Barry and I'm a Youth Engagement Officer with Headstrong.

Uh, I'm currently undergoing a research Master's in new participation and design implementation and evaluation of mental health service. As part of that, I'm doing a research piece, uh, I'm doing surveys with young people and staff across Jigsaw and Headstrong and we're also doing focus groups.

This will be the third focus group; we've had one focus group with young people. We've had one focus group with a mix of Headstrong and Jigsaw staff, and then this will be our final focus group.

Everything that you say here today remains confidential. When I transcribe all the details, it would be as Participant A, Participant B, and so it'll be structured like that, so your names et cetera will never be mentioned in this research.

Eh, what I would recommend is to be as open and as honest as possible. In my reflexivity piece of the, eh, research I've highlighted researcher bias, but I've also highlighted participant bias as well because some of you will work in the area of youth participation, and because some people may feel uncomfortable if they say something either positive or negative, how it may reflect on me or Headstrong or your local Jigsaw.

So what I would recommend is don't worry about offending me. Don't worry about being honest to me. Everything that is said here today is as me as the researcher. It's really good if we get as much honesty as possible from you all because the only way we'll ever be able to grow and shape youth participation to be the best it can be is that if we get a real kind of frank and honest conversation, eh, going from that.

My role today is as the researcher, so I won't involve myself a lot in the conversation and I won't generally answer any questions or provide points of information on things. It'll really be me asking you questions and to facilitate that conversation. Are people happy with that?

Female: Yeah.

Interviewer: So what we might do is just do a quick, eh, kind of intro around the room, and what I would recommend is if people start getting used to projecting their voice into the center of the room, eh, and just so that we can pick it up on the Dictaphone and the iPhone. So, really if you just want to introduce your name, your position, and what Jigsaw project you're there for. But I would really emphasize you will only be recorded as Participant A, Participant B. So my name is James Barry and I'm the Youth Engagement Officer at Headstrong and for the purposes of this focus group, I'm the researcher.

Participant A: Removed for confidentiality
Participant B: Removed for confidentiality
Participant C: Removed for confidentiality
Participant D: Removed for confidentiality
Participant E: Removed for confidentiality
Participant F: Removed for confidentiality
Participant G: Removed for confidentiality
Participant H: Removed for confidentiality
Interviewer: OK, thank you all very much. Every now and again if I go like this it means, "Talk into the center." (Laughs) That will be my visual. So . . .
Interviewer: (Laughs) So, just the first thing: if anybody would like to offer an explanation or a description of what they feel youth participation is, how would you describe it?
Female: Exhausting (laughs).
Interviewer: So if an alien was to come into the room, and we put the alien sitting here, and your task was to explain to this alien, "What is youth participation?" How would you describe it?
Female: Young people being involved in the structures that make decision about them.
Interviewer: Okay.
Interviewer: Thank you.
Female: They're involved in the design and implementation, monitoring and evaluation of projects or anything that involves them.
Interviewer: Okay.
Female: This is like, maybe, what it should be but not actually what . . .
Female: Yeah.
Female: What it is.
Interviewer: Okay.
Participant A: (laughs)
Interviewer: So let's go with . . .
Female: Their ideal of . . .
Interviewer: Yeah, no, that's good.
Female: I'm gonna shut up. (laughs)
Interviewer: No, that's good! So, what do you think?
Female: Eh, I think it should be that young people are involved in all of the decisions that are made in an organization that is about young people, but that's not often the case. Or it's maybe tokenistic, their input. So it's like we have young people involved, but they actually don't have a say, really.
Interviewer: OK . . . Anyone else's thoughts?

Female: I think for me it's about, um, everything that you just said. I de-definitely, um . . . agree with that. For me I think it's about, um, partnership that involves a level of mutual respect. But realistic mutual respect, like not respect where you expect them to make clinical decisions or things that are outside of their expertise or education or, or, or life experience, but just that mutual respect, uh, in decision making.

Interviewer: Perfect sorry.

Male: I think it's also about, um, the, the type of initiative that they, they don't get very involved in, so if it's, um, young people being involved in, say the, the planning, the implementation, the evaluation, um, of . . . and for me it needs to be a change initiative for it to be, eh, youth engagement but, you know, meaningful youth engagement. It can't be just any sort of initiative; it needs to be a change initiative.

Interviewer: Okay.

Female: Yeah, I think there's levels in the sense that you can have consultation with young people for certain decisions. Like, eh, kind of collaboration with young people for other decisions, and then maybe something being youth led. But the different parts of the decision, or different decisions for different things can't always be youth led. It's just not realistic. So I think that once people are kind of aware that there's levels of youth participation then everyone singing off the same hymn sheet. Whereas if young people think that everything is going to be youth led and they're going to decide everything it can lead to a bit of, eh, confusion. You could say.

Female: Cause, yeah, participation for me wouldn't mean youth led.

Female: Yeah.

Female: It would mean, you know, kind of involvement, all those kind of vague terms that are hard to define. But, I, I'm really glad you made that distinction actually, because I, I do think it, it needs, it is really important to be really honest about that . . . Um . . . And, and the difference . . . and what, what's appropriate and what's not appropriate, and what's. What's ethical, kind of known, for, for, for engaging people, and setting up expectations?

Interviewer: Do you feel that the young people want to lead Jigsaw, or do you feel that they want to be involved in Jigsaw? This would have been a question we put to the young people as well. What do you feel in your particular areas they want?

Female: I think it's that they just want to be involved and then consulted. Know it's just about that they want to have their opinions heard and that, you know, that they are taken on board.

Female: I think it goes back to what you were saying about not having a blanket, you know . . . you know, I think there are some things that they would like to lead, maybe, and that they would like to have more of an influence on. And there are other things that they wouldn't have the expectation that they would lead, and would like to be involved and contribute to it.
So if I was, I, I don't think I could answer that question in a yes or no way, because I don't think it's as simple as if they want to lead on a project and that, or they want to be involved. I think it's about the elements of the program or the elements of the project. Whether it's one-to-one support, the way we communicate about the service, the way we operate and our style of kind of interactions and, and service delivery. So it depends on the . . . I'd like to break it down and then kind of . . . answer it within each . . . not now. (Laughs)

Interviewer: So it's not that youth participation is the exact same throughout all the elements of Jigsaw? That it's different depending on different areas?

Female: Yeah.

Male: I think there's an expectation, though, that . . . not necessarily . . . that, that, you're dead right but, uh, it's not as clear, uh, or sort of simple as, uh, you'd be, youth led or youth participation or youth, uh, participatory approach I think there is an expectation, not necessarily to be youth led, but there's an expectation of some level of power.

So I think there's a power, um, debate or . . . uh, because sometimes you don't necessarily have to be youth, be, be it youth led, like having an element of power, you know, so, that can be some young people feeling that, um, that like what was being said already, that, that certain decisions have to be pulled through, or have to be endorsed, or agreed by young people involved. Um, that's one element, that's one level of power, you know? But then you look at, um, other areas where young people will not have any power, you know, so for me it's around that kind of . . . um . . . power discussion . . . debate.

Female: Balancing it out, kind of?

Male: Balancing it out, which doesn't necessarily mean that it's led by young people, but they have some element of power within that process, you know?

Interviewer: Do you feel there's clarity at the moment within your own yaps around what, at Headstrong, around where young people are involved and in the decision making? Would you all have clarity in your own local area, firstly?

Female: No not really.

Interviewer: Okay.

Female: I think, in, in (removed for confidentiality), in particular, I think the young people started before, and the staff started before, or, a site was picked. So they had more of a sense of power maybe than what they probably should have had, but that was how the role was laid out. And that, kind of, that led to problems, then, kind of. Like when there's a changeover then. Um. So I don't think it is clear.

Interviewer: Okay.

Female: I think I would have to agree with that. There is a level of confusion just from sitting in on our meeting last night, how that whole thing of power, because you know, there was a certain element of that, of where it is now, what's the relationship. So I suppose it turns on the hub but where the YAP are, sort of our and ours above sort of transition and I think because of that,
there is a lack of clarity and the perceptions are different, you know, coming from, um, different members, who have been there and who have been very involved. And I think that’s . . . that is different.

Interviewer: Anyone else from any other sites?

Female: Yeah, I think, um, it kind of goes back to how . . . how we kind of recruited them and how we sold it to them. So do you want to get involved, do you want to be in decision-making, and if you sold it in such a way and they have that kind of tendency towards liking power, then they kind of will remember that and see that as . . . whereas if some of them joined it because of someone they know or they use the service, I think they’re more likely to just want to be involved and be considered and stuff, like that, but the ones who are power prone, shall we say, when it was sold to them, they latched onto that. So there is confusion in . . . in that sense, I think.

Interviewer: Okay. And then as staff, is this a new area for you to work in the whole youth participation, working on young people in this way, is it new to you? As an experience?

Male: No.

Female: No.

Interviewer: Okay. So you've . . . you've done this role before, a similar role.

Male: I would say, not . . . not just young people, but I think I've . . . whether it's been working with, homeless people, ethnic minorities, unemployed groups, groups, you know, that . . . that area of . . . just thinking of myself, I probably should be a lot better at it now. (Laughing).

Female: (Laughing).

Male: But that . . . that . . . that, um, that kind of, um, no, I've had different levels of where, for instance, I've been involved in, which I think is a discussion a bit like what maybe the expectation that (removed for confidentiality), said. Maybe it's an expectation, that you . . . that young people are involved in merely co-delivering, like the . . . the Jigsaw model in an area. Is that what people expected in some way. But I've had that experience, particularly of working with I think minority groups of kind of co-delivering services, and then you get into . . . you get into a discussion and, or, an issue around what's voluntary, what's paid, people become . . . that . . . that grayness that happens around that.

So there is . . . there is . . . there is kind of the engagement and then there’s the kind of participation and then . . . around kind of co-delivery or you're into power, the social or the power issue is just be talking about, you know, um, so yeah, so I've been involved in that.

Interviewer: Okay. And anyone that wasn't involved in it before, uh, is this a completely different experience or . . .

Female: Yeah, for me, it’s new. For me, it’s, um, it’s . . . it’s . . . it’s a new area. Not to work with young people, but in this way, you know, um, that’s where I find it exhausting and I was joking. Where genuinely, it is probably going to be totally honest, is probably the part of my job that I feel most psyched up about before a meeting.
Interviewer: Uh-hmm.

Female: And I most kind of worry about, and probably maybe because I most care about it. And then afterwards, that I feel so …more relieved after, you know, like I could present to a board, I could present to anyone, like in any other context, but there’s something about engaging with the youth advisor, kind of have all these …kind of more emotional kind of build-up, and … and … and comedown after it. Because I think it’s … it’s very new to me and a new area to work in.

But I'm very clear on, to go backwards, sort of, I do feel very clear on what they're involved in and what they're not involved in. But that's probably because I've been doing it for, (removed for confidentiality), so I've just had a … not because I'm like usually experiencing it or anything like that, but for me, the clarity is there.

Interviewer: Uh-hmm.

Female: And that's something I would have worked with, the youth engagement officer at Headstrong, here, uh, on. So for me, it’s … it’s … it’s kind of clear and… and … but I do find the experience emotional like, it’s emotive… it’s important and it’s noted. Because there's this expectation that it’s going to be done really, really well and it’s something that everyone has their eyes on, because it’s … it’s kind of harped, like, you know, we …we kind of harp on it often enough. So I just really do feel that that sends a responsibility, actually, that's what all the emotions are, but you have this real strong of responsibility.

Female: But your living up to an expectation, I think, that you set and that the young people expect.

Female: Yeah.

Female: So when … yeah, you leading to an expectation. Like I've been involved in different types of youth participation, like you know, so Comhairle Na Nog could be youth participation, but it’s a different way of engaging, maybe, young people. They've … they've less power, um, but they are consulted and involved, like you know, so as (removed for confidentiality), was saying, there is different levels in different ways, that you can engage.

Female: I think it’s good that it’s in from the start. I think it’s good that it’s with Headstrong from the start, because my experience in another organisation is where it hasn’t been in from the start, and there’s something major, like constitutional changes, to try and get it, kind of, um, more to the fore and more kind of meaningful, I suppose. So the fact that Headstrong and Jigsaw had it from the start, it’s a really good place to … to … to work from, whereas if you try to bring it into an organization that hasn’t … there’s a lot more work to be done. If that makes sense.


Male: But that's … does not say, perhaps the previous point about if it’s not set up, or it’s not done in the right way, you've got young people involved in maybe the wrong context or the wrong messages, so then you've got to undo. Is it nearly what I'm asking … can I ask a question?

(Laughing).
Male: Is it … is it better to have no young people involved and then do it from what . . . from an organisational perspective of a new dimension to the work. Or is it … is it better to kind of start fresh like that, or is it better to have young people involved and try and change the context of what you're working with in young people?

Female: Um, well, we have done both.

Male: Right.

Female: So there was the original one, and then there’s the new one there that we're going to make the changes.

Interviewer: Uh-hmm.

Female: So there’s one that was bouncing out of this project and it’s a probably a conversation for a different time.

Interviewer: Yeah.

Female: In relation to it, but both are happening alongside each other. I hope we can merge down the line to … to try and tackle them … those kind of issues, or the people who are coming in with the change and the people who’ve been there from before, but these people weren’t able to make positions that affected these and … and vice versa. It’s very complicated.

Interviewer: And that conversation will come up within our agenda, I would imagine that we'll discussion this throughout the day as well. , (removed for confidentiality), you were going to say something.

Participant I: Yeah, no, just that I had been involved in projects before where there was youth participation, but like I find, I'm very new to Jigsaw (removed for confidentiality), like a few weeks. But, um, I'm seriously impressed with the level, um, of engagement of young people, you know, with the different structures. And it seems to be very meaningful and very clear, as well. (removed for confidentiality), there, at the serious work done there, yeah. So I haven't worked it, like I'm very impressed at the level of this work about here.

Interviewer: Uh-hmm.

Participant I: I've been working at the level before.

Interviewer: So because we talk about Jigsaw sometimes a bit as this one thing, but actually Jigsaw sites are very different. A word that's come up several times is meaningful. What do you all feel that the YAP are meaningfully engaged in design, implementation and evaluation of your particular project or Headstrong, (removed for confidentiality), if you want to answer as well?

Participant I: I just said it was.

Interviewer: Yeah.

Female: I think there’s a different … I suppose when they helped us out initially, there’s a lot of involvement, also. So that first stage, there was a huge
amount of work done. I think it’s evolving into another stage now, where there is, you know. So I think there’s a growth thing.

Interviewer: Uh-hmm.

Female: There’s also an identification of what is the role now. So think from our perspective, there’s a lot of work to be done. Not saying that they didn't do a lot, because they did, and they achieved a lot. But now, to be involved more in the actual planning, delivery, evaluation and that all has to be identified and sort of, you know, clarified, as to what that means for us.

Interviewer: Yeah.

Female: And how that’s going to happen. So I think we're at the stage of we've begun to explore all of that and redefine what it is between us, yeah.

Female: Yeah, I'd say we've been at the same phase as (removed for confidentiality), because we were kind of set up around the same time, so we're doing all the work that the YAP knew that they'd be involved in, so now it’s like where do we go from here. And yeah.

Female: I think it’s design, I would think that we could most comfortably say yes to that.

Female: Uh-hmm.

Female: Implementation and evaluation is where you get into murky water and …and … and there’s more of a … a ways around it, so there is more of a good impression of it.

Male: And it’s harder to find where the group necessarily fit in terms of implementation and evaluation.

Female: Yeah.

Female: Hmm.

Male: I … I think maybe evaluation; there is a more obvious role and an easier fit, for … for … for you … for YAP panels. I … I think, I've heard people, and I would … I've struggled to find the automatic place for where a Youth Advisory Panel would sit in terms of the implementation or service delivery.

Female: Yeah.

Female: Yeah.

Male: That seems a little bit less easy to … to decipher.

Female: Because it’s so like, for example, our service was affected recently by a reduction in staff.

Interviewer: Hmm.

Female: So we had to reduce our drop-in hours.
Interviewer: Hmm.

Female: And I had to inform the Youth Advisory Panel of that and I sent an explanation and I explained how we came to that decision and why we had to come to that decision.

Interviewer: Hmm.

Female: And … but I also had to explain why we couldn't involve them in that decision.

Interviewer: Uh-hmm.

Male: Yeah.

Female: Because essentially three is nothing the YAP can do to influence the fact that we don't have enough staff.

Male: Yeah, yeah.

Female: To assist the drop-in, you know what I mean.

Male: Yeah.

Female: So, uh, implementation is a very … now because implementation in relation to, again, design of how you and then, you know, where you're going back into the designers. The implementation is … is … Jesus, I can't have an influence on some of the implementation decisions made as a staff member. So …

Male: Hmm.

Male: Yeah. And that's not to say that there … there isn't a … a very important role that the YAP would play in implementation, it's just I think my point would be it's less clear.

Male: Uh-hmm.

Female: Yes.

Male: And … and maybe we don't know as an organisation at the moment, where the YAP fit, in terms of that, or we haven't found it yet.

Female: Yes.

Male: Uh-hmm.

Female: It has been a good experience to in … or … or two of our members sit in on the team meetings.

Male: Right.

Female: So once in a while, they got a team meeting where we discuss operational, you know, rotas, but just kind of operations.

Female: Uh-hmm.
Female: Roles and things like that. And it’s hard to capture how people make their own decisions, but the Youth Advisor, they had, they’re just asking questions.

Male: Yeah.

Female: Okay.

Female: And why are we doing it that way, and, um, have we tried this? And … you know.

Female: Uh-hmm.

Female: Um …

Male: So they were involved in the decision?

Female: Yes.

Male: In some way.

Female: They’re involved in … in that as context, um, definitely but, it’s … again, it’s kind of how … how … how much do they get involved in particular decisions.

Female: Yes.

Female: Of what the implementation is. We are trying to involve them in the implementation.

Male: Yeah.

Female: But it’s kind of like …

Interviewer: That’s a really practical example, there, of how young people are involved. Any other practical examples, positive practical examples, as you’ve seen of involvement of young people in Jigsaw or Headstrong?

Female: I think the recruitment has been a positive and involving for young people like that Got involved in that and they’ve enjoyed being involved in it. They feel that they have something to give, to add, like you know, um, so I think that's really, really positive.

Interviewer: Does anyone here saw or been involved in interviewing by young people?

Female: Yes.

Male: Yes.

Interviewer: How did you find that experience, coming through the door, and seeing the young person on the panel? Did you expect it?

Female: Yeah, I definitely would have expected

Interviewer: And how was it as an experience?
Male: Great. I felt quite comforted. (Laughs).

Interviewer: They're all smiling, by the way.

Male: Uh, yes.

Interviewer: To expect them, we're going at it. You found it comforting, why, (removed for confidentiality)?

Male: I … I … I know I saw really a if if, uh, the young person was on my panel, I thought if … if I'm not making that connection, or I'm not … if I'm not … if I'm not answering questions or presenting myself in a way that there’s not … that's not having a connection, and being very genuine with him, in terms of representing the young people and talking about the YAP, though, it’s not going to be the job for me, you know, I'm not going … so for me, it was very much. Now, I went through the whole interview, as (removed for confidentiality) knows, calling him the wrong name.

(Laughing)

Male: What a . . . you know.

Male: Um …

Female: He doesn't hold it against you.

Male: No. But I did, uh, I felt … I felt … I felt much more at ease answering his questions.

Female: Yeah.

Male: Than anybody else, you know, I think that … that, um, that expectation, I suppose, maybe that you're talking to other … to people who are on the professional level. It’s not that … it’s not that you're in any way … you know, um, conceited or dismissive of type of answers, you're … you know, I just felt just much more comfortable in terms of some of the … the, uh, the … the one to one in terms of the couple of questions or when they'd opened … opened up, I would maybe have used some of the discussion and steered towards the young person, saying, oh, so, and I got a sense that there was a very genuine participation in the panel and that their view was taken much more …certainly the feedback I got afterwards, that was … was … that … that was positive.

Could I just say, the other thing in terms of positive involvement…

Interviewer: Umm.

Male: I'd say that there is a lot of involvement, I think, in terms of somebody, I only like employed since the (removed for confidentiality), how involved a lot of YAPs are in the promotion of the service. So I would be following most of you on Facebook and Twitter, and you know, like the stuff that D15 is doing, the … the level of, um, uh, the level of youth engagement in social media, out promoting service. We're doing more of that now than … you know.

Interviewer: Uh-hmm.
Male: It’s been going on until in (removed for confidentiality), but as (removed for confidentiality), was saying, you know, a bit more tangible in terms of some of the role. But … but I'd say the promotion roles that I've seen . . .

Interviewer: Yeah.

Male: … that I've seen, that young people have from the day of the … in Wood Quay of the … these, um, our JLN, you know, that has been very … uh, now again, it’s very practical. It’s very appropriate…

Interviewer: Yeah.

Male: May … maybe that's … that steers so much of that in a way, because as (removed for confidentiality), was saying, maybe we haven't yet worked out what that role is in … in the … kind of evaluation or in the kind of, um, the clinical role that we have around the work. So a lot of it tends to focus on the promotion.

Interviewer: So promotion and recruitment. Any other areas, then, that you've seen that's been a real practical example of positive participation?

Female: Um, I suppose when I … we think … when I think back to before it was actually Jigsaw and there was this kind of working group or in meetings, or needs assessment, kind of thing, that results in seeing people that sat on that working group. And that kind of group, I met a couple of times and it was really kind of around where the hub should be and everything. And I think they were quite shocked at how much their opinions were actually taken on board and there was a couple of times where everyone else in the group was like, yeah, actually, why can’t it be like that?

So there was a couple of times where everyone was kind of like, yeah, they're kind of right, you know, we could do that. So we're kind of adults in in the group would have put down, uh, no, we can’t do that.

Interviewer: Yeah.

Female: They kind of questioned us and then it kind of made everyone else think, well, yeah, they're right, actually, why … why not? So that was very good of it.

Interviewer: Okay. Any other practical examples?

Female: Jigsaw (removed for confidentiality), first kind of had started and there was no kind of staff, this was (removed for confidentiality), kind of some of the young people used to speak in the schools and, um, like the mental health weeks and stuff like that, that kind hasn’t happened in the last year. So, um, what I think that was really positive that they just got up to tell their own story or how they got involved in Jigsaw. It was very powerful and I think that should happen more, yeah.

Female: Yeah, I was going to say the same. Stuff like, going to colleges, and talk … not delivering the actual kind of talks, but just kind of presenting what it is or …

Female: Yeah.
Female: I know we had, uh, a guy who did the annual report for (removed for confidentiality), and he delivered a ... a portion of that as well, and I think that's ... that's the place where they should be doing that kind of stuff, I think it's fine if they're available, you know.

Interviewer: Okay.

Female: And also, the OMG, like ... like we've kind of strong people there on the OMG in (removed for confidentiality), and I think that's very powerful, like if they bring that back down to us. So they are informed of what's going on and that kind of stuff, and that's ... that's worked well for us.

Male: But it’s also in fairness that there ... there ... our young people who sit, I'm just thinking about implementation now, and thinking, um, there are young people who sit on OMGs and they ... they're clearly, um, influencing decision-making and ... and in ... in the cases where young people sit on OMGs, that the members of the OMG frequently refer to young people. They frequently ask for their opinion. And it actually changes, um, I can see there’s a difference ... there is a clear difference between the way an OMG works, where there are young people on ... around that table, and where there are not young people. And the ... it’s ... I think it’s ... it’s a really good example of good practice in that area.

Interviewer: So the main practical examples we have are recruitment, promotion after service, involvement and planning and speaking at events and speaking about the Jigsaw service and a represent ... a representation on the OMG. Any other practical examples?

Female: We ... what we did was ... because you had this kind of routine text, um, particularly with the sensitive texts, not like arranging appointments, but it’s somebody ... if you can’t through to somebody, um, you kind of want to let them know that we're going to stop contacting them, or they're welcome to come back to us. Even those ... those kind of sensitive kind of texts, was we discussed those with the Youth Advisory Panel and they edited them and the ... like simple things, like we had an ellipsis, like dot, dot, dot, and oh, God, don’t send that, the three dot dot dots and really leading and I was like what?

Interviewer: Yeah.

Female: And we just couldn't have foreseen that's how some people determine that.

Female: Yeah, yeah.

Female: You know, because we were using it from a kind of ... in an alliterative kind of sense.

Female: Yeah.

Female: They were interpreting it as a kind of text sent. You know, so it was just ... so just kind of ... if you have kind of things that where we're communicating a lot through text or sheets that we use, they ... they ... they edit those, because they're very, you know, they're very kind of tangible things that they can work on.

Male: Yeah, yeah, yeah.
Interviewer: Thank you.

Female: Uh, our information things, that you're pulling, like when we had the doorbell in (removed for confidentiality), that was brought to the YAP out the, uh, and they did manage one or two things. Like if I … if I walked over, like I just walked back way, I wouldn't even … you know, so maybe you did this, I might ring that number and like just the way it looked sometimes, can change things.

Interviewer: Okay. Thank you. And any areas where you feel that, uh, there's … they haven't had practical involvement and that maybe they should have or kind of negative involvement?

Female: We've had a huge like, lack of communication over the last couple of months, I think, with out YAP

Interviewer: Hmm. Hmm.

Female: So we kind of … we're just doing our own thing, we weren't really involved in the … what's going on in Jigsaw, because there's been big changes though there. But the part … the (removed for confidentiality), and that kind of stuff, so that's going to be in a negative kind of thing the last couple of months. But we're on a positive streak now, so.

Interviewer: Okay. Anyone else?

Male: Yeah, I mean, uh, I … I … said earlier that, uh, I don't know if the model that we're working with is very much, if you're working on or saying, you're saying its youth led, it being, uh, that's a term I've heard quite a bit in terms of that when you unpick what being youth led means, and you talk about the power and is something, that initiative that youth led has, or taking on what Jeff was saying about being change. You know, I see examples of where initiatives are led by the particularly, what you might call community of interest, so we're talking with young people at this stage. I've seen initiatives where that would involve that community of interest being involved in everything from supervision and support of staff, to you know, planning meetings, you know.

Now, we did … we've had planning meetings where you have YAP members, but in terms of actually being, um, you know, there … there are models where whoever the group you're working with, you know, are really rooted from a very sense of, you know, the power sits with them and rests with them. Um, now that balance between how you deliver a service where they're not the experts, they're not the, uh, they're not employed.

Um, I've just seen other areas where that would be rooted much more within the actual … now, I know there's young people on the board of Headstrong and so on. But in terms of that co-delivery, I don't get a sense in terms of the … the … the guideline or the operational manual I have, the operational manual I have and read through, is very much of an operating and clinical set, you know, a … a … a clinical service, but also service that does capacity building in the community.

Interviewer: Uh-hmm.

Male: Whatever. There's not a whole lot of that operation manual that talks to me about how young people are rooted within the service. So that's what I would give an example.
Interviewer: Okay.

Female: We had … because of the examples that we had, a lot of them involved communicating about the service.

Interviewer: Hmm.

Male: Hmm.

Female: Do you put that under the design or implementation? Because there’s almost like there’s a fourth category there, um, where … and for me, it doesn't fit …

Interviewer: Hmm.

Female: Plus, maybe it does, like, uh, you know, and persuades on that, but there’s almost like there’s the design of the service, the implementation, which is the … as I said, we're uncertain about. But then there’s the communication about the service and how we can … the language we use …

Interviewer: Uh-hmm.

Female: Hmm.

Female: The courses we have, representing the service. And then there’s evaluation and … and … you know. For me, there would be a fourth category.

Interviewer: Okay. What do you feel are the factors that are promoting your participation? So we're hearing good examples, we're also hearing some negative examples, so what do you think are the factors that are promoting your participation in Jigsaw/Headstrong?

Male: I think the ethos, perhaps, the fact that, um, you know, it’s … it’s … it’s part of the organization from the … the day you arrive, I think it’s the fact that it’s … there are young people on the board at Headstrong, so it starts from the … the top down. That's, uh, and then I think also, it’s … it’s kind of built into structure, so it’s I think when you arrive, you know, everywhere for … everywhere you turn, to be honest with you, there … there is a structure where there’s a young person on it, I think, that's helpful.

Interviewer: Is that the same in Jigsaw and Headstrong, do you feel, do you feel youth participation is the same in Jigsaw as it is in Headstrong? And we will go back to the other question, then, it's just …

Female: I was … yeah, are we … I suppose, uh, not from my experience at the moment, but again, and I suppose that’s where the clarity needs to come .

Interviewer: Uh-hmm. So what would you feel, when you look at youth participation in Headstrong, you look at … youth participation in the Jigsaw? Do you feel it’s this same all the way throughout the organization, or is there different?

Female: I think it’s difficult to know, because we don’t know the level of participation of, you know, of youth at Headstrong.

Interviewer: Uh-hmm.
Female: And I think that would … and yeah, and really got to know more about that. And even for our own YAPs to know more about that, and maybe have more connection there.

Interviewer: Uh-hmm.

Female: Uh, because that's where the overall sort of, as those policies, etc. , etc. , you know, is developed. And you know, and I think that would give an … it would empower, I think, the local YAPs as well, knowing that they have, you know, that … that participation is so valued at that level.

Interviewer: Hmm.

Female: And what that means. I think for us, I think for me, it’s really important to know as well, you know, where … what is that level. So I … I'm not clear on that at the moment.

Interviewer: Yeah.

Female: Um, so I … I … but I know that they are very involved, that’s it, you know. So it’s … so and I think I might give us some guidance as well.

Interviewer: Yeah.

Female: If we're looking at sort of the whole implementation and evaluation, you know, how is that happening at Headstrong? Would that give us some guidance when we are at this stage now, in our own, uh, area.

Interviewer: Hmm.

Female: You know, to see how this is working in relation to policy and implementation of that, yeah.

Interviewer: And for people in the roles a bit longer, how would you feel?

Female: Well, we had this conversation yesterday with the YAP uh, that they don’t feel a part of Headstrong. Like because if you look at all the Jigsaws still has Headstrong on it.

Interviewer: Uh-hmm.

Female: But a lot of the Headstrong stuff doesn’t have Jigsaw on it, so how would you know, um, you're a part of a bigger organisation. So the … they … they don’t like on local level, see, um, a big connection, like apart from like say, people come in from Headstrong.

Interviewer: Hmm.

Female: So they know (removed for confidentiality), is from Headstrong, or James is from Headstrong. They don’t see what the connection is, and they think that Jigsaw could survive without having Headstrong, because they don’t see its importance.

Interviewer: Okay.

Female: And I tend to agree with that.
Female: Yeah, and you know this … my YAPs were very disheartened by … by not being involved in the decisions. And it was hard to reassure them, that … that youth participation was still important, to at least the local Jigsaw site. Um, and it’s hard to convince them that … that … that value could still be helped, when there were very concrete examples of them not participating in … in hugely significant areas for that nonclinical, don’t need a professional opinion for it. There is no justifiable reason for their lack of involvement, other than efficiency and the drive for efficiency.

And I think for me, participation takes time. And sometimes the value is efficiency and it’s hard to argue for slowing a process down, because there are other political reasons and other things going on. That’s a hard argument to make when the … the people who are making the decisions, um, perhaps don’t have the same kind of, uh, understanding or the same kind of priorities, you know, to be there. And they're … they're … they're doing their job, they're doing their job as best they can, but perhaps efficiency and … and politics are overriding participation. And if that's going to happen, then I think there at least needs to be honest communication about that and acceptance of that.

But when it doesn't happen, and it’s not honest and open about why it’s happening in that way, um, that's where you lose people, and you lose their respect. And I feel like I lost some respect from that process that was hard, because these are the people that I face, that I respect and I care about whether they respect me or not.

Interviewer: Uh-hmm.

Female: Uh, so that … that's … that for me would be the most difficult. I think there is a little bit of difference there, I mean.

Interviewer: Okay.

Female: And I think that … that does come down to personal attitudes as well as ethos, as well as practical … like really practical decisions …

Interviewer: Yeah.

Female: An organization needs to make sometimes. And … and there’s a … and … and communication, it’s …

Interviewer: Hmm.

Female: There’s … there’s a lot to be juggled there. It’s not easy, it’s not simple and I think sometimes when you challenge it, you do feel like you're maybe being or you're … you're worried that you're being perceived as a person who puts the span in the works, or who is just trying to go against the grain and all this. And … and you're genuinely not, you're genuinely just trying to drive through with what we're all saying or doing, you know. You're … you're just trying to stay true to the values.

Female: Stay to the yeah.

Interviewer: Uh-hmm.
Female: Like you're … you're doing one, you're just trying to stay true to the values. And sometimes, if you … if you're going to do that, when there's a challenge there, people … people and processes may be challenged and that can be difficult.

Interviewer: Uh-hmm.

Female: You know, because you can worry about the consequences of that and then how you might be perceived, as … as the person who brings that up.

Interviewer: You said a really nice phrase there, help us to stay true to the values, and a lot of the group kind of not only agreed with that, it seemed to strike a chord. What factors help us stay true to our values, or can help us as an organisation, of Jigsaw/Headstrong, stay true to our values of youth participation?

Female: I think communication is a big one, honesty.

Female: Maybe some clearer guidance in the things that we've spoken about, like different levels of participation and what to expect, and what the level of involvement of young people can be.

Interviewer: Some clarity.

Female: Yeah. Maybe Jigsaw/Headstrong needs to define what level of participation they're at, so that makes it clearer for us, because we could, as Youth Engagement Officers, have different levels of participation that we will probably do and actually toe in line with the same, so that needs to be kind of worked out.

Interviewer: Uh-hmm. Anything else that makes your YAP work, that makes youth participation work? In your sites?

Female: Food.

(Laughing)

Female: Definitely.

Female: I think the fact that there is like a dedicated worker as well, to work with the YAP

Interviewer: Would other people feel that's throughout the sites that they have?

Male: They have like a couple of hours a work. Or (removed for confidentiality), you know, mentioned, um, person A or B.

Interviewer: Yeah.

Male: I had a …

(Laughing)
Male: We ... we ... we, uh, we don’t have ... you know, there ... there are ... there’s that, uh, I suppose inconsistency across hubs, that some people have got shared workers between hubs, some people have got a couple of hours, some people employ the person directly, who ... who, um, is responsible for youth engagement. Or, you know, you’ve got cross, you know, your admin role, and you can get ... so I think, um, I think in terms of it really gets back to your ... to ... to the other question you asked about how does that ... how does that really, um, support or ... our, um, implementation of our values, because ... so for instance, is ... is, um, what we're saying, maybe if we had an extra resource or within our resources, is about having, say, another clinical support worker, or is it about having a youth engagement worker, you know, so that's the ... that ... there is where it boils down to a discussion possibly. Now I've never had that discussion yet, and I ... I have no reason to believe that there’s not support for ... for that fit, what, um, you were saying. But you know, there ... they're the type of things maybe that, um, you ... you might be seeing that, if you wanted to kind of dig in for youth engagement in a discussion in finance, you might be seen to be, you know, an obstacle to ... further expansion of goal one you know, or whatever. I don't know, maybe that ... it never happened to me, but I don't know if that's happened to others.

Interviewer: And if we just go around the room, if people just wanted to say what the resource allocation is at the moment towards your site, because this would be useful for, uh, me bringing me back. So within (removed for confidentiality),

Female: Seven hours a week.

Interviewer: Seven hours, and (removed for confidentiality),?

Female: Yeah, James, we’ve you at the moment, because you know, our ... because they're changing structures, so hopefully we wanted somebody for one day a week.

Interviewer: Okay. And ... and (removed for confidentiality),

Female: Oh, I'd struggle to quantify it, because it’s very because it’s not actually any part of my job description. Um, it’s very much on kind of what needs to be done at the time, and you know, kind of ... which is ... is going back to what you were saying, I had ... in the absence of having an allocation worker, I'd see the need for it

Interviewer: Yeah.

Female: Yeah.

Interviewer: And (removed for confidentiality),?

Female: Uh, two days a week.

Interviewer: Okay. And the plan going forward in the future at the moment?

Female: Is the five days.

Interviewer: Okay.

Interviewer: Uh, and ... at (removed for confidentiality),?
Female: Uh, it’s two and a half days at the moment, but I don’t know that that works that well, anyway, but that’s what we have.

Interviewer: Okay. And in (removed for confidentiality),?

Female: We have five days, split between a three day and a two day.

Interviewer: Okay. So very different, would everyone agree, is a very different resource and implementations there. Uh, for people who are on one day a week, do you feel that is enough?

Female: No. It definitely isn’t enough. Because it’s very hard getting things done or to ... to go anywhere with things when they’re just one day, because it takes … the process takes a long amount of time that two days, to the young people getting frustrated over the amount of time it takes to do things.

Interviewer: Two and a half days a week?

Female: Um, the two and a half day, I think, time frame is good. I just ... logistically being there on (removed for confidentiality), when things happen it’s very hard to juggle around and I think if it was more kind of reactionary or if it was brought into a role where you could do it ad hoc. But this having to be there this day and this day, and then other things grow up around it, it’s just … that doesn’t work either, so … well, for me, it doesn't work. So …

Female: A lot, like I work the seven hours, like ad hoc, so it would be … it could be 10, 12 hours some weeks, it could be five hours. And it … so it is reactionary as well, like so if there’s a need for something you respond, so it’s not dedicated.

Interviewer: Hmm.

Female: And likewise, I could spend, I would say seven hours one month, but then I could spend one day a week another month, depending on what’s going on.

Interviewer: Hmm.

Female: Yes.

Interviewer: And is it useful in not having it built into an actual job description and a time allocation, then, from your point of view?

Female: No, because it’s hard to … because your sense of duty is towards what’s on your contract.

Interviewer: Hmm.

Male: Hmm.

Female: Um, but then you also have a sense of duty towards other areas, or there … you know, so it’s … it’s a … we are kind of obligations towards what’s on your contract, kind of on legally]. But then your … your sense of emotive responsibility as far as, that yes, it’s hard to maybe justify and to, you know, to quantify that.

Interviewer: Uh-hmm. What other barriers do you feel there is towards youth participation in your hubs, to make them the best they can be, or Headstrong, as well?
Female: Can you repeat that question?

Interviewer: So what are the barriers to youth participation, that stop it being the best it can be?

Female: I think finances. So, um, allocating like a … a proper role for … to youth engagement is a big barrier.

Interviewer: Okay.

Female: Space. Um, we're moving shortly, hopefully, but space is a big thing, because like you're trying to have, um, a really good discussion with them and you're in the hallway, kind of thing and then there’s people coming in and then it’s just … it’s not suitable. Or if you want to have a meeting with them to block off clinical, you don’t want, um, people coming in at that time either. So space, I think, can be a barrier.

Female: I wonder, is time a barrier for the members themselves in terms of sort of the level of involvement during the day, you know, that it’s not all group meetings, but two or three might come in for different things, come in at the OMG, that's our stuff, is have a barrier, as well as time commitment.

Female: Yeah.

Female: And I think, and I don't know about anybody else in (removed for confidentiality), I'm struggling slightly with the type of young people we have. So I think that (removed for confidentiality) probably, and probably going to get slapped for this Jigsaw/Headstrong is very kind of middle class message across the board. It’s not reaching out other, and I feel really bad saying this It’s not reaching out to young people like NEETS, Not in Education, Employment and Training, anything like that, it’s not reaching out to them. I also think it’s not reaching out to kind of, um, possibly, young males, average Joe, young males into football, and that's very general, but I think there is a level of … it’s … it’s not reaching them, and therefore, I think it’s not giving it the best, um, representation of the area, yeah. And then it’s (removed for confidentiality), it’s … it’s a big area and it’s very, very, uh, I don’t know how you would say, mixed in all sorts of ability and ethnicity and, uh, from (removed for confidentiality), other areas, that maybe aren’t as affluent. It’s a really mixed bag and we're not …

Male: I think that’s fair. I work from a regional perspective, I think, I would … I would agree with that. That all those sites in answer don’t have is representative a feel to the OMG is they might do, you know. And I think it’s a challenge, some … some people radiate towards those type of voluntary roles, don’t they? And as you say, with others, you have to be … take a more, um, dedicated or targeted approach to recruitment, and that’s something maybe we could … I suppose we’re all only begging to learn now

Female: Yeah.

Male: Um, but I would … I would agree with you.

Female: Yeah, I think it’s … it’s needs to be supportive for other people and that maybe the … the … the role isn't designed to … to have to go to a site and … and physically bring a young person, from a travelling community down and to a meeting and all that kind of stuff. It’s allowed for that maybe.
Interviewer: So what would overcome that barrier, then?

Male: I think it’s about the incentives that we provide, because volunteering, I might have totally wrong impression, volunteering is a very middle class activity, you know, and … and … because the incentive is altruism, is this kind of sense of satisfaction that you’re involved in something.

Female: You’re helping.

Female: Right. You look at a child, who’s maybe, you know, financial difficulties at home and is doing the core child minding at home, because the parents are out cleaning whatever, volunteer, altruism isn’t enough of an incentive for that kind of person in that situation. So like because we’re expecting them to volunteer their time, I think the nature of that is engrained that you’re … you are going to recruit, like … like all of my volunteering experience has involved middle class people like this. And I’ve taught around it, I … I … maybe my eyes just need to be opened more about the nature of volunteering, um, uh, and the nature of the people that have been involved.

But because it’s voluntary, I think you are going to draw a middle class who have their … their lifestyle allows for that … that kind of, you know, where they’re not involved in maybe family life, caregiving, you know, and are just earning funds to put food on the table in the home environment. You have many where … where, you know, their … their time has to be spent in that kind of context.

Interviewer: Yeah. And this is the other part of that was people would radiate towards voluntary roles that they have and give some reason to radiate towards it, you know. So for example, um, you know, young people that perhaps have been touched by the area of mental health.

Female: Yeah.

Male: But I suppose the challenges that come with that piece as well.

Female: Yeah, yeah.

Interviewer: And (removed for confidentiality) you said, regionally, you would notice that with your OMGs, what about because you work with the Headstrong at that time, as well. Would you feel it’s the same kind of demograph?

Male: Um, I suppose I kind of would, James, yeah. If … if I'm honest, um, or I suppose there’s a regional difference with the Headstrong YAP, so they’re all coming from different areas. So that makes it more diverse, immediately. But beyond that, I mean, I don't know, that … I … I … for instance, I don't know enough about the Headstrong, YAP.


Male: I … I probably know … probably know the local better, but I … my sense is that there wouldn’t be enormous diversity, bar geographic diversity within … within that group.

Female: Yeah, I mean, I … in another role, I would use a kind of an incentive style. So I … I can get you … I've got … I can get young people. I’ve recruited young people for like leadership and citizenship and … and entrepreneur,
you know, ship and stuff like that, and it’s … and it’s fine. But we usually like if … you know, if you could do this, then maybe we'll go on a trip, or maybe they'll play football for an hour. And there is a way of engaging those type of young people. It’s just maybe it’s not that interesting to them, because you need them … you like them to be involved or you need their opinions and stuff like that. So maybe it probably goes back to finance again, where there is something that … that …

Male: It’s an incentive.

Female: To … incentive. But the other thing I …

Male: But is there not … I'm sorry, I don’t mean to be problematic like that, but isn't … do we need … not need a certain type of young person, if we're going to talk about a group of young people who can advise in the implementation of a pretty complicated kind of change initiative, do you need people to be engaged in that process? You know, maybe that's …

Female: Yeah, we've had … I've had the conversation where I was saying that I don’t … I don't think that to sit someone tokenistically on a … on a panel …

Interviewer: Yeah, exactly.

Female: If they're not … if they don’t have the ability and it would actually just … I think it would … it would do them a disservice, if you don’t like sitting on it.

Male: Yeah.

Female: But that we need to maybe work to go out and … and consult with them on stuff like that, but I do think there is young people who have the ability.

Male: Yeah.

Female: Who aren’t involved for other reasons.

Male: Sure, I agree, yeah.

Female: But I do want to … and I … I tend to use that …

Male: So there’s like, there’s two different groups, isn't there?

Female: Yeah.

Male: Like there might be a Youth Advisory Panel, but then there’s like the kind of service user group or something, that (removed for confidentiality) kind of talked about, you know what I mean, where they're … they're to be consulted, but maybe not … but for me that's two different … kind of …

Female: Yeah, I … I … I think there’s a … there’s a bit of … I don't know, I … I use the traveller example again, it might not be beneficial to have them sitting on a panel where maybe they don’t understand, but we could consult with a group of young travelers.

Male: Yeah, yeah.
Female: But I think there are young people from whatever background, who have the ability to sit on it, but aren’t sitting on it.

Male: Sure.

Female: Because it doesn’t interest them and it’s really not their thing.

Male: Sure.

Interviewer: Yeah.

Female: And the guys who go to it are a bit, you know, there’s … or whatever it is that they think.

Male: Yeah.

Female: Do you know what I mean, but I also … I know from going to the schools and stuff like that, as well, of the talks, PowerPoint, for me, PowerPoint presentations, it’s not the way to engage young people. I’d rather go in and facilitate a … a circle group kind of activities and a vernasage or something like that, you know, and I think that’s a big problem, just in … for the type of people that you're engaging, because when someone says, and presents a PowerPoint presentation, they … a young person is not going to read it, or they seem like …

[ 

Female: I wouldn't get involved with them.

Male: I … I … I mean, I think that, James, that, um, I think Headstrong’s done quite a lot of work already, but I was going to suggest like we need to look at why we’re having youth engagement. I think there’s a lot of that from what I see and so far, in starting with Headstrong, that … that's quite strong, that we've got a lot around why we want youth engagement or why … why the organization has youth engagement. I think maybe we need to do more work on how youth engagement is … is translating from the why, um, and that roots into fundamentally, I suppose, questions around going back to gaps in the why, around questions of, um, the … the power, um, issue again, power balance.

That, for instance, might mean that like I worked a place where … where the community I'm working with, I would have a deputy project manager who’s from that community.

Interviewer: Hmm.

Male: So they … they, um, they fundamentally worked in a co … in … in a … in a cooperative way with me. Um, we would have, uh, you know, there … there would be kind of active, um, strategies, kind of include community … the community of interest within fundamentally how we operate. So there’s that kind of operational gap I see quite a bit, I still see a bit is that young people are outside the organization, while they advise the organizations, it’s a bit like … I mean, one young person said, I think at one stage, when we were talking about the … the … the branding and the … he whole area would say, look it, if we don’t agree with this, there won’t be a Jigsaw. You know, with that kind of like … that … they feel the power
is that if they don’t agree with things, that Jigsaw is not going to be basically be in (removed for confidentiality). And they can stop what’s coming.

Now that had alarm bells to me, as in one, God, that's a mixed message about your power. But also that you feel like that, that why would you think that and feel that? So for me, it’s about looking at some of those, go back within Headstrong, of some of the how we’re doing what we're doing, um, fundamentally across all of the organisation, including the training, how we're doing the training, how we're doing the communication with young people. And if that's not rooted back to our core values, then we need to question it and change it, or whatever, you know.

Interviewer: If we were, because I’m just conscious of time, if we were …and I’d love if everyone answered this, if we had a time machine and we went forward five years, where would you like to, in your position see your participation go? So five years, down the line, we do everything we want to action, where would you like to see it go?

Male: I'd like to see that, just as I was answering that …answering my own question, I … I'd like to see a way that young people, particularly young people that may well have I think the experience of their own mental health, or are concerned. They either come from a place where they're … they have been and either through the service or through support, that they're working with me, that … that there’s two or three of those young people within the service, in some way. I … I … I don't know in my own head, if that's really a paid role or a nonpaid, or a kind of a …a mixture of something, but I … I’d like to see more operationally, young people as part of around the table, with also the staff, rooted within the service.

Interviewer: Okay.

Male: So it’s much more organic that we … we don’t always go, oh, let’s bring out the YAP, or let’s blah, blah. That actually happens they days they're working, you know, because that's where you pick up a lot of your change. That's what I mean about possibly changing culture a little bit more, so I'd like to see the culture change within that.

Female: I would agree with that, as well, because I think even in a short space of time, I would see that it’s a team approach.

Interviewer: Uh-hmm.

Female: I know the Youth Engagement Officer’s position is extremely important, but I think really all of the team should see, equally should see the importance of and be equally engaged with … with the young … with the YAP members. However, I'm not clear about how that might happen. But I … I … I get that from the team as well. They want that, you know, they're missing that at the moment. And it’s … so it’s a whole team approach rather than, as you say, kind of it’s out here and their needs are kind of, were not there, and all of that.

Interviewer: Yeah, yeah.

Female: But it’s much more than that, I suppose, I … I can’t answer the question because I think it’s just so much we need to tease out about this whole youth participation, you know, they … what … their role and all of that. But I think it’s … it’s actually it … it’s a culture thing. It’s … it’s … they're just part of us and it’s seeing this …
Interviewer:  Yeah.

Female:  That it’s seamless

Male:  Yeah.

Female:  Yeah.

Male:  Yeah, I agree with that completely, yeah.

Female:  I think you could say it’s, like it sounds almost tokenistic, from listening to people participating … that participation can be or has become kind of at the moment, within maybe a Headstrong, not so much Jigsaw, I don't think, because I think in the Jigsaw sites, young people become very much involved. But I think there’s a disconnect between, um, Jigsaw and Headstrong, maybe Headstrong's view on a community approach to a project, of how important the community is. I think at times Headstrong can be maybe afraid of the community. The community has become quite strong. And, uh, I think that needs to change and if that changed, then the … the role of the young people would just be more organic, within that organization.

Interviewer:  On this side?

Female:  I think we'd all be on the same page. Um, I'm not prescribing what the page would say.

Interviewer:  Hmm.

Female:  It’s a long movie, and I can’t answer] but we'd all be on the same page. That … and that for me would be, I think if we go that sorted, actually, that we would be going …

Female:  Yeah, happy days.

Female:  You know of actually, you know, it would be … it would be fantastic. But we would all be on the same page, Headstrong and Jigsaw, and between the Jigsaw sites

Male:  And I think for me, from a Headstrong perspective, that's a bit having, um, the appropriate kind of quality assurance piece that relates to, um, uh, the youth participation piece. You know, we talked about decisions earlier on, that, um, uh, didn't have the … the … the right type of … didn't involve the right type of consultation. And I think if … if in three years’ time or so, you know, we … everybody in the organization was asked to evidence how such decisions, um, involved the right type of consultation, or how young people were.

You know, so we made a decision on a new wrist bands, bad example, but where … where young people are involved in that decision making process, whether that's in Headstrong or Jigsaw. And if it was in Headstrong, have you … is there a need … does the quality assurance require that we consult locally and … or maybe it doesn't. But just to have that clear process and quality assurance piece mapped out, I think that would make … that would put us on the same page, I think, you know.

Female:  Uh-hmm. Yeah.
Female: Yeah. I think it’s a … to have something generic across the board, because I think different … different things go on at different sites, or young people have different types of power at different sites, or like if there’s … Youth Engagement Officer perhaps has more time to spend, it’s just too much discrepancies across the board, that none of them kind of sings from the same hymn sheets, so I think if everybody was singing from the same hymn sheet, that would be…

Interviewer: Hmm. Anyone else want to add anything?

Female: I guess in five … in five years’ time, if you were to sit there and ask us the same questions, yeah, that we all would be a bit clearer and seeing the … what similar things, I guess, and we don’t seem to be now. And maybe that every site would have equal kind of, um, workers, and you know, some people doing the dual rules, and stuff, it doesn’t seem fair, like, so …

Interviewer: Okay. Let’s finish up. If we could leave it on one word, because we started off with one word. If we can leave it on one word that sums up your experience of working with the Youth Advisory Panel and it could be whatever word you choose.

Female: Fulfilling.
Female: Exciting.
Male: Complicated.
Female: Enjoyable.
Female: I actually think it’s inspiring.
Male: Potential.
Male: Uh-hmm.
Female: Uh-hmm.
Female: Confused and hopeful. That’s two words.

(Laughing)

Interviewer: Is there anything anyone would like to add that they felt they would have liked to have discussed or shared or talked on?

Female: I'm just thinking all the time of, um, you know, the role of the YAP and the one thing that I think is … is really important is how … if you talk with the citizens and that, but even the growth of, you know, what that leads to in terms of the growth within individual.

Interviewer: Hmm.

Female: And is that important to the person or not? Um, and the learning that, you know, because they’re on their own pathway. And you know, they’re quite young, but what they learn from … and the importance of that and is it important. And maybe it just hasn’t been mentioned, the … the whole empowerment piece.
Interviewer: Okay.

Female: Yeah.

Male: Yeah, I … I just … like I … I wondered about what … what our position is. I … I feel that sometimes that we're unclear about whether members of the Young Advisory Panel are volunteers are not, and you know, if they are volunteers, then I think there are certain things that we need to do, in line with … with practice around volunteering, that we're not always doing. Um, you know, there … there is a suggestion that most of the volunteers should have a job description, or a role description, that they should get supervision of some sort, you know. Um, so there … there is a lot of information and guidance volunteering and it, for me, just sometimes I feel we're not as clear about the … the voluntary nature of the role.

Interviewer: And do you … would you be aware of any, uh, role descriptions for the YAP or any policies in relation to how the YAPs are supposed to receive supervision?

Male: Not around supervision, no, no.

Interviewer: Okay. And would anybody here be aware of what we would … what the recommendations from Headstrong would be in relation to linking in with the YAP, etc?

Female: I'm not sure. I just … I know there are some locally we have … we do contracts with the … with the Youth Advisory Panel members.

Female: Yeah.

Female: I wouldn't have necessarily thought of them, I suppose they … as volunteers, they wouldn't see themselves as volunteers. I think like … our experience in (removed for confidentiality) might be a different than some of our people’s experience of the type of people they have on their Youth Advisory Panels. But we might struggle to get the middle class, we are struggling to get that middle class person that … that's you know, that they maybe have something else to offer. Where sometimes our Youth Advisory Panel are nervous when they come to see the … the JLNs, because they don’t think they’re as good as maybe some of the other members of the Youth … the Youth Advisory Panel, so they … they lack that bit of confidence because they're from a disadvantaged community and all that kind of stuff.

Interviewer: Uh-hmm.

Female: Like so we struggle, or I struggle with trying to upskill them more, empower them to have that confidence. So it … it’s a difference.

Female: Yeah, I think if there was … like if there … if … and I don’t consider them volunteers either, I don’t think they consider it, if they were interested, I think there should be like a … a set of … like a … a certain level of training that they would get to do their role and it’s a … across the board that everyone gets it. And it’s … it’s an induction, but as much as it … it’s … it’s a program, like maybe a manual or you know, something that they can actually be delivered and there’s a standard that they all get.
Female: Yeah. It could be accredited it and somebody in two years from, you know.

Female: Yeah.

Female: That kind of … you've been three years, is …

Female: Yeah, but you know that the Headstrong, yeah, have got this and you've got it and you're just where I do think they have these kind of like, oh, the Headstrong have much more, you know, information and stuff. Whereas they could just as easily be on the Headstrong YAP.

Male: Yeah.

Female: Yeah, so I think … just some sort of program of … program of induction maybe or training or something like that.

Male: Well, it's in the same way as we would … well, we don't do it, well at the moment, but you know, we … we … we would aspire to induct adult members of the OMG, so they're able to … to have good information around their roles, or they're well informed, you know, that's been something that we could … we might aspire to do in terms of, yap.

Female: Just to clarify, I don't refer to them as volunteers. Um, to them or to anybody else. They do volunteer their time.

Interviewer: Hmm.

Female: So they do have a role description. They do get training. Um, and we do have an expectation and they sign a contract to say that you know, you are in agreement, you know. So it's … I wouldn't use the language volunteers, I would … anywhere else, but I do want to acknowledge that they volunteer their time. And … that was relevant to the incentives, kind of … that word was used then. Um, and I think it is important to have those kind of things and say, you know, so we can meet with them once a year, one on one, to make sure that we get the opportunity to hear from them, what their experience is being and … and even having a kind of exit interview as well, just to make sure that there is no kind of systemic reason or personal reason that … that we could have influenced or protected, from their leaving and things like that, you know. So having those very clear volunteer policy

Male: Yeah, exactly, yeah.

Female: So it's … yeah, it's not necessarily we'd be advocating that we call them volunteers, but that the structure, the respect, the acknowledgement, like I was everyone who leaves the … the YAP, I would always give them a reference, because if you have volunteered your time, it's really important that you articulate that in your … your CV and that you, you know, so I think there are a lot of volunteer elements that we can draw on, and it will improve.

Female: Yeah, it is something to look at, like I wouldn't have thought it before, like it could be a huge piece that they do take with them, at that, we … haven't put the time into explain and exactly what it is, and how this could benefit them and that kind of thing.

Female: We have those or we can have a role descriptor structuring that we give out to them when they start and they'll sign a participation agreement thing that
they have. At the moment, we're actually just doing our meetings with all of them individually. It's really just touching base and say how they've got on with it last year, what can we change. What can we change, its going well

Male:

Can I just make one point, is that … I think that's what they're all … that's a real goal, and I think that's a lot about what we're … what we would do better. I … I think we need to go back to what we're aspiring to do for youth participation. I think once we … we need to really … I get a sense from the session which has been really useful James, is I think we need to work out what are our aspirations for youth participation, like a time machine, five years’ time, what do we want to look like, and then work backwards for every year. If that change a lot about what the what is, so you know, like and I think we also possibly could step outside the youth mental health models of what I think, and I think it’s fairly useful for research for what you're doing, I think we see examples of other community of interest, so you'll … you'll …people at a community of interest can. But if you look at models within other health aspects of both everything from HIV/AIDS community to …and I'm not … there’s not . . . it’s not that there’s what I'm saying is that there is models of organizations who work with in particular spheres of where … where they really, you know, everything from what they do, um, in terms of communication and their message.

So somebody maybe like, uh, youth mental health, somebody who is coming … someone who has used the service or is passionate about that area, is our co-CEO, all the way down to who works in the booth.

So that really happened, so what's our aspiration, and then work backwards.

Interviewer:

Okay. On that note, I would to thank you all very much. This information is also been done in conjunction with two other focus groups. At the moment, we have a 144 surveys in, surveys for young people and surveys for staff. All that data will be analyzed within the next two months, the 24th of October is the hand up date and I would hope to be in a position then in November, where we will do presentations at all the JLN’s. Also get information disseminated to all the young people. All of this is purposely obviously for a thesis, but it also has a very clear purpose to action a lot of the areas that we have highlighted. This is the first time that we have had data on youth participation within Headstrong and Jigsaw, so it gives us a very clear direction for where we need to go. From my point of view, as the researcher and as the Youth Engagement Officer, thank you very much, because it’s incredibly useful and it will be used very effectively.
Appendix P: Sample Coding

**QUESTION:** What are the factors that promote youth participation?

**CODE:** A member of staff

*Having John Smyth as a youth engagement officer*

*I think of one: John Smyth*

*The Youth Engagement Officer is very good at making sure that YP are thought about in all aspects of our work.*

*A dedicated YEO*

*YEO plays a huge role in promoting youth participation and ensuring that they remain involved*

*However, without the dedicated youth engagement resource I would not be able to work with the YAP*

*There is also a dedicated worker to facilitate YAP activities.*

*Hiring of a Youth Engagement Officer*

*Staff whose role is more specific to working with the YAP members, relay information I seek or the YAP member's provide, regarding my role on my behalf.*
Strong youth engagement officers appear to really promote youth participation.

A real presence of YEOs on-site and at team meetings.

Fun and engaging YCEW.

Having a person designated to work specifically with YAP.

Having a Youth Engagement Officer - full time if feasible

The youth and community role in Jigsaw Kerry

A Youth Engagement Officer on site who would facilitate regular meetings with young people.

Having a Youth Engagement Officer who constantly and consistently consults the YAP on most changes and updates in Jigsaw.

A Youth engagement officer has made a massive effort to get everyone involved at every stage.

I think the youth engagement officer has played a huge part as. She has involved young people at every stage.

Friendly approachable staff that are over the yap

Dedication of the staff, in particular our youth engagement officer

Active facilitator/Youth Engagement Officer who can speak to YP in a genuine way and who is supported by other staff.

Having a designated YAP person has been key.

An active youth engagement officer

John Smiths enthusiasm and interest in every young person's opinion.
Table 4: Activities YAP members were involved in

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising event</td>
<td>50</td>
</tr>
<tr>
<td>Planning in Headstrong/Jigsaw</td>
<td>42</td>
</tr>
<tr>
<td>Attended Headstrong/Jigsaw team meetings</td>
<td>41</td>
</tr>
<tr>
<td>Media Work</td>
<td>41</td>
</tr>
<tr>
<td>Sitting on Sub groups of Headstrong/Jigsaw</td>
<td>34</td>
</tr>
<tr>
<td>Developing programmes / projects in Headstrong/Jigsaw</td>
<td>31</td>
</tr>
<tr>
<td>Interviewing new staff</td>
<td>31</td>
</tr>
<tr>
<td>Spokesperson at event</td>
<td>31</td>
</tr>
<tr>
<td>Developed content for publications / newsletter / annual report</td>
<td>30</td>
</tr>
<tr>
<td>Presenting or facilitating workshops/session at Headstrong events</td>
<td>24</td>
</tr>
<tr>
<td>Research and evaluation</td>
<td>18</td>
</tr>
<tr>
<td>Sitting with Board of Directors/Operational Management Group</td>
<td>15</td>
</tr>
<tr>
<td>Peer Educator</td>
<td>7</td>
</tr>
<tr>
<td>Work Experience in Headstrong/Jigsaw</td>
<td>7</td>
</tr>
<tr>
<td>Internship at Headstrong/Jigsaw</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
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</table>
**Table 5: Perceived Changes as a Result of Involvement with Headstrong/Jigsaw**

<table>
<thead>
<tr>
<th>How did being involved with Headstrong/Jigsaw change your:</th>
<th>Increased a lot</th>
<th>Increased somewhat</th>
<th>No change</th>
<th>Decreased somewhat</th>
<th>Decreased a lot</th>
<th>Don’t know</th>
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<tbody>
<tr>
<td>Confidence working with Staff</td>
<td>42</td>
<td>24</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Understanding of mental health</td>
<td>40</td>
<td>23</td>
<td>7</td>
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<tr>
<td>Confidence working in a professional environment</td>
<td>33</td>
<td>29</td>
<td>8</td>
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<td>0</td>
</tr>
<tr>
<td>How much you felt like you belonged</td>
<td>31</td>
<td>21</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How likely you were to seek help if you had a personal problem</td>
<td>29</td>
<td>27</td>
<td>12</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Ability to work in a team</td>
<td>29</td>
<td>28</td>
<td>13</td>
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<td>0</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>27</td>
<td>28</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Confidence working with external partners</td>
<td>26</td>
<td>33</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Initiative to take personal actions to address issues that you care about</td>
<td>25</td>
<td>33</td>
<td>11</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Ability to solve work related problems</td>
<td>24</td>
<td>27</td>
<td>4</td>
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<tr>
<td>Your ability to cope when things got tough</td>
<td>21</td>
<td>24</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Personal planning and organisation</td>
<td>19</td>
<td>31</td>
<td>18</td>
<td>0</td>
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<td>0</td>
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<td>---</td>
</tr>
<tr>
<td>Levels of involvement with other organisations (eg online community group, human rights organisations, local sporting groups)</td>
<td>18</td>
<td>26</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Understanding of political and social issues</td>
<td>11</td>
<td>32</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>11</td>
<td>25</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>0</td>
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