



LINCOLNSHIRE & RUTLAND

**EVALUATION OF THE
LINCOLNSHIRE CONNEXIONS PILOT**

**REPORT 9: INCREASING CLIENT ACCESS
TO INFORMATION**

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April 2001

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PREFACE

We are very grateful to everyone who contributed to the project particularly for the information and help received from nine Youth Centres throughout the County, the Young Mothers Group at Birchwood Community Centre, the Young Peoples Project, the Health Shop, Portland Street, Lincoln and a wide range of other organisations/agencies throughout Lincolnshire and Rutland. We are also greatly indebted to all those young people who gave freely of their time to meet with us and to share ideas on how information resources could be made more user-friendly and accessible throughout the county.

The project team:

- Stephanie Bagnall, (Careers Assistant), Lincoln Centre, Lincolnshire Careers and Guidance Services Ltd.
- Jon Benton, (Youth Worker), Manager of 'Youth Matters' Information Shop, Lincoln
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Pictured from left to right: Chris Hughes, Bea Finegan, Stephanie Bagnall, John Herbert, Helen Tomlinson and Simon Rapley. Not pictured: Jon Benton, Scott Watkinson, Rashmika Jogi or Maggie Smyth.

EXECUTIVE SUMMARY

This project was developed to increase the Connexions services' understanding of young people's information needs in Lincolnshire. The project team commenced its work by gathering samples of information resources developed by agencies which were specifically aimed at young people. By sharing and analysing a broad sample of information resources supplied by a diverse range of youth support agencies, the project team aimed to provide synergy, coherence and a cost effective approach to multi-agency working.

Section 1 introduces the context and rationale for the project and focuses on issues relating to access, content, and style of information aimed at young people and parents/carers.

Section 2 provides an overview of the main aims and objectives of the pilot project. The pilot project team was tasked with a specific remit to map the full range of information currently available to young people in Lincolnshire; to identify their needs for information and their perceptions of existing resources; and to provide recommendations to support the future development of information resources aimed at young people in Lincolnshire and Rutland. A series of key milestones are also outlined.

Section 3 explains the methodology including the participation of a wide range of young people and professionals involved in the project throughout Lincolnshire.

Section 4 discusses the research undertaken to investigate existing 'Access points' at which information for young people is held, as well as, identifying new locations that could be used as a means of reaching out to young people in the community. In-depth research was conducted with a sample of young people to identify how, where and when they would like information to be available. The project team endeavoured to ensure that broad representations of young peoples' views were sought throughout the county.

Section 5 reviews the findings which indicate that the 'active involvement' of young people in the planning, development and dissemination process is crucial to the success of producing relevant and accessible information resources. The pilot project has shown that there is a plethora of local information targeted at young people; however, this is not co-ordinated and as a result, much of the existing resources are duplicated. There are cost efficiency savings to be made if agencies were willing to co-operate more fully with one another and to explore the potential of sharing skills, knowledge, expertise and resources.

Section 6 provides an overview of the key lessons learned particularly in relation to the need to co-ordinate existing information and to reduce duplication of information disseminated to young people throughout the county. They worked closely with a group of young people and together devised 'The Ultimate Survival Guide' aimed at all young people aged 13-19 in Lincolnshire and Rutland. The intention is to widely disseminate this to young people and youth support services and to make the guide available at a wide range of appropriate community locations around the region.

Section 7 sets out a series of recommendations to information the future development of the Connexions service at a local and national level. It will be necessary to monitor and evaluate the effectiveness of this new approach taking account the views of young people and local organisations/agencies. Strong communication links will also be vital between the Connexions Service National Unit (CSNU) and the local Connexions service so that young people receive sufficient levels of information to meet their individual lifestyle and career requirements.

INTRODUCTION

Context

- 1.1 A project team comprising representatives from a range of youth support services in Lincolnshire was formed in September 2001. The main aim was to discover:
- What are the information needs of young people in Lincolnshire?
 - What are young people's perceptions about existing information resources?
 - How and where would young people like information to be available through Connexions?

Rationale

- 1.2 The project was developed as a result of three main influencing factors:
1. *Access to information*
Lincolnshire is a large rural county with a relatively poor public transport system. This presents particular difficulties in terms of providing young people and adults with easy access to information relevant to their individual needs.
 2. *Content of Information*
Earlier findings from work undertaken by Lincolnshire careers & Guidance Services Ltd. showed that much of the information available to young people appeared, in many cases, to be out of date and unattractive. It was also noted that there was a large amount of duplication of effort and resource.
 3. *Style of Information*
Many young people generally reported that information currently available was 'dull', 'uninteresting', 'unattractive' and, in many cases, irrelevant. It became apparent that in Lincolnshire an audit of existing materials and approaches used to develop and disseminate information for young people was required. The information gathered from young people and those working closely with them clearly indicated that information should be presented in different styles and formats in order to meet the diverse range of needs and expectations of young people and their parents/carers.
- 1.3 Although Rutland was not originally part of the pilot Connexions project, efforts were made to take into account the views and ideas of professionals, young people and parents/carers living and working in this area.

2. AIMS & OBJECTIVES

- 2.1 The overall aim was to:

'increase the range, relevance, accessibility and availability of information which can help young people to make successful transitions and, wherever possible, consolidate information across services.' (Pilot Project Development Plan 2000)

Nine main objectives /project milestones were identified as follows:

- to establish a multi-agency project team;

- to map against Connexions specification range of information currently available to young people;
- to identify young people's need for information and their perceptions of existing sources/resources;
- to develop information to meet shortages/gaps in information provision;
- to develop existing information to improve its perceived relevance and use;
- to create a Connexions information-base building on existing products e.g. 'Kangaroo'¹
- to distribute information to existing, and where appropriate, 'new' locations throughout Lincolnshire;
- to up-skill staff in information mediation;
- to monitor and evaluate the process.

2.2 From the outset, it became clear that members of the project team had a diverse range of knowledge, skills and expertise that could be utilised throughout the project.

3. METHODOLOGY

3.1 The project was split into *three* distinct approaches for clarity of purpose:

Approach 1

This involved completing a comprehensive mapping exercise of 'Connexions related' information currently available to young people and to identify all the locations young people may use to look for and find information. It was also agreed that the project team would identify the location of future access points.

Approach 2

This required the identification of a representative sample group of young people who could provide feedback on which resources they valued and perceived as:

- attractive or unattractive;
- good or bad;
- complete or incomplete;
- in an accessible or inaccessible format.

The project team aimed to discover what information young people really wanted and needed. In addition, when, where and how this information could or should be provided and made accessible.

Approach 3

This involved producing information to meet the needs identified and to provide this in an appropriate format(s) and locations accessible to all 13-19 year olds in Lincolnshire. The project team established links with other Connexions pilots i.e. Cornwall & Devon and Coventry & Warwickshire to review their current approach to producing information resources for all young people aged 13-19.

3.2 The original aim was to provide three district booklets:

- one for students with moderate learning difficulties;
- one for students aged 13-16;
- one for students aged 16-19.

¹ Kangaroo is a CD programme developed by the Careers Consortium (East Midlands) Ltd. aimed at young people to assist them in locating careers information and other relevant topics linked to transition, life-choices and decision-making.

Following analysis and consultations with key stakeholders, an alternative approach was chosen. The rationale for adopting this approach was mainly due to a combination of higher printing costs than expected and the similarity of information content for all three different booklets. Young people, schools/college staff, parents/carers and staff from other agencies, indicated that they would prefer a single booklet. The project team decided to produce 'The Ultimate Survival Guide' for all young people in Lincolnshire and Rutland.

3.3 In researching the needs of young people and their perceptions of existing resources a number of techniques were used as follows:

- (a) *Twenty plus focus group sessions* were held, which involved a total of over 150 young people of varying ages, backgrounds and abilities from across the county.
- (b) *A mapping exercise* of existing information provision by visiting youth centres, information shops, advice centres, doctor's surgeries, libraries, schools and colleges throughout the county was undertaken to discover what information is currently available to young people in the Connexions age range and in what form.
- (c) *Formal and informal reviews of websites and helplines* aimed at young people in the Connexions age group were completed.

3.4 The project team deliberately devised the scope to be as broad as possible and it was not the intention to focus on any one particular issue(s). The research conducted prior to and during the early stages of the project clearly identified that young people needed information on a very wide range of topics.

3.5 Specific criteria were developed to test out information with young people (Refer to Appendix 1) and a consistent approach was adopted by focus group facilitators and interviewers.

4. PILOTING ACTIVITIES

National developments

4.1 As the national Connexions Unit has developed its information resources this impacted on the pilot in terms of new information now being provided through the national Connexions website. As a result, the project team deliberately aimed to produce 'local' rather than 'national' information. It was decided that information produced in local directories should be designed to complement national information aimed at 13 –19 year olds.

Local developments

(a) *Mapping exercise of the range of information available to young people*

4.2 The project team successfully mapped a broad range of information currently available to young people across the whole county. Each team member was:

- allocated an area of the county (including at least one town) which they knew reasonably well;
- tasked with identifying all the current locations where information for young people is available;

- collecting the full range of information available.

In addition, some of the project team were tasked with identifying relevant helplines and websites specifically geared towards young people in Lincolnshire.

4.3 The first stage involved sorting and piecing together information into categories relating to a certain topic such as:

- Drugs
- Sexual Health
- Health
- Finance
- Housing
- Careers

It is clear that there is an abundance of information relating to sex, health, pregnancy and drugs. In contrast, there is very little information available on issues related to finance, housing, law or benefits. The findings showed that there are large 'gaps' in provision relating to finance and housing. It was also apparent that there are large 'quantities' of information on certain topics; for example, drugs. Presentation styles, content and dissemination strategies vary considerably.

(b) Identify young people's need for information and perceptions of existing sources/resources.

4.4 Using findings from Objective One, the project team collated a broad selection of materials across a range of topics. This selection was taken to twelve formal focus groups across the county, (nine of which were based in youth clubs, one in a community centre with young mothers, and two with pupils in school.) In total, over 150 young peoples' views were sought. They were asked, as part of this group, to identify the resources they thought worked well. Criteria involved:

- Design.
- Content.
- Format.
- Language.

The findings broadly matched earlier reports that many young people find existing information confusing and inappropriate to their needs.

4.5 Another part of the focus groups remit was to find out:

- Where young people access information?
- Where they definitely wouldn't want to access information?
- When they would find it most convenient to access resources?
- What format of information was most appropriate?

Our findings showed that many young people preferred to use computers, the internet and mobile phones. Overall, these were most popular; however, this varied depending on the young person's location and access to ICT resources. (Refer to Appendix 2 for reports on the outcomes from the focus groups.)

5. MAIN FINDINGS

Multi-agency work

- 5.1 The pilot project has enabled closer working links to be established between and across a wide range of organisations and agencies in Lincolnshire. Due to the timescale for completion of the project, many agencies indicated that they were willing to contribute to the project; however, they were unable to provide designated staff to join the project development team. As a result, the project team had a preponderance of Careers Service staff and it was widely recognised that this could have been improved by involving more fully social services and/or health service information workers. This needs to be addressed in the next phase of the Connexions rollout.
- 5.2 Feedback from project team members shows that the multi-agency approach has worked well. There has been an increase in sharing and communicating knowledge and experience across agencies. At both a professional and social level, the project team has formed close working links. It is anticipated that members of the project team are likely to want to work together on future Connexions projects.

Information Resources

- 5.3 The findings from the mapping exercise indicate that there is extensive duplication of information with similar content. For instance, information about drugs was a topic that was identified as a high priority for most young people we met, but there are already over 70 different leaflets, 20 dedicated websites and 10 different helplines.



Pictured are just some of the resources for young people found during the mapping exercise of information provision in Lincolnshire.

Although there was a large amount of information on some topics, there was very little available on others. For example, there were 70 plus leaflets covering drugs and 30 plus on sexual health but very few about finance (4) or housing (2). At present, there are over 100 different organisations in Lincolnshire currently producing information for young people.

Young people's needs and perceptions

- 5.4 Generally, young people reported that they have little knowledge about who can offer quality, impartial and confidential information, advice and help. Many young people appear to rely on their friends and/or family to support them. In some cases, hardest-to-help young people rely on those professionals with whom they have regular contact; however, this is sporadic and in some cases, young people reported that they have 'no-one to turn to'. In this context, the role of the Personal Adviser and communication and co-operation between agencies is crucial.
- 5.5 The majority of young people reported that they prefer information formats, which allow them to remain anonymous. Chatrooms, website and telephone helplines were cited as popular given the young person could choose the pace and extent of information that they wished to divulge.
- 5.6 The respondents identified a wide range of topics that they felt they needed more information about. There were well over 10 different topics identified in each focus group. (Refer to Appendix 2)

The project team concluded that:

- (a) In many cases, young people are not using relevant information. The main reason for this appeared to be that young people did not find the format and style of 'traditional' information leaflets distributed in schools/colleges and careers offices worked well. The majority of respondents highlighted a need for information to be available when and where it is needed.
- (b) Young people require more concise information. Many reported that they do not like too much information about specific topics as this can lead to confusion and misunderstanding. It was suggested that information should be available in 'bite-sized chunks' with clear signposting on where and how to find out more, if necessary. The discussions held with young people indicated that many would value a one-stop approach with clear and concise information presented within a 'survival guide' format.

Project management and planning

- 5.7 From the outset, the project team agreed a set of clear and realistic objectives. This made the planning and co-ordination of activities relatively straightforward. Good progress was made as a result of adopting a multi-agency approach and adhering closely to the project milestones and targets (refer to Appendix 3). Time management and planning presented difficulties for everyone involved in the project. The majority of project workers reported that finding time to undertake project work alongside other 'traditional' duties was extremely challenging. Most reported that back-filling arrangements² are necessary in order to ensure that all aspects of Connexions are fully developed. This needs to be addressed in the next development phase.

6. KEY LESSONS

² 'Back-filling' refers to the concept of staff being released from their existing workload to focus specifically on project development work.

- 6.1 Our findings highlighted that in some organisations 'political agendas' can hinder multi-agency working. In Lincolnshire, a wide range of organisations currently produce a proliferation of information aimed at-13 – 19 year olds. There is a significant amount of duplication on certain topics aimed at the Connexions client group. Individuals and organisations should be encouraged to co-operate more fully on joint projects in order to provide a more coherent range of information for young people. There are clear benefits to be gained from multi-agency working with staff having the opportunity to share ideas, skills, knowledge and expertise.
- 6.2 In many cases, young people during the initial exploratory stages of finding relevant information prefer to remain anonymous before engaging in in-depth discussions about their information needs. This is hardly surprising given that most people work through a process of 'sensing and sifting' information before they sort out their specific requirements.³ Electronic libraries, chatrooms and discussion boards can provide a useful means of communicating in this way. Telephone helplines were also identified as a useful source of information. The majority of young people reported that they would like to be able to gather information on a range of topics as part of their everyday lives. This means that information should be tailored to meet their needs and made accessible through schools, colleges, universities, libraries, shops, post offices, football clubs, leisure centres, health centres, hospitals, statutory and voluntary/community organisations. The findings indicate that 'information access points' should be strategically placed throughout the county and these should vary in terms of location and delivery style. Young people need to be involved in the process of determining 'what works' and 'what does not work' so that good practice can be built upon. There is also scope for agencies to develop working links with 'role models' so that case studies and 'real life' experiences can be used to help disseminate information to all young people.
- 6.3 Our findings indicated that along with the personal computer, use of Internet has become an everyday consumer item. It is used by a rapidly increasing number of young people. The British Educational Communications & Technology Agency (Becta) reports that 'In future, it will become an important route by which the general public accesses information, advice and guidance resources⁴. Around 50% of young people who participated in the focus group sessions now have access to the INTERNET at home and approximately 90% reported that they regularly use mobile phones. It is clear that these technologies should be harnessed. However, it should also be noted that books were also cited as a useful source of information.
- 6.4 Most young people highlighted that they preferred humour and lively graphics rather than lengthy typed text. Further research is needed to ascertain effective ways of communicating information to the Connexions client group. This should be closely monitored and evaluated in order to fully determine what works best. Evaluation activities should be undertaken when 'The Ultimate Survival Guide' has been distributed. Young people must be included in the process of producing updates and new editions. Where possible, their active involvement should be validated and accredited so that learning experiences can be recognised and rewarded.
- 6.5 Current funding arrangements can influence the way in which information is presented and disseminated. For example, the focus groups held with young people revealed that the majority really wanted to know *how* they could take drugs safely. However, constraints within our society prevent this information being made readily

³ Law. B. (1999) Career Learning Theory in *'Rethinking Careers Education and Guidance: Theory & Practice'*, Rutledge, London.

⁴ Hunt et. al (2001) *Connecting Careers & ICT*, British Educational Communications & Technology Agency (BECTa), Coventry p. 71

available. In contrast, issues relating to contraception are more acceptable and widely available to young people. Connexions services will need to give attention to achieving a 'balanced' approach to information giving so that young people can obtain the type of information that they most need and want. Connexions will have to reconcile what is politically and socially acceptable taking account of legislation and agreed protocols.

7. RECOMMENDATIONS

- 7.1 The Connexions service in Lincolnshire should identify potential new and existing 'information access points' throughout Lincolnshire and Rutland. These should include a diverse range of settings such as schools, colleges, universities, libraries, shops, post offices, football clubs, leisure centres, health centres, hospitals, statutory and voluntary/community organisations.
- 7.2 Good working relationships have been developed across a range of organisations and agencies. The existing project team should be encouraged to build on the pilot findings and to involve other staff from social services, health services and leisure/education services in future development work.
- 7.3 A representative sample of young people in Lincolnshire and Rutland should be actively involved in advising, finding and developing new information resources and access points. Their learning and experiences should be validated and accredited. Where appropriate incentives should be offered to encourage their active involvement in the process.
- 7.4 The dissemination and use of 'The Ultimate Survival Guide' should be closely monitored and evaluated. Information will need to be reviewed and updated on a regular basis in order to ensure that young people find this stimulating and interesting.
- 7.5 The possibility of using digital video to transmit information through e-mail and micro-disks should be investigated more fully. The use of iMovie technology⁵ could make this possible. Staff ICT expertise and knowledge is required to ensure that information is transmitted and disseminated efficiently and effectively to all young people in Lincolnshire and Rutland.

⁵ iMovie is a digital video software package used to make high quality movies that can be played on a full-screen, emailed, posted on the web or inserted onto a videotape.

EVALUATION OF INFORMATION PRODUCE (Leaflet Name)

Please give your opinion as to the **appropriateness** of the following aspects of this product

Q no.	Aspect of product to be addressed	Y (tick)	N (no)	Don't Know	Additional Comments
1.	Logo (If applicable)				
2.	Product Colour				
3.	Font Colour				
4.	Font size				
5.	Product size (A4, A5, etc)				
6.	Text (good balance)				
7.	Text (easy to read)				
8.	Text (language)				
9.	Photos (appeal to audience)				
10.	Other Images				
11.	Content (appropriate to audience)				
12.	Format				
13.	Equal Opps compliant				
14.	Unbiased				
15.	Up-to-date				

Bullying & Harassment	<input type="checkbox"/>	Drugs	<input type="checkbox"/>	Other	<input type="checkbox"/>
Choices at 16	<input type="checkbox"/>	Homelessness	<input type="checkbox"/>		
Debt	<input type="checkbox"/>	Teenage Pregnancy	<input type="checkbox"/>		

APPENDIX 2

INCREASING CLIENT ACCESS TO INFORMATION

CONNEXIONS UPDATE: 6 DECEMBER 2000

What have we done to date?

- Mapped the variety and range of information currently available for young people across the county (including paper resources such as leaflets, booklets, posters and cards, also telephone helplines, call centres, websites and IT resources)
- Identified which agencies have produced this information
- Drawn up a comprehensive list of all current access points across the county and identified a number of appropriate future access points
- Evaluated the resources found so we can improve what is currently available or produce new, relevant information

Who have we worked with?

- A range of partners including Lincolnshire Careers and Guidance Services, Youth Service, Drugs Action Teams, Social Services, Health Service staff, Voluntary/Community Organisations, schools and colleges.
- Focus groups have been completed with a range of young people including young mothers, students in Pupil Referral Units, Youth Projects and schools. We are currently in the process of completing nine focus group sessions at Youth Centres across the county.

What have we found?

- Large amounts of duplication of information resources across the county.
- Lots of information about sex, health, pregnancy and drugs but very little about finance, housing, law or benefits.

APPENDIX 3

FINDINGS FROM YOUNG PEOPLE'S FOCUS GROUPS HELD ON 6 DECEMBER 2000 IN LINCOLNSHIRE

Background

Four focus groups in Deepings St James, Sleaford, Skegness, and Lincoln have been facilitated to date. Five more are scheduled in other parts of the county to be completed by the end of December 2000. The focus group sessions have been held exclusively in youth centres, with young people aged between 13 and 19. The groups have ranged in size from seven to sixteen.

Aim

To ascertain young peoples views on:

- Topics for information
- Formats of information
- Current information in print
- Accessibility of current information.

Objective 1

To identify what young people want information about, including specifics, and prioritise the five most important topics.

Findings

(a) What do young people want information about and which are most important:

Topics of information identified	No of groups identifying topic as priority
Sex	4
Jobs/careers/choices at 16/statutory education	4
Health	3
Free time/leisure	2
Relationships with the opposite sex/parents/peers	2
Drugs	2
Stress	1
Racism	1
Money	1
Contraception	
Spots	
Crime	
Smoking	
Pregnancy	
Weight	
Dangers	
Babies	
Legal rights	
School	
Death	
Housing	
Alcohol	
Sexuality	

(b) What specifically do young people mean by these topics?

SEX

- Precautions
- Where to do it
- Contraception
- How to do it
- Best positions
- Diseases
- Pregnancy (what to do about it)
- Meanings of words
- Oral sex
- Foreplay
- Sex within relationships
- Information about rape
- Case studies
- Feelings around sex
- How to get sex
- Using condoms
- Losing virginity
- The law in relation to sex

JOBS/ CAREERS/ CHOICES AT 16/ STATUTORY EDUCATION

- How old you have to be to do certain jobs
- Where and how to get advice
- What opportunities are available
- Prosecution for non attendance
- Training
- College
- Sixth forms
- More in depth information about jobs

HEALTH

- What to do about addictions
- Healthy eating
- Eating disorders
- Spots
- Weight
- How to occupy yourself if you're too ill to work
- Meningitis
- Sexuality
- Death
- Sexually transmitted diseases
- HIV/ Aids

DRUGS

- Cost
- Effects
- Where to get them
- How to take them safely
- How to identify drugs

FREE TIME/ LEISURE

- Directory of local clubs for under 16's
- How young people can influence provision
- What to do in your spare time

RELATIONSHIPS

- How to keep a good relationship
- How to sort out problems

STRESS

- Defining stress
- Dealing with stress
- Where to go for help
- How to help other people
- How to prevent

RACISM

- Why it happens
- History of racism

MONEY

- Savings
- Banking system

Objective 2

To identify young peoples preferred format for information and prioritise the three most effective means of communication.

Findings

(a) What formats of information did young people identify and which are preferred?

Formats of information	No of groups identifying format as preference
Helpline	3
Newspapers/ mainstream magazines	2
In person/ interactive discussions	2
Plays	1
Internet	1
Books	1
Leaflets	
Tv	
Radio	
Friends	
Family doctor	
Videos	
Billboards	

Objective 2a

To identify how many of the young people have access to IT at home/ school/ college/ work.

Findings

To date, 43 young people have participated in the focus group sessions. Of these;

- 23 have access to the internet at home (53%)
- 13 have access to the internet at home which they consider to be private (30%)
- 31 have access to the internet at school/ college/ work (72%)
- 11 have access to the internet at school/ college/ work which they consider to be private (25%)

Objective 3

To identify young peoples preferences for presentation and content of printed information from 30 current examples of leaflets.

Findings

Young people liked:

- Colour – bright colours, silver (not gold), rainbows, primary colours (although one young person said that primary colours were patronising as they reminded her of primary school!) Luminous colour and shiny card were very popular.

APPENDIX 3

- Pocket-sized publications (e.g. 11, 26, and 27)
- Cartoons/humour (e.g. 28)
- Design – A4 sheets folded in to 3 were referred to as 'boring and cheap', small cards such as *Example 11* were preferred by some as they folded out. One group suggested that all information should be small and thick, folding out to reveal more.
- Type – A range of fonts and sizes of type were preferred. Young people suggested that all leaflets should carry a range of fonts, type styles and sizes, mixed throughout.

Objective 4

To identify where and how young people currently access information, and who can help if require further information.

Findings

Where do young people go for information	How can organisations let young people know where to get information	Who can help if need more information
Friends Family Peer group Television Doctors Library School Youth Service Billboards	Posters in schools, Youth Centres, etc Billboards Leaflets in mobile phones or top-up cards	Mum Friends No-one Youth Worker Specialist eg doctor/careers adviser Confidential clinics in places like Peterborough and Lincoln