

What's Important to YOUth

Final Report Template

The following is a template to report back on the outcome of your consultations with young people. The report should be structured using the headings indicated on the left of this template. Details for what to include under each heading is outlined with indicative page numbers.

Final Report Template

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| <p>Organisation</p> | <p>Darebin District Girl Guides consists of 4 Guide units, making a total of 50 girls aged between 6 and 15.</p> <p>Girl Guide/ Girl Scout method As a movement, Girl Guiding/Girl Scouting has a number of features which distinguish it from other youth organizations; among those is the Girl Guide/Girl Scout method. The Girl Guide/Girl Scout method is a way of work which enhances the development of girls and young women by providing a flexible approach, equal opportunities, progressive self development, team work, service to the community, feeling of belonging and appreciation of nature. This method helps Leaders/Guiders to achieve the Mission of WAGGGS which is “to enable girls and young women to develop their fullest potential as responsible citizens of the world.” The founder of our movement, Baden-Powell, introduced the Girl Guide/Girl Scout method as a unique way to develop young people.</p> <p>The Patrol System The small group or patrol system involves groups of individuals working together under the leadership of one of their own members. Its main characteristics are that it encourages members to learn from one another, to lead one another and provides an environment where everybody plays a role and has responsibilities. It provides educational opportunities such as involvement, promoting team spirit and co-operation, development of guiding, taking and sharing responsibilities and practising democratic skills including methods of decision making.</p> <p>Learning by doing One of the educational tools of Girl Guiding/Girl Scouting that often distinguishes the movement as a non-formal educational one is “learning by doing”. This means that the individual does things for and by herself and does not listen to or observe passively how to do something. Doing something personally means learning faster and better. It also means making one’s own mistakes and learning from them. When the method of “learning by doing” is in place, the Leader participates well and has a decision-making role to play. This encourages better and quicker learning, self-initiative and creativity. It also gives the framework for the members to try out their abilities in a safe environment so they can learn from their experiences.</p> <p style="text-align: right;">Exert from WAGGGS Training Guidelines</p> |
| <p>Recommendations</p> | <p>Focus in schools on Mental Health awareness and support</p> |

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| | <p>The young people identified that the current issue is a lack of funding and level of training for education staff.</p> <p>The young people identified that there are opportunities for better resources to be provided in schools and allow for Mental Health to be supported.</p> <p>Focus is needed on providing quality education across all schools</p> <p>The young people identified the quality of education across different schools varied and wanted to see a high level across all schools. This involves review of the current curriculum and world class teacher training programs.</p> <p>The young people can identify the link between a good education and future life prospects.</p> <p>Focus on all areas of equality within society</p> <p>The young people perceive the government as a symbol of a whole society which needs to change its approach towards discrimination.</p> <p>The young people identified the negative effects discrimination has on all minorities. For example; differences in religious beliefs, race, gender and social class. The young people can identify that this issue is wrong and needs to stop but don't feel empowered enough to do it themselves.</p> <p>Focus on alcohol and drugs with stricter penalties and restrictions</p> <p>The young people can identify that alcohol and drugs alter behaviour and have bad consequences which require stricter penalties preventing their use.</p> |
| <p>Methodology</p> | <p>Four consultations were conducted. These took place at each of the four unit meetings in the district. 2-3 leaders, one per patrol, were present at each consultation to facilitate discussions. Leaders ranged in age from 20-45, so some discussions could be classified as peer facilitated. Each leader worked directly with an individual patrol. Across the 4 sessions, 10 patrols of 3-7 girls participated in the consultation process. Each consultation took approximately 20-30 minutes, varying based on the engagement levels of the group.</p> <p>Questions Used</p> <p>Question 1: Which of these issues do you think are the most important? Put them in order of least important to most important?</p> <p>This question was delivered as flash cards stating each of the issues plus some key words (Education, better schools; Employment, unemployment; Training, TAFE; Mental Health; Alcohol and Drugs, Ice, binge drinking; Discrimination, diversity, multiculturalism, equality for women; Housing, homelessness, affordable; Public transport). In patrols the Guides were directed to lay them in order of what they felt is least important to most important.</p> <p>Question 2: Why do you think this issue is important?</p> <p>This question was delivered to each patrol regarding the issue they selected as most important. Each patrol had a leader to scribe on butchers paper, to create a mind map of the issue.</p> <p>Question 3: Is there anything else you want to tell us about these issues?</p> <p>This question was used to further expand the mind map.</p> <p>Question 4: What do you want grown-ups to do about this issue?</p> <p>This question was delivered to patrols, each patrol had a sheet of butchers paper and a leader to scribe, to create a second mind map.</p> |

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| | <p>Question 5: Are there other issues that are important to you that were not on the flash cards?</p> <p>This question was posed to the whole unit, at the end of the session, each Guide added one issue.</p> <p>Demographic Information</p> | |
| | <p>Focus Groups</p> <p>Total number of participants</p> <p>Age Range</p> <p>Gender</p> <p>Cultural background</p> <p>Location</p> | <p>4</p> <p>45</p> <p>7-20</p> <p>Female- 45</p> <p>Australian born- 42</p> <p>CALD- 3 (Have parents that are CALD- 20)</p> <p>Metropolitan- 45</p> |
| <p>Outcomes – Key findings</p> | <p>Education</p> <p>20% of young people identified that education was the most important issue for them. 100% of young people placed education among the top 4 of the 8 issues provided.</p> <p>Youth perspectives on education:</p> <p><u>Why is education important?</u></p> <p>“Because if you are old & don’t know how to write you won’t be able to get on in your life”</p> <p>“If we know things, we can get good jobs and have a good home and life”</p> <p>“So we can learn, be aware of things around us”</p> <p>“I think training, education and employment are all linked”</p> <p><u>What do you want adults to do about education?</u></p> <p>“We need better schools, so you actually learn more. I’m in a prep, 1, 2 [class]. I’m the highest level and I don’t get to learn much”</p> <p>“All schools should have [the] same quality/ level of education.”</p> <p>“Teachers should not punish a whole class for what a few people do. Teachers need to understand the students better”</p> <p>Training</p> <p>None of the young people identified training as the most important issue to them. All groups placed training between 4th and 7th of the 8 issues provided. However many of the young people considered training to be linked to education, and employment.</p> <p>Employment</p> <p>None of the young people identified employment as the most important issue to them. 100% of young people placed employment in the bottom 4 of the 8 issues provided. Several of the young people commented that that is not an issue for them yet, and many of them linked it to education, which they considered more important.</p> <p>Alcohol and Drugs</p> <p>40% of young people identified alcohol and drugs as one of their top 2 issues, and 50% identified it as the least important of the 8 issues provided. This extreme dipolar result may have in part resulted from a misunderstanding of the issue. Several of the young people who placed the issue last did so with the comment, “Alcohol and drugs aren’t important, they are bad”, others did so</p> | |

with the comment, "I know they are an issue, but they don't affect me."

Youth perspectives on alcohol and drugs:

Why is the issue important?

"Drink drivers can crash into people"

"If you have too much you can become aggressive"

"They change the mind"

"If you drink too much you can do crazy things"

What do you want adults to do about the issue?

"Not make any more alcohol or make restrictions"

"Track down all drugs, put them in the bin"

"Ban drugs, increase border security, have more technology when going into other countries"

"Educate people not to have drugs"

"No alcohol after midnight"

"Monitor drinks behind bar, have no more than 1-2 glasses"

"More testing, police on road at night"

"Make drugs cost more"

Housing

10% of young people identified that housing was the most important issue to them. 60% placed it in the bottom 4 of the 8 issues provided.

Why is the issue important?

"I think that people should have a house so they can have a bed, instead of being on the street with a box"

"if you don't have a house in winter you will have all sorts of diseases and you will get cold. If they don't have enough money for a house they won't have enough money for medicine and they might die. I don't want people in Australia to die"

What do you want adult's to do about it?

"They could raise money to build apartments around Australia, that only poor people could live in and they should have a free cafeteria"

"Adults could help by raising money for people without homes and then help them by giving the money that was raised to the homeless people"

Mental health

40% of young people identified mental health as the most important issue.

100% of young people placed mental health in their top 3 out of the eight issues supplied.

Why is the issue important?

"We think that mental health is important because effects health and wellbeing. Your health is very IMPORTANT!"

"People are afraid to speak"

"When left unnoticed, [it] can lead to ongoing situations"

"It's most important because it can lead to different sorts of tragedies"

"If you are not happy, you can't get a job, if you can't get a job then you can't get a house, etc"

"Depression can make you really sick or even die"

What do you want adult's to do about it?

"Hire more specialist to help kids with depression, stress and anorexia"

"Put something to do with mental health every week in school curriculum"

"Fund more TV programs for mental health"

"Get more easy access to helplines"

"Talk about mental health in schools"

"Special teachers that can educate well"

"Approachable support needed for young people – clubs, groups, websites"

"More ambassadors who have mental health issues to speak out about their experiences"

"More funding needed for families supporting children or family members with mental health issues"

"More recognition in schools"

"People need to understand what Mental Health is"

"We want adults to ask, are you ok?"

"We want adults to care"

"BTN (Behind the News) did a children's happiness survey during mental health week. We want that to happen all year round"

Discrimination

20% of young people identified that discrimination was the most important issue for them. 100% of young people placed discrimination among the top 4 of the 8 issues provided.

Why is the issue important?

"Discrimination comes in many forms like sports, pay, jobs and day to day"

"Teasing someone because of who they're or what they believe in, is discrimination. It is wrong and needs to be STOPPED"

What do you want adult's to do about it?

"We should not take advantage of others if they have different religion or skin colour"

"Government should take some money and give it out to people that need it"

"Government should talk to people that give out jobs and get them to give out an equal right to women"

"Government to let refugees stay because we have lots of space, we have a really big country and only a quarter of it is being used"

"Just like the anti-smoking TV ads, have anti-discrimination ads"

The young people who discussed this issue placed the government as the highest authority figure in society. This was evident in comments such as; "there has to be laws to stop it!!!"

Transport

90% of young people placed transport among the bottom 2 of the 8 issues provided.

Several of the young people who placed the issue last did so with the comment, "It's fine like it is" and "Mum and dad drive me around and if not there is a bus or train".

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| | <p>Other issues that youth identified as important:</p> <p>Need research for cancer medicines and big disease medicines</p> <p>Having food and clean water</p> <p>Animal extinction</p> <p>Refugees and treatment of asylum seekers</p> <p>Animal wellbeing</p> <p>Fresh air (no pollution)</p> <p>Friends and family</p> <p>Child abuse</p> <p>Bullying</p> <p>Cyber safety</p> <p>Social health</p> |
| Conclusion | <p>The young people consulted placed the most importance on the issues of mental health, education and discrimination.</p> <p>They want a focus in schools on Mental Health awareness and support. They identified that there are opportunities for better resources to be provided in schools to allow for this i.e. specialist teachers, ambassadors for mental health awareness, and inclusion of awareness in the curriculum.</p> <p>Young people want a focus placed on providing high quality education across all schools. They can identify the link between a good education and future life prospects, and they feel that everyone deserves the best education possible.</p> <p>The young people identified the negative effects discrimination has on all minorities. They believe that discrimination is wrong and needs to be stopped, but don't feel empowered to do it themselves. They place the onus on "The Government" to create a societal change.</p> |
| References | <p>WAGGGS training guidelines. Found at: https://www.ppo.e.at/scoutdocs/training/cd_waggseurope/pdf/en/training/guidelines/ch7.guidelines.en.pdf</p> |
| Attachments | <p>Include any relevant documents which support your report</p> |

NB one page refers to one side of a page.

Methodology Guide

Methodology

Include in your report a detailed description of what methods you used to consult with young people. Be sure to include the *how*, *when*, *who* and *why* your organisation carried out the consultation.

Describe the type of consultation held and how many, for example, focus groups, one-to-one consultations, and or support with completing the online survey.

Your methodology must include the following information:

- What methods did you use to engage the young people in consultations, for example focus groups, one-to-one interviews, support with on-line surveys.
- Describe how you coordinated your consultations with young people including;
 - how did you advertise and who engaged with the young people to encourage their participation, i.e. youth workers, peer facilitators, an intermediary – teacher, social worker, parents
 - who facilitated the youth consultations? Was it youth led through a youth advisory group or peer facilitators, did it involve youth workers or other professionals.

- what forum did you use to consult i.e. the local youth club where young people meet on a regular basis, invitations to participate in a focus group at a central office / venue
- what materials did you use to draw out the information from the young people i.e. flash cards, graffiti boards, world café's, butcher's paper, themed discussion groups etc.
- how did you support the young people to engage in the consultations
- Report any research reviews undertaken as part of the consultation process

List of questions used in surveys and interviews

1. Outline all your questions here in number order.
2. Include all relevant parts of the questions and any sub questions.
3. Include any questions that arose in the consultations that were not planned.

Demographic information

Demographic information should include the number of participants, their ages, gender, cultural background, and location information such as rural / regional / growth corridor / metropolitan.

An example demographic section should look like this:

| | Method | Total number participants | Age range | Gender | Cultural background Description | Location |
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| Focus groups | 3 | 80 | 12 – 23 years | 45 – F 35 - M | Australian born CALD | R R - 15 M - 45 GC - 20 |
| One-to-one interviews | 15 | 15 | 15 - 25 | 5 – F 10 - M | Australian born CALD | R R - 15 M - 45 GC - 20 |
| Support with Online surveys | 25 | 25 | 12-25 | 15 – F 10 - M | Australian born CALD | R R - 15 M - 45 GC - 20 |
| Total | | 120 | | 65 – F 55 - M | Australian born - 35 CALD – 70 Aboriginal - 15 | Regional Rural - 10 Metropolitan - 110 Growth Corridor - 10 |

Reporting Outcomes Guide

The following is a reporting guide to assist you in drafting the **outcomes** section of your report following consultations with young people. The report should be structured using the key focus areas and key themes indicated below. Please complete as much of the template as you can according to the progress achieved.

Describe the key issues that young people identified regarding each of the key focus areas listed below. Include what have been the most common themes and responses highlighted for each focus area. It would be useful to describe both the positive and negative issues discussed. Include the suggestions young people made about each of the points listed for each focus area. If young people raised other concerns or suggestions for improvement then make sure to include this information.

Key Focus Areas

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| Education | Housing |
| Training | Mental Health |
| Employment | Discrimination |
| Alcohol and Drugs | Transport |

Use the template headings below left to discuss the key themes young people highlighted during consultations. Use the guide on the right to consider your responses in your report.

Key Themes

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| What is important to young people? | These include the key focus areas listed above and other issues young people raised in the consultations. |
| Draft vision | <i>To maximise the opportunities for young people 12 to 24 years to realise their potential and improve outcomes, particularly for those who are disadvantaged and disengaged or facing particular challenges.</i> Report on whether young people agree with this vision or whether they have come up with their own vision. |
| Objectives <ul style="list-style-type: none"> • Young people are heard • Have the opportunity to participate in education, training and employment to secure their economic future • Are supported early address emerging challenges • Feel a sense of belonging, safety and connection with their families, culture, local communities and civic society • Are given a fair go no matter their ethnicity, gender, sexual orientation, disability, health, religion, mental health status or whether they live in a rural or regional location. | Comment on young people's view of the draft objectives. Do they agree with these? Do they have other objectives they would like the youth policy to include? |
| Actions for the new whole-of-government youth policy | What are some actions young people have identified that could be included in the new youth policy? |
| Existing government youth-related policies and programs and service provision for young people | Your report should include any opinions or views that young people had regarding existing youth services or policies. Comments could include what they consider to be good youth services and what could be improved. |
| The potential for co-design of Victorian policies and programs affecting young people | Would young people like to be involved in the co-design of the youth policy and or other government programs and policies? How have young people expressed their desire to work with government on policies and programs? |
| Other themes that you would like to include | Discuss any other themes or issues that young people have identified and a key issue for them that may not be described above. |

Below is a guide about including qualitative and quantitative information for each focus area.

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| <p>Include quantitative and qualitative data</p> <p>Quantitative data:</p> <p>Is described in numerical form such as how many, how much or how often. The following is an example of how quantitative information may be expressed in your report:</p> <p><i>50% of young people identified that education was an important issue to them. 35% stated that getting a good education meant getting a better job. 11% of young people stated that a good education did not always</i></p> |
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lead to getting a good job.

Qualitative data

Qualitative describes and explains something you have found as a consequence of your consultation. It may be represented by underlying reasons, opinions and motivations. For example:

Young people agreed that finding a job was the key for being successful and happy in life.

Case Studies:

Where possible we encourage you to use case studies in addition to your report. Ensure information is non-identifiable by changing real names but keep other facts true such as gender, age, cultural background and location. The case study should be no more than half a page and should include the story as described by the young person. Case studies can include both the positive and negative experiences faced by young people.