**Detached Youth Work and Anti-Racism Day Flip Chart Sheets**

**Table 1**

**Generating Questions**

* We are dealing with the fallout of the casualties.
* Is youth work used as a way to normalise a poor system and ‘problem young people’?
* Operating from a deficit.
* How do we impact schools (academies) to work in a different way?
* How do we educate white young people in oppressed areas to understand and integrate with new cultures and people in their area?
* How are we equipping young people with skills to navigate the damaging environments of institutions?
* How do we monitor and document our practice to build an alternative narrative?

**Main question considered**

How are we equipping young people to navigate the damaging environments of institutions?

**Discussion**

* Institutions = schools, stop and search (police). Need to understand history of why there are conflicts/understand foundations. Young people need to be informed (knowledge, training, rights).
* Action – youth workers inform young people, challenging traditions, start when children are young (don’t treat them as idiots)
* Individualistic approach
* Conflict resolution
* Knowledge is power – think outside the box, communication, social skills, self-advocacy, managing emotions. Language – enhance vocabulary – walk alongside YP, not dumbing them down.
* Allies – class mates, trusted professionals, youth workers
* Youth workers – holistic practice, recognise differences, understanding developments, nurture differently. Training. Help YP to understand themselves, develop coping skills, build self-worth, help understand development needs. Enhance young people’s resilience and help them to manage resilience to better look after themselves.
* Having conversations – leads to managing emotions, understanding rights, celebrating achievements/differences, validating experiences, understanding their own values.

**Action -** Reflective practice, training, engaging and listening to YP, conversations (start from babies!)

**Raising awareness –** Communities, schools, building resilience, self-awareness (e.g. values, rights, communities, continued commitment, young voters.

**Providing Opportunities** – Contributing within societies/communities – elevate voice, debating clubs (social skills and allies), protests, youth action

**Knowledge is power** – History, rights, understanding own needs and development.

**Table 2**

**Generating Questions**

* How do we, as youth workers, begin to mobilise change in schools and other parts of wider society?
* Do schools know the roles of youth workers?
* How do we develop aspirations of young people?
* How do we overthrow the rich?
* Does current youth work policy support the radical challenging of racist/oppressive institutions?
* “Our roles as anti-oppressive practitioners is made clear in praxis”

**Main question considered**

Does current youth work policy support the challenging of oppressive institutions?

**Discussion**

* Who’s creating/shaping policy? Professional youth work agencies or local authority/organisation policy? NYA, youth work curriculum, JNC, NOS (National Occupational Standards), human rights, rights of the child, emancipation.
* How is anti-oppressive practice codified/spread/shared? Not backed.
* Community of youth workers to support each other.
* Why do we then work with these institutions? Money? Can we find different forms of income? Advocacy role.
* Building alliances.
* Their agendas change.
* Agents of social control = youth workers
* Current voluntary sector gives more freedoms with relationships with young people compared with LA.
* Depends what the challenge looks like.
* Schools, housing.
* Not knowing how it looks like (end goal) but trusting educative process.
* No timeline for individual/collective change.
* “Live out the vision in the now” Wirrel Monk – manifestations.
* Do youth workers need to contact parents? An organisation that supports both parents and young people.
* Factors that determine this is poverty, drugs.
* Hypocrisy from schools towards children.
* Re-training of anti-oppressive practice “Do 4 Self” “Each one, teach one”.

**Table 3**

**Generating Questions**

* How can we address the lack of appropriate training for informal and formal educators to become agents of social change?
* How do we make information accessible?
* How do youth workers get into Whitehall to effect change?
* How do we:
  + Educate young people relevantly to understand structures that affect them
  + Work with young people to constructively use the emotions/drive that creates to effect change
* Is rioting the best answer?
* How do youth workers support and advocate for young people within the system of a school?

**Main question considered**

Is rioting the best answer for social change?

**Discussion**

* ‘Powers’ don’t listen unless it’s in their face
* Current protesting suppression laws
* Why do people feel there is a need to riot?
* Riots as an ‘explosion’ of community oppression – being powerless – seen as the last resort
* Informing people on guidelines so they can call out injustices.
* Acting collectively against regimes rather than alone.
* Social programmes for rehabilitation.
* Build an alternative narrative.
* Personal values v professional practice
* Protesting and activism – localised v national
* Learning about personal protest
* Constructive protest
* So much injustice – 3rd sector stripped bare
* Finances follow riots
* Looking at how funding spent on young people
* Youth boards
* Long term perspectives v short term gain
* Promoting youth workers as experts and professionals
* Praxis v theory

**Table 4**

**Generating Questions**

* What are the issues?
* Issue with schools is a daily argument – lack of communication, not working together/not referring, educational bubble.
* Neurodivergency – education excluding rather than diagnosing; labelled as a trouble maker.
* PRU – in for 3 hours: what’s the point? In community instead? What’s the alternative provision? Open to exploitation – more access.
* There is something missing in the holistic education of young people.
* Where is young people’s voice in this institutionalised system?
* Parents don’t know or have the time/resources to know the system. Kids are still getting in trouble for the same things as they were 40 years ago.
* Why aren’t we learning to education with compassion? How are we doing this as youth workers?
* Youth workers and learning mentions in school end up being a punishment rather than a universal support system in school.
* What’s our role as detached youth workers in this system? Should detached youth workers be in schools and how do we avoid being a pawn in the system and not a resistor/challenger?

**Main question considered**

As detached youth workers what is our role in the education system? Should we be there and how do we avoid being a pawn in the system, rather than an advocate and resistor?

**Discussion**

* Young people engage better with us than with other professionals – ASB, knife crime – inform of what the consequences are.
* Workshops are done holistically to deliver information. Young people’s rights – informal education. Interactive with young people.
* Is it voluntary when in school?
* Sometimes you will see them in the street and they will know you from school. Crossing those boundaries from detached youth work to school has been positive because they’re not teachers.
* It’s another platform to gather young people voice of what they want in the community.
* A lot of young people’s issues are about school. Is it youth workers role to change these problems.
* This is similar to our relationship with the police – influence without losing identity.
* Sometimes it’s the easier thing to do to send a ‘disruptive’ young person to a youth worker – utilised by staff as a disruption tactic rather than young people utilising voluntarily.
* Young people may lose trust in youth workers.
* Youth workers can be a voice for young people in that system.
* Do you follow your rules or the school’s rules?
* Safeguarding on a contextual level to your profession.
* Youth workers will need to respect the rules of an institution but can discuss their perspective.
* Stance of punishment over – cannabis/substances/incidents outside school.
* Referrals aren’t always contextual.
* Roles, boundaries and communication with youth workers, school and young people need to be really clear.
* When we, as youth workers, work with young people in different contexts and environments, we need to separate those.
* Youth workers aren’t recognised in PEPs/care plans but brought in as the ‘trusted professional’.
* Youth work isn’t a system it’s a concept!

**Table 5**

**Generating Questions**

How do we as youth workers challenge the education system when the education system doesn’t take the youth work profession seriously?

**Discussion**

* Offer training courses. Educate people on the role of youth worker.
* Different ethos and ways when we are working with young 0eople.
* Clarify our role, clarify the values and principles we are working within.#
* Train people about what we are doing.
* Recognise our agency, skills, knowledge, experience/expertise, degree profession, holistically recognised young people’s agency. Implications for school training (challenge perceptions – welfare v exams – ethos is different)
* We need to be clear and understand our role, principles and practice, ‘own it’, values, understand what we do

**Main question considered**

How do we develop programmes that nurture young people’s innate natural talent such as: creativity, arts, entrepreneurialism, trades or hands on practice.

**Discussion**

* Why can young people do education in other places and not within a classroom?
* About finding the right environment to do education – environment impacts people in different ways and people learn in different ways.
* People have different areas and skills when working with young people.
* The word ‘challenging’ does not fit the description of young people – it can be challenging behaviour but the young people themselves are not challenging.
* There is no consistency any more – putting young people into a box to achieve the funding required to run services.
* Prevention was taken away.
* There are no opportunities for young people to make money any more – young people used to find a job to help their families and themselves.
* PRU schools are often poorly resourced – there is nothing in place to stimulate their growth of knowledge and skills.
* Important to set ground rules – even on outreach sessions.
* It’s also how other adults and professionals approach young people – they don’t always look at the whole picture – schools don’t always have time.

**Table 6**

**Generating Questions**

* How to make young person services more young person centred?
* Should teachers complete compulsory trauma informed training?
* How could we take that first step in working towards getting young people and gaining better understanding and put into practice about trauma informed practice?

**Main question considered**

How could we take that first step in working towards getting young people and professionals gaining a better understanding and put into practice about trauma informed practice?

**Discussion:**

* Trauma informed practice should be classed as important as safeguarding.
* Youth service is needed in Manchester (and other areas) to be the centre and co-ordinate, monitor and evidence the need for the importance of using trauma informed practice.
* People higher up in authorities consistently need to recognise the importance as well. This will then allow others to do the work.
* Is there an example in another country where this has been put into practice and been successful? Could we use elements of their practice to build something that would work for our young people?
* It is a big piece of work and as a country do we have the true understanding or do we need to learn from others.
* It should be on the curriculum so that it is recognised.
* People get trapped in the in the system and don’t get support to get out.
* People don’t understand the effect on young people’s experiences when younger and the effects that it has on them as they grow up.
* Young people’s development isn’t always taken into consideration in some institutions.
* Trauma impact training isn’t consistent and not always used in the correct or a beneficial way. This training needs to be completed by all people working with young people.
* Schools need to set a path to recognise and support young people with difficulties rather than just excluding. If you don’t conform to what schools expect then young people are given alternatives. Young people learn in different ways.
* Youth workers are first port of call before issues go to further support such as counselling etc.