

Education and Lifelong Learning Committee

**DRAFT DIRECTION AND GUIDANCE UNDER S.123-125 OF THE
LEARNING AND SKILLS ACT 2000**

SUPPORT FOR 11 TO 25 YEAR OLDS IN WALES

Foreword

In developing this Direction and Guidance, the National Assembly for Wales has drawn heavily on the many, detailed responses we received to our consultative document "Extending Entitlement", and on the comments made by the individuals, agencies and young people who attended our consultative events across Wales during the summer of 2001.

Introduction

This Direction and the Guidance that accompanies it is designed to provide a framework within which the principles of the Assembly's report "Extending Entitlement: supporting young people in Wales" and the Green Paper "Learning Is For Everyone" can be put into practice at local level. It encompasses the key elements of government policy in relation to young people: learning, inclusion, citizenship, and safety.

It has regard, as well, to the principles contained in a rich variety of broader sources, notably the National Assembly for Wales's Strategic Plan ("Betterwales.com"), and the Cabinet's statement of intent issued in October 2000 "Putting Wales First" which were incorporated in the revised "Plan for Wales" published in Autumn 2001, the consultation document "Children and Young People: a framework for partnership", Article 12 of the UN Convention on Rights of the Child, "The Learning Country, A Paving Document for a Comprehensive Education and Lifelong Learning Programme to 2010 in Wales", the National Basic Skills Strategy for Wales, "Better Health, Better Wales", "Promoting health and wellbeing: implementing the national health promotion strategy" and the Strategic Framework for promoting sexual health in Wales.

Key themes highlighted in "**A Plan for Wales 2001**" are :

- the development of a safer and more inclusive society where everyone has the chance to fulfil their potential;
- the promotion of a culture in which diversity is valued and equality of opportunity is a reality;
- a community-led approach to finding local solutions;
- an integrated approach that makes the link between health, employment, skills, communities and other policy areas;
- building equality of opportunity into everything we do;

- championing the rights of children and young people in ways that reflect the Assembly's responsibilities in full;
- promoting locally determined partnerships in every local authority area to ensure support for children and young people
- encouraging constructive play, voluntary sector initiatives and out of school activities through the provision of grant support to local partnerships;
- creating comprehensive services for young people offering opportunities, advice and support to help them achieve their aims and aspirations.

“Children and Young People: a Framework for Partnership” sets out the National Assembly's vision for the future in the planning and delivery of all services for children and young people. It describes how those providing services can work together in partnership. It suggests new approaches to focusing and reducing the variety of funding streams that support local initiatives. It also describes an approach to ensuring the effective participation of children and young people at local level through which they can be involved in the planning and review of services, across local authorities, health groups and in schools.

“The Learning Country” consults on a number of key policy directions, and also on legislative proposals to give effect to them, in preparation for Welsh provision in the forthcoming Education Bill. The underpinning principles are:

- **High standards and expectations** and progressively improving outcomes must feature for all learners whatever their situation, and in all sectors, to achieve world - beating excellence.
- **The interests of learners override all others.** Standards, results and outcomes matter more than inputs. All sectors and providers must plan to achieve stretching but realistic targets, sharing international best practice and setting new benchmarks for quality assessment.
- **Barriers to learning must be recognised and steadily overcome** to the benefit of learners' access and participation; support for diversity and communities; and wider opportunities and option choice.
- Every encouragement must be given to ensure that academic, technical and vocational learning pathways have **parity of esteem** to boost the options available to individuals and enhance people's capacity to become adaptable and employable in the face of national and international technological change.
- Schools should act as a **community resource**, integral to community capacity building
- Inequalities in achievement between advantaged and disadvantaged areas, groups, and individuals must be narrowed in **the interests of all**. Children facing special disadvantage and poverty of opportunity must be better provided for.

- **Innovation must be supported** consistently to focus on the future needs of the economy; to enable providers to use ICT to transform teaching and learning and to customise and refine learning experiences tailored to the needs, aspirations and potential of individuals.
- The informed **professional judgement of teachers, lecturers and trainers** must be celebrated without prejudice to the disciplines of public accountability; and with proper regard to clearing the way to unleash the capacity and expertise of practitioners.
- Policy and programme development must be undertaken on the basis of **partnership** with all those who can contribute to success using effective consultation; the least possible bureaucracy; and encouraging genuine commitment to work across organisational boundaries with partners playing to one another's strengths. Partnerships will not prevent providers from doing what they do best; they will add value by ensuring a synergy and confidence that individual partners cannot accomplish on their own.
- Provision for education and lifelong learning must also reflect **wise use of money** and proposals tested at successive Assembly Budget Planning Rounds against competing priorities.
- Policy for education and training must be **evidence based**, openly reported on and evaluated; provide firm foundations for knowledge exploitation and enterprise; and give clear demonstrations of the quantitative and qualitative return on Assembly investment.
- The agenda for lifelong learning must be applied in ways that reflect the **distinctive needs and circumstances** of Wales taking full account of the functions and capacities of local government, the contributions of business, and the vital support of the voluntary sector.

The National Basic Skills Strategy for Wales

Although huge progress has been made in recent years, the National Assembly's Basic Skills Strategy highlighted a continuing problem over basic skills in Wales. Around 780,000 children, young people and adults have literacy and numeracy problems which close doors to a full life and lead to social exclusion. The National Assembly will work with its partners to tackle this problem head on to reduce significantly the numbers of individuals in Wales who struggle with their reading, writing and figure work to help improve their skills, prospects and quality of life.

"Better Health Better Wales" highlights a number of specific concerns in relation to young people:

- young people in Wales have some of the worst health damaging behaviours in western Europe;

- recent surveys highlight the increasing prevalence amongst young people in Wales of smoking, drinking, the use of illegal substances, unintended pregnancy and poor sexual health;
- helping young people to fulfil their potential and maximise their earning power will help to reduce the economic and social inequalities associated with poor health;
- for many young people, support to overcome health and relationship problems is the first step to successful engagement or re-engagement with opportunities for education, training and work.

“Promoting health and wellbeing: implementing the national health promotion strategy” highlights the importance of:

- young people developing a healthy lifestyle for the future;
- work with schools through the *Welsh Network of Healthy School Schemes* to promote better health and tackle inequalities in health;
- enabling targeted messages to reach young people, including those for whom formal education is not a positive experience;
- supporting young people in making informed choices about their health.

Aims of the Requirements

The Requirements fulfil the Assembly’s responsibility under Sections 123-125 of the Learning and Skills Act 2000. They place a requirement on every local authority in Wales, working with statutory, voluntary and independent sector partners, to:

- have in place arrangements for provision of a Youth Service (see para 7 of the Requirements); and
- to create a Young People’s Partnership to plan and ensure delivery of a coherent range of services for all young people in its area working in close co-operation with young people.

The Young People’s Partnership will constitute a key component of the Strategic Framework for Children and Young People on which separate guidance is being developed. The Strategic Framework will encompass all services for children and young people from birth onwards, and will include specialist services such as those to support children in need or with disabilities.

The Young People’s Partnership will focus on the universal entitlement of all young people aged 11-25 as described in “Extending Entitlement”. It will have clear links with other local strategies, in particular the overarching Community Strategies and Health and Wellbeing Strategies. The Young People’s Strategy developed by the Partnership will sit alongside other local strategies such as those dealing with Crime & Disorder, substance misuse, Youth Offending and Communities First. A diagram illustrating the inter-relationships between the key partnerships and plans in this area of work is attached at Annex 1.

“Extending Entitlement” has been the subject of extensive consultation, and its proposals have been welcomed both by agencies in the statutory, voluntary and independent sectors, and by young people themselves.

The Requirements and the accompanying Guidance aim to establish new arrangements to implement “Extending Entitlement” throughout Wales. This is only the beginning of a long journey; progress will depend on the commitment and enthusiasm which has been demonstrated across the board so far being translated into tangible and sustainable results at local level.

We accept that Partnership strategies may be incomplete at first, but expect them to show considerable improvement at each annual review. The measures we are putting in place are designed to ensure that all young people in Wales can readily access the range of services to which they are entitled, in the language of their choice, in order to promote their attainment and development as individuals. The basic entitlement is set out in the requirements.

Putting these measures into practice at local level should be seen as complementary to the good work which is already being undertaken in many areas. Generally, however, more effective coordination locally is likely to be necessary to deliver this entitlement.

The role of the Assembly

We believe that the Assembly can play a key role in supporting local Young People’s Partnerships to deliver this universal entitlement. It is a role which will develop over time.

In collaboration with key strategic partners at national level, the Assembly will take a leading role in:

- co-ordinating **policy** in relation to young people in Wales, including engaging effectively with young people and promoting their involvement in the design and delivery of services which affect them;
- promoting new ways of thinking about and working with young people which involve defining their needs and identifying ways of meeting them, to **deliver the universal entitlement** and thus develop their capacity to make the most of their own lives and contribute effectively to their communities;
- maximising opportunities for sharing and disseminating **good practice** across Wales and further afield;
- **monitoring progress** including commenting constructively on local Partnerships’ 5-year rolling strategies, annual delivery plans and progress reports; establishing national priorities and performance

indicators, and commissioning activity by Estyn together with other inspection agencies as appropriate;

- establishing a **multidisciplinary implementation monitoring group** to measure the impact of the policy across Wales;
- accessing a wide range of **information** on what is happening to the lives of young people in Wales; turning it into a coherent picture and making it widely available.

Through work with our partners and agents, we will also:

- take steps to identify ways in which the **quality** of management and delivery of work with, and for, young people across Wales can be improved;
- develop a **national training strategy** for Wales, in consultation with partners, with the aim of ensuring that the professional training for all those who work with young people is appropriate to equip them to meet the vision of “Extending Entitlement”;
- explore the potential contribution of **further and higher education** institutions and other providers in the lifelong learning field over developing excellence in work with young people in research, training and other matters; we propose to take this forward in consultation with Young People’s Partnerships and interested organisations working across Wales.

REQUIREMENTS

1. Every young person in Wales has a basic entitlement to:

- education, training and work experience – tailored to their needs;
- basic skills which open doors to a full life and promote social inclusion;
- a wide and varied range of opportunities to participate in volunteering and active citizenship;
- high quality, responsive, and accessible services and facilities ;
- independent, specialist careers advice and guidance and student support and counselling services;
- personal support and advice –where and when needed and in appropriate formats –with clear ground rules on confidentiality;
- advice on health, housing benefits and other issues provided in accessible and welcoming settings;
- recreational and social opportunities in a safe and accessible environment;
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives including both national and international contexts;
- the right to be consulted, to participate in decision-making, and to be heard, on all matters which concern them or have an impact on their lives

in an environment where there is :

- a positive focus on achievement overall and what young people have to contribute;
- a focus on building young people's capacity to become independent, make choices, and participate in the democratic process; and
- celebration of young people's successes.

2. All local authorities in Wales are required to work in partnership with other agencies, to ensure the provision of a comprehensive network of services for young people within their area in order to encourage, enable and assist them, directly or indirectly, to:

- participate effectively in education or training
- take advantage of opportunities for employment
- participate effectively and responsibly in the life of their communities

so as to better equip young people to make an effective transition into independent adulthood, ensure they can access their full entitlement, contribute to the social and economic prosperity of Wales, and enhance its cultural life.

3. In order to achieve this, the Chief Executive of each local authority is directed to establish a multi-agency Young People's Partnership for its area after consultation as laid down in S125 of the Act.

4. Local authorities are expected to do this by working co-operatively and collaboratively not only with those who are statutorily required to work in partnership with them but also with all those statutory and non-statutory organisations which have a role to play within the context of the overall Young People's Partnership. The local authority's responsibility will be to ensure that the work of those involved in the Partnership complements existing provision, to avoid duplication, overcome confusion and to focus efforts harmoniously to achieve effective common purpose.

5. The Chief Executive of each local authority is required, working with partners, to develop and maintain a young-people-centred strategy which will ensure that the entitlement is delivered, that effectiveness of delivery is monitored, and that the views of young people are listened to.

6. The Chief Executive of each local authority is required to ensure that appropriate mechanisms are in place to enable a broad range of young people to contribute to the design of the Partnership's strategy.

7. In addition, the Chief Executive of each local authority must ensure that, in partnership with the voluntary sector, the authority provides and/or secures a high-quality Youth Service, which adheres to the ethos and principles within the Youth Work Curriculum Statement for Wales, which:

- assists young people's personal and social development through informal learning and seeks to engage them in lifelong learning and in the life of their communities;
- engages directly with young people to offer a range of choices for them to access information, support and opportunity;
- works strategically with other agencies to contribute to the Assembly's broad health, learning and employment agenda in order to ensure that service delivery is relevant and responsive to the needs of young people;
- enables young people to have a voice and influence in the youth work services provided for them and supports young people in influencing wider policy developments that impact upon them;
- recruits, deploys, supports and manages appropriately trained or qualified people.

The ethos of the service must be young-person-centred and one of guiding and encouraging all young people to take up their entitlement

8. In implementing this direction, local authorities are required to have due regard to the accompanying guidance.

9. Chief Executives and members of Young People's Partnerships need to appreciate that the arrangements they set up will in due course be subject

to inspection under s 127 of the Act to assist in ensuring their effective operation.

DRAFT GUIDANCE

Preamble

Young people are affected by many different policies, programmes and initiatives. Some are targeted specifically at pupils in school, students in college or training, customers of Careers Wales, looked after children, young people who are disaffected or at risk of becoming disaffected with school. Others relate to young parents, young victims or offenders in the criminal justice system, customers of the statutory, voluntary and independent youth services and so on. However, young people are also users or potential users of a broad range of general services which are designed for the population or community as a whole, such as the health service, the benefit system, public transport, leisure, and housing.

The National Assembly for Wales wishes to see a stronger focus on the needs and potential of young people as individuals in grounding the development of services for the future. This is because their ability to take advantage of the opportunities available to them depends critically on good health, self confidence, high expectations, the ambition to be independent and the life skills to make effective choices, together with the encouragement and support of family and community. Where these are lacking, the obstacles to success combine to create almost insuperable barriers with the young person caught in compounded problems which can give rise to difficulties throughout their adult lives.

In order to create a climate which is conducive to the effective implementation of this Direction at local level, the Assembly recognises that improvements are necessary to our own internal communication system to ensure consistency in the messages we are sending to local organisations from our different policy divisions. Steps are in hand to address this issue.

This guidance amplifies the Requirements and includes examples of good practice.

Establishing a Young People's Partnership.

1. Paragraph 4 of the Direction refers to the requirement for the local authority Chief Executive to set up a local Young People's Partnership. It is for the Chief Executive to consider, in consultation with those listed in s125 of the Act, the best way of setting up the Partnership. The Young People's Partnership will be a sub-set of Children and Young People's Framework Planning Partnership. It is likely that there will be a significant amount of cross-membership. Guidance on the latter Partnership is set out in the "Framework" consultation document issued by the National Assembly in September 2001.

Links with other local partnerships

2. The local authority, and in particular the Chief Executive, supported by all members of the Young People's Partnership, will need to have regard to how best it may link with other local partnerships such as the Youth Offending Team, Crime Reduction Partnership, Local Health Alliance, Community Consortium for Education and Training etc. The way in which the Young People's Partnership fits with others that are relevant to its work is set out in the diagram at Annex 1. Measures will need to be put in place to ensure that the activities of the Young People's Partnership are informed by, and inform, the work undertaken by these other Partnerships. We expect that the Young People's Partnership will wish to establish protocols for the effective maintenance of these links.

3. In some areas, this may mean the amendment or realignment of some existing local partnerships; in others, the establishment of a new one. Some authorities may wish to work collaboratively to develop one partnership covering two or more local authority areas. In any event, the legal requirement is for each Chief Executive to ensure the existence of a partnership focusing on universal entitlement which will secure provision for all young people aged between 11 and 25 in their local area.

Membership of the Young People's Partnership

4. Membership of the Partnership will need to be determined so as to ensure a balance between local authority, other statutory, and voluntary sector representatives, as well as providing the capacity for members to be kept abreast of developments in the other local partnerships mentioned in the previous paragraph. Membership of the Young People's Partnership is detailed in Annex 2.

Getting the partnership started

5. It may be useful to organise a meeting or time-out event for the key players including prospective Partnership members, young people and those who work with them prior to setting up the Partnership in order to establish a shared understanding as to the broad aims and to begin to identify key objectives. From time to time the Partnership may also wish to consider whether any or all of its members need to develop their partnership working skills, and, if such a need is identified, how it can best be met.

6. In September, 2001, the Assembly issued Guidance on setting up "Communities First" Partnerships; some of the principles it contains may be of assistance in the context of Children and Young People's Partnerships. We are also commissioning research into effective partnership working which we expect to publish towards the end of 2002.

7. Local Young People's Partnerships must consider and agree at an early stage in their life how they will operate. This needs to include:

- developing terms of reference which make clear that the partnership's fundamental purpose is to improve the provision of services for young people both in and of their area as outlined in "Extending Entitlement"
- arrangements for selection of the Chair (see paras 8 and 9 below)
- operating arrangements which will ensure equal status of all partners
- the need for sub-groups or small task-and-finish groups focusing on specific issues which may include experts in particular fields who are not regular members of the partnership
- means of resolving any conflicts which may occur between partners
- specific ways in which the partnership will engage with young people
- explicit arrangements for the partnership to communicate on a continuing two-way basis with those implementing the plans and the wider local audience, including other strategic partnerships
- the arrangements to operate locally in relation to information-sharing and cross-referral of client data between agencies. [The Assembly will establish a small task and finish group of practitioners to meet during autumn 2001 in order to amplify this element of the guidance.]

Selection of the Chair

8. Each Partnership will need to give careful consideration to the selection of a suitable Chair, having particular regard to what this will signal in terms of the importance the local authority and other partners give to the Partnership's responsibilities, focus and mode of operation. At the outset, Partnerships may consider it desirable for the local authority Chief Executive to take the Chair. An independent Chair of similar standing would be permissible.

9. The Chair must be skilled in leading effective multi-agency teamwork in the interest of delivering excellent outcomes, must be able to take full account of local needs and priorities and must also be someone who is experienced in the exercise of public accountability.

Partners' roles and responsibilities

10. Partnerships will need to have regard to the best way of ensuring that the contribution and expertise of each partner is utilised to the best effect to meet the needs of young people within their area. Whilst organisations and agencies involved in the partnership will, quite rightly, have their own

agendas, effective partnerships will be those which work together to find ways of most productively channelling the enthusiasm, energy and resources which members bring towards the achievement of common aims and objectives. Statutory, voluntary and independent sector partners will need to recognise respect and draw on each other's expertise.

What a Young People's Partnership has to do

11. The initial basic requirements for the Partnership are set out in the table in Annex 3.

Undertaking an audit of need, provision, and resources

12. Local Young People's Partnerships must take stock of, (and keep under review) what is happening to the cohort of young people in their area, at both local authority and community level. This review will be informed by any audit work undertaken by the Children and Young People's Framework Partnership, Community Consortia for Education and Training (CCETs), the Index of Poverty, and information already held by local authority education and social services departments and other partners. In turn it may itself inform other audits. The review will need to cover a wide range of evidence, including health, participation, achievement, basic skills and offending. It should assist in identifying who is being missed out – and why.

13. Local Partnerships must also undertake an audit of need, which will be informed both by the review described in para 12 above and by the views expressed by young people (see paras 20-24 below). This audit must also be kept up-to-date.

14. Local Young People's Partnerships must undertake a comprehensive audit of provision for young people within their area. The audit must include provision by the voluntary and independent sectors. A broad range of provision may be available to young people, ranging from one-to-one to universal services. Examples of the type of provision which may be included are given in Annex 4; the list is however far from exhaustive. Partnerships should catalogue the nature and location of all provision available to young people in their area against the basic entitlement as set out in paragraph 1 of the Direction including a commentary on how accessible it is.

15. The audit should draw on any information which may already be available at local level via work done by Youth Offender Teams, CCETs, European Social Fund lead bodies, Crime & Disorder Partnerships etc. It must be informed by the views of young people as regards adequacy, location and effectiveness of the provision. Non-service users as well as users should be consulted. Arrangements must be made to ensure it is kept up-to-date.

16. In undertaking the audit of provision, gaps, overlaps and duplications should be identified. The aim should be to establish what work needs to be done, if any, to put in place a local network of quality services guided by a clear vision of how young people's needs will be met locally, across all the

relevant agencies. An example of good practice in undertaking an audit of provision is included at Annex 10 to this guidance.

17. Local Partnerships must also undertake a skills audit of those people in their area who work with young people both as specialists and generalists in the statutory, voluntary and independent sectors. This work should not duplicate, but complement and make use of any recent audits which may have already been undertaken. Skills which are likely to be needed are not only those associated with good practice in working effectively with young people, but also those of communication, multi-agency team working, counselling etc. ELWa and local CCETs may be able to assist both in identifying needs and in developing appropriate provision to meet them. The Partnership's delivery plan (see paragraph 39 below) will need to include its proposals for tackling any skills deficits identified and for developing a cohort of staff with appropriate skills across all organisations and agencies.

18. A major issue for many organisations in the statutory and non-statutory sectors is the need for greater security of medium- and long-term funding for key areas of work. This in turn has a knock-on effect on their ability to recruit, retain and develop the high calibre staff who are essential to ensure effective delivery of the relevant parts of the strategy. Partners who provide funding to these organisations will need to determine what improvements to existing arrangements need to be made.

19. Local Young People's Partnerships must identify the existing financial resources available to them. They must also identify possible avenues for increasing these resources. The delivery plan will need to explain how partners will work together to realise the maximum benefit from all such opportunities in pursuit of the Partnership's agreed aims and objectives.

Consulting young people

20. This section of the guidance should be read in conjunction with paras 2.15 to 2.20 of the Guidance on Children and Young People's Frameworks set out at Annex 5.

21. Local Young People's Partnerships will need to consider carefully how best they can establish a variety of sustainable consultation mechanisms to enable them to access as wide and diverse a range as possible of young people in the area and engage them effectively in developing appropriate provision. In doing this, they should have regard to, and where practicable, build upon, existing consultation arrangements in partner organisations.

22. Some areas may have established Youth Forums. However consideration will need to be given to other means of ensuring that views are obtained from a wide range of young people including those who are less articulate and confident. It will not be sufficient, either, to rely upon School Councils – although many of these provide a useful opportunity for pupils to put forward their concerns about a range of issues, they cannot be the sole appropriate vehicles for consulting about broader issues.

23. We will expect Partnerships to make arrangements to ensure that the widest possible range of young people are given opportunities to contribute, have their voices heard, and receive a report back. This will include ethnic minority young people, young people who are marginalised, disaffected, excluded from school or in hard-to-reach groups such as young care leavers, young people with special needs, young parents, young homeless people and other similar groups. Young people who do not currently use the available services need to be given opportunities to give their views, as well as those who do. Innovative methods of consultation need to be considered.

24. Where young people have not previously been encouraged to put forward their opinions on the provision that is made for them or available for their use, it is likely that some preparatory work will be necessary to develop their capacity to participate effectively. This will take time and will require skilled facilitation by suitably experienced staff.

Developing a strategy

25. Children and Young People's Framework planning partnerships are charged with developing a long-term vision for all children and young people aged 0-25 in their area. Within that vision, each Young People's Partnership for the 11-25 age range must at an early stage of its life agree a set of clear, shared strategic aims and objectives to guide its activities and develop a 5 year rolling strategy for achieving them. Our intention is strategies will cover successive 5-year periods; the first one, however, will cover five and a half years from September 2002 to March 2008. The strategy will need to be rolled forward each year via a review process. Young People's Strategies must clearly state the Partnership's intentions in a number of key areas. Specifically, they must cover :

- existing provision and providers
- proposed developments of services specifically and coherently targeted at young people
- how mainstream services will be developed to make them more accessible and responsive to young people

26. They must also state specifically :

- how young people's views on their needs and existing and required provision will be taken into account and describe the processes which will be used
- the mechanisms the Partnership will use in considering, and acting upon the views expressed by young people
- how the Partnership proposes to give feedback to young people as to how the views they have put forward have led or will lead to changes in provision for them
- ground rules the partnership has developed covering how they will manage the expectations amongst young people

which this process will raise, not all of which are likely to be met.

Some Partnerships may not be able to provide all the detailed information required in this paragraph and paragraph 25 above in the initial draft strategy. Where this is the case, we expect that they will work during the first months of their life towards providing a more comprehensive statement at the first annual review.

27. Whilst all partners within Local Young People's Partnerships will share responsibility for supporting young people and ensuring their needs are met, there also needs to be clarity about the specialist contribution of each agency to the strategy, and it is important that this contribution is reflected in the partner organisation's own business/strategic plan. Roles and responsibilities will need to be carefully and clearly defined in the strategy.

28. The strategy for each Young People's Partnership should be written clearly in plain language and should be of manageable length (not more than 12 sides of A4 paper in 12-point type). The aim of the strategy should be both to improve the quality and extend the reach of services for young people. It will need to mainstream equal opportunities considerations, particularly in relation to young people from ethnic minorities and with special needs. It will need to explain what measures the Partners will take to identify young people vulnerable to or experiencing problems. It will need to be clear about where and how they can get help, and how information about such help can be made readily available to them.

29. The strategy will need to recognise the differing needs of young people: the circumstances of some may be such that they are likely to need support on a sustained basis, whereas others may only need it on one or two occasions over a number of years. The strategy needs to demonstrate how the Partnership proposes to provide differentiated types and levels of support in response to these different needs.

Prioritising

30. The Assembly expects that in the case of many local Partnerships the audit will identify a considerable amount of work which will be necessary to comply fully with the Requirements. We do not expect all areas identified as requiring development to be tackled immediately. We do, however, expect to see Partnerships set up and operating effectively. We will also need to be satisfied that Partnerships are using the evidence of audits to identify priorities and setting themselves timescales for moving work forward.

31. We will therefore ask each Partnership to identify in its strategy a small number of key areas of activity it has agreed to focus its activities on during the first year. We expect that these will be no more than **six** in number, including **three** key areas, described at paragraph 33 below which the Assembly will monitor. At annual intervals thereafter the Partnership will be

expected to review its priority areas for action. Some priorities may change following the annual review.

National priority areas

32. A significant amount of information, for example the achievements of care-leavers, the number of teenage pregnancies, and destination of young people at age 16 is already gathered at national level. The Partnership will be expected to have regard to this and similar information in undertaking its audit and agreeing its priority areas for action.

33. By March 2004, the Assembly will wish to monitor each Partnership's achievements in the following areas:

- what steps the Partnership has taken to engage young people in decision-making (paragraphs 20–24 above refer)
- the extent and nature of joint training activities undertaken to meet needs specifically identified by the Partnership (paragraph 17 above refers)
- what steps the Partnership has taken to fill gaps in provision identified, including out-of-school activities in its area (paragraphs 14-16 above refer).

34. The Assembly will keep under review the information we require from Partnerships. During Spring 2002, we will collate baseline benchmark data describing the current situation across Wales in a number of areas such as those described at Annex 6. Some of this information will then be used to set a baseline against which future progress by each local Partnership can be measured.

35. A template is provided at Annex 7 showing the key areas which partnership strategies must cover.

36. All partners must formally confirm their agreement to the content of the strategy; if there are areas of minority dissent, these should be clearly recorded.

37. The draft strategy must be submitted to the Assembly where it will be considered by officials. Discussion with, and feedback to the Partnership will follow. The first draft strategy covering the 5½-year period from September 2002 – March 2008 must be submitted by the end of March 2002. Partnerships will be expected to consult widely on their draft strategies and take into account any views expressed. The organisations listed in s125 of the Act, together with any other organisation deemed appropriate by any of the partners must be consulted on draft partnership strategies, and due regard given to any comments made. Appropriate organisations will also include the Children's Commissioner, the local Racial Equality Council, any local groups representing people with disabilities and the Welsh Language Board.

38. Copies of finalised strategies, which take account of any comments made by consultees and the Assembly, must be published locally and provided to the Assembly and the Lottery Funding organisations. Publication of the first strategy should take place by September 2002.

Annual Delivery Plan

39. Local Young People's Partnerships must produce an annual partnership delivery plan setting out their proposed activities on an annual basis and allocating lead responsibilities. The plan may include reference to activities which are incorporated in other plans. The delivery plan shall be submitted to the National Assembly for Wales for comment. The first draft delivery plan, which will cover the 18-month period from September 2002 – March 2004 must be submitted by the end of May 2002.

40. The plan will need to include some "quick wins" from the young people's point of view – they are likely to become disenchanted with the participation process if they do not see tangible results in the short term. Positive outcomes could include suggestions of ways in which the partners could work with the young people to assist them in achieving their objectives within an agreed timescale, or going back to the young people with a detailed explanation as to why their aspirations could not be met at this time.

41. The Partnership delivery plan must state clearly how progress towards the Partnership's aims and objectives will be monitored and evaluated. It must include the Partnership's proposals for measuring progress towards the national priorities (see paragraph 33) as well as the local ones. It must include a balance between quantitative and qualitative performance indicators and must also include "SMART" targets. Some of these may coincide with the local authority's Best Value and/or Policy Agreement targets. Opportunities must be provided for a broad range of young people to be involved in monitoring the effectiveness of the delivery plan.

42. A template outlining the areas to be covered in the delivery plan is attached at Annex 7.

Resourcing the strategy and delivery plan

43. The Partnership will need to consider how it can maximise its potential to work co-operatively to access funding from a wide range of possible sources. For example, some of the statutory sector partners may have expertise in preparing bids, whereas voluntary sector partners may be able to lead on bids to funding sources not otherwise available to the statutory sector. We seek a practical and pragmatic accommodation in favour of achieving tangible results.

44. We expect that the agreed aims and objectives determined by a local Young People's Partnership as described in their strategy will be used as the basis for funding applications made by any of the partners, or any other organisations wishing to undertake work with young people in that area. We

envisage that organisations which are responsible for allocating funding will take into account as a key criterion in considering funding applications the extent to which a proposal will contribute to the Young People's Partnership's strategic objectives for the area in which it is proposed.

45. On the basis of partners' expertise, and the defined roles and responsibilities of each, the Partnership will need to agree on which organisation (and possibly which staff within the organisation) is to take lead responsibility for delivering /ensuring delivery of individual aspects of the annual delivery plan. In some instances, this may need to be supported by Service Level Agreements. The Partnership will need to allocate outline costings to the various elements of the plan, and describe how, and from what source, these are to be met. Arrangements for regular monitoring of progress will also need to be agreed.

Measuring progress

46. In determining their performance indicators, Partnerships should not concentrate on only those numerical indicators which are easily measurable. Outcomes such as improved self-esteem, and a greater involvement of young people as active citizens, can be key indicators of success. Outcomes should be young-person focused. Careful consideration will need to be given, locally, to how this information might be collected, for example, focus groups, attitude surveys or interactive feedback events. The very process of engaging some young people can be regarded as significant progress. Descriptions of such developments should also be included as indicators, particularly if there is evidence of shifts in young people's attitudes as a result.

Annual progress reports

47. At the end of the first year (March 2004), and thereafter at annual intervals, a Partnership progress report (maximum 4 sides of A4, format to be specified by the Assembly) must be prepared for all partners and the Assembly. The annual report must state clearly what progress has been made in the local and national priority areas, together with reviewed priorities for the following year. It must also state what steps the Partnership has taken in feeding back on its activities to young people.

Further guidance

48. The National Assembly will from time to time issue additional guidance on relevant topics, which local Young People's Partnerships will be expected to give regard to. The first tranche of additional guidance will cover information sharing/confidentiality issues, positive methods of keeping in touch with young people who might otherwise fall out of the system, evidence-based outcome measures, and framework for assessment of services provided locally by "one-person bands".

Youth Service

49. Paragraph 7 of the Requirements contains the statutory requirement regarding the role of the Youth Service. Relevant definitions, together with a draft version of the Youth Work Curriculum Statement for Wales are attached at Annex 8. [The Youth Work Curriculum Statement is currently the subject of external consultation. The Annex to this guidance will include the final agreed statement.]

Training Issues

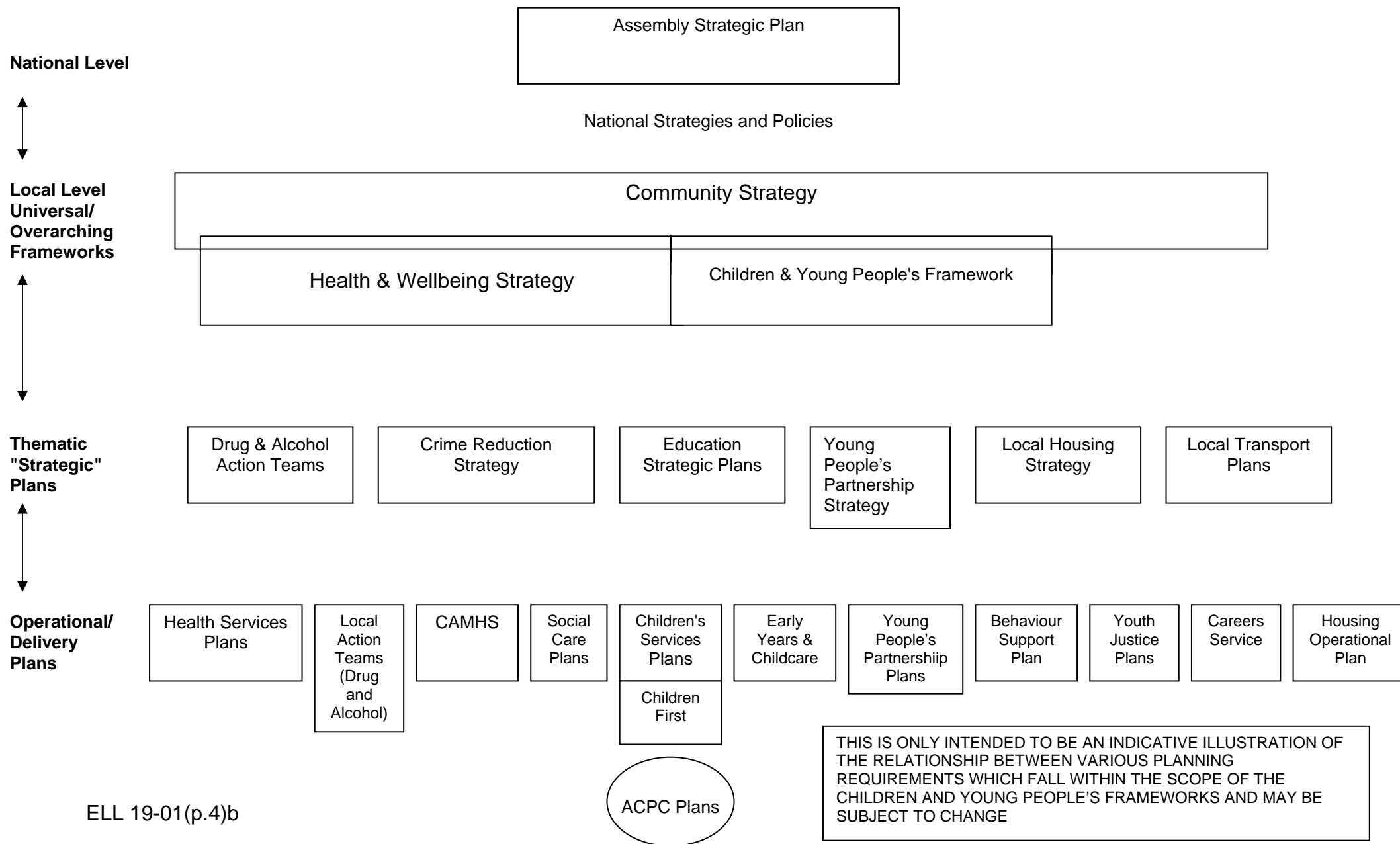
50. Another issue for Partnerships to consider will be the availability of staff and volunteers with appropriate skills and experience across partner organisations to turn the delivery plan into reality, particularly those parts of it which involve working closely with young people. This may have implications for recruitment and staff development and may give rise to some demand for provision which is currently unmet both at local level and more broadly across Wales. The Assembly will work with Partnerships to ensure that suitable provision is made via the National Council -ELWa- and local CCETs to meet any such demand if identified.

51. The need for a national training strategy for all those who work with young people has already been identified. Some of the issues for further consideration are discussed in Annex 9.

Sharing good practice

52. There are many pockets of good practice across Wales and the wider world in different aspects of work with young people. The National Assembly is keen to facilitate a positive approach to sharing good practice and disseminating it more widely. Some examples are provided at Annex 10 to this guidance; we are also considering how we might make use of the internet and regional forums to facilitate communication between the local Young People's Partnerships. Further guidance on this will follow in due course.

RELATIONSHIP BETWEEN PLANNING REQUIREMENTS WITHIN THE SCOPE OF THE CHILDREN AND YOUNG PEOPLE'S FRAMEWORKS



MEMBERSHIP OF THE YOUNG PEOPLE'S PARTNERSHIP

1. The Partnership must include the following (or a nominated senior representative who has the capacity to take a strategic view and full authority to take executive decisions on their behalf):

Local Authority

- The Chief Executive (this could be reviewed at the end of the first 12 months of operation)
- **Three** of the corporate managers responsible for the following functions : Youth Service, Education, Social Services, Housing (in some authorities, one officer's post may combine a number of these roles.)
- One Elected Member

Other statutory sector

- The Chief Executive of the Local Health Group or Board
- The Divisional Commander of Police
- A senior representative of ELWa
- A senior representative of Careers Wales
- the local YOT Manager

Voluntary/ independent sector

- The Director of the Local Voluntary Council (LVC)
- A representative of the Council for Wales of Voluntary Youth Services (CWWYS)
- Three representatives of those voluntary & independent organisations which undertake significant work with young people across or within the local authority area

Others

One or more representative(s) of each of the following groups:

- local employers
- local secondary headteachers
- local further education and training providers

2. Providing a balance in numbers is maintained between local authority, other statutory sector and voluntary/independent sector representatives, the Partnership may also include the following or their nominated representatives:

- higher education providers
- the local authority corporate managers responsible for Community Education, Leisure Services, Community Safety, Economic Development,

Community Development, Transport (in some authorities, one officer's post may combine a number of these roles or the responsibility may be incorporated in the roles of corporate managers already listed in para 1 above)

- the Health Service corporate manager responsible for health promotion
- the Head of the local Probation Service
- a senior manager of Job Centre Plus
- the local Federation of Housing Associations
- other organisations whose membership is deemed appropriate by the Local Authority Chief Executive after consultation as required under s 125 of the Act.

3. The Partnership needs to be of a manageable size whilst at the same time including a broad range of organisations and maintaining a balance of numbers between the sectors. Local circumstances will dictate which of the organisations listed in paragraph 2 above are invited to join the representatives listed in paragraph 1.

4. Paragraph 1 above refers to voluntary sector representation on the Partnership. The voluntary sector should be responsible for deciding who represents them. It will be necessary for the voluntary organisations which are active in providing services and support for young people in each local authority area to organise themselves to provide appropriate representation on the Young People's Partnership, and to develop effective two-way communications systems with their representatives. This could be facilitated by the local CVC who would ensure that all voluntary sector youth organisations, including uniformed, specialist, independent, and sporting organisations are as far as possible involved in the process

5. Paragraph 1 above refers to local employer representation on the Partnership. The employers' representative should be responsible for commenting on skill requirements (both generic transferable skills and job-specific skills) as well as for the provision of work-based education and training.

ANNEX 3

TIMETABLE

Activity	Guidance reference	Timescale
<ul style="list-style-type: none"> respond to consultation 		by end January 02
<ul style="list-style-type: none"> establish Partnership 	paragraphs 1-10	November 01- January 02
<ul style="list-style-type: none"> budgetary considerations for local authorities for 2002-03 		October 01- March 02
<ul style="list-style-type: none"> agree on broad local aims 	paragraph 5	January-February 02
<ul style="list-style-type: none"> audit existing provision, need and resources 	paragraphs 12-19 (letter from Assembly to Chief Executives dated 14.08.01 refers	currently on-going, initial findings by January – February 02; process will continue
<ul style="list-style-type: none"> develop a draft 5-year rolling strategy effective from September 2002 - March 08, agree key local priorities and timescales, submit to Assembly 	paragraphs 25-37	by end March 02
<ul style="list-style-type: none"> consult on draft 	paragraphs 37	March - July 02
<ul style="list-style-type: none"> develop first delivery plan (covering September 02-March 04) & submit to Assembly 	paragraphs 39-42	by end May 02
<ul style="list-style-type: none"> initial strategy finalised, published, and comes into effect 	paragraph 38	by September 02
<ul style="list-style-type: none"> monitor progress against the strategy and delivery plan 	paragraphs 41, 46	continuing
<ul style="list-style-type: none"> have regard to the views of young people in all of their activities 	paragraphs 20-24	continuing

ANNEX 4

EXAMPLES OF THE TYPE OF PROVISION WHICH MIGHT BE INCLUDED IN THE AUDIT

N.B. This list is far from exhaustive.

<ul style="list-style-type: none"> • outreach • drug/alcohol counselling • drug/alcohol advice & support centres • mental health support provision • young people's clinics • drop-in centres • sexual health advice centres • careers information, assessment and advice • job centre plus • youth club • outdoor experiences • school-based counselling • cyber café • sports teams • arts/musical activities • homeless provision eg Foyer • local sports, leisure, arts and musical provision • detached youth work • residential opportunities • international opportunities • mentoring schemes • education • training eg. modern apprenticeships, national traineeships • post-16 provision • young people's information services 	<ul style="list-style-type: none"> • partnership activities set up by Police eg Crime of your Life, "SPLASH", Blue Light Discos • youth forum • schools councils • out-of-school activities • Duke of Edinburgh Awards and other accreditation programmes • Scouts/Guides, Yr Urdd, Young Farmers' Clubs and other organisations working with young people • young parent support schemes • The Gap* • The Big Act* • alternative curriculum provision • Youth Gateway • provision to support young entrepreneurs • extra-curricular activities • Youth Access Initiative • New Deal Gateway for 18-24 year-olds • Education Business links activities • programmes provided via Prince's Trust, Weston Spirit etc
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* for details see good practice examples, Annex 10

ANNEX 5

EXTRACT FROM “GUIDANCE ON CHILDREN AND YOUNG PEOPLE’S FRAMEWORKS” CONSULTATION DOCUMENT (SEPTEMBER 2001)

Involving Children and Young People

2.15 Listening to service users – in this case children and young people as well as their families and carers – is a well-established principle intended to ensure the effective planning and provision of services. The central focus of the Framework must be the needs of children and young people rather than being dictated by the requirements of existing patterns of service provision. Services must make sense to the people that use them and produce outcomes that are meaningful for them. Therefore, it is crucial to ensure that all children and young people should be able to voice their opinion and influence the priorities and objectives of the Framework.

2.16 Children and young people are not an homogenous group. As wide a cross section of children as possible should have the opportunity to contribute to the Framework process for their area to take account of diverse needs, circumstances and aspirations. A variety of creative approaches using a range of methods and processes will be needed and particular efforts made to capture the views of excluded children and those who might otherwise be unheard. The experience of the voluntary sector and those at the grass roots level will be valuable in this endeavour. Consideration should also be paid to the requirements of those with sensory impairments and other communication difficulties.

2.17 Consultation with youth forums, school councils and other representative groups will be vital in this. The inclusion of a service user perspective in the Framework process will guard against the danger of making assumptions about the views of service users and their desired outcomes. This participation should be meaningful and take place from the very beginning of the planning process rather than simply asking service users to comment on proposals that have already been drawn up.

2.18 *Extending Entitlement* refers to this issue, noting the need for authorities to "develop expertise in engaging with young people effectively." Where young people have not previously been encouraged to put forward their opinions on the provision that is made for them, it is likely that preparatory work will be necessary to develop their capacity to participate effectively. This will take time and will require skilled facilitation by suitably experienced staff.

2.19 The Assembly is currently consulting on proposals for the involvement of young people in decision making, both locally and nationally. Proposals are set out in the document *Moving Forward – Listening to Children and Young*

People, and Partnerships will wish to make use of the agreed participation arrangements that emerge from this consultation.

2.20 Children, young people and their families who have participated in the local Framework planning process should be respected by receiving hard evidence that their views are being listened to and that their opinions are having a real effect on service development. One way to achieve this might be to list the changes made as a consequence of children's and families' participation and/or reasons for inability to take up particular suggestions in an Appendix to the Framework. In reality, not all aspirations can be met. Where this is the case, Partnerships should be able to give the reasons and other options that might be considered.

ANNEX 6

POSSIBLE BASELINE INFORMATION FOR DEVELOPMENT OF FUTURE NATIONAL PRIORITIES

Area	Collection method	Agency
1. How easy is it for YPs in the Partnership area to get the information they need, when they need it, in a form which they can easily understand, and from a source they are comfortable with?	Ask YPs via attitude survey or focus group; baseline first then year on year.	Partnerships using a template which the Assembly will produce
2. What barriers exist to the uptake by young people of their universal entitlement?	As above	As above
3. What routes do YPs have in the Partnership area to be consulted, to be involved, to have their views taken on board and to get feedback?	As above	As above
4. How responsive are mainstream services to the views of YPs?	As above; also ask service providers, investigate any divergence in views expressed	As above
5. How effectively does the Partnership engage with a broad cross-section of YPs?	As 4 above	As above
6. What % of YPs in the Partnership area aged 11-25 (looked at on a year by year basis) are participating in education, training or employment?	Partners	As above
7. How many opportunities* are there within the Partnership area for young people to participate within the life of their community and/or engage in active citizenship? What is their variety, how accessible and how well-publicised are they?	Partnership	As above

* opportunities in this context could include peer-led projects, volunteering, membership of a youth organisation or a sporting club or team.

TEMPLATES

TEMPLATE 1**YOUNG PEOPLE'S PARTNERSHIP 5-YEAR ROLLING STRATEGY****Contents**

(to be developed with reference to paragraphs 25-38 of the Guidance)

1. Partnership members (names & organisations).
2. A brief description of how the Partnership will operate including the roles and responsibilities of each of the partners and the specialist contribution which each agency will make to the development and implementation of the strategy.
3. Description of the Partnership's links & system for 2-way communications with all relevant local partnerships.
4. The local interpretation of the vision relating to support for young people aged 11-25, based on the universal entitlement, set in the context of the Children and Young People's Framework. This should set out what the Young People's Partnership seeks to achieve for the 5-year period from September 2002 and explain the Partnership's proposals both to improve the quality and extend the reach of services for young people.
5. The key issues which have emerged from the local audit of existing provision, need and resources, and an analysis of the range of provision required to secure an effective continuum of service for young people.
6. A manageable number of key priorities on which the Partnership proposes to take action over the 5-year period, including proposals to address the key national priorities for the delivery plan set down by the Assembly (see paragraph 33) together with a manageable number of local priorities.
7. A statement of the Partnership's intentions in relation to developing services specifically targeted at young people.
8. A statement of the Partnership's intentions in relation to developing mainstream services to make them more accessible and responsive to all young people.
9. A statement of the Partnership's intentions in relation to the measures the Partners will take to identify young people vulnerable to or experiencing problems. It will need to be clear about where and how they can get help, and how information about such help can be made readily available to them.

10. A statement as to how the Partnership will mainstream equal opportunities considerations, particularly in relation to young people from ethnic minorities and with special needs.
11. A description of the processes the Partnership proposes to use to obtain young people's views including those of vulnerable and disaffected young people and those experiencing problems, on their needs and existing and required provision.
12. The mechanisms the Partnership will use in considering, and acting upon the views expressed by young people.
13. The processes the Partnership proposes to use in order to give feedback to young people as to how the views they have put forward have led or will lead to changes in provision for them
14. The ground rules the Partnership has developed covering how they will manage the expectations amongst young people which this process will raise, not all of which are likely to be met.
15. An explanation of how the Partnership proposes to provide differentiated types and levels of support in response to different needs, in recognition of the fact that some young people are likely to need support on a sustained basis, whereas others may only need it on one or two occasions over a number of years.
16. In due course, the strategy will need to include a statement about the protocols the Partnership has agreed for information-sharing between agencies and for referrals. [The Assembly will provide guidance following advice from a Task & Finish Group].
17. In due course, the strategy will also need to include a statement about the the Partnership's proposals for keeping in touch with young people. [The Assembly will provide guidance following advice from a Task & Finish Group].
18. What measures the Partnership proposes should be used, both internally and externally to evaluate its progress towards delivering its priorities.
19. A statement of the steps the Partnership will take to keep its strategy up-to-date in the light of changing circumstances.

TEMPLATE 2

YOUNG PEOPLE'S PARTNERSHIP: ANNUAL DELIVERY PLAN

Contents

(to be developed with reference to paragraphs 39-42 of the Guidance)

- 1, Contextual information in relation to the cohort of young people aged 11-25 in the area, along the lines of that described in Annex A of the Guidance on Children and Young People's Frameworks.
2. Proposed activities for the forthcoming 12 month period (however N.B. first delivery plan spans 18 months from September 2002) including at least the following information:
 - actions to be taken by partner organisations both individually and collaboratively together with indicative timeframes and allocated lead responsibility
 - the link between these activities and the Partnership's 5-year rolling strategy objectives including the 3 specific priority areas identified by the Assembly for the first year (paragraphs 32 and 33 of the Guidance refer)
 - frequency and management of partnership meetings.
3. Resources to be allocated against the activities in terms of people, finance etc (including details of bids to external funding sources).
4. Arrangements for monitoring progress, including a balance between qualitative and quantitative measures, and targets which are specific measurable achievable, realistic and timed.
5. An explanation of how the Partnership proposes to conduct the annual review of its 5-year rolling strategy.

NB The information may be set out in tabular form if the Partnership prefers.

YOUTH WORK

Definitions

The first part of this annex amplifies or clarifies Section 7 of the Requirements.

The ‘Youth Work Curriculum Statement for Wales’ (reproduced below) was produced in consultation with the Wales Youth Agency and youth work providers across Wales. [The Youth Work Curriculum Statement is currently the subject of external consultation. The annex to this guidance will include the final agreed statement.]

The Assembly believes that the Statement accurately reflects the ethos and role of youth work and describes appropriate delivery mechanisms for the consistent delivery of youth work throughout Wales.

The term ‘*voluntary sector*’ is used to define a wide range of youth work providers. These providers may draw funding from a range of sources and may have a particular focus to their work with young people that may be delivered by voluntary or paid workers. They will, however, have a commonality in that they will work with young people whose age ranges from 11-25 in a manner that reflects the principles and ethos of the ‘*Youth Work Curriculum Statement for Wales*’.

In the context of youth work provision *informal education* refers to a process of learning which involves the voluntary engagement of young people with services that enable them to participate in a wide range of experiences and activities that promote their personal and social development. The learning may be accredited or non-accredited.

Extending Entitlement advocates the promotion of equal opportunities in order to ensure that all young people are able to take advantage of all that is on offer. This includes language of choice, where practicable and based on local need. Youth Services should therefore consider the needs of all young people.

Information services for young people

In order to make a successful transition to adult life young people require quality information at the right time. Young people are always making choices - as customers for a service or as members of society. These choices are based upon their interpretation of the information made available to them. If little information is made available to them the choice becomes limited and autonomous. Where quality information and support in their decision making is available then these choices become informed steps towards maturation and to becoming active citizens within their communities.

Information services can be provided to young people in a range of ways from physical and virtual resources (such as leaflets or websites) through to places where young people can access information, advice and counselling services offered through quality assured information outlets.

The current national policy agendas for learning, health and employment are set out in '*Betterwales.com*'.

The term 'empowers' describes an interactive process involving young people and the Youth Service (as defined above) that helps to prepare young people to become effective contributors and partners in decision-making. Being 'empowered' in this sense implies that young people have acquired complementary skills and confidence to make influential contribution to the youth work agenda and wider debate. It equally implies that structures and systems are developed, deployed and supported by partnerships to facilitate consultation and take account of young people's views.

THE YOUTH WORK CURRICULUM STATEMENT FOR WALES

This statement is intended to:

- establish the main purposes of youth work in Wales
- inform those outside the service of these purposes
- provide common and mutual understanding of these purposes
- provide a framework for the development of practice and determining of priorities
- create a means by which progress towards the achievement of these purposes is measured

The Statement IS NOT intended to:

- lead to a single, prescriptive and inflexible curriculum which would restrain diversity or restrict initiative.

THE PURPOSES OF YOUTH WORK IN WALES

The purposes of youth work in Wales are:

- to **promote and actively encourage** equality of opportunity for all young people in order that they may fulfil their potential as empowered individuals and as members of groups and communities.
- to **actively** support young people **through significant changes in their lives and assist them to** understand their **rights and**

responsibilities in the transition to adulthood.

- to assist young people to develop **knowledge**, attitudes and **skills** which enable them to make purposeful use of their resources and time.

Youth work **through its voluntary relationships with young people** thus offers **non-judgemental and inclusive** opportunities to **learning that are:**

- **EDUCATIVE** - enabling young people to gain the skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally, and internationally.
- **PARTICIPATIVE** - **where** young people are **fundamental to the** learning processes and **the** decision making structures which affect their own and other people's lives and environments.
- **EMPOWERING** - encourage **and enable** young people to understand their **rights and responsibilities** and **be able to** act on the personal, social and political issues which affect their lives, the lives of others; and the communities of which they are a part.
- **EXPRESSIVE** - encourage and enable young people to **express themselves, their emotions and aspirations, through creative and challenging opportunities raising awareness of:** -
 - **Cultural identity**
 - **Value of own language**
 - **Heritage**
 - **Respect for diversity**

The above opportunities should be designed to promote equality for all, through the challenging of oppression and **inequality**, from the acceptance of differences **that** spring from race, sexual identity, gender, disability, age, religion, **class** and recognition **of the importance of the Welsh language, other languages, and the diversity of cultures in Wales.**

THE DELIVERY OF YOUTH WORK IN WALES

Youth work in Wales is delivered through a voluntary relationship between young people and youth workers **working together** or **independently** within their own organisations **to** provide and/or facilitate:

- informal and structured educational programmes **which** challenge

institutions and young people themselves to enhance their personal, social and political development.

- places and relationships within which young people can enjoy themselves, feel secure, supported and valued, learn to take greater control of their lives, and to recognise and resist the damaging influences which may affect them.
- access to relevant information, advice, guidance and counselling **which includes understanding their rights and responsibilities.**

The delivery of youth work in Wales will be assisted by appropriate research into issues and trends, which particularly affect young people's lives. Collaboration with appropriate agencies and services **is important so that their expertise can be used to advance the identification of needs, interests and rights of young people.**

A. PRIORITIES

- The youth service is open to all young people within the specified age range 11-25, but gives priority to transition to adulthood in the 13-19 age group.
- **Priority** groups and issues **may** be determined **on a national, local or organisation basis** and would be **founded** on the principles of ensuring equality of access and opportunity.

B. PROVISION

- the type, method and mix of youth work provision **is** determined **on a National, local and/or organisational level.**
- the establishment of appropriate provision should be considered on the basis of need.

The **needs of individuals are vital** in this process **not only** to achieve social policy outcomes **but also to target their own aspirations and desires.**

The delivery methods used might include:

- centre-based work
- centres for curriculum specialities
- detached work
- information, advice, guidance and counselling services
- mobile provision

- outreach work
- project work
- residential work
- targeted provision for specific groups
- **partnership working**

MEASURING PROGRESS AND ASSESSING OUTCOMES

- The Youth Work Curriculum Statement for Wales should provide the basis for establishing agreed criteria by which **the Youth Service can be scrutinized, internally and/or externally, in order to identify the specific outcomes of Youth Work delivery.**
- Such criteria should be determined at every level within the context of the provision.
- It is incumbent upon each youth work provider to establish methods of **monitoring and evaluating progression.**

Youth Service Providers/Organisations should identify and share good practice, whilst at the same time challenging areas of concern and offering appropriate support and training where needed.
- In assessing Outcomes, providers should take account the “**NAOMIE**” (**Needs, Aims, Objectives, Method, Implementation, Evaluation**) **model of good practice**, the resources **available** and the specific benefits that accrue to young people.
 - The ongoing process of evaluation will enable good youth work practice to be identified, and will contribute to the determining of future youth work strategies.

TRAINING ISSUES FOR ALL THOSE WHO WORK WITH YOUNG PEOPLE

a) Everyone working with young people as individuals and groups should possess the right attitude, knowledge, understanding and skills. Local partnerships must ensure that their staff and volunteers operate within systems that promote this and protect young people.

b) It is essential that, at the very least, all those who work with young people, including local “one person bands” undertake training in child protection and health and safety issues.

c) Local Young People’s Partnerships will be responsible for defining ‘appropriate training and qualifications’ for all those who work with young people whether part-time or full-time, paid or unpaid. The Assembly expects that agencies and organisations which employ full time or part time staff, will require them to undergo an appropriate level of training to comply with local service needs and to acquire a base level of skills and qualifications. Where appropriate, all staff should be encouraged to progress to higher levels of training and qualifications and to actively subscribe to on-going professional development.

d) Agencies and organisations deploying volunteers will need to set appropriate benchmarks for the training and support of their volunteers, so that the quality of input into young people’s lives can be safeguarded.

e) There needs to be an enhancement of the skills which produce effective intervention with young people and a recognition of the challenges demands and risks involved in working with some groups of young people - this calls for professionally trained and supported staff complemented by trained and supported volunteers.

f) Capacity building responsibility is central to the remit of many agencies and there is potential for this to create problems of territoriality, duplication and uncertainty about role boundaries. This is an important issue which can only be resolved by a joined up local process that begins with the young person. It matters less **who** delivers than that **someone** responds effectively to the young person at the right time. The important points are:

- not to overload young people (several mentors chasing the same person);
- not to duplicate their experiences (playing the same trust games a dozen times);
- not to project apparently conflicting messages

g) These differences of approach can be overcome partly through clarity of roles and responsibilities within the Partnership’s strategy. However, there also needs to be stronger emphasis in the professional training of all those working with young people on helping the young person to respond and communicate effectively in different settings.

h) Many professionals working with young people receive no specific training for working in partnership with other agencies to meet individual needs or for working with groups of young people. There should be a shared professional duty to explain to young people the choices facing them, and the consequences of the different choices in the context of helping them to identify what is in their long-term interest. A key consideration for staff from partner agencies and schools is how to learn and develop the appropriate skills for working effectively with young people. This is part of a much wider UK professional training agenda (raised in the Government Social Exclusion Unit's "Bridging the Gap" report and the Connexions strategy document.) However, there is scope to influence at the Welsh level through the in-service training of teachers, social workers, careers advisers, youth workers and others; the Assembly will initiate appropriate action .

i) There are some significant positive developments unique to Wales in relation to the training of youth workers, including recent work led by the Wales Youth Agency to create coherent routes to qualified status from volunteering or part- time work (which for many young people develops from deriving enjoyment and benefit from youth provision, in turn leading to training and a career) and the creation of a Staff College. Key questions for further consideration are :

- the adequacy of professional youth work training as it currently stands to equip workers for meeting the vision of "Extending Entitlement" in the 21st century
- how to resource and produce a cohort of skilled and experienced youth workers with an adequate grounding in skills such as group work and counselling who can pursue a career and continue to develop over the years as professional practitioners
- for practitioners who wish to move into management, how to access additional specialised training such as management of staff, volunteers and facilities

GOOD PRACTICE EXAMPLES

The Assembly is keen to promote an environment where all agencies in Wales which work with young people are encouraged to share good practice, and to benefit from others' experience. Given below are a few examples we are aware of. Undoubtedly, there are many more we could include. Please send us examples of good practice which we may be able to publish either in the final version of the guidance or elsewhere via the internet. They should be short (max 2 sides of A4), written in plain English or Welsh, and include supporting evidence of their effectiveness from young people.

1. KEY FACTORS FOR SUCCESSFUL PARTNERSHIP WORKING

The National Assembly for Wales has commissioned a research project the findings of which are due to be published towards the end of 2002. Guidance is available in the Children and Young People's Framework and the Communities First Guidance.

2. AUDITING PROVISION & NEED

Carmarthenshire Audit

To prepare for the initial survey, the county was divided into manageable areas. These were based on the previous District Borough Council areas and a dedicated co-ordinator was appointed for each area, with a brief to conduct an audit, and to facilitate a local strategy group to develop local services and strategies, post audit. In deciding on the way forward, and the methodology of the audit, some difficult issues were identified early on. Among these, was the question of what constituted "services to young people" - e.g. was the definition to include sports clubs for instance. This would mean contacting every sports club in the county and getting information regarding all the youth sides they fielded (local knowledge indicated that some clubs fielded as many as 11 junior sides). Similarly, were martial arts groups etc. to be included, were schools to count as provision for young people, particularly, perhaps, their out of school clubs and activities? (In the event, as far as the sports clubs question is concerned we were able to work with the sports development officers employed by the local authority to assist with this).

Careful consideration also had to be given to the question of how to access a cross section of young people, including those not linked to any provision and those with special needs. To achieve this aim, special projects were harnessed, including outreach and detached workers, to bring young people to strategically convened focus groups. (Where people do this, it is very useful to have the same facilitators involved to ensure consistency of approach).

To place the actual audit in context, it was decided to research and gather information on demographic and social conditions in the areas at the same time. This helped to place the final mapping result into a coherent frame and gave it an additional sense of purpose.

Developing the actual questionnaire was also a crucial process, it was important to make sure that the questions weren't leading and were user friendly, that they covered the information needed, but weren't 'off-puttingly' lengthy. It was also very important to take account of 'proper' research methods in order to get a statistically viable response. With the benefit of experience, it is evident that the development should have been linked to a system of electronic analysis, because the returns had to be classified and analysed by hand - a time consuming business. It would have been beneficial to draw the ICT department or similar body into the early design stages.

After completing the process, some unexpected difficulty was experienced with the completed draft reports in terms of ownership and circulation etc. i.e. various interest groups wanted to obtain access to the findings and there were concerns about the appropriateness and timing of this. It would have been useful to develop guidelines as to purpose and ownership of the report before publication on a wider front was considered.

Some 'learning points' deriving from the exercise:

- ideally, methods used should include a mix of postal/verbal questioning supplemented by workshops or focus groups. Returns can be low otherwise. There can be misinterpretations of written questions and people leave blanks and give unhelpful returns.
- be very clear about what exactly you need to know otherwise information gained is compromised and the format will be wrong. Get advice/ use expertise in developing questionnaires to avoid giving leading questions etc.
- always have a contact point for queries.
- use existing networks/schools/youth clubs and projects etc. Difficult to get individuals unless part of group or disadvantaged people - must work with 'specialists' including street workers to identify and engage on one to one basis if necessary.
- lot of work involved to do it right - get someone who knows what they are doing and can compile the data correctly and usefully- great help if you link it to electronic methods of analysis
- to overcome young people's apathy - make it fun and accessible
- give opportunity for depth and development of answers so that you don't just get loads of wish lists with no real 'meat' or insight into the problems and needs
- timing - avoid holidays and exams, unless you have a specific programme like summer activities projects, although if you 'tag' it on to activity sessions, it can be seen as an 'add on' task and hard for young people and workers to carry out at the end of a long day, doing something unrelated

- get mix of young people, adults, residents and service providers' perceptions and views
- also map current provision to have baseline data to measure developments against
- if appointing consultants ensure approach is correct and young people think they are credible
- let them know (young people) know what the information will be used for
- information changes quickly so use it as soon as possible
- ensure good geographical spread and age span
- consider Welsh language needs
- ensure all key players participate or else it is not credible - chase them up via phone etc. if necessary to ensure returns.

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BRIDGEND SURVEY OF YOUNG PEOPLE (COMMUNITIES THAT CARE MODEL)

As part of the Bridgend Children & Youth Partnership programme, Communities that Care were invited to become a partner in providing services for the young people of the County Borough.

Communities that Care:

- is a long term programme for building safer neighbourhoods where children and young people are valued, respected and encouraged to achieve their potential;
- establishes a working partnership between local people, agencies and organisations to promote healthy personal and social development among young people, while reducing the risks of different problem behaviours;
- applies up-to-date knowledge about the factors most likely to encourage self-efficacy, achievement and social commitment among young people;
- leads to local action plans whose principal goals are to:-
 - Support and strengthen families;
 - Promote school commitment and success;
 - Encourage responsible sexual behaviour;
 - Achieve a safer, more cohesive community.

Research shows there are influential *risk factors* in children's lives that increase the chances they will develop health and behaviour problems as they grow older. Using a step by step approach, **Communities that Care** makes it possible to map factors in the lives of local children that are making it more – or less – likely they will experience: school failure, school-age pregnancy and sexually transmitted diseases, or become involved in: drug abuse, violence and crime.

Communities that Care is a registered charity which has a programme manager based in Wales. It produced a sixteen-page questionnaire and conducted a survey involving all the secondary schools. The survey is available in both English and Welsh and scanned electronically into an SPSS system which enables detailed analyses and cross tabulation.

The reason for the survey was to find out what young people thought about their schools, their families, their homes, their neighbours and to find out what they did in their spare time. It also measures levels of youth crime and drug abuse and allows comparison between local areas, borough averages and national averages to set the responses in context.

Headteachers were visited and agreed to support the initiative. A lead member of staff was nominated and all other teachers received instruction and guidance so that a uniform approach was adopted.

The survey was introduced to the pupils via PSE classes, confidentiality issues were addressed. The process was monitored and students absent from school were identified and follow up visits arranged to ensure every student responded to questionnaires. The Pupil Referral Unit was also involved and in total the completion levels were well over 90%.

Feedback from students indicated that they were keen to complete the exercise and were pleased that risk areas in their lives were being identified.

The completed questionnaires were sent to be analysed and the resulting collated information provided the basis for risk audit reports. A matrix of adolescent problem behaviours and associated risks emerged which encompassed seventeen risk factors:

Family

1. Poor parental supervision and discipline
2. Family conflict
3. Family history of problem behaviour
4. Parental involvement/attitudes condoning problem behaviour
5. Low income and poor housing

School

6. Low achievement beginning in primary school
7. Aggressive behaviour, including bullying
8. Lack of commitment, including truancy
9. School disorganisation

Community

10. Disadvantaged neighbourhood
11. Community disorganisation and neglect
12. Availability of drugs
13. High turnover and lack of neighbourhood attachment

Individuals, friends and peers

14. Alienation and lack of social commitment
15. Attitudes that condone problem behaviour
16. Early involvement in problem behaviour
17. Friends involved in problem behaviour

And four problem behaviour categories: drug abuse, youth crime, school-age pregnancy, school failure. The report also measured the positive or protective factors which tend to prevent young people from getting into trouble.

Comprehensive individual school reports are now available highlighting areas of concern of young people. Four detailed risk audit reports which relate to the four geographical programme areas targeted by the Children & Youth Partnership Projects have become working documents for community boards.

Executive summary reports have been produced which prioritise four/five key areas for attention. Detailed action plans are presently being compiled by local members of the community under the direction of the Communities that Care initiative.

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3. CONSULTING YOUNG PEOPLE :

i) SWANSEA YOUTH FORUM

Swansea Youth Forum was set up 3 years ago to provide an opportunity for young people to make their views known to the City and County Council. A first Youth Conference in 1998 established the Forum's credibility and also the commitment of the officers and Members of the City and County of Swansea. The Conference set the Forum's agenda for the following year, and two subsequent Conferences have developed and extended the themes to be addressed, which include :

- extending the Validate proof of age card scheme
- a one-stop information shop for young people
- a "lucky dip" scheme which provides a discount on swimming fees.
- a Children and Young People's Charter
- tackling substance misuse
- sexual health
- public transport which meets young people's needs

The Forum operated for over two years through a combination of professional facilitation from an educational co-operative based in Swansea and the commitment of the Council officers on the Youth Corporate Action Team. Now the City and County of Swansea have recruited a full time Corporate Youth

Development Worker to support the Forum's development, and have also provided training in facilitation techniques for a number of officers. This has been very valuable in allowing officers who normally don't work with young people to become actively involved.

This year, the Forum has decided to re-structure itself, and establish a framework that works for them. Young people were concerned about involving a wider range of young people and moving consultation into action. Young people can now take part in many varied ways, and make different levels of commitment, depending on their particular circumstances and interests. Within the new framework, a Steering Team ensures that the priorities set by regular meetings of the full Forum, open to all young people in Swansea, are taken forward through a system of "standing" task groups and task and finish groups. The standing task groups deal with long term issues, such as establishing the ideals of the Young People's Charter in the practice of all providers of young people's services. The task and finish groups can act quickly on shorter term issues, such as designing the one-stop information shop in the City Centre. Each group sets its own agenda and action plan and encourages input from all youth groups and young people in the area. These groups also identify sources of funding, resources and support specific to their need.

Forum members have given presentations to Council Committee's, to the Directors' Team and to meetings of the Youth Corporate Action Team, and have also run seminars for Council officers and Members. Young people have also been involved in interviewing for appointments to posts delivering services to young people, such as the Corporate Youth worker. This active involvement in the work of the Council has demonstrated to the young people that they are being taken seriously. Two young people recently represented the Youth Forum at the LGA Conference in Harrogate and presented the following advice to others on "what has worked well":

- the consultation process
- having days off lessons
- always provide food
- meetings held out of school
- no teachers involved
- informal venues
- conferences
- use a variety of types of delivery
- making sure that it is fun.

Swansea Youth Forum encourages any young person to become a member but also values input from non-members which allows young people the freedom to participate on their own terms and widens representation.

Essential to the process was establishing trust between young people and the Council at an early stage, and this has enabled the young people involved to see the results of their labours. Although not, perhaps, quickly enough – moving from consultation to action is a major theme for this year. Through their continued partnership with the City and County of Swansea, young people are making a difference to the services provided for them and their peers. The introduction of a full time worker for the Swansea Youth Forum will strengthen the role that young people have in decision making in Swansea.

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ii) NEATH PORT TALBOT YOUTH COUNCIL

Young people often have low levels of political interest and knowledge. However, the work of the Youth Council so far shows that young people are concerned about issues impacting on their lives and those of their communities.

Youth Council has borne these factors in mind in developing its consultation processes. During Autumn 2000 a series of Youth Council 'roadshows' were organised at four venues across the County Borough. Locations were chosen which would be accessible to young people and would have no negative connotations. A college, arts centre, YWCA and a cyber café were used. Young people were involved in planning the events, even down to the atmosphere we wanted to create. Young people were on hand at the doors, the music already playing could be heard outside the building. The atmosphere was definitely one of fun.

Average attendance for each event was 30, an ideal number for 3 groups. The roadshows began with a brief explanation of Youth Council and how it could represent the concerns of young people. Ice breakers were used to encourage young people to overcome any initial nervousness.

Artists were on hand to run workshops of different kinds including using music (rap music and techno), digital sampling, video making and collage. The methods used in the roadshows then immediately made the young people think of issues that were important to them where they live. Video footage was also taken of the activities and the venues for future use.

The themes of the workshops were:

- Your rights and responsibilities, addressed through drama and role play
- You in your community, addressed via collage on cardboard boxes; and
- Changing your community addressed through music.

The roadshows were an exercise in raising the awareness of traditionally hard to reach young people. Some who attended the roadshows maintained involvement with the youth council, others did not. One immediate outcome was that young people were encouraged to view themselves as part of a community with all the strengths and weaknesses which exist in all communities.

We continued to build on this type of work and have used it a number of times since in our Democracy Day (March 2001) and also in a residential event (November 2000). The method was featured in the British Youth Council Journal, Voices as an innovative means of raising issues with groups of young people normally unconcerned with the political process. As a result of the article we were contacted by Scottish Youth Forum. We have since carried

out a visit to Scotland and hosted the Scottish group at Margam Park in August 2001.

What the work has shown is that workshops, youth action groups, community based groups and roadshow type events, all planned and ultimately run by young people should form the basis of involving young people generally in the political process.

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4. PARTNERSHIP PROJECTS INVOLVING RE-ENGAGING DISAFFECTED YOUNG PEOPLE IN SCHOOL

i) YOUTH WORK AND SCHOOLS PARTNERSHIP PROGRAMME

The programme was very much an experimental initiative. It involved schemes in every local authority area operated and managed by the youth service in partnership with the voluntary sector and other statutory services. In one area, the project was entirely operated by a voluntary sector organisation. Methodologies more usually associated with youth work and informal education have the means to enable young people to achieve success and participate in a curriculum which differs from the framework of the National Curriculum. The initiative built upon innovative work which offered young people recognition for their achievements and experience as participants in youth service activity. Many young people gained recognition for their achievements outside the formal educational structure.

Each project operated using different approaches but the core principles of participation, empowerment and learning were operated in each one. Many workers operated on the school site. Youth workers were involved in formal group work and/or in informal activities such as drop in sessions for young people who required support. The range of activities and opportunities offered and methods and approaches used were sometimes constrained by the school ethos.

One project from the first eight projects operated used a combination of methods and approaches which supported learning in the school setting but also offered opportunities for young people within the local community.

The project in Gwynedd was operated as a partnership between the youth service and three secondary schools in Meirionnydd. The project formed one to one relationships with young people and supported them in developing a personal profile for each of them and developed a customised learning package based on individual need. The role of parents was also recognised within this process and links were formed to let them know about the aims of the project and how they could assist.

The support for individual young people included increasing levels of achievement in numeracy, literacy and ICT. This was undertaken alongside the task of improving their motivation by increasing self-esteem and confidence.

The project identified that young people may have needed support within their communities to develop skills and therefore links were made by the project worker with relevant youth centres and voluntary youth groups.

The youth work and schools partnership programme has demonstrated what schools and youth workers can achieve in support of young people who are, or are in danger of becoming, disengaged from education. There are two main challenges facing all those involved in education. The first is to embed the best practice that exists within the projects into the life and work of all schools. The second is to explore and develop youth work practice further and investigate areas of work where increased co-operation might be appropriate.

The role of youth work and schools partnership programme and its role in the future is particularly important in terms of the ideas of joined up thinking stated within the development of 'Extending Entitlement'.

In a similar project in Australia, schools explained why it is important for them to be part of the community and the ethos that has the well-being of young people as paramount.

“ The greatest weakness of our school was the fence around it. We can't have a culture that's apart from the community we're in. We thought we'd lose kids by connecting them with the community and letting them go into programs outside the school. Instead we've gained kids”

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Key messages (from Estyn Report on quality and Standards in the Youth Work and Schools Partnership Programme: towards a new Youth Support Service 2001)

- School and youth work partnerships have proved successful in re-engaging young people in education. However the challenge remains of disseminating the good practice which has been developed and embedding it in other places.
- There have been positive outcomes for some young people who are not targeted for support, but are nevertheless severely disengaged. These young people have heard about the projects, and voluntarily explore the possibility of joining in.
- Many young people demonstrate improved self-confidence and self-esteem as a result of their involvement in the projects. Many are developing positive attitudes and a sense of responsibility.
- There have been significant improvements in behaviour and improvements in the standards achieved by young people who have been involved.

ii) THE GAP PROJECT, SWANSEA

The Gap is a dynamic and interactive educational package designed and delivered by Cornerstone Church. Cornerstone is a service provider offering The Gap tailor made to the individual needs of schools. The target group is year 11 disaffected pupils; however recently The Gap has also expanded its programme to address the needs of year 6. The Gap is entering its 4th year of operation and has worked with 9 Swansea schools to date. It offers a variety of long-term and short-term courses.

The project aims to fill the gap experienced by an increasing percentage of young people between school and work/further education by providing with something purposeful and relevant that is not available in school to this target group. The project offers a combined route to learning (a) creative and interactive lessons drawing students into learning and discovery that is relevant and purposeful to their world. (b) an outward bound dimension, taking students into new experiences that challenge, build confidence and provide opportunity for tangible success.

What do the participants gain?

Long term courses all provide accreditation. The Gap is a recognised training centre with Open College Network. Topics currently taught include *Communication, Using Money, Relationships, People&Health, Telephone Skills, Work Experience, Orienteering, Internet, Time, Assertive Skills, Computers, Teamwork, Beauty Therapy, Community Awareness, Job Interviews, Writing Skills*. Each topic covers a notional 30 hrs learning time. To fulfil the OCN criteria the project has developed its own unique course material to engage and remotivate. The Gap also delivers the Duke of Edinburgh Bronze Award.

The Gap team runs the programme from its own premises, Cornerstone Church Centre in Penlan. Schools identify a group of pupils requiring alternative curriculum provision, these nominees then go through the project's own selection process, interviews and taster sessions before being accepted onto The Gap.

Outcomes

Both quantitative and qualitative data is collected to assess the effectiveness of The Gap. All results have been positive; students have gained qualifications, improved in confidence and social skills and a good percentage have moved on to employment or college. For example, for the year 2000/01 15 girls had the opportunity to take 16 OCN units: 80% achieved 13/16 or above, including 40% who achieved 16/16 units. The effect on attendance is noticeable. The significant improvement is proof in itself that disaffected

young people can be turned on to education once again if the alternative available is truly relevant and engaging.

8 typical students' % attendance levels:

Year 10	78	55	15	63	50	21	41	81	
Year 11 (Gap)	90	81	92	83	89	100	100	99	

Headline Keys to Success

- *Maximize attendance through short course achievement; enhance motivation by swift reward
- *Pupils to become responsible for own learning.
- *Whole group follows the same programme chosen by The Gap staff, team dynamic fuels achievement.
- *Working single sex. Whole group = all girls or all boys. In this way the specific needs of each target group can be met.
- *Educate to prevent unplanned pregnancy.
- *Engage & re-motivate to achieve further education or employment
- *Provide core life skills to equip students for real life beyond school
- *Challenge to achieve in outward bound activities outside current experiences.
- *Engage students in learning process so that they discover achievement and so raise aspirations and self esteem.
- *Parental involvement. Termly presentations and occasions for encouragement and reward.
- *Staffing: a disciplined yet appreciative atmosphere created by committed and skilled staff who understand young people.
- *Communication: flexibility and organisational skills of partnership schools.
- *Purposeful: all learning has a point and a purpose and time is respected.
- *Content: a truly relevant curriculum that relates to the students' life now and post 16.
- *Teaching style: lesson structure created to accommodate teenage thought. This maximises learning opportunities.
- *Accreditation: it is so important that the learning time results in something credible to advance the potential employability or training potential of each student.
- *Venue: the facility stands in the heart of the community. The project is not perceived as a school. Students and parents alike get the feel of a new start or second chance.
- *Belonging: the sense of belonging in a group setting together has been a key factor for the young people. It actually makes peer pressure work for itself in a positive way. Both support and competition advances the sense of motivation and long term commitment. The project's philosophy is that in working with young people an educational angle is not the only one needed. When dealing with disaffection it is important to provide what is missing (e.g. belonging, self-esteem, sense of community, concern for the individual) in

order to make learning possible. The Gap seeks to create an environment where learning can begin again.

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iii) YOUTH GATEWAY WORKING IN PARTNERSHIP WITH FLINT HIGH SCHOOL

Careers Wales recognised the importance of working with young people in KS4 to help the individual make the transition to work, training, education or other opportunities appropriate to their needs and to the labour market. This has been possible by using both Assembly funding and European monies.

In this particular case study, we entered into a partnership agreement with Flintshire Youth Access Initiative to deliver a package of Youth Gateway/Careers Guidance/Vocational Experience over a ten-week period to young people in KS4.

Flint High School were very enthusiastic and signed up to the project in March 2001.

Fourteen young people, each with a specific need, ranging from confidence building to how to control aggressive behaviour, attended the one-week full time Youth Gateway Programme at the local Leisure Centre.

The programme included: concepts and activities to help with confidence building, raising self esteem, personal presentation, behaviour at work, problem solving, communication, learning styles and body language. Use was made of job related puzzles/quizwords etc. Particular issues of concern to the young people were discussed and included bullying and aggressive behaviour. A wide range of career options and the further training available was explored and discussed – led by a Careers Adviser. Young people took part in the Health and Safety Game purchased from the local Enterprise Centre. Good practice has included networking with other organisations that can provide additional support to KS4 pupils and Personal Advisers using their skills, training and resources to adapt to the needs of the individual and group.

External guest speakers that attended during the week were from:

- Army Preparation Course
- Football in the Community
- Flintshire Voluntary Services

All fourteen participants gained a Basic First Aid Certificate.

Feedback Session with Head of Year:-

A short telephone discussion took place immediately on completion of the programme followed by a meeting some two to three weeks later. Copies of the course evaluation were given to the Head of Year and very positive feedback was given and received.

A good indicator was that although all these pupils were regular non-attenders at school, everyone completed the Youth Gateway programme. One particular female pupil had talked non-stop to two teachers about what she had done and achieved on Youth Gateway. She was one of the first pupils to be put forward to the programme as she was very shy, reserved and did not participate at school.

The Head of Year and other teachers were very worried about her because she never spoke in class. At the end of her enthusiastic recount of her activities both teachers had turned to each other and said "is this the same person!". Progress has continued and this young lady is participating in class and actually volunteering answers.

All pupils who have attended Youth Gateway will be contacted and invited to participate in further programmes which will include continued Jobsearch and mentoring support.

Lessons learnt

The programme worked for the young people because the partners i.e. schools, Youth Access Initiative and Careers Wales were committed to working closely together to engage the young people at this stage. It built on existing good working relationships.

Young people were able to see this as a seamless provision.

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iv) XL PLUS PILOT PROJECT, CARDIFF :WHAT WORKS? LITERATURE REVIEW

Background

XI Plus is an innovative pilot scheme that has integrated a number of established approaches to provide a range of activities for marginalised, disaffected and/or disadvantaged young people. It is supported by a Partnership, comprising the National Assembly for Wales, the Prince's Trust Cymru, Cardiff County Council, local businesses, community organisations and the police and is currently being piloted within three Cardiff secondary

schools – Fitzalan High School, Glan Ely High School and Glyn Derw High School. The partners agreed that a rigorous evaluation of the pilot would be helpful in informing future consideration of extending it more broadly across Wales in the future.

After a competitive process, the XI Plus Steering Group commissioned York Consulting Ltd to undertake a formative evaluation of the XI Plus pilot project.

One element of the evaluation is a literature review to help ensure that XI Plus is “properly informed in terms of the most up-to-date evidence of what works and what does not work in similar initiatives in the UK and internationally.”

The Steering Group also requested that the “What Works” document be structured in a way which would highlight:

- initiatives with similar aims to XI Plus and that work best with similar groups of young people;
- quantitative and qualitative measures of successful projects;
- key ‘ingredients’ of the more successful projects;
- how the more successful projects were implemented and managed;
- factors leading to less successful projects;
- research methodologies used to evaluate similar initiatives.

There is a shortage of tangible evidence to inform the debate on the benefits, or otherwise, of alternative curriculum programmes which seek to address the needs of young people for whom the mainstream school curriculum is not wholly appropriate. Evidence emerging from the evaluation of XI Plus will therefore add to this knowledge base and provide hard and soft evidence on individual and overall progress resulting from this initiative in Wales.

The review includes evidence from initiatives with one or more of the following objectives:

- to increase levels of pupil achievement and motivation;
- to reduce levels of school exclusion;
- to develop key skills such as team working, communication and leadership;
- to increase citizenship and community awareness;
- to provide extra-curricular activities in school vacations and weekends for children who would not otherwise be able to access such activities.

Methodology

The research was undertaken by:

- reviewing research publications and working documents;
- reviewing websites e.g. government sites; local authorities; voluntary agencies; schools; European Commission (Europa);
- reviewing newspaper and magazine articles e.g. Times Educational Supplement; New Start magazine; Newscheck;

- reflecting upon the experiences of York Consulting staff who have worked with these target groups.

The full review is published on the Assembly's website [hyperlink to be inserted]

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5. INNOVATIVE PROVISION FOR YOUNG PEOPLE

i) "THE BIG ACT" THEATRE ARTS PROJECT, RHAYADER

The aim of the project is to work with a group of young people aged 13 - 25, from different youth settings and involve them in a range of Performance Art opportunities that reflect issues facing young people and represent ***their*** language and ***their*** voice.

Our **objectives** are:

- To deliver a fully participative project looking at a whole range of theatre/arts based skills.
- To give young people opportunity to work with a range of different arts professionals i.e. directors, technicians, musicians etc.
- To engage young people in a range of training workshops covering the skills needed for an arts production specifically: Script Writing, Text Based Drama, Circus Skills, Mask Work, Dance, Music, Set Design and Costume, Lighting & Sound, Singing, Video Work.
- To offer young people the opportunity to be involved in arts performance/s and to work towards a larger piece of work/performance in November 2011 (*provisional dates 8/9/10/11*)
- To ensure that peer education is a key method of delivery so that young people become advocates for the Project.
- To accredit young peoples learning experiences via Powys Youth Train or the Powys Record of Achievement Scheme, as appropriate. The Youth Service Staff in collaboration with each Project Leader will oversee this.
- To further develop links with other Performance/Theatre groups in the area so that young people showing aptitude or have an obvious route of progression.
- To take account of equal opportunities issues in planning all workshops /projects /performances so as not to discriminate against any young person for reasons of Gender, Race, Ability/Disability, Religion or Sexuality.
- To ensure quality in all aspects of the project.

Our **rationale** was, that making a piece of collaborative theatre/Art builds and strengthens a group of people. It helps to develop confidence and self esteem, it promotes social co-operation, it's an active engagement with life and it's problems, and it provides a framework in which to explore ideas, and feelings, explode myths and preconceptions, and challenge attitudes *And*, it can be **fun**.

The Project was started in March 2000 as a partnership between **Powys County Council, Youth Service** and **CARAD (Community Arts Rhayader & District)**. After initial recruitment by Outreach Workers in bus shelters, on school buses, at youth clubs, in schools and anywhere else where young people might be found; open workshops were held in the theatre studio with 55 young people aged between 12 and 21 attending at some point. The workshops covered movement, dance, music & improvisation, and during the process young people expressed ideas on themes, issues, storyline and content of production. A young people's action group was formed and they collaborated on deciding a name for the group, "The Big Act". After 10 workshops had been held there was a break, then a 3-day summer school was held in which the young people, improvised, videoed and transcribed the content of a script. The first major production Manon's Feast took place in November 2000 with at least 30 young people actually performing and many more involved in the production as a whole. Since then the young people have been involved in Storytelling, Singing, Dance and Video, they have performed an amazing array of street theatre from unicycle to the great escape at the Rhayader Carnival and written and produced a 30-Minute youth issue based radio show Broadcast via Radio Carad. Work is now just about to start on a major production for November under the banner "Four by Four".

The young people have learned a range of new skills including performance based activities such as Dance, Movement, Music, Acting etc. They have also gained technical skills such as Video Filming, Photography, Digital Recording, Using Computers for music production, DTP work, Publicity and Marketing techniques including Writing Press Releases. However they have also shown great personal development learning about teamwork, and the importance of commitment to a project and their responsibilities both to themselves and other members of the group. Their attitudes to inclusion have been challenged and they have discovered how barriers created by society and communities towards disability, social background etc can be broken down in a group setting. They have gained new confidence and self-esteem.

From the early stages of the project the young people have been key participants in the decision making process. A young people's action group was established and they have taken responsibility for creating and agreeing the name of the group, planning workshops and selecting workshop facilitators with consideration of cost, skills required and artistic ability. They also work on the publicity and marketing of the show, deciding on poster, programme content and design (and making them) organising ticket sales etc. A key role for this group has been to agree an appropriate code of conduct and to assist the director/staff team in maintaining behaviour and focus amongst their peers encouraging regular attendance. They also act as a

conduit for the issues and concerns of other members of the group ensuing that everyone's voice is heard.

The Project has tried to work with many issues that affect young people's lives (as brought forward by young people through the workshops). Although in the 1st production *Manon's Feast* the setting was a Celtic Myth it covered issues such as: Teenage Pregnancy, Conflict in Community, Relationships, Drug Taking, War, Health and Bereavement. All such issues have been discussed and explored with young people, and attitudes challenged through the workshops. However, young people have also had to take decisions about such themes within the script, based on the social context of a small rural community. For example what can be safely included in the show without offence, what should be included to challenge a community's perspective and what is critical to reflect young people's views. As a result the play itself was an empowerment of young people.

Funding for the project comes from various sources: Arts Council & Laura Ashley Foundation (Through Carad); Powys Youth Service, Radnorshire Curriculum Development; Rhayader 2000 Grant, Earned Income, *Young People Membership Fees and Production Takings*. The total budget for 2001 is £5,680 although both organisations are investing heavily of their own staffing and resources but believe it is money well spent.

The most successful elements of the project so far have been:

- Drawing in large % of youth population, with good cross section and geographical spread.
- The inclusive nature of the project which has seen disaffected young people, those with learning difficulties, boys and girls working together.
- The range of measurable new skills developed
- It has led to the young people's inclusion in other arts projects

The least successful elements have been:

- Setting sights too high for time scale
- To upskill young people to the technical level required for stage manager, lighting technician, sound engineer ...etc is achievable but will take longer than initial term of the project.

For the future, the project aims are to establish the group as an independent organisation and enhance the role of young people in determining direction and focus and to continue to teach new skills by diversification, for example into video production.

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ii) DEVELOPMENTAL DRAMA PROGRAMME – YOUTH GATEWAY PROVISION

Anon was referred onto the Careers Wales fourteen week Developmental Drama Programme back in October 2000. The school stated that he was seriously under-achieving and his anti-social behaviour was of moderate concern, they said

'Anon has good academic ability but chooses to "hide it"! He can be a disruptive influence when he is with his friendship group. He is also prone to truancy, which is aided by condoned absences'

However, during Anon's placement he exhibited none of these concerns, on the contrary, his attendance and punctuality was 100% and he demonstrated his ability to achieve. Anon excelled in all workshops achieving distinction in each of the common skills covered. –

These included:

- Working and Relating to Others.
- Managing and Developing Self
- Communicating
- Managing Tasks
- Solving Problems
- Applying Technology
- Applying Design and Creativity

Anon took personal time to ensure that he learnt all his lines for one of the leading roles without letting any of his team members down. He also demonstrated an ability to help his less able peers. On completion of the programme in February 2001 he uniquely, but deservedly, achieved an overall Distinction among only two other members of the group. The school recognised improvements to his achievements and significant improvements to his behaviour and attendance, they said,

'A much-improved pupil! I am delighted with Anon's progress since involved with the drama project'.

Anon himself expressed that he has; fully enjoyed the programme, gained more interest in lessons, gained more skills, gained interest to join other clubs outside school and has improved his concentration levels. He also commented personally that he mostly enjoyed the circus skills, performing on stage and watching a play at the theatre. He suggested that a drama holiday camp should be set up. Consequently as a result Anon's placement he took it upon himself to join my theatre company, 'The Street Wise Theatre Company', (age group 14-25) and has become reliable, valuable and mature member.

LESSONS LEARNED

This study particularly illustrated the benefit of using drama to help build the skills which young people require (and adults) e.g. iteration with others, improved self confidence.

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6. GOOD PROVISION FOR YOUNG PEOPLE

Key features:

- open where & when Young People want it eg after school, evenings, weekends
- safe & warm environment
- local /easily accessible
- etc etc

i) Hard Rock Café Bridgend

[Details to be supplied

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[Can consultees suggest further good practice examples for inclusion?]

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We also appreciate the comments we have received from many people across Wales during the consultation process which preceded publication.

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