



# ENGAGING YOUNG PEOPLE DURING THE COVID-19 PANDEMIC

Insights Brief #1  
COVID-19 Grant Round  
Learning Partner



# TABLE OF CONTENTS

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<b>EXECUTIVE SUMMARY</b>	<b>03</b>
<b>INTRODUCTION TO THIS INSIGHTS BRIEF</b>	<b>05</b>
<b>CHANGES IN CONTEXT</b>	<b>10</b>
<b>HOW ORGANISATIONS CAN RESPOND</b>	<b>11</b>
Approaches	12
Online and remote	13
Detached and street-based	14
Outdoor activities	15
Basic needs provision	16
<b>WORKING WITH OTHERS</b>	<b>18</b>
Approaches	19
Working with families	20
Working with schools	21
Working with community organisations and statutory services	22
<b>CLOSING REFLECTIONS</b>	<b>24</b>
<b>ACKNOWLEDGEMENTS</b>	<b>25</b>
<b>ANNEX 1</b>	<b>27</b>



# Executive Summary

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We've produced this Insights Brief to help organisations working with children and young people, particularly those living in difficult circumstances and who might be at risk of becoming involved in crime and violence. It provides clear, practical advice to help when face-to-face support and group activities can't go ahead safely, so that you can continue to build strong, positive relationships even at a time of social distancing.

The Brief is based on existing evidence and the experiences of more than 100 organisations that have been funded by the Youth Endowment Fund's (YEF) **£6.4m COVID-19 Learning Project**. Each of them has shared what they've learned through adapting their work to continue supporting young people through the COVID-19 pandemic.

Developed by the YEF's Learning Partner for the project, this Brief covers both the changes your organisation can make and the ways you can work with others to improve the way you engage with young people during the pandemic, emphasising the importance of flexibility and partnership working.



# Executive Summary

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At a time when more young people are at risk of becoming isolated and disconnected, we hope this Brief will support you to make sure they stay engaged with the trusted adults in their lives.

## How organisations can respond

- **Use the right tools.** There are lots of ways to engage young people during the pandemic. Which ones will work best depends on the needs of the young people you're supporting and the situations they're facing. This Brief outlines how you can best use online and remote approaches, detached and street-based youth work, outdoor activities and support for young people's basic needs.
- **Be flexible.** The best way to use these approaches is to be flexible. Use different methods together, personalise your responses based on what young people tell you and start small by piloting new activities.

## Working with others

- **Don't do it alone.** Partnering with families, schools, community organisations and statutory services can support successful engagement.
- **Use existing relationships.** Each of these partnerships may work better with some young people than others. However, applying one common principle can help: use relationships you already have with partners and young people. It's easier to build on trust you've already established.

# Introduction to this Insights Brief

## THE YOUTH ENDOWMENT FUND COVID-19 LEARNING PROJECT

In July 2020, the Youth Endowment Fund (YEF) launched our £6.4m COVID-19 Learning Project for organisations based in England and Wales. The grant had two aims: first, to provide targeted support to young people at risk of being involved in violence; and second, to learn fast about the best ways to reach vulnerable young people during a period of social distancing.

In total, **129 organisations** were awarded funding from this special round to support the delivery of services and activities, including online and virtual programmes, targeted work in schools and detached youth work (youth work which takes place without the use of a building or activity, but instead focuses on meeting young people in the spaces where they choose to spend their time).



To find out more about our work and how you can get involved, email us at [hello@youthendowmentfund.org.uk](mailto:hello@youthendowmentfund.org.uk)

# Introduction to this Insights Brief

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## **A COMMITMENT TO EVIDENCE AND LEARNING**

Curating and building robust evidence about the impact of different approaches to reducing youth violence is central to the YEF. Yet the rapidly evolving context of the pandemic, the speed at which organisations are having to adapt, and the scale of the YEF COVID-19 Learning Project demand a different strategy for learning and evidence generation. They require an approach that pulls together the best of what's already known and creates opportunities for grantees to share and learn from each other as the situation unfolds. As such, we established a Learning Partner role for the COVID-19 Learning Project.

Led by the Dartington Service Design Lab, Centre for Youth Impact, Research in Practice and University of Plymouth, the Learning Partner was established to work closely with the YEF and grantees over the course of a year to generate and share learning grounded in evidence. This learning will focus on how to engage young people at risk of being involved in violence, how the pandemic is affecting the context in which violence manifests, and the strengths of different forms of support, while also being responsive to learning needs as they develop. Some of this learning will be shared in Insights Briefs, such as this.



# Introduction to this Insights Brief

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## **ENGAGING YOUNG PEOPLE**

YEF's COVID-19 Learning Project supports a wide range of organisations committed to supporting young people at risk of involvement in violence, from small grassroots charities to some of Britain's largest local authorities. The approaches being taken are many and varied. However, three questions are foundational to all if the work they do is to have a chance of making a positive impact:

1. Who needs support and is best placed to benefit from the services or activities provided?
2. How are young people best reached by services in the first place?
3. How can strong, trusting relationships with young people and high-quality youth participation in services be nurtured and maintained?

Young people's participation in activities and their relationships with trusted adults all relate to 'engagement'. While this is always central to work with young people, the pandemic has altered patterns of youth violence and young people's needs, as well as the wider context that influences participation and relationships. This means that many of the approaches used by organisations to engage young people previously may no longer work in the same way.

# Introduction to this Insights Brief

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## ABOUT THIS BRIEF

This Brief pulls together a set of recommendations for organisations working with young people at risk of involvement in violence, to help them identify, reach and maintain strong, trusting relationships with young people during the pandemic.

You can read more about the approach we took on page 14, with further detail on the analysis process and the sources of evidence and insights in **Annex 1**. In short, what you will find is a short summary of a lot of rich learning. It draws on a rapid review of existing research evidence on how to engage young people in services, and bolsters this with the broad and varied practice experience of **YEF Grantees**. For the latter, staff within these organisations were able to share their perspectives through interviews, workshops and their applications for participation in this Learning Project.

The evidence and learning contained in this Brief are neither exhaustive nor definitive. What we know, and what is important to know, will evolve over the coming weeks and months as the situation changes, as service providers' responses change, and as we learn collectively from our successes and mistakes. What this Brief does offer is a summary of existing evidence, combined with the insights and unique perspectives of more than 100 organisations involved in the day-to-day practice of engaging young people living in difficult circumstances during COVID-19. We hope that others will benefit from what they have to say.



**1**

evidence review



**30**

applications



**6**

interviewees



**100**

workshop participants



# Introduction to this Insights Brief

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## APPROACH TO EVIDENCE AND INSIGHT GENERATION

Throughout September and October 2020, the YEF Learning Partner engaged in an ambitious and rapid programme of data collection, analysis and synthesis, drawing upon a number of different sources.

Four activities were carried out:

1. A rapid evidence review of the scientific literature on engaging young people in services (which is being prepared for peer-reviewed publication);
2. The qualitative analysis of a randomly selected sample of 30 of the 129 successful applications that organisations submitted to receive a YEF COVID-19 grant in April 2020;
3. The delivery and qualitative analysis of four workshops attended by 100 of the 129 grantees, with 25 grantees attending each workshop;

4. The conduct and qualitative analysis of six interviews with individuals from YEF COVID-19 grantee organisations, selected from the pool of grantees who were unable to attend a workshop.

The evidence review focused on identifying key areas that organisations should consider when trying to engage young people, regardless of the pandemic. For activities 2-4, we were interested in the following questions: first, how have organisations changed the way they engage young people in response to the pandemic; and second, what have they learned through implementing those changes? You can read more about the analysis process and the sources of evidence that informed each part of the Brief in **Annex 1**.

# Changes in context

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- **COVID-19 has changed young people's lives.** For those who found school and public spaces stressful, the pandemic has granted them some respite. For others, isolation, anxiety and grief have made it harder to establish emotional and social connections. Some feel betrayed, blamed for high infection rates while simultaneously suffering the most, and are finding it harder to trust new people as a result. Higher rates of infection within communities of colour mean that young people within these communities have faced more acute challenges. Ever-changing government, devolved and regional restrictions to what activities and behaviours are permissible during the pandemic have disrupted young people's routines and relationships, eroding the consistency they need to form strong bonds.

- **It has also changed the delivery context that youth work organisations are operating in.** The rapidly evolving restrictions make it harder to plan and prepare. Contact with young people is interrupted, information on families becomes outdated and young people's needs become increasingly hidden, making it harder for organisations to engage those most likely to benefit from their services in the most effective way.

As a result, YEF's COVID-19 grantees have had to **change the way they engage young people**. They have learned a lot in the process. This learning, alongside a rapid evidence review, has informed the advice that follows, during which we speak directly to any organisation working with young people at risk of involvement in violence. We share suggestions on how you might respond, both as **individual organisations** and through **working with others**.



# HOW ORGANISATIONS CAN RESPOND

## PRINCIPLE: **BE FLEXIBLE**

Regardless of how they have responded, most YEF COVID-19 grantees shared one common principle: **be flexible**. Specifically, this **meant combining different methods, personalising** responses to the preferences of young people, and **starting small** by piloting new activities and learning by doing.

It is important to acknowledge that adopting a flexible approach is not just the responsibility of services, but of commissioners too; contracting arrangements that provide sufficient resources, a more flexible use of funding, staffing support and an evolving model of delivery in response to an evolving context are a necessary pre-condition for flexible service delivery. Overly prescriptive commissioning and reporting inhibits flexibility.

# How organisations can respond

## PERSONALISE

While the guidance here can give organisations a head start, the experts on which methods will work best are young people themselves. Ask them how they want to be engaged and do so regularly. Try and be flexible enough to respond to their preferences wherever you can by personalising provision, whether that be when, where and how you meet or the types of activities you do together.

Lots of decisions are being made on young people's behalf, without their input, in response to a pandemic that has changed their lives in ways we are only just beginning to understand. Giving them ownership over how they are engaged will help them to sustain that engagement. Understanding the individual needs and preferences of young people will help you to mitigate, rather than reinforce, a range of social, racial and health inequalities that many young people have to face.

## COMBINE

If you are able to use a range of different approaches to work with young people (resource permitting), you will be more likely to find something that works for each individual. Having a number of options for engagement means you will be better placed to adapt when COVID-19 restrictions are in place. For example, having a way to speak to young people online means you will be able to continue to build relationships even when you are not able to run in-person sessions.

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*"Previously, we'd have gone to a school and chatted to them once a week for an hour, whereas now we're having more frequent and shorter engagement - some young people are enjoying that. Also, some young people who are struggling with anxiety find digital engagement where they don't have to look at you easier. But there are still concerns about whether young people are able to disclose if they're in a space where they don't feel comfortable. We want to have a blended offer in the future."*

~ Interviewee - anti-criminal exploitation service

## START SMALL

Given the instability and novelty that characterises this crisis, plans for engaging young people will evolve as organisations 'learn by doing'. Leave enough time and resource for ongoing learning and improvement. Consider piloting activities by starting small when launching new ideas or designs. Put young people at the heart of design and seek out their feedback on design decisions. Then, based on the response, either scale it up or scale it back while continuing to learn and make further adaptations.



## APPROACHES

Informed by the principle of being flexible, organisations have tested a range of approaches for engaging young people. Here, we describe the young people and situations that each response is most likely to work well with, and less well with. We consider the following areas:

- Online and Remote
- Detached and Street-based
- Outdoor Activities
- Basic Needs Provision





## HOW ORGANISATIONS CAN RESPOND

# Online and remote



### Try this when...

- You are delivering an activity that would not need to change much to work online (for example, small groups and 1:1 interactions). These formats will stimulate better engagement when moved online. Activities and relationships that already involve technology (e.g. film-making or other media-related activities) are also more likely to transition well.
- You are working with young people who find in-person contact difficult or anxiety-inducing, when in-person contact is inconvenient for young people (perhaps because it involves travel), or when you need a temporary 'stop-gap' to stay in touch.

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*"It hasn't worked that well for us online. We've got a big building where we do lots of physical activities ... it's this sort of thing they come to us for, so it hasn't been a brilliant medium for us, we found we lost a lot of people quite quickly ... In terms of advice: make sure you understand what your relationship with them is based on. Online isn't always the best way."*

~ Workshop participant – youth work service



### Don't try this when...

- You are working with young people who live in complex home environments that may prevent them from engaging safely or calmly.
- Your previous activities are very different to what you plan to offer online – engagement may suffer (e.g. unstructured, flexible provision based around a physical space, such as sports-based activities in a community venue or musical performance activities hosted at a skatepark).
- You are working with young people who lack access to technology. In this case, either source the necessary equipment or engage them through another method.

### Be aware that...

- On its own, online provision can make effective safeguarding and human connection difficult, particularly given that many young people choose to have their cameras off and talk via chat functions when engaging in online calls. As with all of these options, combining approaches can help – for example, consider implementing both online and in-person activities.
- There are some ethical and information governance issues that are specific to digital engagement (e.g. minimum age restrictions for conference calling software). Guidance, published by Youth Link Scotland, can be found [here](#).



### Do this well by...

- Making the content fun, interactive, activity-based, bespoke, self-paced, age-appropriate, user-friendly and simple.
- Using technology that can be engaged with easily on a mobile phone and avoiding emails or the requirement for a desktop computer or laptop (some young people tend not to use these).
- Using online fitness and cooking activities – organisations reported that young people engaged with these particularly well. The latter was highly sought after for young adults living semi-independently away from home (e.g. care-leavers). Gaming competitions allowed young people to interact more naturally with their peers.
- Delivering materials (e.g. cooking ingredients) to participants' homes beforehand. They may not have the equipment necessary, while getting something delivered can make them feel special and makes the activity more exciting, which increases the chances of engagement.
- Making sessions shorter, keeping groups small and exaggerating body language to aid communication. Avoid discussion-only interactions (young people often find these less engaging).



## HOW ORGANISATIONS CAN RESPOND

# Detached and street-based



### Try this when...

- You are working with young people who do not like structured provision (e.g. where they have to attend a particular venue at the same time every week) or are often missing from school or home. While detached youth work was appropriate for these groups before, their membership has changed due to the pandemic; many organisations based in urban centres reported that the number of young people out on the street had grown, including many who had never previously been seen in these spaces.
- You are trying to identify young people with complex needs who may not already be known to services. Many organisations felt that spending time in certain locations was a reliable sign that a young person could be at risk of involvement in violence or experiencing difficulties at home. Street-based methods represented the quickest and most direct way to identify these groups.



### Don't try this when...

- You are working with staff who lack skills, experience and training in detached youth work.

### Be aware that...

- It can be difficult to establish consistent contact, given the irregularity of young people's whereabouts due to COVID-19.

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*"For lots of young people we work with, they can't stay at home for whatever reason. They can't go to other clubs or centres so now we're meeting bigger groups [on the street] than we would've had before."*

~ Workshop participant – youth work service



### Do this well by...

- Being persistent and patient (trusting relationships require time and familiarity).
- Identifying new young people to engage by asking about peers and following up once relationships are established, or through being 'vouched for' – young people are more likely to trust someone if they can see their peer already does so.
- Visiting young people at home as well as on the street, while adhering to government restrictions on social distancing and effective safeguarding practices (some young people will find it difficult to leave the house).





## HOW ORGANISATIONS CAN RESPOND

# Outdoor activities



### Try this when...

- You are working with young people who are keen for the socialisation and interaction that physical activities offer. Outdoor activities are also flexible (they can be adapted to 1:1, small group or larger group formats).



### Don't try this when...

- You are working with young people who find it difficult to adhere to social distancing.

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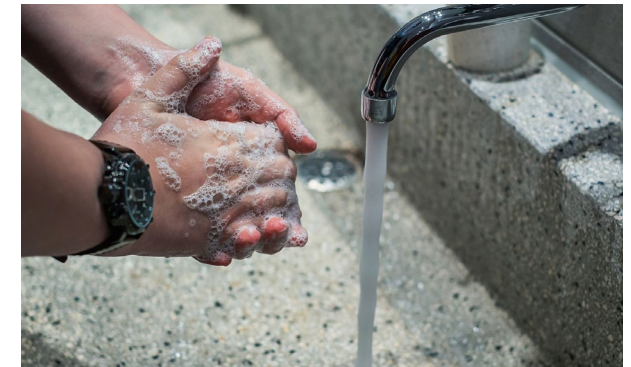
*"The hook of sports has been fab, but it's more than that - it can be one on one, it can be in a group, they can go outside with a mentor. And it can carry on during lockdown because exercise is something we can still do with policies in place."*

~ Workshop participant – youth work service



### Do this well by...

- Planning and preparing (factor in the time needed to set up PPE, social distancing measures and disinfected equipment).
- Contacting landlords in the local area if indoor space is required – due to the pandemic, some may have premises available at a reduced cost.







HOW ORGANISATIONS CAN RESPOND

## Basic needs provision



### Try this when...

- You are working with young people who are unable to engage in services because their basic needs are not being met, through a lack of access to food, money and technology. Providing for young people's basic needs can also help to build a positive relationship with families and communities, which can support better engagement with young people as well.



### Do this well by...

- Catering to the needs of the wider family, as well as young people specifically (this can help to gain their buy-in, which can support engagement with the young person).
- Working with funders and commissioners to create flexibility in how resources are used. Work alongside other charities to pool information, resources and provisions.



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*"During the main lockdown, they actually needed the basics, not the nice extra things we were doing before. We adapted to building care packages instead... That helped because we built the trust step by step instead of making them go onto Zoom straight away – it also meant that we were able to know who was most in need. It really helped us to do more remote engagement."*

~ Workshop participant – youth work service





# WORKING WITH OTHERS

## PRINCIPLE: **USE EXISTING RELATIONSHIPS**

Engaging young people who are most likely to benefit from a service almost always requires effective collaboration. The YEF COVID-19 grantees we spoke to stressed that this was particularly the case during the pandemic. As with the ways your organisation can respond, the different ways you can work with others share a common principle; make sure to **capitalise on existing relationships**, both with **partners** and with **young people**.

# Working with others

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## **USE EXISTING RELATIONSHIPS WITH PARTNERS**

Long-standing organisations that were embedded in the community found it easier to collaborate with others than new organisations delivering new interventions for the first time. Build on the existing relationships and reputations of your staff wherever possible. Staff at all levels may have informal ties with other people and organisations with whom you can share knowledge and resources. Identify and nurture these relationships, as they can help connect young people with the services they need.

## **USE EXISTING RELATIONSHIPS WITH YOUNG PEOPLE**

Young people will have better relationships with some professionals than others, depending on the extent to which they see them as authentic, relatable, caring, fair, and non-judgmental. Rather than bombarding young people with multiple professionals, work through whichever adult has the best relationship, particularly when meeting a young person for the first time.

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*“Because we’re organising on a more regular basis, it’s become clearer more quickly when the network around a young person is too overwhelming. So, we’ve been able to let that young person decide who they’d like to be kept as a lead. That lead then feeds back to the network on a regular basis ... It was like shifting a jigsaw puzzle that worked for the young person rather than expecting them to conform to what we were doing.”*

- Interviewee – anti-criminal exploitation service



## APPROACHES

The organisations we spoke to collaborated with a variety of people and organisations to better engage young people. Here, we describe those approaches most likely to work well and less well in different contexts. We consider the following areas:

- Working with families
- Working with schools
- Working with community organisations and statutory services





## WORKING WITH OTHERS

# Working with families



### Try this when...

- You are working with young people for whom information is hard to come by (e.g. those who are often missing). Parents and carers are often the most up-to-date. Families can have a powerful effect on both engagement and impact, particularly during COVID-19. Difficult situations can reduce a young person's ability to actively and safely participate in online activities and push them out of the home. Equally, parents who are supportive and actively involved can support young people to overcome barriers to engagement.



### Be aware that...

- In some cases, involving family members may make young people more vulnerable or unsafe, while some young people may not want their families to be involved in their support. For young people with complex home lives, opening up your relationship to include their families – particularly without their permission – can damage that relationship and reduce engagement.
- Particular attention is needed when engaging marginalised parents, especially if they need to participate in family-focused activities. They may need help with practicalities, including transport and childcare, and they may also benefit from flexible timings and reminders.



### Do this well by...

- Preparing the parents and carers of young people who often go missing (e.g. how, when and why to report it to the police, and how they might overcome some of the barriers they may face when trying to do so).
- Making sure that social media channels are active – families may look to contact you using Facebook, Twitter, Instagram or other platforms.

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*"For your older group, they've got younger siblings and they can't be bothered with them, they're not very nice to mum, so these care packages made a lot of difference in terms of the relationship with family members, which to me is also part of helping young people not go towards crime because they know mum is there for them."*

- Interviewee – outreach and support service for women and children



# Working with schools



## Try this when...

- You are delivering an activity that would otherwise involve travel (delivering in school is more convenient for some young people).
- You are trying to identify and reach young people who could benefit from your support – schools often have the best information on and access to young people. This is particularly the case during lockdown restrictions, where schools may be one of the few institutions to maintain consistent, in-person contact with young people. They are central partners in the effort to engage and support young people at risk of involvement in violence.

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*"We've used schools more – I found them really helpful. It meant we were able to access spaces in schools that were safe, and hold clinics which young people can't always attend due to travel requirements. We have a platform there to build from, so it's not like having to do outreach and build a relationship – the school identify girls who would benefit from the programme."*

~ Interviewee – outreach and support service for women and children



## Be aware that...

- While schools continue to represent a safe space for many, this is not the case for everyone. Some young people and families who were disengaged from school beforehand are even more so now. Schools may be less likely to have up-to-date information on these families, while an introduction facilitated through or in school may make them less likely to engage.

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*"Having really good relationships with teachers in schools is essential. Schools are so busy, so you need to have someone in who's seeing the value. By having key contacts in schools we've been able to promote our service very well."*

~ Interviewee – outreach and support service for women and children



## Do this well by...

- Recognising that schools are contending with a lot of restrictions to keep young people safe during the pandemic. This means that they might be understandably concerned about the risks of partnering with an external organisation, as well as the time and energy that establishing a successful partnership may require.
- Stressing the value of your support to the schools you want to partner with. Explain how you can help to address young people's social and emotional needs and engage marginalised families. Demonstrate how you can tailor your support to differences in COVID-19 restrictions between schools, and identify and nurture relationships with specific staff members who can champion and prioritise your service.
- Where possible, consider integrating some provision within standard academic subjects, to help reinforce any learning and to support young people to apply what they learn in different contexts.



## WORKING WITH OTHERS

# Working with community organisations and statutory services



### Try this when...

- You are trying to access up-to-date information. Grassroots organisations are often nimbler than statutory services and may have more accurate information on young people. Statutory services also have unique access and information, both on young people (e.g. those who are missing or in contact with the criminal justice system) and on how to navigate changing rules and restrictions.

*"Because everything happened so quickly, and because statutory services are tied up with rules and regulations, they weren't as agile as the voluntary sector. Where the statutory services were helpful was when we applied for keyworker status."*

~ Workshop participant – youth work service

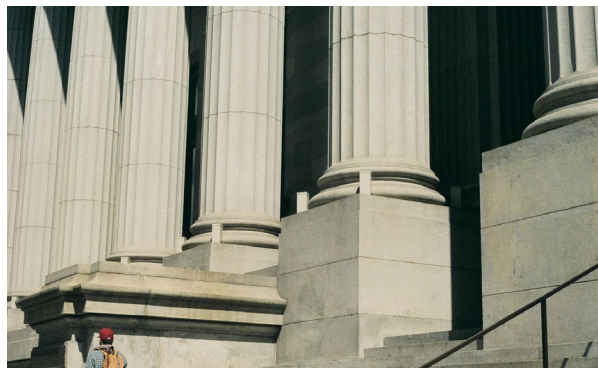


### Be aware that...

- Some young people, families and communities have poor relationships with statutory services, including the police, social care or local authorities. These groups may be less likely to engage through these channels.

*"We've found that having a young leader to support sessions has really worked for us. They're getting experience but as well as that, they're local, they're respected, and they're well-placed to build relationships because they know the families and people in the area."*

~ Workshop participant – youth work service



### Do this well by...

- Recruiting young people as volunteers or staff. They are often best placed to establish new relationships or build on existing ones – for example, they may share status and cultural backgrounds with those you are trying to engage. When doing so, ensure you have support in place for those who join your team, including procedures that deal with training, supervision, managing conflicts of interest and processing trauma.
- Sharing timetables with other organisations to avoid clashes and the fatigue brought on by engaging in too many video calls.
- Considering the co-location of services.



# Closing Reflections

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The pandemic is placing an enormous strain on many young people. It has adversely affected mental health, limited opportunities and widened existing structural disparities, including poverty and racial inequalities. For many, the risks of exposure to or involvement in crime and violence will increase as the economic fall-out of the pandemic sets in.

Yet as the situation has unfolded, organisations and individuals taking part in the YEF's COVID-19 Learning Project have risen to the challenge: they have revised existing approaches and created new ones in order to better engage young people during the crisis. Like so many, they have worked tirelessly under challenging, ambiguous and rapidly evolving conditions, and will continue to do so with determination and passion over the months to come.

The evidence on how best to engage and support young people during this time is not fixed: as the context and our experiences evolve, so too will our learning, and our ability to tailor this to the nuances and realities of young people's needs and preferences.

As the Learning Partner for the YEF COVID-19 Learning Project, we will continue to support, elicit, synthesise and share evidence and learning as it emerges, through further Insights Briefs, blogs and other channels over the coming year. Stay tuned!





# Acknowledgements

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Many people have contributed and shared their learning and experience in the production of this Insights Brief, and we are deeply grateful to them all. This report was written by the Dartington Service Design Lab, and any errors or omissions are our own.

We are grateful to the insights and contributions from our Learning Partner colleagues at the Centre for Youth Impact, Research in Practice and the University of Plymouth, as well as colleagues at the Youth Endowment Fund. Particular thanks to Nick Axford<sup>1</sup>, Lorna Burns, Sarah Rybczynska-Bunt, Tom Thompson and John Tredinnick-Rowe at the University of Plymouth who undertook a very rapid review of the existing research evidence (which will be published in due course).

**Suggested citation:** *Green, F., Hobbs, T., Axford, N., Ellis, D., Mannes, J., Freeman, L., Murphy, M., Lily, R., Burns, L., Rybczynska-Bunt, S., Thompson, T., & Tredinnick-Rowe, J., (2020). Insights Brief 1: Engaging Young People During the COVID-19 Pandemic. London: Youth Endowment Fund.*

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<sup>1</sup> The time of Nick Axford, Lorna Burns and John Tredinnick-Rowe is supported by the NIHR Applied Research Collaboration South West Peninsula (PenARC). The views expressed are those of the authors and not necessarily those of the NHS, the NIHR, or the Department of Health and Social Care.

We are particularly indebted to the 129 YEF COVID-19 grantees, who generously shared their experience, insights and learning through their applications to the Fund and their participation in a series of learning workshops. A special mention goes out to Joy Scott-Thompson, Michelle Donnelly, Becky Fadia, Ismael Hayden, Ntale Eastmond, Kohliah Roberts, Stu Thompson and Jason Turner who shared learning in a series of semi-structured interviews.





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# Annex 1: Analytical approach and sources of evidence

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## ANALYSIS AND SYNTHESIS

The qualitative analysis of applications described on page 8 built on a form of framework analysis<sup>2</sup>. The findings were combined with those from the evidence review to create a high-level outline for the Brief. Within this outline, some initial findings were documented. Both were used to inform the structure of the interviews and workshops, where interviewees and workshop participants were invited to challenge the existing outline and findings and share their perspectives on what they had learned since the applications were submitted in April 2020.

The adapted approach to framework analysis used for the applications was then used to analyse the facilitator and interviewer notes from the workshops, which were supplemented by recordings where necessary. First, a set of themes were developed inductively, following discussion among the Dartington research team and a review of a sample of the notes. The remaining notes were then coded deductively based on these themes, with minor amendments made in the process. These findings were then synthesised to create the Brief.

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<sup>2</sup> Gale, N.K., Heath, G., Cameron, E. *et al.* Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Med Res Methodol* 13, 117 (2013)

# Annex 1: Analytical approach and sources of evidence

**Table 1:** Sources of evidence and insight

	Evidence review	Applications	Interviews	Workshops
<b>CHANGES IN CONTEXT</b>				
Young people		×	×	×
Delivery organisations		×	×	×
<b>HOW ORGANISATIONS CAN RESPOND PRINCIPLES</b>				
Personalise	×	×	×	×
Combine		×	×	×
Start small		×	×	×
<b>HOW ORGANISATIONS CAN RESPOND APPROACHES</b>				
Online and remote	×	×	×	×
Detached and street-based	×	×	×	×
Outdoor activities	×	×	×	×
Basic needs provision	×	×	×	×

# Annex 1: Analytical approach and sources of evidence

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	Evidence review	Applications	Interviews	Workshops
<b>WORKING WITH OTHERS PRINCIPLES</b>				
Relationships with partners	X	X	X	X
Relationships with young people	X	X	X	X
<b>WORKING WITH OTHERS APPROACHES</b>				
Working with families	X	X	X	X
Working with schools	X	X	X	X
Working with community organisations and statutory services	X	X	X	X
Basic needs provision	X	X	X	X