
Introduction

Abstract

Note:

The Abstract and Learning Outcomes are the only non-complete sections in entirety among some polishing touch ups in a few sections.

The word count for this dissertation is now above 12k and therefore any advice towards what sections and parts should be included in the main section and how to aggregate with the Appendix is welcome.

This dissertation features 2 extensive survey consultations, various literature referenced and an extensive methodology section with resulting conclusions and recommendations.

Thank you for your time.

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Background and Research Significance

Recently in British media it was reported that the number of youth unemployment in Great Britain had reached an all time high (Guardian, 2015). Numerous academic studies have strenuously tested the link between higher unemployment and more crime (Elliott et al, 1996; Ajimotokin et al, 2015; Melick, 2003). The UK at present is suffering further impact to society through the neglect of youth by the current system in place.

In the year of 1993, the broad daylight shooting of 14yr old teenager Benji Stanley provided the much needed exposing of failings in community and governmental initiatives purporting to social injustice at the time. This became the catalyst to spur the forming of Youth Charter (YC, 2013). An organisation with the mission to helping young people be fit for life through: 'Educational non-attainment, health inequality, anti-social behaviour and the negative effects of crime, drugs, gang related activity and racism by applying the ethics of sporting and artistic excellence' (YC, 2015).

Youth Charter [YC] since inception has launched a number of project initiatives that have amounted to proportional socio-economic impact on communities, urban, suburban and rural, locally, nationally and internationally. For example YC's debut project 'Spirit of Hulme and Moss Side tour of Los Angeles' sought the disaffected youth of the communities engaging and sharing their experiences on gang culture, empowering and inspiring change from within. Through inviting community members from Los Angeles to meet with those of Manchester's Moss Side and Hulme, it helped to realise and foster a deeper understanding and reflection for those affected; acting as a pinnacle catalyst to cultivate a force for change which benefited Los Angeles in face of the riots that enveloped that year.

At present the Youth Charter is a UK registered charity and United Nations Non-Governmental Organisation initialised with the Manchester 2000 Olympic Bid and the 2002 Commonwealth Games Bid. Youth Charter over time has developed a proven track record in the creation and delivery of social and human development legacy projects and programmes

with the overall aim of providing young people with an opportunity through sport, art and cultural activity to develop in life. In follow up over the years, YC projects having gone on to deliver critical impact and change within the span of a 23-year legacy to date.

Currently at this moment, there are more numerous and developed initiatives in a sector which has spawned many competing organisations than ever before who are also helping to provide solutions. However there is a perceivable lack of coordination in comparison to mainstream and governmental initiatives, with prevalent oversubscription of *'invest and hope for the best'* culture; where improper scoping has led to a distortion in outcomes and perceived benefits. Where impact has in many cases become temporary with no viability in sustenance and longevity (Hall; Harrison; Thompson, 2016).

There are a number of YC projects having been delivered that are not reaching their forecasted impact/benefit to communities, which should now be fully engaged/empowered locally and internationally. At YC this has been acknowledged and in response to this issue of sustainability in stakeholder communication over time has put forward in motion the development of stakeholder consortia driven community campuses.

In Manchester alone, YC are currently in various development stages of 3 strategically placed sites that will host a revised community campus model. The aim of this project is to unify the Manchester, Greater Manchester region and empower surrounding communities and neighbourhoods in a network of campuses that will otherwise pertain to the governance of campus-consortia, whilst having the capacity to maintain a wider sustainable outreach and increasing socio-economic impact.

In doing so communication and sustainable engagement with both youth and campus consortia members will be crucial in the sustainability of this project. What will follow is the development and implementation of a social network that will act as a centralised platform to all stakeholders, utilising these community campuses as integrated emitters for engaging and empowering the youth of tomorrow, possible through V-Code.

Aims and Objectives

Aims

To review the Youth Charter's Community Campus and cultural framework model currently being developed and implemented in the Heath Town estate in Wolverhampton. To scope, review and project evaluate the campus ability to engage and equip and empower an improved physical activity lifestyle benefit to the young people and the wider community. To benchmark and test the campus utilising existing methodologies including Peter Checkland's Soft Systems Methodology framework and identify any improvements of best practice with recommendation for the transferrable and scalable benefits of the purposed Salford Community Campus in Media City, within the context of a sustainable and multi-stakeholder communications network.

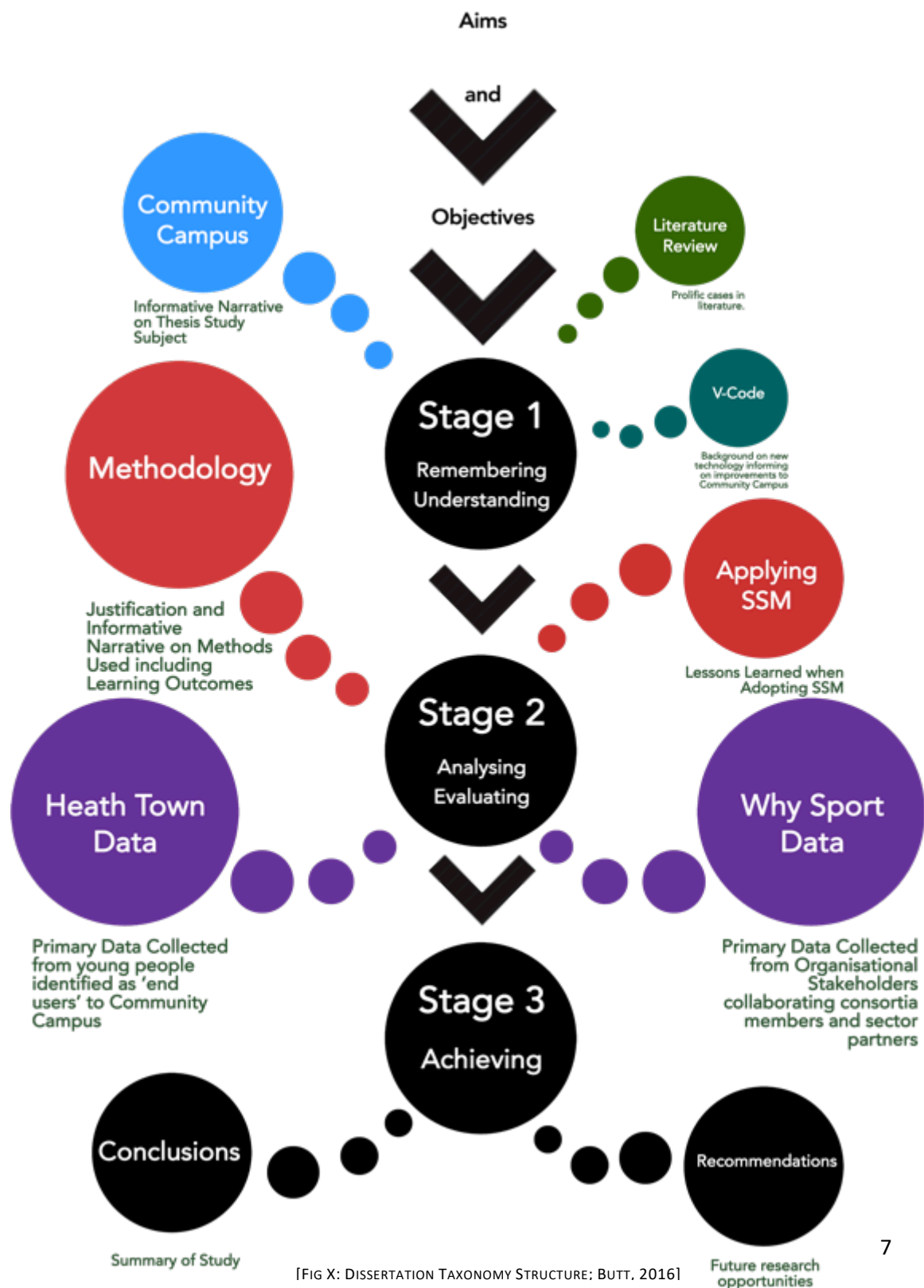
Objectives

1. Engage in the development of a prototype model to be implemented in Heath Town that can act as an incubator transferrable model for the purposed Salford Community Campus.
2. Analyse and Interpret action research data and findings of young people and stakeholders from the Heath Town project pertaining to the relaying of crossover input data and recommendation.
3. Model Peter Checkland's framework to pinpoint the most relevant approach of the Community Campus's engagement with young stakeholders and wider community with case study analysis.
4. Developing guideline recommendations for professionals in the domain on how to effectively communicate and manage stakeholders in garnering sustainable impact.

Structure

Dissertation Taxonomy

Inspired by Bloom's Taxonomy (2001), below is an informational graphic, which illustrates how the various chapters and sections mentioned in this thesis interlink as part of a cohesive network illustrating how learning can be achieved through a step by step reading.



Community Campus

What is a Community Campus

A community campus like many before has commonly been identified as a physical location or building, with the capacity to host community orientated activities accessible to local members of the residing community to take part and promote collaboration (Wiltshire Council, 2016). However within the context of sport, culture and arts enrichment this definition is expanded upon with the inclusion of many contributing aspects and modules that contribute to Youth Charter's vision and definition of a Community Campus:

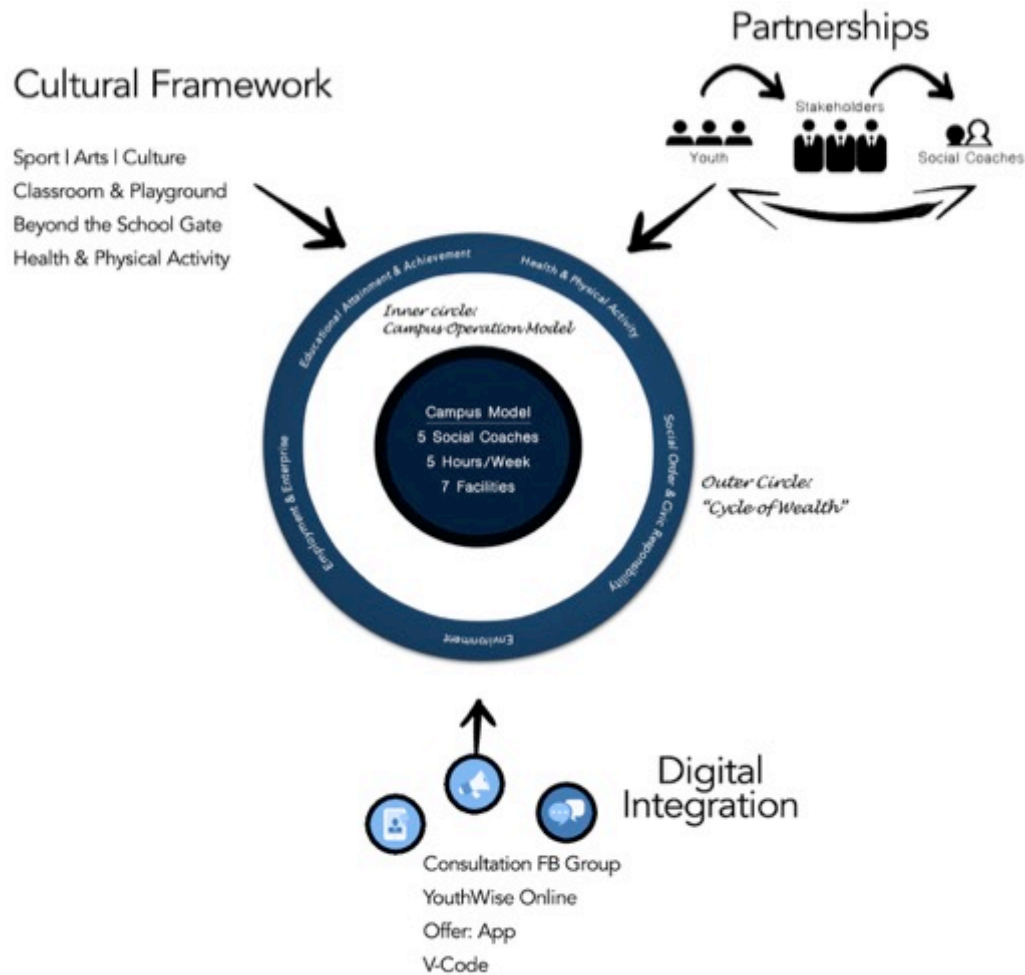
“An integrated and cohesive offer to young people and communities with social, cultural and economic impact – an opportunity for all. Providing an opportunity to map, track and measure the participation and lifestyle activities of young people within a coordinated network of facilities. Offering a variety of choice but an effective coordinated and efficient offer of sporting, artistic and cultural activity.” – Youth Charter, 2016

Modular Makeup

YC's Community Campus entails a network of collaborating sub-components that without would render its effectiveness undesirable. In summary there are 4 components identified, that accumulatively enable a final 5th component (desired outputs in the 'Cycle of Wealth'):

1. **Campus Operational Model:** The operational functionality of the community campus (5 hrs/ 5 Social Coaches/ 7 Facilities).
2. **Digital Integration:** A digital networking and social platform that hosts communication to ensure 24/7 connectivity and real-time map tracking of stakeholders enabled through V-Code technology.
3. **Cultural Framework:** The representation in the cultural makeup and environment that which the community campus illuminates; classroom, playground and beyond.
4. **Partnerships:** The basis of not only the stakeholder consortia but how positive and productive collaborations are formed to effectively manage and bring about the delivery and durability of the community campus.
5. **Cycle of Wealth:** The sustainable outcomes derived from the execution and on-going performance of the Community Campus.

The following graphic illustration below (fig 4) serves as a visualisation of the critical elements that form the community campus model, which aim to deliver socio-economic and cultural impact through maximisation of the potential benefits actualised through empowerment of stakeholders.



[FIG 4: COMMUNITY CAMPUS ELEMENTS; YC, 2016]

Process of Implementation



[FIG 5: THE CYCLE OF EMPOWERMENT; BUTT, 2016]

The Setup procedure of a Community Campus is through the execution of a due diligent 3-tiered approach illustrated above.

1. **Engage:** A community audit is delivered which acts as an overall needs assessment completed by the extraction of critical data inputted by the youth stakeholders.
2. **Equip:** This data is summarised and outputted into the execution of tailor specific training of personnel equipped to delivering the desired empowerment: Social Coaches. The training is specific in providing solutions to the needs addressed in the 1st phase, serving as validated output.
3. **Empower:** The Social Coaches are deployed to deliver a series of empowering workshops. They also supervise the growth of the youth stakeholders, in their actualisation of benefits that will positively impact society sustainably in a transformative and sustainable legacy.

[NF] Community Campus Legacy and Previous Case Studies

Early formulations of the Community Campus can be traced back as far as the early 90's

within Youth Charter reciprocally starting with the Spirit of Hulme and Moss Side Tour of LA

94' (YC, xxxx). At present there are several practical projects and theoretical case studies

that effectively reinforce and share YC's philosophy and vision of the Community Campus

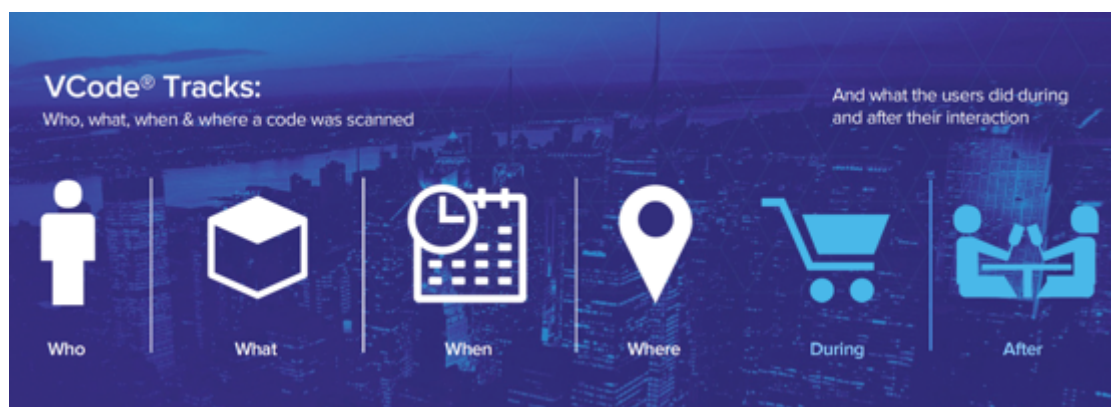
holistically or specifically.

Organisation	Study/Project	Conclusions/Impact
La Fabrique De La Cite (2012)	Looking for legacy: for a sustainable impact of major sports infrastructure	"... Young people are the best ambassadors. The most effective way of making these infrastructure the new Agoras (Stadiums) of the future is to approach the younger generations."
La Fabrique De La Cite (2012)	Building the shared city: how to engage citizens	"...Citizens of Manor, a small city in Texas, are used to using social networks to express their opinions. The city authorities have created an online platform that gives citizens the opportunity to offer their ideas on how to manage and plan the city better. They can also vote on ideas put forward by other citizens"
Intelligent Health (2016)	Releasing an interactive tool that allows citizens to map track and measure their own health/fitness progress real-time	"...48% of participants reduced motor vehicular activity, 94% participants felt motivated to recommend to friends and family members."

V-Code

About V-Code

The V-Code is a technological innovation that seeks to improve upon existing QR Code scanning technology together with the advent of providing a platform that can allow users to scan respective media leading to the potential outcomes of carrying out monetary transactions and storing information using printed VCode infographics as portals and access points (VCode, 2016).



(VCode Tracks, 2016)

VCode possess the capabilities to record information as illustrated below:

1. Who has scanned and accessed a VCode portal.
2. What content and for what purposes was this scanned.
3. When did they scan and access VCode.
4. Where did the scanning/accessing of VCode occur via GPS.

Benefits to Youth Charter and Heath Town

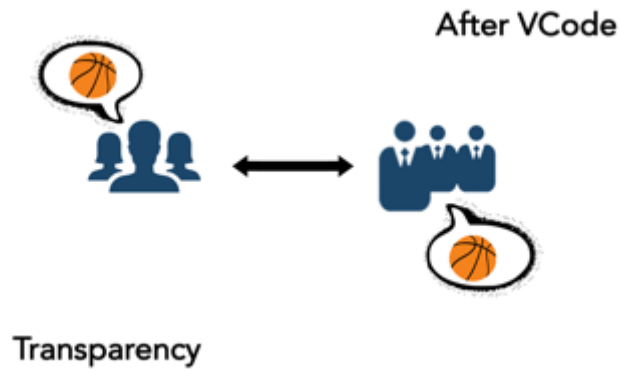
The aim in adopting VCode with Youth Charter is primarily to evolve initiative into the digital age. VST Enterprises will provide Youth Charter with the tools needed to actively engage the youth of today in local communities via state-of-the-art technology. Youth Charter will be able to engage, empower and inspire the 'youth culture' by equipping them with innovative ways of interacting between YC and the community.

YC will be able to track & analyse the youth interactions with local education and sporting facilities. With this data, Youth Charter will be able to measure their current impact, make changes and implement their new ideas back into the local areas including Heath Town.



(Fig x: No visibility into young people behaviours and lifestyles)

Currently what is being suffered is an irregularity in how young people are perceived, what is apparent that young people are found to be more expressive through digital and social platforms pertaining to their needs and lifestyle (cite). Therefore what is currently being experienced in locales such as Heath Town, as a result of a lack of comprehension of young people and their behaviours, extends to their output of either a positive or a negative being disaffection. Youth Charter's solution is a digital tool, VCode® which upon implementation will provide an opportunity for members of that community to interact and share their own lifestyle practices in such a way that it would better inform the organisational stakeholders of the area which areas and projects to better support, as part of a more cohesive and collective offering through a digital medium, and measure the impact in the local community. The code in the community used will be 'VCode® - Code for Youth'. This code will be easily recognisable to the youth within the community and is compatible with all smart devices (utilising the app).



(Fig x: Transparency into young people behaviours and lifestyles)

Suggestions on how to implement the technology into the community can be benefitted through membership systems for use within the community, moving to 'instant' charity donations within the first quarter of 2016. All interactions will track and measure the youth interactions and engagement within the community that the technology is implemented in.

Theoretical Aggregated Performance

Whilst this VCode technology has officially no transferrable experience yet in being implemented in either community or digital projects, this can be aggregated through case studies carried out using a similar technology: QR codes.

Leo et al carried out a study to gain insight into user experiences when utilising QR Code, for better or worse (2013). The results from this study also compliment Burke et al's (2013) study on implementing the use of QR codes in highstreet SMEs; concluding that the overall usage of QR codes from a practical standpoint remained beneficial to both end-users and organisational stakeholders adopting this technology to further develop their business. A collation of relevant studies attributing the use/concept of QR code technology is summarised below.

§	Project Focus	Findings or Conclusions
Leo et al (2013)	Gaining insight into users' preferences for benefits generated using QR codes.	Participants concluded that they found using QR codes easy and would welcome further services on their mobile devices.
Burke et al (2013)	Exploring a feasible low cost digital technological platform to collect information complimenting to b2c practices.	The study concluded that QR code technology has the potential for faster and more efficient means of searching relevant information benefitting SMEs.
Walsh (2011)	Utilising technologies including QR codes as well as RFID and GPS to personalise learning in academic libraries.	RFID tags were preferred over QR codes due to more significant barriers that were found pertaining to their use in this environment.
Rikala (2014)	Evaluating the feasibility of utilising QR codes and mobile devices for educational purposes.	Students were motivated using such technology however it wasn't wholly inclusive as special needs students felt unable to contribute. Ultimately the social implications are slightly questionable so moderation with such technology is encouraged.

(Table x: Summarised studies in QR code technology)

What can be learned from aggregated various studies is that the application of VCode is not wholly immaculate however, where QR codes have appeared to have fallen short in performance, the VCode has already been designed to act as a solution in mitigation to this. Therefore there are reinforced implications that the VCode can become an asset and benefit to Youth Charter and engage with young people in a way that is built to sustain.

Literature Review

Utilising ICT and Technology to engage with Young People

Keywords: engagement, youth, ICT

In a world that is ever increasingly becoming digital; not only through operation but by communication, members of communities both diverse and local have developed invested interests overtime in the creation of an on-going 'second' life pertaining to their digital identity on such platforms and the web (Harris, 2012; Palfrey and Gasser, 2008). It would therefore make sense in efforts to impacting society, for new methods to be introduced with the aim to engage such people who are not small but makeup a rather significant portion of society today, attempting to utilise such technology they engage with on a daily basis, to deliver a positive sustainable outcome. In 2010 presented were several accounts of studies that had already taken place to utilise technology and social media in efforts to promote healthy engagement with youth communities specifically in Austria (Prinzjakowitsch et al, pp.26), Spain (Ibañez et al, pp.37) and countries around the globe (Fredrikson et al, pp.47; Lund, pp.81; Meere et al, pp.89), their findings are summarised below:

Author	Project Focus	Findings or Conclusions
Fredrikson et al	Designing a tool within music as a social integrative tool	Two further studies reported children engaged however require further focus on user needs for better interaction.
Meere et al	What Indicators to use when measuring impact to foster social inclusion.	Educational attainment Employability Skills Active citizenship and more.
Prinzjakowitsch et al	Using social media to develop educational tools	Young people associate social networking sites with more fun oriented activities than "solving lives issues".
Ibañez et al	Designing a gaming platform as a support tool for anti-social behaviour	These types of games will not be played extensively or frequently; it needs to be immediately engaging without being too complex.

(TABLE 1: SUMMARISED FINDINGS)

Progress made in these projects has proven that interaction and engagement is possible with members of the community, specifically youth through ICT and technology. However 3 out of 4 projects listed above, shared similarity in the negative outcomes, which were related to the neglecting of needs of children these projects were made for. There was no academic framework or underlying approach implemented from inception in order to validate the impact of these projects. Meere et al's project however showed a plausible method of implementation to engage with the youth due to the outlining of a measurement of criteria that can exhibit more sustainable outcomes beneficial to both the youth and project shareholders (2010). The sustainable outcomes presented in this measurement criteria also actively compliment Youth Charter's measurement criteria for a successful empowerment of youth: "social and civil order; health and wellbeing; educational attainment; enterprise and employability and environment" (YC, 2013).

Other projects may have fallen short through execution also, which can be explained through practical means; standards influenced by perception. On a digital platform attention to aesthetics is very high, members of society have become more conscious and receptive to images and content possessing extravagant design and nature, in reference to the growth of the games industry (Ibañez et al, 2010). In turn it has caused potentially a double standard in the way communication is perceived online (Willett, 2009; Micheli, 2015). In doing so, attempts to make significant impact may require resources both extensive and specialised.

547 WORDS

Collaborative benefits possible through ICT

Keywords: benefits, social inclusion, engagement, ICT, youth

The Innovation of ICT technology and continuous improvements to communication have delivered perceivable advantages diverse which cannot be understated. However to what degree has this outputted in benefits directly to youth development and relationships? Various studies have been undertaken in areas pertaining to urban and social inclusion of youth members under context of using this technology to increase positive relationship building, integration and wellbeing (Coleman et al, 2015; Wilding, 2009; Eteokleous, 2011).

Author	Project Focus	What they have said
Coleman et al	Impact of hours spent using ICT on psychological well-being in an African American dominant urban school district.	"... results suggest that for this sample, ICT use does not impede healthy psychological development."
Wilding	To explore potential outcomes of ICT usage among youth with refugee backgrounds.	"...it is clear that a number of potentially positive outcomes are likely from using ICTs to promote social inclusion for refugee youth, several potentially negative outcomes are also apparent"
Eteokleous et al	Evaluating the theoretical application of a social curriculum delivered over web to develop youth social skills and multi-cultural awareness.	"...Initiatives like this, and the suggested social-virtual curriculum is an excellent and valuable opportunity to enhance the quality of education provided to our children."
Zweekhorst et al	Exploring impact of ICT on student engagement and learning outcomes in lectures.	"...ICT tool facilitated and increased the level of communication and interaction among the students and between the students and the lecturers."

(TABLE 2: SUMMARISED FINDINGS)

From reviewing said authors, it's important to note that ICT in relation to it's potential impact does not limit itself solely to outcomes of a positive nature (Wilding, 2009). For instance there is cyber-bullying and other activities that harbour impact of more opposites.

However with that being said the projects correlate on several points pertaining to what can be learned:

1. The application of ICT technology potentiates benefits that output to a platform for enhanced learning; increased interaction and delivery of digital curriculums.
2. ICT technology does not mitigate in its utilisation by gender or race, it's accessible to all and wholly diverse and inclusive.
3. Benefits are not linear and neither are perceivable negatives. Both Wilding and Coleman pointed out that subjects reacted on multiple tiers of levels of intensity as part of a spectrum when engaged (Wilding et al; Coleman et al; 2009, 2015).

In relation to Youth Charter, a close aggregation is the delivery of an online curriculum 'Youthwise' (YC, 2016). Youthwise shares many correlative similarities in both operational and purpose as well as adaptability and inclusivity. It is likely the challenges faced and shortfalls may be applicable to Youthwise, in spite of rigorous adjustments made overtime following 1st execution.

Methodology

Overview

Primary and secondary research conducted within the Youth Charter organisation benefitted from different sources including 'informed discussion' extracted from the chair of Youth Charter, academic professors, other NGO and stakeholder affiliates including the youth of England and abroad, on various perspectives pertaining to the engagement and governance of stakeholders conscious of a digital social currency bias society.

This took on form as a part of on-going action case project, which allowed for adaptive learning to stimulate development of the prototype model undergoing implementation in a locale known as Heath Town. This chapter will define and discuss the various methodologies that have aided this study in reaching its findings and conclusion.

Participant Observation

Participant observation can be described as an immersive form of influencing primary data collection involving the researcher entering the social world of those whom are to be observed followed by attempts in engagement and participation of their activities; usually pertaining the induction as member into the chosen organisation or community (Saunders et al, 2016).

This can be exemplified through Videla (2012) who undertook the role of a garment worker in a factory to the extent of a few months. This immersive approach allows for the researcher to directly gather experience in the specific social/research setting and thus contribute to their learning. Participant observation finds it grassroots when applied to projects undergoing studies of a social-orientated aspect, whether it's involving observing a specific group of people or community; it usually entails the recording of their accounts, cultural and behavioural characteristics, to ascertain more detailed primary data; this was confounded by William Whyte (1943) who examined closely the lives of a street gang in Boston, engaging and observing them to produce detailed cultural accounts.

Roles

Participation Observation usually results in the observer to undertake one of four outlined roles detailed below (Saunders et al, 2005):

Role	Explained
Complete participant	When a researcher becomes fully immersed in the environment of the members whilst concealing their identity. They interact and become fully absorbed into the role of another member of the group however never reveal their true purpose. In often cases can be perceived as 'spying'.
Complete observer	When a researcher maintains a fully detached presence not participating in any activities, opposite to a 'complete participant' however still conceals the nature and purpose of their study/identity. Often structured and very reserved.
Observer-as-a-participant	When a researcher may primarily maintain an observer stance, whoever may find it necessary to interact with members (teambuilding) in order to facilitate their observation. Their identity is usually disclosed as a compromise.
Participant-as-observer	When a researcher takes part in the activities and affairs of the chosen community or group similar to a 'complete participant' however makes their identity and purpose known avoiding risk to build superficial relationships.

(Adapted from Saunders et al, 2016: Challenges to Participant Observation)

Before placement the terms of study were already stated at the beginning by the organisation itself, due to YC's opening request for a placement student to be involved on such basis.

In hindsight it may have been possible to approach Youth Charter undertaking any of the aforementioned roles, however this may have resulted in the formulation of a study with limited access to both the organisation itself and its activities. Thus it was deemed necessary to approach Youth Charter in an earnest way to facilitate the best conditions for study and learning outcomes.

Challenges

When undertaking research utilising participant observation, it is permissible that this very method of interacting with another person's bias to one's understanding, dependant on one's perception, it can lead to variability in data quality (Natasha Mack et al, 2005).

Challenge	Explained
Observer error	When a lack or excessive amount of understanding causes the observer to unintentionally misinterpret what is happening.
Observer bias	Caused by a constraint in time affecting the development of the necessary depth of understanding required in order to interpret objectively.
Observer effect	When the presence of the observer in the environment of those he/she is observing triggers a change in the behaviour of those being present.

(Adapted from Saunders et al, 2016: Challenges to Participant Observation)

It can be hard in discerning, to what extent has the presence of an observer impacted this study. However it can be deduced that being present in an environment harbouring the exchange of confidential documentation and information; justified in the requirement to sign an NDA form prior to study; it was expected there to be mitigation to the qualitative learning.

Methodology learning outcomes

What is significant, however, is that this study featured on more than one occasion the experiences symptomatic of all 4 roles. Initially at the beginning of the placement there was a very implied stance as a 'complete observer'. However overtime this dramatically changed, which saw the role of the researcher evolve and overlap into the other roles previously stated. Therefore in conclusion this methodology when applied to similar studies, that require the process of learning through doing, it implies that participation observation is non-linear and changes overtime. The definition of 'roles' previously stated by Saunders et al (2016) is an adequate attempt to define the various 'states', which can be experienced. However there have been points where neither role description has been succinct enough to

illustrate the relationship of the researcher to the organisation, often there have been times where the role has been influenced by the organisation as a result to further develop and gain understanding such as the adoption of dual identity when representing the organisation to other opposing and external stakeholders. This can be exemplified when representing Youth Charter at a stakeholder consortia meeting at Birley Campus MMU. As the sole representative to that meeting, expectations and behavioural characteristics were discussed prior to this engagement with Youth Charter, and thus in turn the adoption of a further identity outside of Youth Charter when interacting with others.

Primary Data Using Questionnaires

Faced with a variety of methods that could be used to extract and collate data in the modern age, questionnaires have been used historically as part of Youth Charter's practice, but more importantly due to their practicality in convenience, given the environment the stakeholders operated; schools, conferences. In doing so questionnaires would be utilised in protocol.

Factors Influencing Design

Designing the questionnaire proved a critical task as it would ultimately determine the quality and response rate of participants. Many authors have differing views on what the ideal questionnaire fit for best practice should entail, in summary below therefore is a collation of such opinions taken on board:

1. Informing participants prior to survey or questionnaire distribution.
2. Designing and structure of the questionnaire is orientated towards the target participant audience.
3. Allowing for participants to express themselves in their own way e.g. "don't know" or open lines questions.
4. Collated responses are interpreted with anonymity and ambiguity to defer from bias.
(MRS, 2011; Saunders et al, 2016)

Research Design Requirements

Given the time it would nominally take to design, distribute and analyse the data that would be collected, it is considered a crucial exercise in determining what data needs to be collected to benefit the current study (Ghauri and Gronhaug, 2010).

Therefore after consultation with the Chair of YC, it was determined the following data required with their justifications provided below would benefit the study:

Data	Relevance to Study
Usage of Social Media amongst young people	The Community Campus will utilise technology that would potentiate into its own social network, therefore it would be crucial to determine to what extent would young people utilise this in anticipation.
Collated perceptions of young people towards their own community.	Given the aim of the Community Campus is to provide a solution to an identified gap in needs of the community, it proved crucial for members of the community particularly young people to voice changes that neither YC or other organisational stakeholders would be aware of.
Young people's current participation in community sport/arts/cultural activities including factors influencing participation levels.	As part of YC's aims to promote the engagement of sport arts and cultural activities amongst young people it was considered important to determine the current activity levels of young people so the ability to measure improvements in engagement could be more informed.
Engagement methods used amongst stakeholder organisations in same sector.	As part of the aims of this study to provide best practice, it was important to collate data on current practices and understand what is the current trend.
Desired changes in the current sector amongst stakeholder organisations	To promote healthy sustainable growth in the current sector that YC occupies, sharing and expression of opinions on the sector pertaining to either its governance or current practice can be vital to stimulate change.

[Table: Research Design Criteria; Butt, 2015]

Sampling

A formality in research by definition to either search or exhaustively investigate. A search of due diligence, an inquiry of studious graft or examination specific in the investigation or experimentation focused on discovery and the interpreting of facts (Webster, 1985).

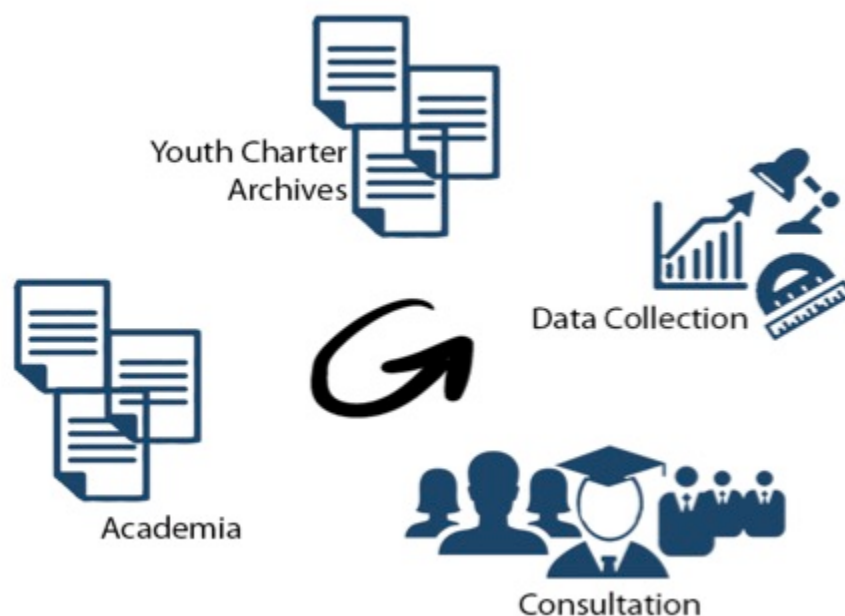
Research has been extended after adoption of the practice known as sampling, which has

often purposed and been used in its ability to determine characteristics of a sizeable population through observing only a significant part or portion of it (Mugo, 2002).

Purposeful Sampling

“The purpose of purposeful sampling is to select information-rich cases whose study will illuminate the questions under study.” – Patton, 1990

Purposeful sampling prevails when the economics of resources and time play a large factor in the obtaining of a sample (Patton, 1990). During the creation of the sample, anonymity was ensured to maintain a professional study without discrimination or recourse. In relation to Lincoln and Guba’s positing of the ‘trustworthiness’ that is important in evaluation of a research study, many techniques as outlined by their criteria for credibility were followed including the creation of an audit trail during the process of the Community Audit, and peer debriefing; engaging academic professors at the prospecting different aspects of the project presented through a nature of enquiry (1985).



[Fig 1: Data Sources; Butt, 2015]

Data sampling and collection has been undertaken to provide evidence-based support, providing holistical analysis in the potential impact a purposed solution may bring to the

locale. Many forms of data both on a qualitative and quantitative basis have and are to be collated.

The majority of research sampling is subject to the utilisation of 1 specific methodology:

Purposeful sampling (Palinkas; Horwitz; Green; Wisdom; Duan; Hoagwood, 2013).

This has already been utilised in the definition of the research problem, confounded through the many stakeholder focus group and workshop engagement sessions that were held.

Data collection and analysis has been followed in relation to the Heath Town locale, which has provided further key findings that legitimise the basis on which a new solution is necessary; the development of the community campus in the target area.

Applying SSM

Overview

As part of a 3-phased approach, the delivery of a community campus project in development is a pilot project in infancy. To enhance learning of the project in development this will undergo application to Checkland's SSM framework (1981) to allow for a progressive structured, and reflective approach in attainment of the aims and objectives set out by Youth Charter, who are seeking to empower the wider community and young persons within the Heath Town locale.

Entering the Situation Considered Problematic

As part of a 7-step approach in SSM, involves the gathering of information and initial scoping of the situation. This already compliments the work carried out by Youth Charter inform of a Community Audit, to which has given providence in providing 1st hand insight from the potential beneficiaries and stakeholders of the purposed project themselves, which in turn also appropriates the 1st step involving the gathering of information surrounding key stakeholders and performance issues (Burge, 2015).

[NF] Problem Expression

The 2nd step in SSM refers to an expression of the problem situation through capturing the multiple views on the situation with the aim to solidify perception in form of an illustration, a medium everyone can see and understand (cite). Following up on sufficient information gathering enough to allow for an adequate summary of what this problem is, a rich picture is commonly used to address this.

YOUTH DISAFFECTION DUE TO LACK OF UNDERSTANDING AND SUPPORT FROM LOCAL GOVERNMENT PICTURE

FOLLOWED BY COMMENTARY EXPLAINING THE PROBLEM SITUATION

Problem Expression Reflection

During the creation of the rich picture several observations were made that became known to cause adversity in the completion of this step. In particular the aspect of the overall conceptualisation and realisation of the problem situation and translation of that into drawing, became problematic due to the fact that as one person with their own way of interpretation and understanding; the rich picture would be formed as a product of that and thus be biased to the understanding and perception of the artist creating it.

Another obstacle was discovered when trying to gauge what should be included in the rich picture and what shouldn't. As there is no set structure or guideline when creating one, it became hard to accurately estimate thresholds for efficiency and accuracy. Some individuals may be drawn to one detail in particular in the entirety of the rich picture, whereas others may just want a rough holistic perspective and overview and care not for too much detail.

However in hindsight, the rich picture did deliver in its role to communicate the main message of the problem, which was communication.

CATWOE Explained

CATWOE is a conceptual tool that is used in part of the SSM by Checkland (1981) to identify and understand what is a business or organisation trying to achieve, what areas express problems and how the purposed solution may affect the organisation and people involved.

There are 6 elements, which provide the make up of CATWOE:

C. – Customers: Identified as beneficiaries or victims who are affected by the activities of the 'system' to be implemented.

A. – Actors: Identified as people or agents of change who carry out the activities of the purposed system and its transformative process.

T. – Transformation process: Refers to the journey between the current situation as the input and the desired outcome serving as the output.

W. – Weltanschauung: The underlying philosophy of the organisation that guides the system model and its implementation.

O. – Ownership of the system: Represented by the organisation or agency who have cause for both the system's existence and power for it's permanent cessation.

E. – Environmental constraints: Referring to the parameters and features present in the environment hosting the system.

CATWOE Reflected

In adopting CATWOE and applying it to phase 1 being the community audit, this outputted:

C. – Customers: Young people and the wider community of Heath Town.

A. – Actors: Members of multi-stakeholder consortia including local councils, academic institutions, schools and community organisations in cooperation with the Youth Charter.

T. – Transformation process: The journey between Heathtown suffering from a lack of coordination and impact in deliverance of their community sport initiatives to a more active and integrated community with improved sport engagement.

O. – Ownership of the system: Youth Charter

W. – The philosophy and mission is to empower the youth by creating a level playing field by means of sport, cultural and arts engagement.

E. – Environmental constraints: Access to facilities, provision of facilities, safety in the environment, fragmented community.

Using this method helped to logically set out different parameters and crucial points pertaining to the setup of the community campus. However the CATWOE fell short in accounting for those recognised initially as ‘customers’ that would become ‘actors’. It serves, as a very efficient snapshot of what is in the precious moment in time, however doesn’t provide anything by way of what extends or happens beyond this.

What can be concluded is that Youth Charter’s methods of identifying key actors, and

779 Words

Data Collection Summary

Overview

Primary data was collated in 2 separate exercises to gather insight from both perspectives pertaining to the development of the community campus:

The 1st exercise involved the collating of opinions from young children within the targeted locale of Heath Town; where a community campus is currently undergoing implementation.

The 2nd exercise involved the collation of opinions and experience from similar organisations and those affiliated within the sector Youth Charter currently operates within during the Why Sport Conference 2016. The key findings and conclusions including more detailed interpretation of the data will be fermented in this chapter.

1st Exercise – Heath Town Key Findings

A Community Audit was undertaken in Heath Town, Wolverhampton to assess the needs and criteria under context of feasibility of a community campus in development in the purposed area, the following is a summary of findings listed:

1. 55% of the youth population are being prevented from engaging in sports due to overbearing circumstances, unique circumstances or their needs not being met.
2. Only 19% of all youth knew specific details pertaining to their community in regards to what was being offered by way of local sport/community.
3. 58% requested changes to their surrounding community and environment.
4. Only 11% of youth expressed a desire to engage in sport as an aspiration to compete.
5. 87% of all youth are currently engaged in social media in some form or capacity.
6. 30% indicated uncertainty in regards to their future career and employment.
7. 86% of youth indicated a consideration and attachment to their environment and community.
8. 77% of youth felt the association of physical health exercise and wellbeing reflected a positive trendy image in relation to societal norms and perception.

2nd Exercise – Why Sport Key Findings

A survey was distributed to participants engaging in the Why Sports Conference held on 9th

March 2016 chaired by Geoff Thompson MBE of the Youth Charter; the following is a

summary of findings listed:

1. The average length of projects in the sector span a life cycle of just 1 year.
2. Projects have regularly followed completion in follow up.
3. The areas in which projects deliver concerning the 5 outlined sustainable benefits vary from project to project.
4. The most common sustainable benefit is delivered under health and wellbeing.
5. The majority of the most popular social media platforms is already known within the current sector.
6. The sector only utilises just two out of a potential seven of these social media platforms
7. Majority have indicated that sector could be subject to fragmentation further supported by detailed accounts stating there is a lack of communication with different opposing agendas.

Heath Town: Narrative

1st Exercise Overview

The collation of statistics have been vital in the underpinning for many projects in the UK and have continued to provide the insight much needed in order to analyse in detail to draw conclusions from a holistic perspective and make the hidden conceivable (Pullinger, 2013).

As part of the Community Audit, quantitative and qualitative data was recorded via the distribution of a questionnaire survey. The survey contained 7 questions ranging between 3-5 quantitative logical answers e.g. 'yes', 'no', 'I don't know'. The questionnaire also featured 3 questions of a more detailed qualitative nature such as 'what changes would you like to see within the community'.

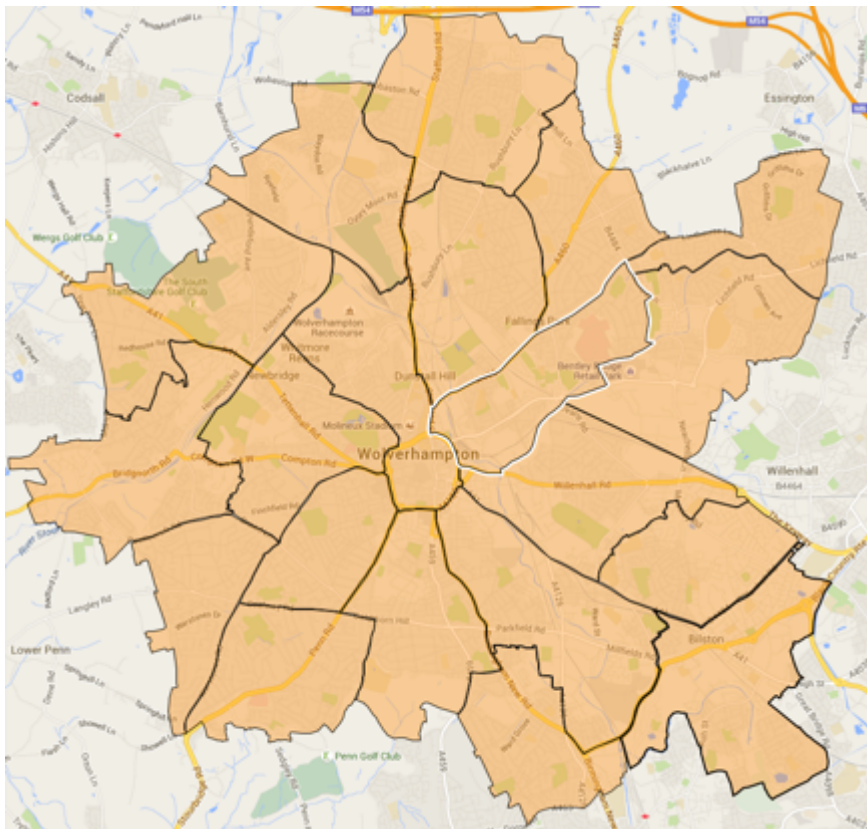
The questionnaire was distributed to 2 different schools to specific years groups in both: Heath Park Academy and St. Stephen's Primary School, resulting in the formulation of a sample size 209. The purpose of the Community Audit was carried out as part of the procedure in due diligence; necessary in the development of a prototype community campus for the youth in the area, this justified a sample being sourced from both primary school and secondary school children; direct end-users of the community campus.

Community Audit

A Community Audit is a meticulous process that involves the engagement of the target community selected to deliver upon (in cooperation) a specific project, and entails the extraction and extrapolation of both quantitative and qualitative data for the utilisation, as informative input in the configuration of project specifics (Youth Charter, 2013; Bristol Gov., 2010). This execution of a Community Audit is a widespread practice currently in use by governmental and non-governmental organisations not limited to Youth Charter (Marshall of Cambridge, 2013; NHS, 2010; JRF, 2000), to commonly undergo such data collection in organised amounts that has supported UK projects since the founding of the Statistical Society of London in 1834 (Buffin Partners; Mahon, 2009).

Heath Town

The Community Audit has been undertaken in an area resided within the West-Midlands of UK and part of the Black Country conurbation via Wolverhampton; inner city locale Heath Town (Youth Charter, 2016). Heath Town the region highlighted in white below, boasts a population of 13,965 people, with the population of youth under the age of 25 at 5,219; representative of 37.3% of the total population also 4.9% higher than Wolverhampton's 32.4% (Wolverhampton City Council, 2012).



(Fig 1: Map of Wolverhampton; Rayment, 2016)

Sample Demographic

It was identified there were four primary schools and two secondary schools present inside the Inner Heathtown area:

1. Trinity Church of England Primary School
2. St. Stephen's C.E. Primary School
3. East field Primary School
4. Woden Primary School
5. Heath Park Secondary School
6. Our Lady & St. Chad Catholic Academy – A Specialist Sports College

In follow up, both St.Stephen's C.E. Primary School and Heath Park Academy responded positively in the proposed expression of interest to host a sample data collection comprising of one cohort of yr6 students and one cohort of yr7 students.

The sample taken would be representative of the 5,219 youth population in the locale.

Quantitative Overview

The following questions with accompanying answers represented the potential of quantitative data that could be collected from the sample size.

Question	Answers			
Do you enjoy education?	Yes	No	Don't Know	
Do you think being fit and healthy is cool?	Yes	No	Don't Know	
Do you feel safe in your community?	Yes	No	Don't Know	
Do you care about the environment?	Yes	No	Don't Know	
Do you feel confident about finding employment in the future?	Yes	No	Don't Know	
How often do you check social media?	Always Every Day	Sometimes Few Times a Week	Rarely Once a Month	Never
Why would you do sport?	Health Fitness	Have fun with the mates	To Compete	Never

(Table 1: Quantitative questions; Youth Charter, 2016)

The questions present above gave the potential to shed insight on perceptions towards education, fitness, employability and social media interaction; all of which were important drivers pertaining to the development and engagement of the community campus.

Qualitative Overview

The following questions represented the extent of qualitative data that could be recorded from the sample size.

Question

Within your community what would you like to see changed?

What do you know about local/sports cultural activity available in your area?

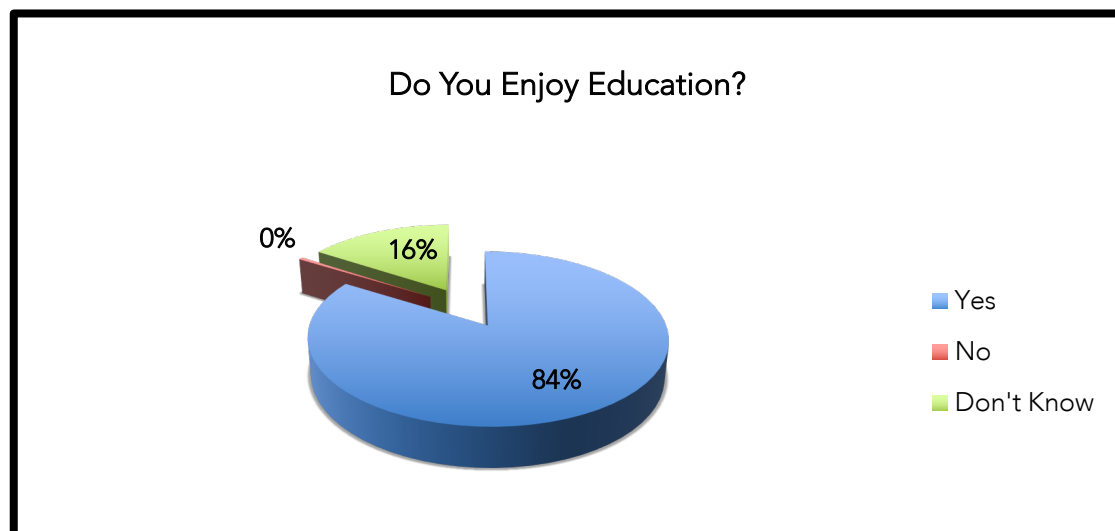
What’s stopping you from doing some or more sport/cultural activity?

(Table 2: Qualitative questions; Youth Charter, 2016)

The questions present above had no pre-selectable answerable options this time and instead blank lines. It was important in allowing for participants to record answers of their own, which they perceived to be the real answer to the question, thus allowing for maximum potential of critical data to be collected. Given the diversity that was anticipated between every school child and their answers, it was a known factor that was to prove the Community Audit successful. As much as answers were desired to be individual, correlations could be drawn to pinpoint the creation of key and highlighted issues.

Heath Town Findings

Perception to Educational Attainment



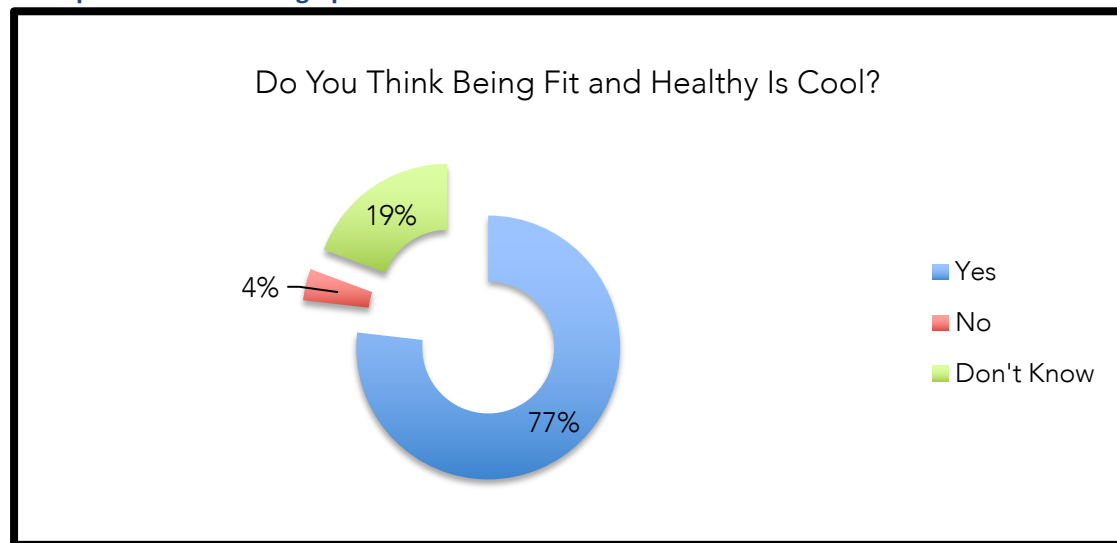
(Figure 2: Q1 Survey Results; Youth Charter, 2016)

A total of 209 responses were collated in the answering of this question spread across both schools. Accumulatively the consensus revealed in the education being delivered to levels of satisfaction was deemed acceptable by the youth in the region. The collation of this data proved vital in understanding general perception of youth stakeholders and their engagement levels towards educational attainment. This also was beneficial in the understanding of whether the environment the Community Campus was to be delivered in would be subject to challenge based on learning perceptions and attitudes.

However 84% against the 16% who reflected a level of uncertainty to their educational attainment can be considered a positive, with room still for improvement.

Heath Town Findings

Perceptions Surrounding Sport



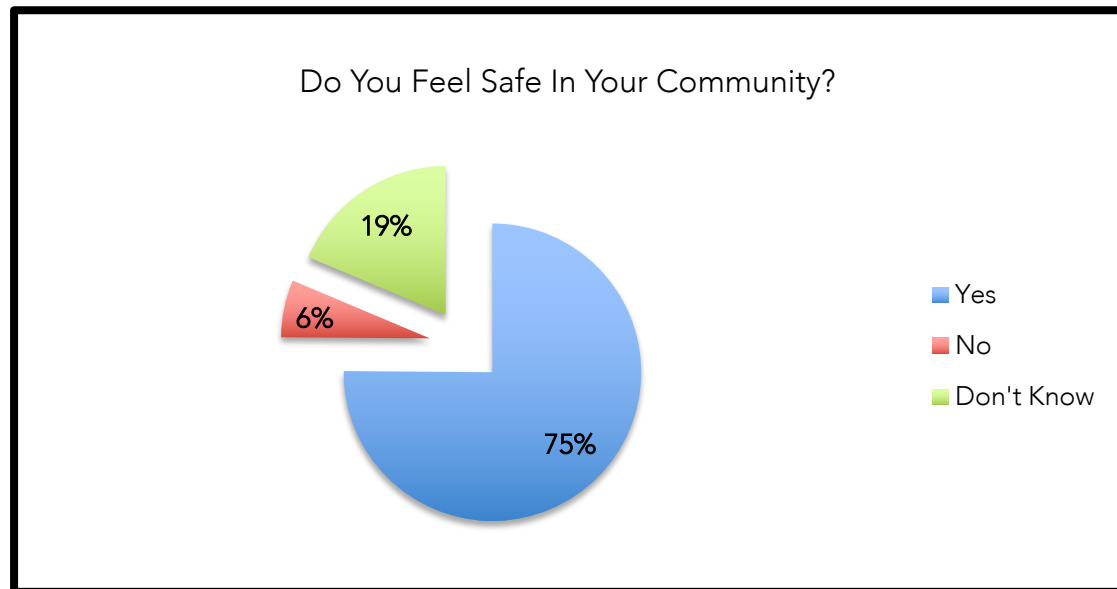
(Figure 3: Q2 Survey Results; Youth Charter, 2016)

A total of 207 responses were collated in the answering of this question spread across both schools. Accumulatively the results showed there was an overall positive perception when associated in the involvement of activities in regards to health and fitness, amongst youths in the area.

It can be further deduced, in relation to digital interaction, there is potential for a positive image to be amplified over social media, due consideration of the word 'cool' in pertaining to the value of social currency in a digital era of communication (Satell, 2015).

Heath Town Findings

Social Unrest



(Figure 4: Q3 Survey Results; Youth Charter, 2016)

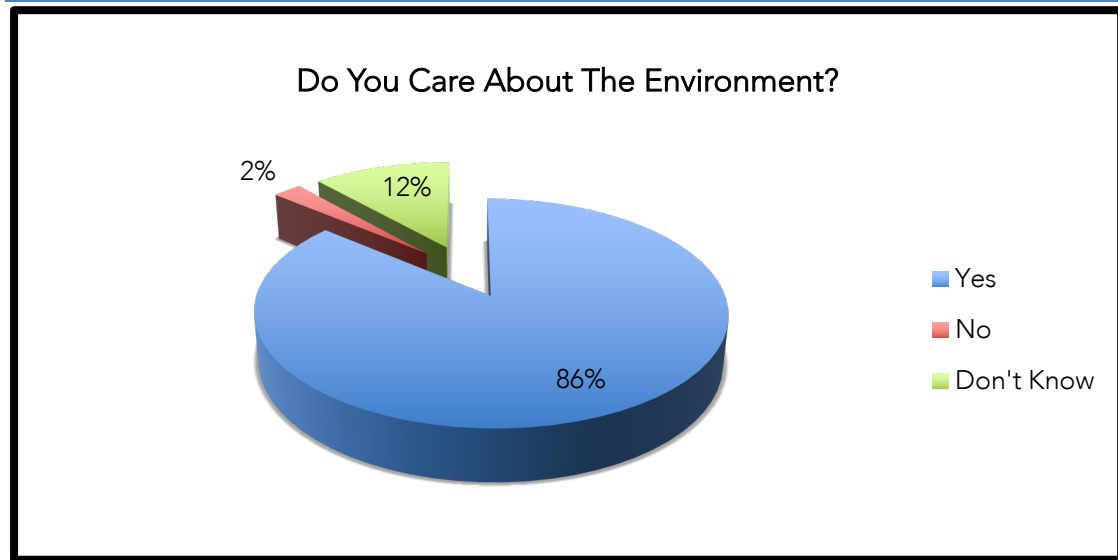
A total of 209 responses were collated in the answering of this question spread across both schools. Accumulatively results at first show a majority of youths in the area reflecting a feeling of safety within their community.

However, there is also an accumulative 25% who expressed concern or uncertainty in context of safety, which cannot be ignored as this makes up a significant size in regards to the overall sample taken.

It can be implied that the percentages reflected could be subject to bias due to either peer pressure or friendship groups that can influence a pupil's reflection on such topics (Marshall & Rossman, 2014), therefore there is potential for this 25% to be higher.

Heath Town Findings

Attitude to the Environment

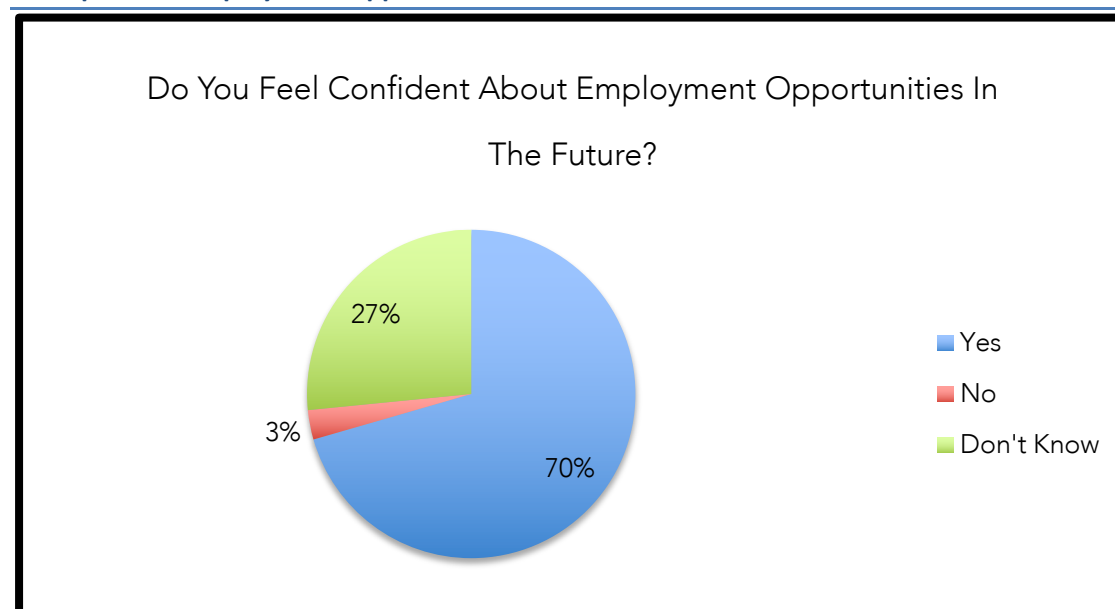


(Figure 5: Q3 Survey Results; Youth Charter, 2016)

A total of 209 responses were successfully collated in the answering of this question from both schools. General consensus pointed out that the youth in the area reflected a mainly positive and caring attitude towards their environment, indicative of the 86%. Less than 14% expressed uncertainty or no concern. Nonetheless with confirmation that the youth are conscious of their own environment, there is further plausibility for any change of a positive nature to be met with little to no resistance (cite?).

Heath Town Findings

Perception of Employment Opportunities

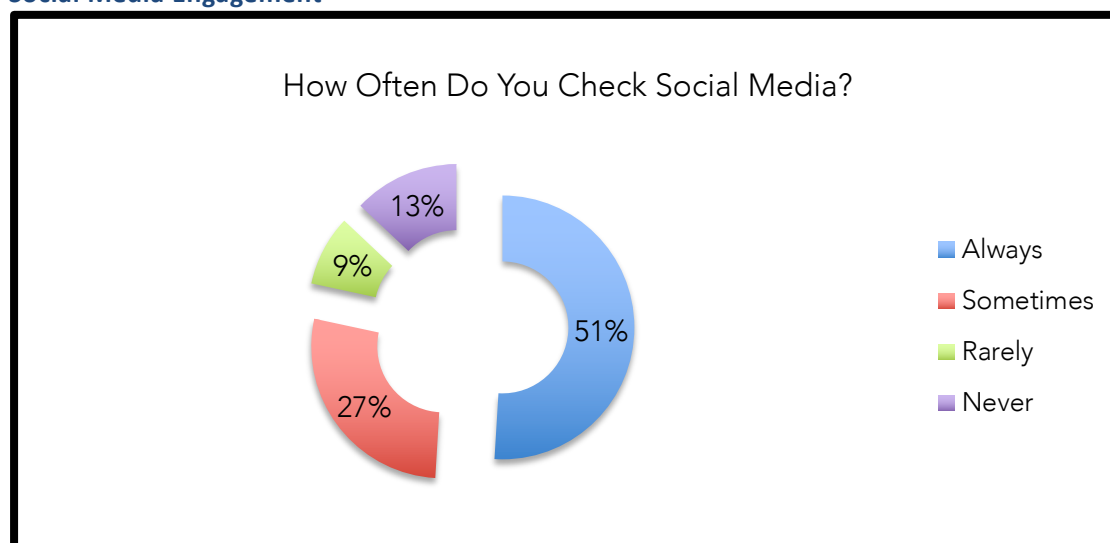


(Figure 5: Q3 Survey Results; Youth Charter, 2016)

A total of 207 responses were successfully collated in the answering of this question from both schools. In accumulation a majority 70% indicated confidence in their future career plans with a 30% demonstrating a lack thereof. Heath Town appears to have a good foundation supporting the youth in their future planning and career development, however there is still major room for improvement, indicative of a third still facing uncertainty. In part of the sustainable benefits that the community campus can be expected to deliver, it can be anticipated it will influence such statistics in form of a positive impactful change.

Heath Town Findings

Social Media Engagement



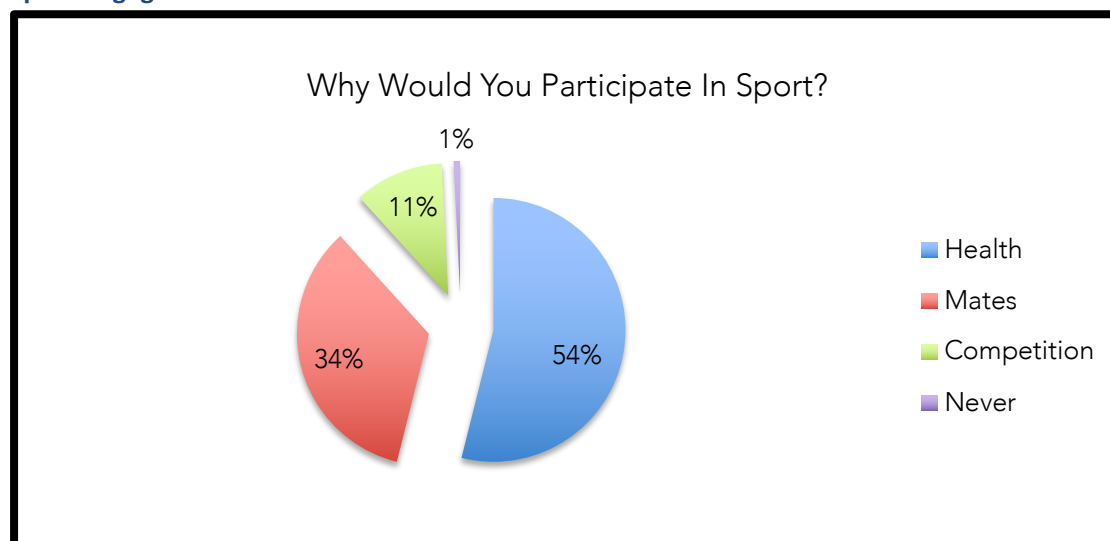
(Figure 5: Q6 Survey Results; Youth Charter, 2016)

A total of 208 responses were collated in the answering of this question spread across both schools. In overview the results of this consensus has made an informative discovery in relation to the perceived levels of engagement of young people in social media.

In relation to Ofcom's report (2014) of children's media and mobile phone usage, this provides further insight as to how much children may utilise their phones for social media purposes, which makes up a significant number. The initial 21% that engage very little or have no social media profile, could be potentially explained due to their economic backgrounds they may come from. Ultimately however social media is present among the youngest of children in UK society, at least in Heath Town, and they interact with it.

Heath Town Findings

Sport Engagement Motivation



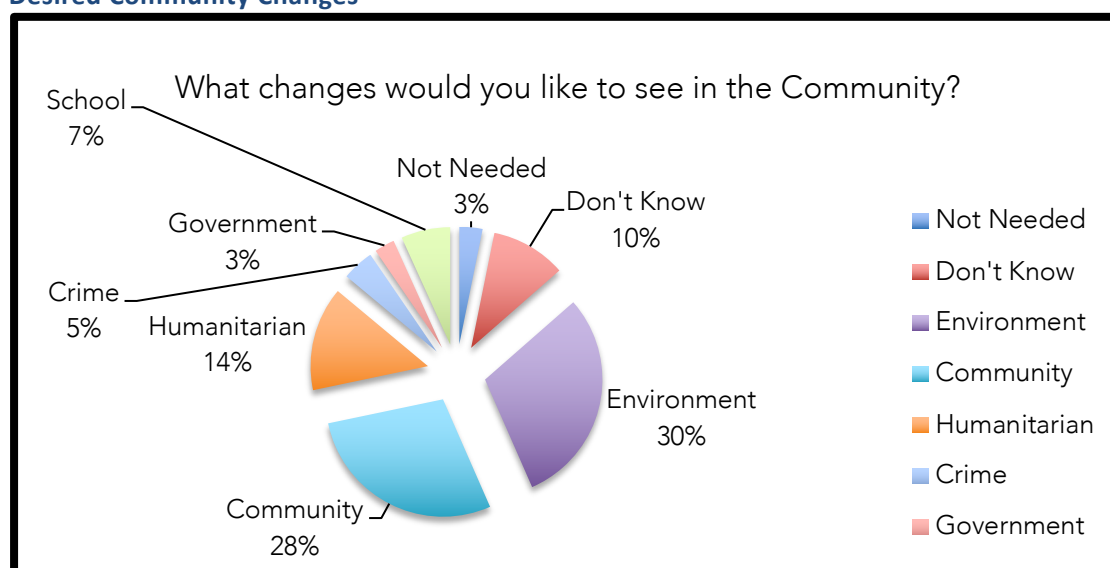
(Figure 6: Q7 Survey Results; Youth Charter, 2016)

With the ability to answer more than 1 option, the resultant total of responses in accumulation of both schools for this specific question tallied 256.

The majority of children aligned their interest in the engagement of sport with the perceived outcome pertaining to health and wellbeing. This can be the resultant outcome in years of nationwide campaigns promoting healthy eating and fitness (cite), the extent of such can be shown above in the 54%. Over a third of youth in the area choose to participate in sport with the association of a partner or group of friends; showing that sport engagement also relies on inclusion. Therefore in relation to the operation of the community campus, the fostering of a friendship/peer group should be created or simulated in order to harbour increased levels of engagement. Only 11% of youth signalled intention to aspire a legacy in sport, in relation to x represents visually the lack of bona fide British athletes in the Olympics (cite).

Heath Town Findings

Desired Community Changes



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

This is the 1st of 3 questions that drew numerous detailed responses that consequently formed the correlated groups present above in interpretation of the 231 responses.

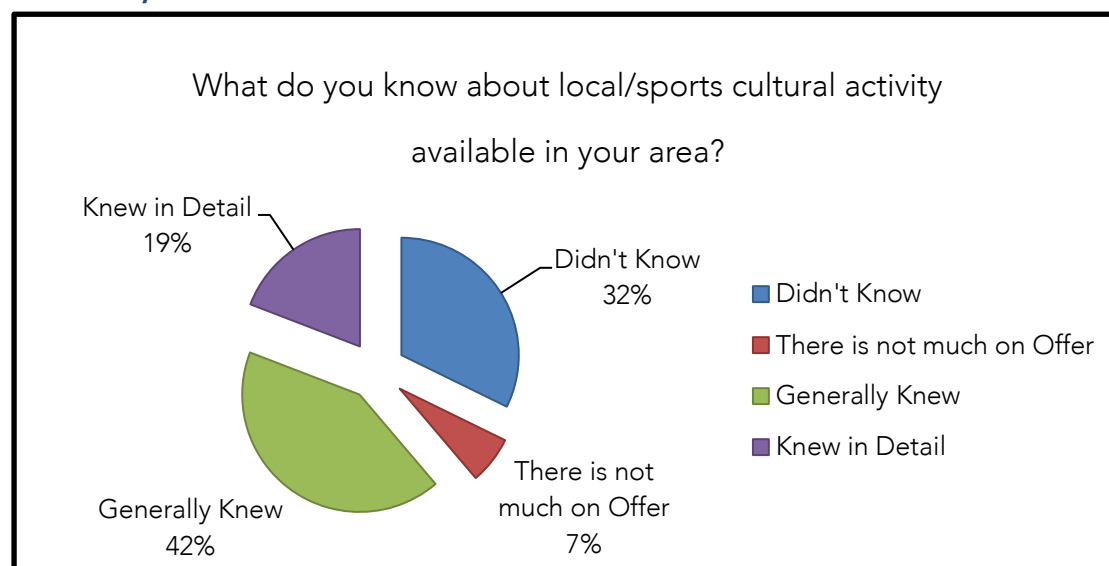
The 2 most popular changes desired were, either changes to the community by way of facilities/infrastructure or environmental (safety, cleanliness, greenery).

Numerous responses indicated in detail the cohesiveness of the community, deduced from the continuous calls for a 'friendlier' environment; members of the community to be less adverse in working together and in action to be taken for those less fortunate.

Ultimately the diversity of issues collated from this consensus aligns with the sustainable benefits the community campus aims to deliver. Heath Town appears to be a community suffering from a lack of fostered community spirit and communication.

Heath Town Findings

Community Awareness

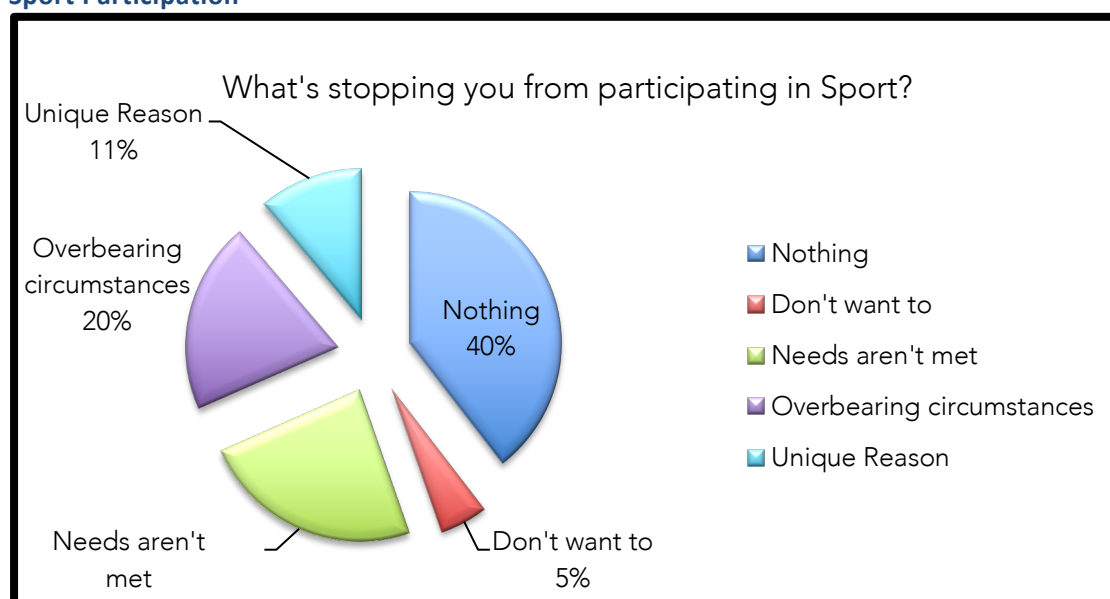


(Figure 6: Q7 Survey Results; Youth Charter, 2016)

The 2nd question encouraged answers of a detailed qualitative nature that bore insight into the general perception and awareness young individuals had concerning their community. In accumulation 61% of individuals gauged acute awareness levels commenting their surrounding environment had something to offer them by way of sport engagement and interaction. Whereas 39% felt they were either unsure or felt there was little on offer in relation to the current community offer. It was important to gather data pertaining to knowledge of the area, as that could be interpreted as to general coverage of current facilities. To which there is still a significant impact where the community campus could bring in terms of centralisation and governance.

Heath Town Findings

Sport Participation



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

The final qualitative question extrapolated details on current engagement in identification for various motivations psychological/physical barriers that may currently affect levels of engagement. A total of 215 responses found correlation under the various groups present above. In summary, nearly $\frac{1}{4}$ of the sample size reflecting the youth of Heath Town expressed diverse accounts pertaining to a conclusion that their needs were yet to be addressed, in relation to the wider community, in what was being offered. Coverage and lack of engagement from the current facilities consistently were representative in part of this demographic. Majority of 20% signalled intention to participate however could not due to overbearing circumstances such as family duties and work/school conflicts. Most of which could strategically be alleviated with a better coordination and governance of time.

Heath Town Findings

Conclusion

As part of the Community Audit carried out in Heath Town, data was required to substantiate the claims of whether the community campus could beneficially impact the area and wider community of young people. In relation to what was confounded therefore through the analysis, the audit revealed several key findings; 55% of the youth population are being prevented from engaging in sports due to overbearing circumstances, unique circumstances or their needs not being met; only 19% of all youth knew specific details pertaining to their community in regards to what was being offered by way of local sport/community; 58% requested changes to their surrounding community and environment; only 11% of youth expressed a desire to engage in sport as an aspiration to compete; 87% of all youth are currently engaged in social media in some form or capacity; 30% indicated uncertainty in regards to their future career and employment; 86% of youth indicated a consideration and attachment to their environment and community; and 77% of youth felt the association of physical health exercise and wellbeing reflected a positive trendy image in relation to societal norms and perception.

Word Count: 2316

Why Sport: Narrative

Overview

Undergoing the development of a Community Campus model with the ambition to further increase sustainable engagement and benefits over time, a consensus was reached in consultation with Youth Charter that collating and analysing opinionated insight from competing organisations would bear fruit in support of further development, stemming from both findings and recommendations.

Therefore an additional survey was carried out with the exception that all participants would belong to corporate and shareholder stakeholders in the existing sector.

The objective of this survey was to gather best practice opinions and perception on project development, their involvement with information technology and gauging of desired changes if any to the sector.

A total of 13 questions with an additional open comment box at the end provided the modular makeup of the survey distributed at the WhySport Conference on March 9th 2016.

Sample Demographic

Insight was stemmed from a diverse selection of organisations related within the sector of UK sport, inclusive of attaining membership to the WhySport Conference 2016:

1. Community/Sport Trusts
2. Strategic Commissioning Groups
3. Charity Societies/Groups
4. Social Enterprises
5. Public/Private Businesses
6. Governmental and Non-Governmental Organisations

Deciding on which organisation should and should not participate would have been an issue for a survey of this particular type, however the consensus was agreed on a specific criteria which was whether membership to the WhySport Conference was permitted, as Youth Charter was in chair of this specific event and in doing so made absolute sense to distribute

a survey to organisations in their immediate proximity and interactive range. It is currently estimated there is a total of x amount of organisations currently operating within the current sector. This survey collated the opinions and data from 11. Although a low sample size this has been acknowledge, the information gathered would still bear significance in the exploration and understanding of general perception and awareness of the sector itself.

Quantitative Overview

The featured questions represented the potential of quantitative data that could be collected from the sample size.

Question	Answers			
Do you feel that the current sector and its policies are fragmented?	Yes	No	Don't Know	
Do you currently utilise social media and technology in your projects?	Yes	No	Don't Know	
How often are they a success?	Rarely	Sometimes	Regularly	Always
How often do they reach completion?	Rarely	Sometimes	Regularly	Always

(Table 1: Quantitative questions; Youth Charter, 2016)

The survey featured a higher volume of quantitative questions extracting insight from project delivery to technology, important areas pertaining to the development and engagement of the community campus:

1. Do participants show awareness of their own sector? Which would further be developed upon with qualitative insight enough to reflect on this.
2. To what extent did participating organisations collaboratively utilise technology to benefit their projects identifying if there is a gap and how big that gap is.
3. To determine if participants considered projects a success even if projects were not completed and their impact respective of that.

Qualitative Overview

The featured questions represented the extent of qualitative questions present in the survey.

Question

In a project context what do you define as 'Success'?

What changes would you like to see in terms of stakeholder communication technology and project management?

(Table 2: Qualitative questions; Youth Charter, 2016)

These two specific questions were designed purposefully to gauge perception on two points:

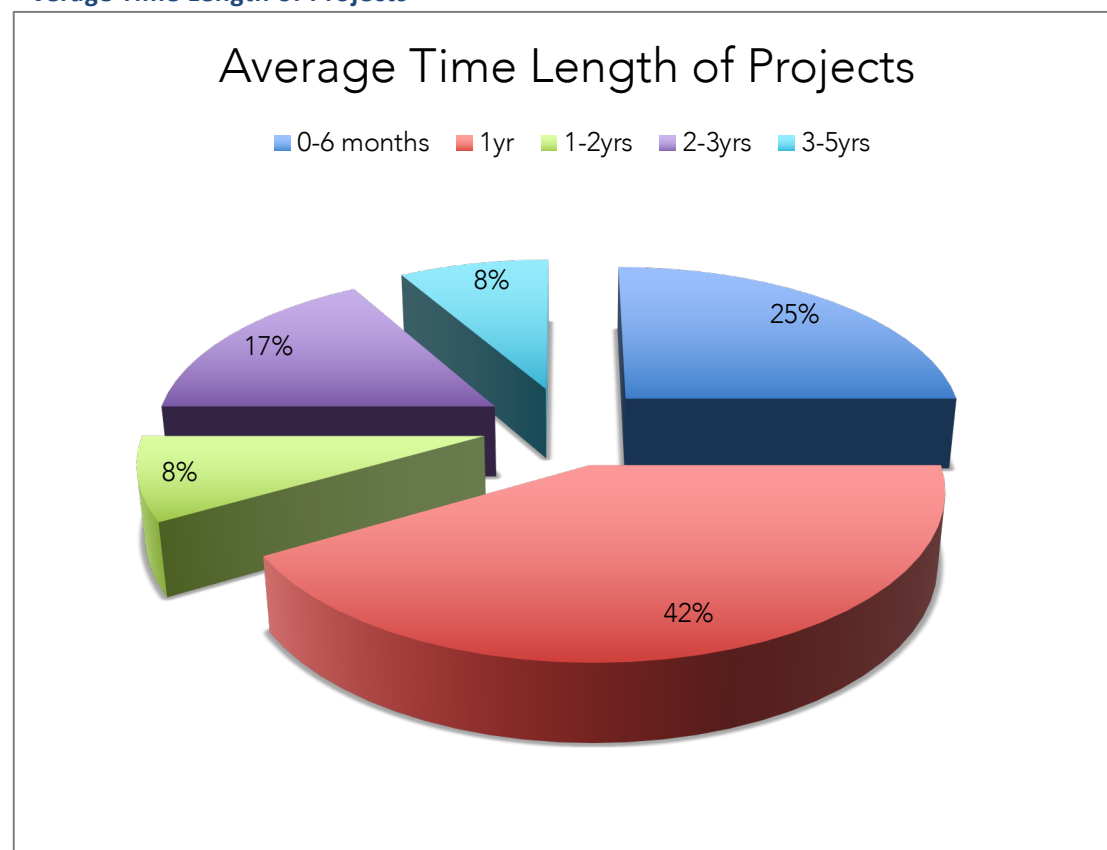
1. What levels of attainability do participants of the current sector measure in project outcome and what parameters do they use for benchmarking this?
2. To see if participants desired or felt change was needed in the way stakeholder communication was being governed.

This would not reflect wholly if the sector required it, rather this would gauge perception as to if it was something they considered important or not.

If participants stated there is no need for changes to stakeholder communication, in context of the findings and results drawn from the Community Audit at Heathtown this would reflect there is a lack of double standard or disconnect in project outcomes and communication present. Alternatively if participants acknowledged a desire for changes then in reflection to what was confounded from the audit there is still yet to be a follow up to that.

Why Sport Findings

Average Time Length of Projects

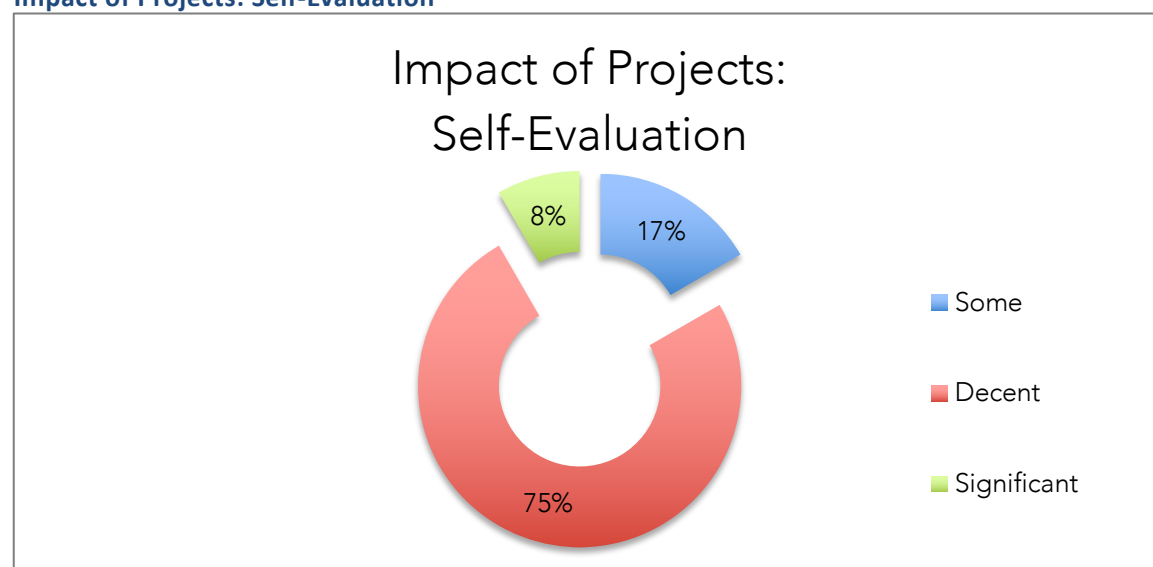


(Figure 2: Q1 Survey Results; Youth Charter, 2016)

The majority of projects representative of the sample show an average duration of 1 year. Alternatively projects have gone on to popularly last both 0-6months and 2-3 years. What can be learned is that the sector has the capacity to fund and carry out projects that can last even 3-5 years in the rarest of cases. This in turn prompts the question, indicative of the provisional 42% is 1 year enough and what kind of project lasts a single year that is capable of delivering sustainable impact?

Why Sport Findings

Impact of Projects: Self-Evaluation



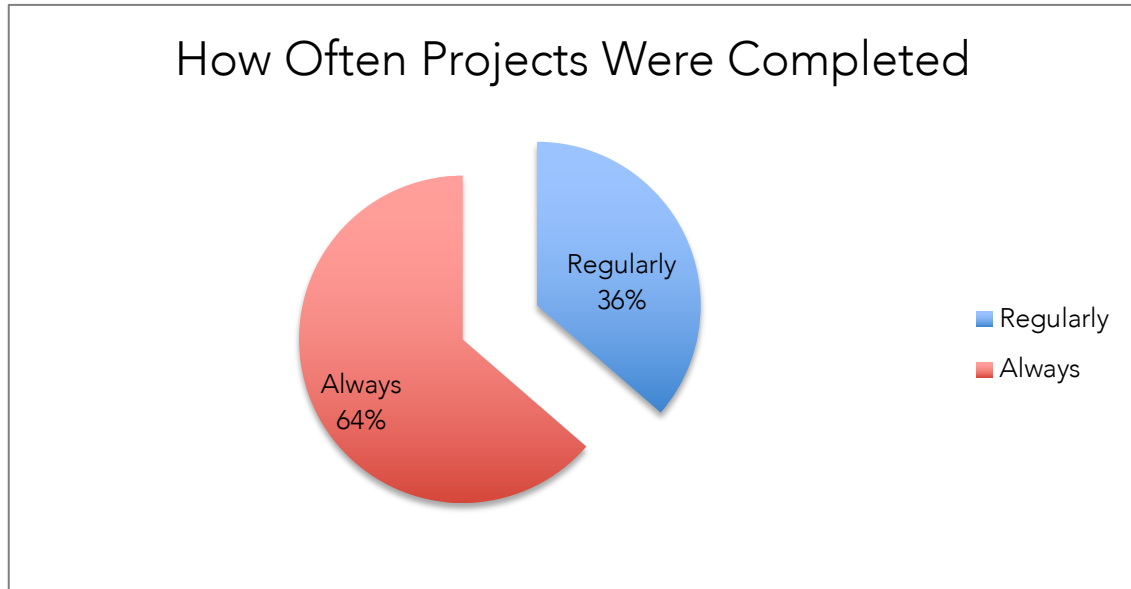
(Figure 3: Q2 Survey Results; Youth Charter, 2016)

The majority of participants expressed that in accumulation to majority of projects previously delivered, they have reached a decent impact. Another synonym of decent can be described as 'good'. The question did feature a scale of four with the option to declare projects had 'not much impact'. However no answers registered for this hence the result only features 3 categories tabularised above.

The findings have shown that organisations are satisfied with the impact they perceive to be making, whether it is indicative of factual or speculative sources, is separate as the participants feel their projects have made impact.

Why Sport Findings

How Often Projects Were Completed

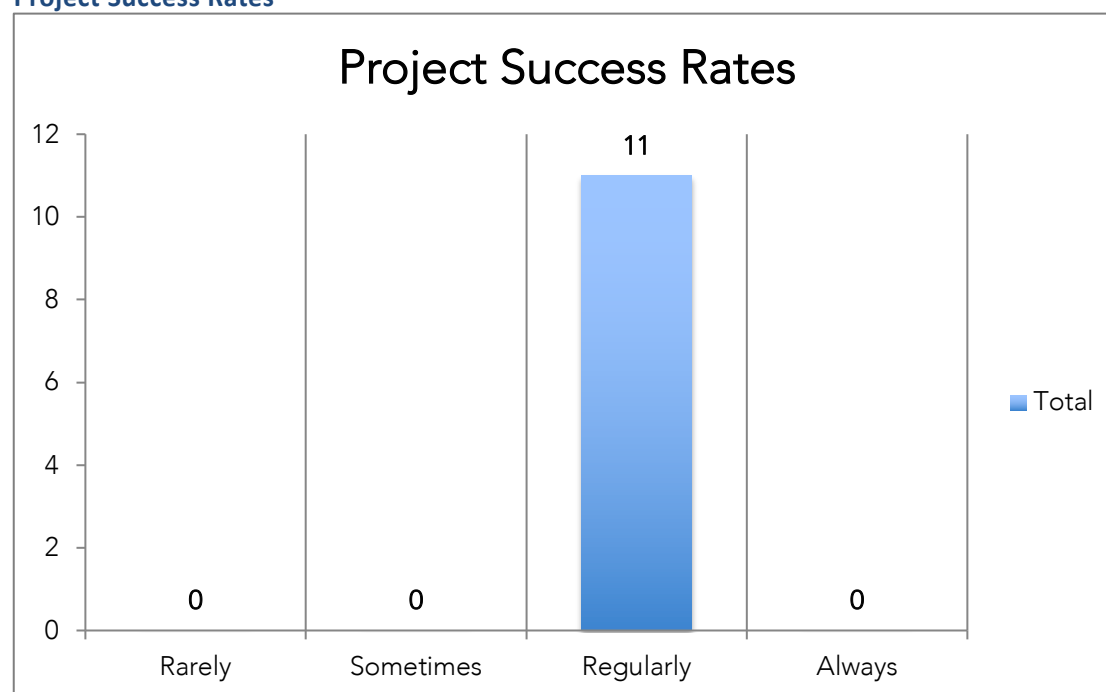


(Figure 4: Q3 Survey Results; Youth Charter, 2016)

The findings above illustrate the participants self evaluated assessment of their average projects reaching completion. Majority of participants reflected their projects had always reached completion otherwise at least regularly maintained finishing. No participants indicated that projects had only sometimes or rarely reached completion. Given the context of the question, which inferred on a summarised standpoint did the average project reach completion, this can be understood. However could such answers be indicative of the 'competitive' nature of the sector, which is capable of exhibiting traits of fragmentation?

Why Sport Findings

Project Success Rates

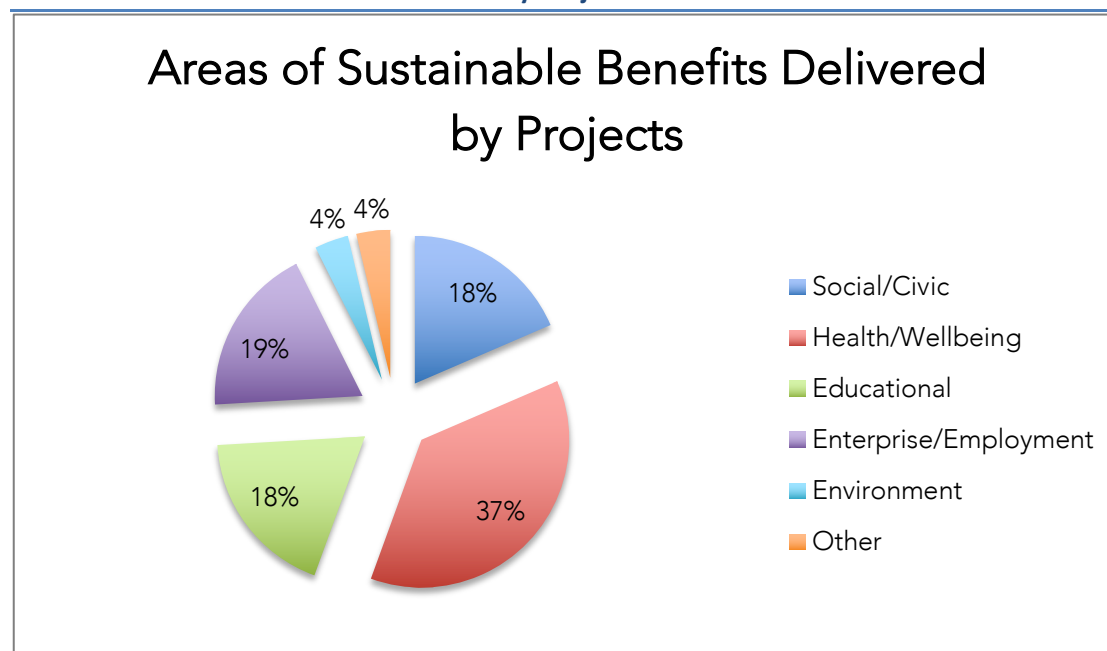


(Figure 5: Q3 Survey Results; Youth Charter, 2016)

In follow up to the completion question, participants were asked to judge whether their projects had ultimately achieved success. The extent of options available in answering of this question can be seen above. All participants however had settled on the conclusion that their projects had regularly succeeded. This implied that projects in the sector had regularly delivered upon the criteria and KPI that illustrated whether or not a project was successful. With all participants answering the same, it didn't bear much insight however a qualitative question which reflected upon the definition of project success was also answered, thus giving further development on the notion that although every project is considered successful, there may be differences as to how success and criterion of that is perceived.

Why Sport Findings

Areas of Sustainable Benefits Delivered by Projects



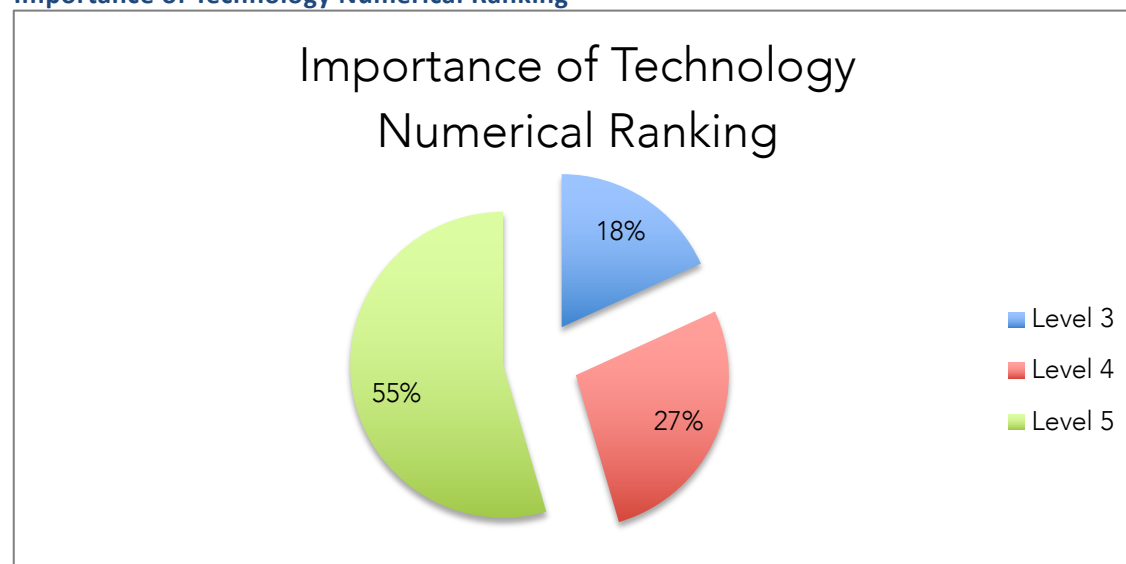
(Figure 5: Q3 Survey Results; Youth Charter, 2016)

Participants were asked to provide input in form of multiple ticked boxes under the appropriate categories they felt their projects delivered upon as sustainable benefits. These 5 sustainable benefits are directly linked as the output to which the community campus is set to deliver upon (YC, 2016).

Most participants gravitated towards health and wellbeing. Indicative of the engagement of sport fitness lifestyle pertaining to both physical and mental psychological benefits associated (cite), this could have been anticipated. However only 1 participant declared their projects outputted towards all areas including others. Whilst the area of sustainable benefit can be determined by the nature and focus of the organisation, Youth Charter however are in development of projects that aim to deliver on all.

Why Sport Findings

Importance of Technology Numerical Ranking



(Figure 5: Q6 Survey Results; Youth Charter, 2016)

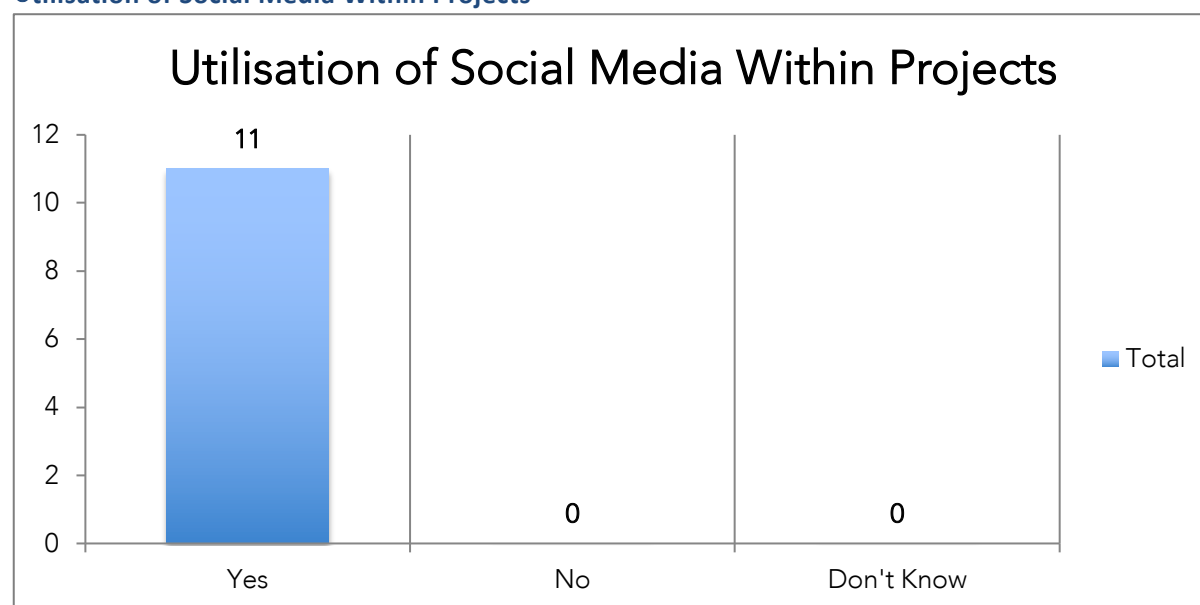
This question asked participants from their perspective, what level of importance would they associate the utilisation of social media and information technology when engaging with the youth? This was outputted in form of a numerical scale. Initially there were 5 levels: 1 purporting as least and 5 as most important.

Majority of participants concluded that technology is the most important in the context of engaging with youth. No participants had undermined technology less than level 3.

The findings have shown that there is an acknowledgement of technology in this sector, which follows on the question, to what extent? This is further developed upon in the next questions.

Why Sport Findings

Utilisation of Social Media Within Projects



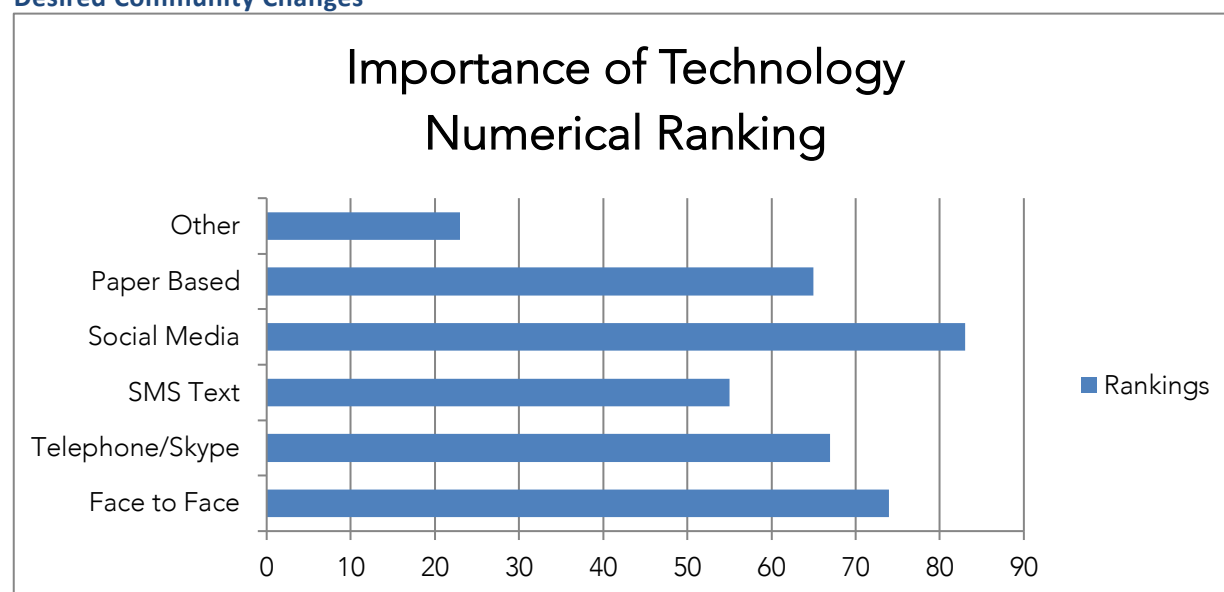
(Figure 6: Q7 Survey Results; Youth Charter, 2016)

In follow up of asking whether participants gauged technology as an important factor, this in turn lead to the asking of a question whether participants utilised this in their current projects. In relation to the community campus, which aims to create a social media platform, this would further validate this as best practice.

Unsurprisingly all participants concurred social media is in use within their projects, implying the sector is already in utilisation of social media as a norm. Thereby the extent of this 'use' can be further explored, in the investigation as to which platforms are most popular.

Why Sport Findings

Desired Community Changes



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

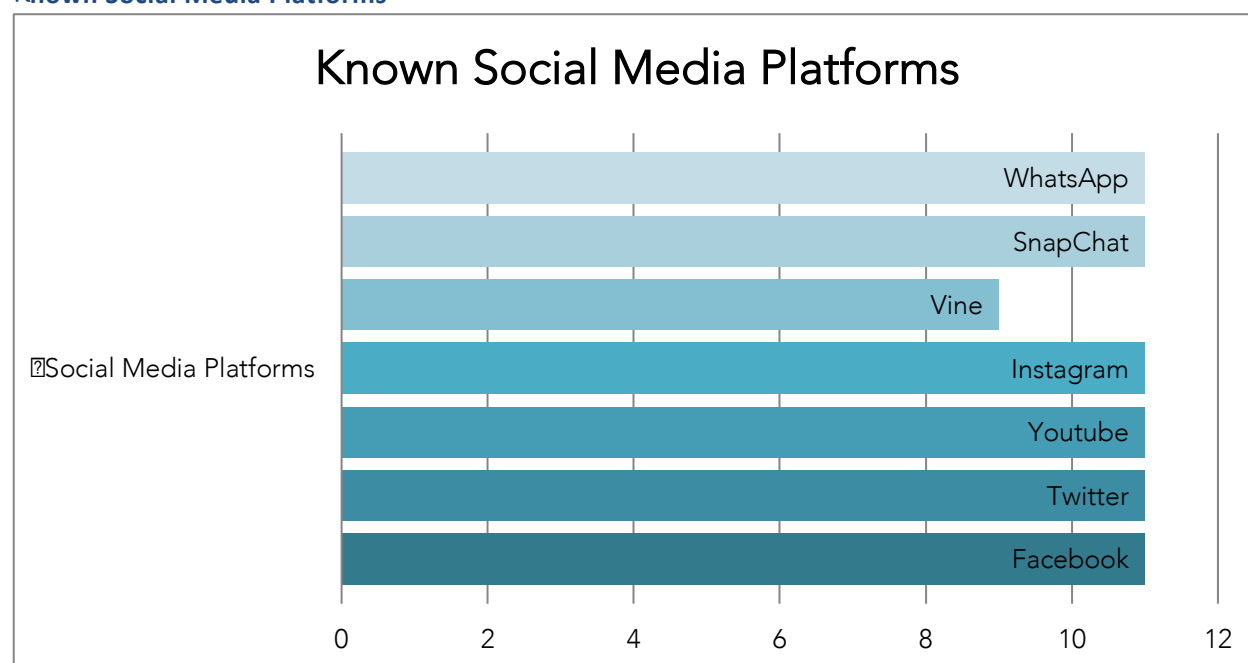
Participants were asked to rank from 1-6 in order from least to most important which form of communication methods bore the most significance in relation to their current operations. This was then tallied and inputted into an algorithm creating a score out of 100 outputted in the chart above.

The form of communication scored the highest was social media in 1st place, followed by face-to-face interaction in 2nd place. 3rd place with a score of 67 was Telephone/Skype.

Results conclude social media is the most important and used form of communication within the context of operations and projects and any form in general by organisations. This further validates the notion of using social media as best practice.

Why Sport Findings

Known Social Media Platforms



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

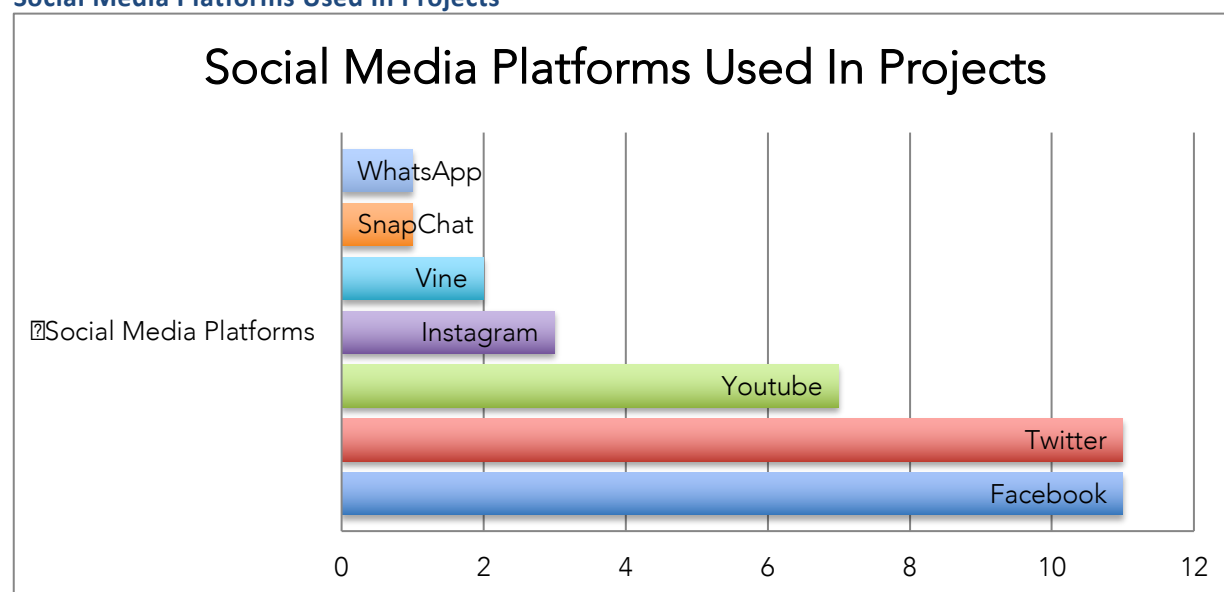
Before asking which platforms were used, participants were asked on their general level of knowledge and perception of what social media platforms existed. A shortlist was provided of the most popular social media platforms in use.

Results showed that all participants knew of all major platforms except for Vine.

What this implies is the sector is in full of knowledge of the extent of available platforms to communicate and engage stakeholders by, to which gives sufficient ground in the validation of asking which of these platforms do they use?

Why Sport Findings

Social Media Platforms Used In Projects



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

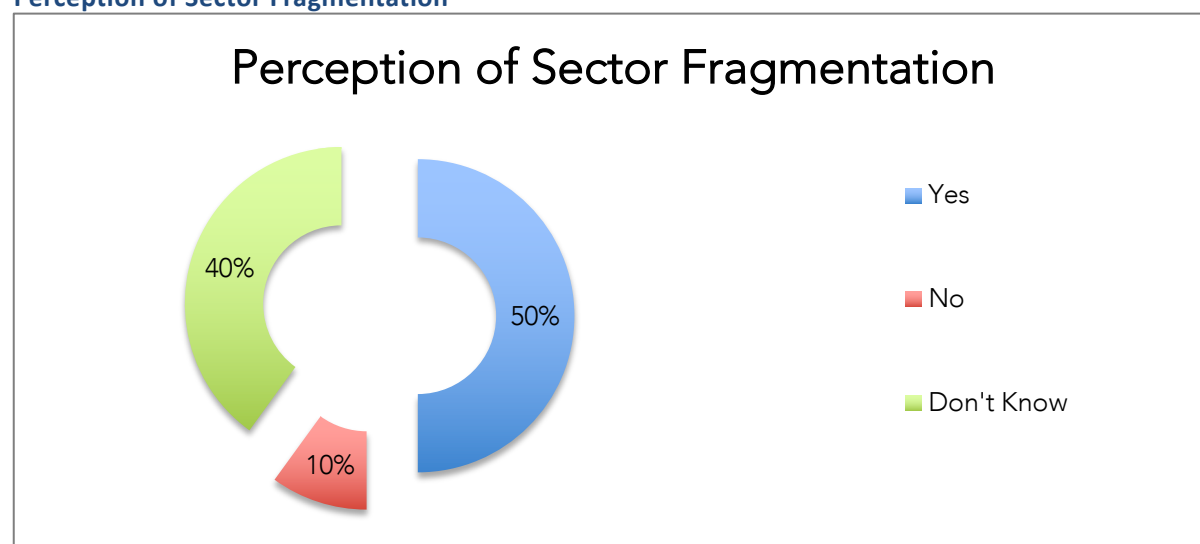
In follow up of the findings that purported to social media and technology being the most significant and used method of communication in context of engaging youth stakeholders, participants were asked to shed light on what platforms they used currently within projects. The findings showed conclusively despite awareness of all platforms, only all participants used Facebook and Twitter. YouTube was used by majority of participants whereas Instagram, SnapChat and WhatsApp were rarely in use at all.

This means there is a deficiency and extensive gap in the utilisation of social media technology to engage stakeholders. Whether or not there is a reason for this, it concurs there is room for progress to be significantly made.

The lack of utilisation could imply there is potentially a need not fulfilled requiring a change in how stakeholders could communicate over social media and technology.

Why Sport Findings

Perception of Sector Fragmentation



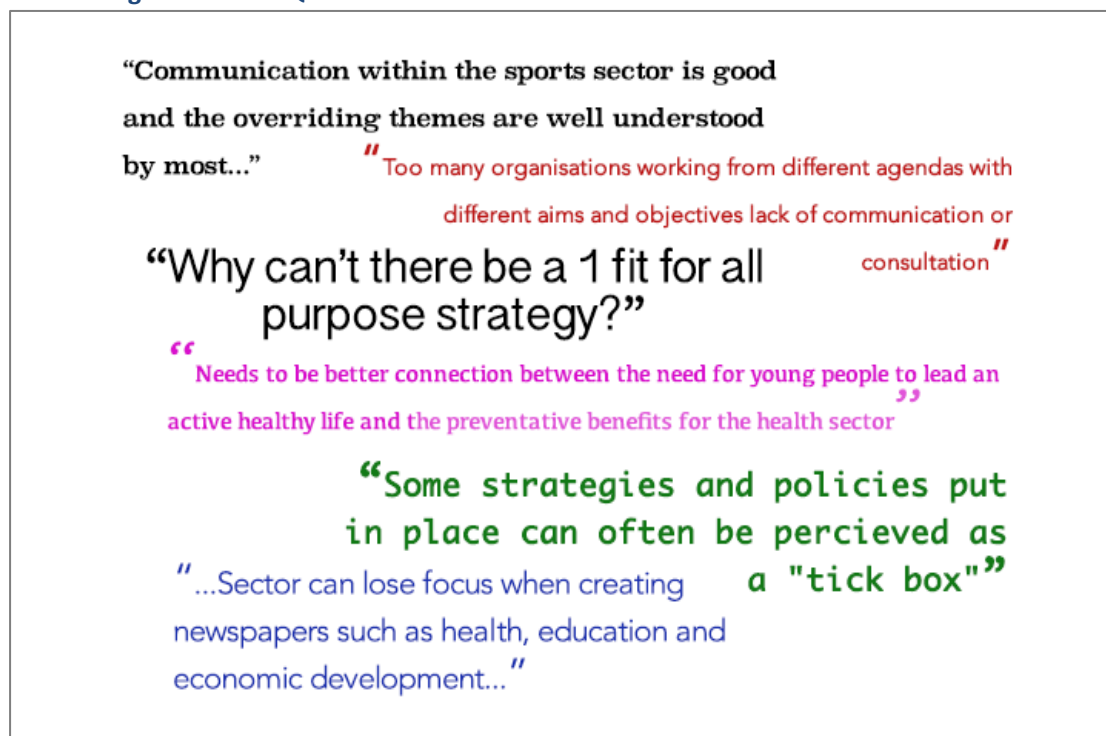
(Figure 6: Q7 Survey Results; Youth Charter, 2016)

The final quantitative question asked participants from their own experience and perception over time, if they felt there was a fragmentation of any kind in relation to current policies and the sector. The findings from this question would help to ascertain insight potentially symptomatic of miscommunication and lack of unity. Which in turn the community campus project would help to solve through the establishment of a campus consortia, promoting interaction between competing organisations.

90% of participants from their answers inputted evidence to suggest the sector could be fragmented in some form inclusive of those who stated they did not know. 50% of all participants were confident in stating there was a definite fragmentation with further insight delivered in individual qualitative accounts.

Why Sport Findings

Sector Fragmentation: Qualitative



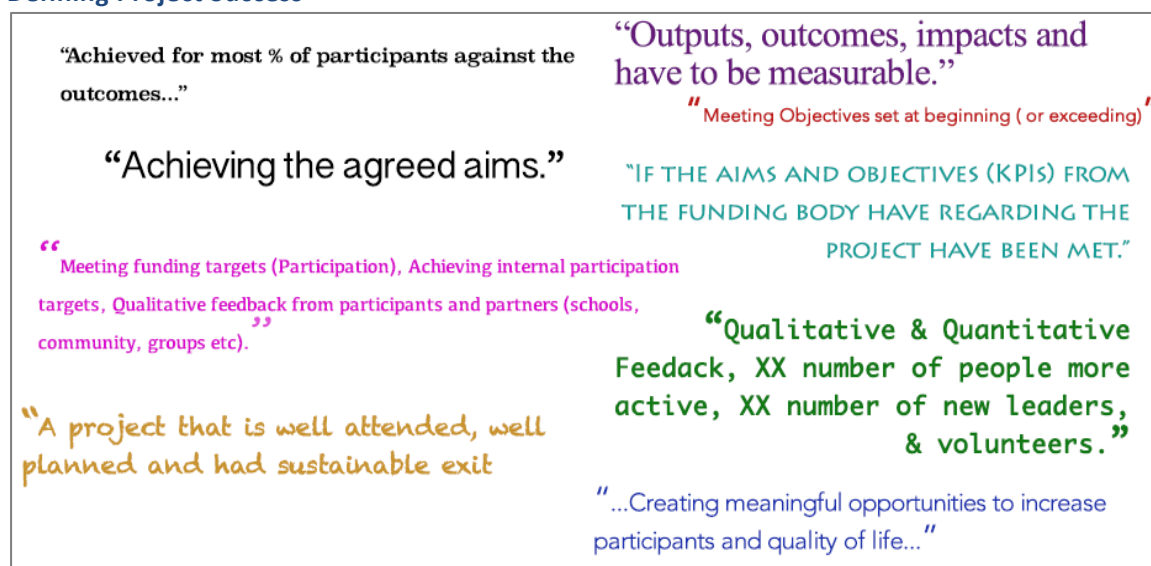
(Figure 6: Q7 Survey Results; Youth Charter, 2016)

In follow up to asking participants to declare their perception on fragmentation from a 'yes', 'no' and 'I don't know' standpoint, they were asked to further elaborate in support of their chosen answer.

The qualitative answers highlighted issues related to a lack of consultation in the set aims, objectives and policies set out in the sector. In turn some echoed sentiments of misrepresentation of the communication of these policies and strategies.

Why Sport Findings

Defining Project Success



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

Earlier participants were asked how often were their projects rated as 'success' in turn this question provided a summary in justification as to how they measured success.

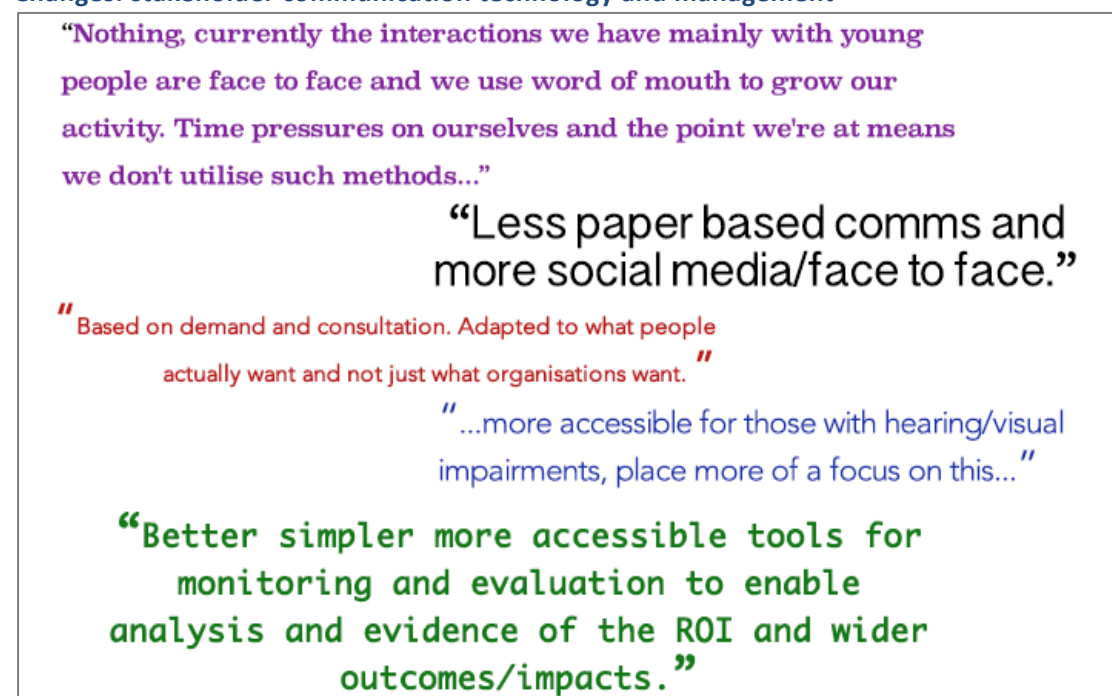
Majority of participants conveyed the concepts of KPI's and the mentioning of aims and objectives, what was more apparent however was only 1 individual account reflected on a level understanding of the end-user stakeholders:

"...Creating meaningful opportunities to increase participants and quality of life..."
– Participant

Enhancing quality of life can be identifiable as a sustainable benefit under health. In turn there appears to be potential disconnect between the acknowledgements of a sustainable benefit when concerned with the project success. The word 'aims' and 'objectives' on a qualitative standpoint comparative to 'quality of life' and 'meaningful opportunities' bears more significance in relation to specificity and focus.

Why Sport Findings

Changes: stakeholder communication technology and management



(Figure 6: Q7 Survey Results; Youth Charter, 2016)

The final question allowed for participants an opportunity to reflect on whether they desired changes in relation to technology pertaining to the governance and communication of stakeholders within their projects.

Majority of participants voiced desires of a more adapted manner to engage their stakeholders in reflection of their needs not specific to the organisation.

“...Based on demand and consultation. Adapted to what people actually want and not just what the organisations want...” – Participant

In relation to the development of the community campus, this insight has already reflected the tools in which are in development in form of an application with capacity to map, track and measure.

Why Sport Findings

Why Sport Conclusion

With a community campus model currently in prototype phase undergoing development in Heathtown, organisational stakeholders were asked to collate their opinions and shared insight informative of best practice and sector scoping. This in turn would help provide useful context for validation in the aims, objectives and development of the community campus. In relation to what was confounded therefore through analysis, the survey revealed several key findings; the average length of projects in the sector span a life cycle of just 1 year; projects have regularly followed completion in follow up; the areas in which projects deliver concerning the 5 outlined sustainable benefits vary from project to project; the most common sustainable benefit is delivered under health and wellbeing; the majority of the most popular social media platforms is already known within the current sector; the sector only utilises just two out of a potential seven of these social media platform; majority have indicated that sector could be subject to fragmentation further supported by detailed accounts stating there is a lack of communication with different opposing agendas.

Why Sport Recommendations

This study can be further benefitted with a larger sample size, which in turn can further verify the findings made in this analysis. In response to the lack of holistic engagement on social media platforms, calls for further study investigating why so few social media platforms are being utilised in spite of their knowledge by such organisations.

In hindsight following participation of the WhySport conference and engaging various organisations in consultation, a few questions require addressing; what is the sustainable objective of the sector? Is it to remain working in silos competing for resources or can a consortia of a national scale be created encouraging the scalable operation?

Word Count: 2704

Conclusion

Conclusion

The purpose of this study set out to determine whether the new improved model of Youth Charter's Community Campus could sufficiently achieve its aims of youth empowerment aided through utilisation of new technology V-Code. This was established through reflecting on lessons learned in adopting a framework model gathering and analysing primary data and observing the organisation as a participant in order to holistically understand and benefit the overall study.

What has been featured and evaluated extensively is the consultation of 2 groups of stakeholders that directly affiliate to the Community Campus by way of organisation and utilisation.

The summary of feedback that has been delivered from these 2 groups concluded that the Community Campus is perceived to be beneficial and needed; as there has been documented fragmentations across both young people in finding accessibility to sport facilities in the locale of Heath Town, and competing organisations have stated there has been a lack of cohesive focus or approach to tackling the problem of empowerment for youth in the current sector.

The advent to utilising social media and ICT has seen its relative ups and downs, it cannot be ignored that today more than ever before, young people are using technology accessible from the palms of their own hands (Ofcom, cite). Therefore it is justifiable that a solution must be found through this very technology that can penetrate this growing digitally affluent population. Despite previous attempts it has been proven that sizeable populations have successfully adopted interactive technologies that have allowed them to monitor and measure their own performance, and relevant statistics. Therefore it can be expected that technologies such as that of the V-Code have the capacity to succeed.

The V-Code has potential to be a very significant addition to Youth Charter's operations which can allow for the real-time map-tracking and measurement of progress in such a way that the Community Campus will be able to deliver on its promise to provide a platform to simultaneously manage and provide access to young people in their journey of empowerment and success through a digital offering.

Recommendations

This study has featured consultations from 2 different groups of stakeholders. Whilst the consultation of young people has been relevant due to its strong sample size, there can be further opportunities for more extensive consultations with a bigger sample size of organisational stakeholders, which can further ratify the claims made in this paper.

The V-Code is a new technology that although can be aggregated to the performance of QR codes, would still benefit from an independent study on the benchmark expectations it can directly impact and influence the communications network of an organisation and what are the user experiences when using this technology.

In delivering upon the objectives set out, below are guideline recommendations formed in resultant of learning outcomes having undertaken this study:

1. When undertaking consultations with young people, it is recommended to adopt a communication style that removes the context of an organisational or corporate stakeholder. This is due to cause a difference in perceptions, which may alter the quality of data but also progress in the relationship being made that may challenge its potential to become a sustainable one.
2. As a minimum requirement for engagement, organisations should maintain a presence on at least 2 major social media networks, most notably: Facebook and twitter.
- 3.

Appendix

Learning Outcomes

Summarised Excel Data for both surveys