



**Young Advisors Scheme
Induction Guidance
for Project Leaders and
Young Advisors**

Contents Page

CONTENTS PAGE	2
INDUCTION PROGRAMME	4
PHASE 1 LOCAL INDUCTION FOR INDIVIDUAL YOUNG ADVISORS	4
The First Meeting	4
Exploration – individual Young Advisors, working with their personal mentors	4
Young Advisor Job Description	5
Enrolment Form	7
PHASE 2 - LOCAL GROUP INDUCTION FOR YAS:	10
Learning and Development Outcomes	10
The First 2 Hours: Team development – growing the group	10
The Next 2 Hours: Learning about relevant organisations	11
Further discussion: clarifying the arrangements for being a YA	12
The Next Hour: Local Youth Engagement Opportunities	12
Finally: clarifying and reviewing progress	12
YOUNG ADVISORS AND MENTORS CONTACT AGREEMENT	14
YOUNG ADVISORS DESCRIPTION OF ACTIVITIES	15
JARGON BUSTER	17

Please study these notes carefully well before the first session because you will need to gather **local information**, in order that time spent with YAs is optimised and logistics do not dominate the time needed for skills and relationship development.

Leads: any questions from mentors should, as far as possible, be dealt with ahead of the first meeting with YAs e.g. details like YA payments, expenses, accreditation, time away from work or college, the structure of your scheme, location maps/travel, premises etc.

Mentors: be ready to answer all the questions that you can think of if you were going to be a YA.

Induction Programme

Phase 1 Local Induction for individual Young Advisors (To be completed before attending first training event)

Learning and Development Outcomes

For the Young Advisor

- A quality relationship established with her/his mentor
- An understanding of the sponsoring NDC/NMP/Organisation and what it does
- Some YA preferences identified
- Clarified some YA training needs

For the Mentor

- A quality relationship established with the YA
- Shared insights about the NDC/NMP/Organisation and what it does
- Understanding and support for the YA's advisory preferences and training needs

Note: the timings for this phase are a rough guide only – but make sure all the points are well covered.

When the session begins agree who will record (and how) ideas, suggestions, recommendations, and questions, and how these will be communicated to other stakeholders e.g. the Project's Lead, Youth Theme Group, and others.

The First Meeting

Exploration – individual Young Advisors, working with their personal mentors

- identify a peaceful and attractive meeting place, quiet and private
- allow for a two to three hour meeting

The first half hour

- YA meets with local mentor to establish a good initial relationship. Swap life stories and attitudes, aspirations and why each of you is involved in this project

The next hour

- discuss expectations - the Young Advisor's, the Project's, and the Mentor's
- check your availabilities for further meetings
- examine the **job description** (below) to see what most appeals and how far the YA might possibly like to go, initially and eventually
- make a note of main points agreed so far

Take a break

- do something completely different for a while – to relax, have fresh air, exercise, eat etc as desirable

Final hour

- the final session should examine the **person specification** and begin to identify the YA's training needs. The grid below enables the YA, with the help of the mentor, to record the outcomes.

Young Advisor Job Description

Young Advisors will show community leaders and decision makers how to engage other young people in community life, regeneration and renewal.

The role covers four main areas:

- (1) Showing organisations, committees and projects the best ways to involve young people.
- (2) Teaching adults from different backgrounds - for example, professionals and members of the community - how to attract and maintain the interest of young people in the planning, management and reviewing of community affairs. Young people are needed to help adults think out better plans.

Young Advisors can:

- o design facilities for young people that improve the quality of life
- o discuss ways to improve the neighbourhood
- o suggest how to solve problems with public transport, waste and rubbish, and local self employment, for example
- o review current activities to see how they could be improved

Local authorities and other agencies affecting community life produce information, leaflets and websites about their strategies and action plans. They and the government want the views of young people to influence these plans; they want young people themselves to check that the words are followed by actions within a reasonable time.

Young Advisors will:

- o 'youth proof' strategies and action plans for neighbourhood programmes, and local authorities
 - o train adults in how to 'youth proof' local plans, alongside local young people
- (3) Young Advisors will speak out for young people, telling a wide range of people who make decisions what young people believe their communities need compared to what local planners think is feasible. YAs will be young people's 'champions'.
 - (4) Some YAs will:
 - o work regionally beyond their immediate locality, advising NDCs, NMPs and Local Authorities elsewhere
 - o work nationally with Government Departments

Young Advisors should self-grade from 1-5, tending towards a modest assessment so that improvements can be recorded during the project programme.

- 1 'know very little, lots to learn'
- 2 'know and can do a little'
- 3 'fairly confident but still lots to learn'
- 4 'know and can do quite a lot – pretty competent'
- 5 'as good as it could be; not possible to improve'

Person Specification

Grades	Now			Future		
Listening (able to concentrate, recall and show you are giving full attention)						
Able to influence people (making things happen)						
Able to challenge/disagree without being disagreeable						
Confident speaker (whether in meetings, interviews or as a public speaker)						
Able to see several sides of an argument						
Able to run meetings which are effective, brief and fun						
Writing reports and notes						
Interviewing (asking open, leading and follow up questions; getting the information you want)						
Choosing priorities (knowing what is both urgent and important)						
Managing time (making best use of paid time and balancing all other demands/needs)						
Proposing and stimulating change (sense of priority, feasibility and timing)						

To conclude the session - Have the requirements for this PHASE 1 Induction been reached?

	Yes	Partly	No
Has a quality relationship been established between the YA and the mentor?			
Do you understand the sponsoring NDC/NMP and what it does?			
Have you identified some of the YA's preferences?			
Have you clarified some of the YA's training needs?			

Ensure that both the YA and mentor have the material produced during **Phase 1 Induction** to hand for **Phase 2**.

Enrolment Form

Course Details

Title of Course	Young Advisors' Training and Development
Date of Course	

Personal Details

Organisation (Your Employer)	
First Name	
Last Name	
Current work/education/activity	
Date of Birth and age	
Male/Female	
Address	
Post Code	
Telephone	
Mobile if any	
Emergency Contact	
Email if any	

Do you consider yourself to be disabled?

Yes No

Please provide details of any disability or serious medical condition that we need to make allowances for

.....
.....

Do you have any special dietary requirements?

Yes No

For example: Vegetarian/Vegan/Fat Free/Gluten Free/Halal/Other (please specify)

.....
.....

Ethnic Origin please tick one box you feel best describes your ethnic origin

White

British

Irish

Any other white background
(please write in)
.....
.....

Black or Black British

Caribbean

African

Any other black background
(please write in)
.....
.....

Mixed

White and Black Caribbean

White and Black African

White and Black Asian

Any other mixed background (please write in)
.....
.....

Chinese or other Ethnic Group

Chinese

Any other (Please write in)

Asian or Asian British

Indian

Pakistani

Bangladeshi

Any other Asian background (please write in)
.....
.....

Decline to Comment

Decline to Comment

In order to ensure equality of access The Young Advisors Charity monitors ethnicity for statistical purposes. Information will remain confidential.

Details of any activities similar to those which Young Advisors will be engaged in? Not necessary but would be useful to know about.

.....
.....
.....
.....
.....

What would you like the Young Advisors' Training and Development programme to do for you?

.....
.....
.....
.....
.....

**** Any course cancellation must be notified to the Youth Lead ****

"I understand that the information I have given will be processed by Young Advisors Charity in compliance with the 1998 Data Protection Act. I give my consent to Young Advisors Charity to record and process information regarding any health conditions which I have declared."

Signed:

Youth Lead (Authorisation attendance)

Designation:

Date:

The information you provide may be used for marketing purposes – If you do not wish it to be used for such purposes please tick here

**Please return to Gary Buxton ~ Young Advisors, Crossley House
755 Ashton Old Road, Openshaw, Manchester, M11 2HB
t: 0161 223 4225**

PHASE 2 - Local Group Induction for YAs:

Sharing, Learning and Planning – for the local group of YAs and their mentor(s)

Timing: one whole day, or an afternoon and evening

The Venue: attractive, accessible, private, quiet and comfortable; a variety of refreshments and unusually good cakes/biscuits, plus top quality lunch or supper – no slumming it or compromises; YAs are important people.

Recording: decide (in advance if possible) who will record what and how, and how it is to be disseminated; prepare options in advance if possible – remember, this is a pilot; a lot of people are going to want to learn from your experience.

Learning and Development Outcomes

For the Young Advisors, Mentors, and Project Lead

- team building
- understanding my part in the larger organisation
- feeling included in the project and the NDC/NMP/Organisation
- examined local activities
- considered YAs preferences
- know and heard from the project lead
- listed some local organisations and what they do
- explored ideas and examples of youth engagement
- understood the arrangements for being a YA
- planned some initial, on-the-job, supported practice
- have contacts and communication details
- developed good working relationships between the YAs, mentors and project lead

The First 2 Hours: Team development – growing the group

1. share ideas and expectations arising from the individual meetings with mentors
2. feedback YAs qualities and skills to each other
3. build a portfolio of **local** activities and potential for the deployment of YAs e.g.
 - Places where young people hang out/go
 - Local youth clubs/drop ins/skate/BMX/play progs
 - Community leaders' meetings
 - Activities in and around schools
 - Churches, community centres, halls, shopping precincts where young people aren't involved/welcome
 - Sports facilities
 - Money spent on young people's activities
 - Young people's advisory services – legal, alcohol/drugs, sex, pregnancy, family, mental health, employment
 - Award schemes
 - Volunteer programmes/peer mentoring
 - Libraries/IT centres
 - Public transport
 - Residents' Associations
 - Local Councillors
 - Influencing the professionals who work in the area

4. begin to indicate who prefers to do what within the YA team and continue to note this for the rest of the session.
5. if it hasn't happened already as part of the above this is a good point to give space to the leader of the NDC/NMP (chair, director, manager) to hear from the YAs what they need from the sponsoring organisation to be effective as YAs; and for the leader to outline their hopes and expectations of the project, particularly in the light of any new insights gathered from the YAs; their joint expectations and aspirations should be agreed as far as possible by all.

Take a break

The Next 2 Hours: Learning about relevant organisations some adults you may be advising work in these

- who they are and what they do – **prepared by the Project's Youth Lead in advance**
e.g.

Residents' Associations
Councils
Connexions
Children's Fund
YIP, YISP, PAYP
On Track
Counselling Services
Citizenship in schools
Wardens' schemes
NDC/NMP
Youth Services
Police
LEA
Housing services/assocs
PCSOs
Health services

Idea: this would be a good opportunity to pep up the learning experience by mapping the above, and what follows, by making a floor plan

- good local examples of youth engagement –prepared in advance by Project Leads
e.g.
 - peer mentoring
 - youth banks
 - inter generational projects
 - young wardens
 - IT projects
 - facilities design
 - allocating funds
 - motor, music, web, radio projects

In these sessions ensure that you have covered:

- local youth services – statutory and voluntary clubs and organisations specific to young people
- local leisure provision – sports, arts, politics etc with youth provision
- services to young people – the new Children's Services, counselling, health and advisory
- funding streams –statutory
- other sources of funding – major trusts, local trusts, sponsors and philanthropic groups
- local political structures

Further discussion: clarifying the arrangements for being a YA

- expectations, rewards and ground rules
- expenses and payments – what for, how to record and how to claim

- establish best local contact arrangements, with more than one point of contact by phone

- information to go to all stakeholders, listed here

The Next Hour: Local Youth Engagement Opportunities
Supported practice on-the-job begins here

- examine a few local programmes for their youth engagement potential – what looks as if it could be developed?
- choose one of these to visit, as a team, and others as individuals, with your mentor, to explore how youth engagement is working and whether it could be improved
- either: make the arrangements immediately or agree who will do it and how people will be notified. In either case, all stakeholders should know about it – a first principle of good networking and influencing people.

Finally: clarifying and reviewing progress

- is the group beginning to feel they are a team? YES/NO
If not, what might help?
- is each individual clear about their role as a YA? YES/NO
What further work is required?
- is each YA clear about their position in the team and happy with the preferences they have named? YES/NO
NB It should be made clear that this is the starting point and it will be possible for YAs to develop or narrow their roles as the work progresses.
- is a picture emerging of the area and possibilities for change and development?
YES/NO

Further work required?

- have ideas been shared and plans prepared for YAs to begin influencing local youth engagement? YES/NO
Further work required?

NOTE: The Project should consider providing YAs with email facilities and mobiles

Activity

YAs and Mentors - now consider drawing an agreement between you about what level of contact and support the YA will require and the mentor is able to give

Each Young Advisor has an experienced mentor available to them to:

- guide them through their roles, local structures and contacts
- help them devise their work programmes, responsibilities and priorities
- support them during their training.

Young Advisors and their mentors should draw up, and sign, an individual agreement about the time and type of contact they will have. A suggested template is attached.

Guidance

It is envisaged that the mentor will see her/his Young Advisor once a week for up to four hours in total during the first 10 weeks, the induction and training period, and be available on the telephone for brief calls up to four times a week. These 40 hours can include time spent together at the training events and/or on course work between events. Suggested time for phone calls is up to 1 hour per week.

Once each Young Advisor is operational, i.e. after the first 10 weeks, the mentor will be expected to provide 2 hours face to face support, as required, each week, and up to four phone calls, e-mail or text conversations, up to a limit of 1 hour per week.

Writing references, coaching for interviews, accompanying the Young Advisor on assignments are not requirements of the role, although you may jointly choose to do these.

Other supporters will include the local project Manager, the local Youth Service, the GO Youth Lead, and CLG staff and the Young Advisors Charity. They will variously provide services to the mentors, the local projects, the induction and training programme.

Young Advisors and Mentors Contact Agreement

Face to face contact sessions

Length of session				
Time of day				
Day of week				
Where				
Purpose and content				

Telephone contact

Length of session				
Time of day				
Day of week				
Where				
Purpose and content				

In order not to overuse or wear each other out we agree to abide by the contact schedule outlined above unless we agree to revise it.

Signed

--

Mentor

Date

Young Advisor

Young Advisors Description of activities

Following induction and training, Young Advisors will begin work locally promoting and developing youth engagement.

There are six types of work which Young Advisors may do; some may wish to be fully occupied in one type; others may take on more varied work.

The six types of advisory activity:

1. A local neighbourhood
2. A local authority area
3. Regional
4. National
5. Grant making
6. Delivering training

Activity in the locality in which the Advisor lives

(1) A Local Neighbourhood

These will include:

- a. Proposing ideas for local youth engagement to frontline staff, public services and community organisations
- b. Problem solving where youth engagement is needed but not happening
- c. Youth proofing local plans and strategies
- d. Ensuring that young people are included in 'community' engagement targets
- e. Creating opportunities for local young people to advise local organisations
- f. Being assigned as the youth engagement Advisor to a local NDC or NMP

The Advisor will have relationships with local young people, NDC/NMP leaders, community leaders, the local mentor, local youth services, local politicians, local Children and Young People's Trust representatives, local children and young people's projects.

(2) A local authority area

- a. Showing councillors (elected members) the benefits of youth engagement
- b. Introducing local authority departments to youth proofing and showing them how to do it
- c. Showing local authorities how to move beyond youth consultation to youth engagement
- d. Telling decision makers what will work and what doesn't
- e. Advising on projects, planning and environmental activities, and how these will affect young people
- f. Proofing publications for youth engagement friendly language
- g. Meeting the Children and Young People's Trust
- h. Scrutinising the Local Area Agreement
- i. Challenging decisions and activities that will exclude or alienate young people
- j. Advising schools
- k. Being involved in Joint Area Reviews

Activity outside the locality in which the Advisor lives

(3) Regional

- a. Advising Local Strategic Partnerships how to use Young Advisors
- b. Scrutinising Local Area Agreements
- c. Working with other NDCs and NMPs
- d. Shadowing the Government Office Youth Lead and accompanying her/him on assignments
- e. Working alongside Youth Engagement Neighbourhood Renewal Advisors
- f. Advising on Seeing is Believing Study Tours and escorting at these, proposing, organising and briefing hosts
- g. Advising neighbouring NDCs and NMPs

Speaking at seminars and conferences, outlining case studies, telling delegates stories of what's worked and what fails

(4) National

Advising the CLG and other Government Departments what is happening about youth engagement on the ground and how to promote what is working best most effectively.

Activity that may be local, regional or national

(5) Grant making

- a. Being consulted on funding ideas
- b. Advising on the activities of a Youth Bank and/or a Community Chest
- c. Sitting on or advising local, regional, charitable and national grant making organisations
- d. Taking groups of young people to meet and influence budget holders and decision makers
- e. Being skilled in demonstrating the costs and benefits of funding youth engagement activities

(6) Training

- a. Training young ambassadors to promote youth engagement
- b. Training community representatives in how to engage young people
- c. Demonstrating and teaching the support and capacity building necessary to achieve effective youth engagement
- d. Teaching from experience how to engage young people, which structures and strategies to influence, how to demonstrate success and sustain the gains made

All types of activity

- (1) Setting personal development goals and short term targets
- (2) Keeping records/a diary of activities of what, how and where activities were effective, what blocks and difficulties were met, how these were overcome or not, frustrations dealt with and successes celebrated
- (3) Making recommendations for changes in policy, practice and budgeting

Jargon buster

Communities and Local Government (CLG)

- The government department responsible for empowering communities, regenerating deprived areas and supporting local authorities.

New Deal for Communities (NDC)

- A Government programme to regenerate 39 deprived areas across England over a ten-year period.

Neighbourhood Management Pathfinder (NMP)

- A process of encouraging stakeholders to work with service providers to help improve the quality of services delivered in deprived neighbourhoods.

Stakeholders

- People with a special interest in something eg local people's concerns about how rubbish is collected by the Council.

Youth Proofing

- Ensuring that policies and practices take into account the aspirations and needs of young people, and checking that they are not excluded or put at risk by local decisions and budget allocations.

Children and Young People's Trusts

- These new arrangements since The Children Act 2004 bring together all the services for children and young people in an area in order to improve their wellbeing.

Local Strategic Partnerships (LSP)

- Public services, business, community and voluntary organisations brought together to produce better plans and involve local people in how services are delivered.

Local Area Agreement (LAA)

- Plans agreed between central government and the LSP to allocate resources for services to children and young people, safer and stronger communities, healthier communities and older people, economic development and enterprise. They help to join up public services more effectively and provide greater flexibility for local solutions.

Joint Area Reviews (JAR)

- Joint area reviews set out to describe what life is like for children and young people growing up in the area and evaluate the way local services, taken together, contribute to their well-being. They will focus on the extent to which children and young people are healthy, safe, enjoy and achieve, make a positive contribution, and are well prepared to secure economic well-being.

Neighbourhood Renewal Advisors (NRA)

- give advice on the education, health, crime, employment, housing and the physical environment, resident involvement, diversity and equality, community cohesion,