

Lifelong learning and
community development

YOUTH SERVICE CURRICULUM



APPENDIX 7

CONTENTS

<u>AIMS AND PURPOSE.....</u>	<u>3</u>
<u>YOUTH WORK PRINCIPLES.....</u>	<u>4</u>
<u>YOUTH WORK VALUES</u>	<u>5</u>
<u>THE YOUTH SERVICE PLEDGE TO YOUNG PEOPLE</u>	<u>6</u>
<u>ACCESS TO THE SERVICE.....</u>	<u>7</u>
<u>THE YOUTH WORK PROCESS.....</u>	<u>9</u>
<u>YOUTH WORK DEVELOPMENT & PLANNING.....</u>	<u>11</u>
<u>THE YOUTH WORK CURRICULUM.....</u>	<u>12</u>
<u>YOUTH WORK CURRICULUM METHODS</u>	<u>12</u>
<u>YOUTH WORK SETTINGS & CONTEXTS</u>	<u>13</u>
<u>THE LEARNING TO BE GAINED BY YOUNG PEOPLE</u>	<u>14</u>
<u>CURRICULUM INDICATORS.....</u>	<u>15</u>
<u>EVALUATING YOUTH WORK.....</u>	<u>17</u>

Aims and Purpose

The Youth Service in Leicester is located within the Education Department's Lifelong Learning and Community Development Division. As such, its plans and approach are formulated within the overarching framework of the division's vision and plans, described in the **Strategic Community Learning Plan (SCLP)** but briefly summarized below..

Lifelong Learning & Community Development Division (LL & CD)

The Vision is that within 5 years we will :

- Be a higher performing, learner-centred service
- Be a valued and active partner
- Be engaged with all Leicester's communities
- Be sufficiently resourced to meet our objectives
- Have a skilled, motivated and reflective staff, representative of the communities we serve.

The Mission (LL & CD)

We will work with our partners promoting equality and inclusion through complementary and integrated provision, to enrich the lives of people in Leicester enabling them to be:

- Effective learners
- Healthy and confident individuals, and
- Empowered citizens.

The Local Authority's priorities that currently inform both the Youth Work Strategy and the Annual Youth Work Plan are :-

- Raising Educational Standards
- Community Cohesion
- Social Inclusion
- Revitalising Neighbourhoods

Within the above strategic aims, objectives and the vision of the Lifelong Learning and Community Development Division; **the overall aim of Leicester City Youth Service**, as approved in the Youth Work Strategy, is :-

“To contribute to the personal and social development of young people enabling their inclusion, engagement, achievement and influence, within the context of a multi-racial city and society”.

The **ultimate purpose**, of the above, is the development of self-confident, sensitive, articulate, socially and culturally aware, flexible, motivated and self-determining young people.

These vital personal skills, though often acquired through home, family, school or work, are the particular province of the Youth Work Personal & Social Education Programme.

Youth Work Principles

The Youth Service considers its relationship with young people to be a unique one. It is a **voluntary relationship**, based on mutual respect and equality and as such provides the climate for personal growth and informed risk-taking.

Youth work is recognised as having a valuable and unique contribution to make to the education of young people through the process of informal education.

A Statement of Purpose, agreed nationally in 1990, emphasised the underpinning values of youth work with young people which continue to be central to the work now :-

Educative – a process enabling young people to acquire the skills knowledge and values necessary to making well-informed choices and taking control of their lives as they grow up and move away; enabling them to explore their rights and responsibilities as individuals and as members of groups and communities.

Addressing inequalities - establishing equality of opportunity through the challenging of prejudice and barriers to opportunity which arise from race, gender, disability, class, religion, age, sexual identity, diagnosed mental illness, within a framework of accountability and transparency. (N.B. This list is not exhaustive).

Participative – within a voluntary relationship, young people are engaged in a developmental process that moves them to being full and active partners in the learning and decision-making processes of the Youth Service and in the many other structures that affect their lives and the communities of which they are a part.

Empowering –a ‘young person-centred approach’ that should be at the heart of our work; creating opportunities for young people to experience power and responsibility within realistic, open and clearly understood boundaries; mutual trust and respect between worker and young people being the keys to its achievement.

Youth Work is effective when the educational outcomes are clear, when it is accessible to young people whoever they are, when young people are involved in the planning and delivery of the programme and when it allows and enables them to make choices about matters that affect their lives.

Effective Youth Work, particularly with the vulnerable/at risk young person, also needs to operate within a multi-agency network approach.

The Leicester Youth Work Curriculum Framework aims to provide the guiding principles, from which work with young people should be planned, delivered and evaluated.

Youth Work Values

- Young people choose to be involved, not least because they want to relax meeting friends and have fun
- The work starts where young people are – with their view of the world and their interests
- It seeks to go beyond where young people start, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them and supporting their exploration of new ideas, interests and creative ability
- It takes place because young people are young people, not because they have been labelled or categorised as deviant.
- It recognises, respects and is actively responsive to the wider networks of peers, communities and cultures, which are important to young people.
- Through these networks it seeks to help young people achieve stronger relationships and collective identities – for example, as black people, women, men, disabled people, gay men and lesbians – and through the promotion of inclusively, particularly for minority ethnic communities.
- It is concerned with how young people feel and not just with what they know and can do.
- It is concerned with facilitating and empowering the voice of young people.
- It is concerned with ensuring young people can influence the environment within they live.
- It respects and values individual differences by supporting and strengthening young people's belief in themselves and their capacity to grow and change.
- It works with other agencies which contribute to young people's social and personal development and
- It complements and supports school and college based education by encouraging and providing other opportunities for young people to achieve and fulfil their potential.

Transforming Youth Work - Resourcing Excellent Youth Services,
Published by the Department for Education and Skills and Connexions in 2002.

The Youth Service Pledge to Young People

What follows is a **draft proposal** for a Pledge to Young People, which will be refined by discussions with a wide range of young people.

- A safe warm well equipped meeting place within reasonable distance of home, accessible to young people at times defined by young people, giving an opportunity to participate in personal and social development activities including arts, drama, music, sport, international experience and voluntary action.
- A wide diversity of youth clubs, projects and youth activities
- Mutual trust and respect between youth workers and young people
- Equality of opportunity
- Programmes related to core youth work values and principles, based on a curriculum framework which supports young people's development in citizenship, the arts, drama, music, sport, international experience and personal and social development, including through residential experiences and peer education.
- A comprehensive, generic, confidential information, advice and counselling service;
- Mechanisms for ensuring that their voice is heard, perhaps (through not exclusively) through a youth council or youth forum for each locality, with the intention of supporting youth engagement in local democracy in a wide range of ways;
- An annual youth service questionnaire involving young people in auditing and evaluating the service (provided by the local authority youth service) available to them locally;
- A defined project to promote and secure volunteering and voluntary action; and
- The opportunity to participate in Programmes which offer accreditation for learning such as the Duke of Edinburgh's Award Youth Achievement or similar.

The pledge will be the basis for young people to monitor and evaluate the service that they are receiving.

This will be carried out using a combination of questionnaires and inspection visits to youth centres and projects on a planned basis.

Access to the Service

NB This section needs more work covering all the standards that relate to access to service but gives sufficient to appreciate the flavour of the section

In the “Transforming Youth Work – Resourcing Excellent Youth Services” publication the first standard set for Local Authority Youth Services is that they are clear about who they are providing the service for and why.

This relates to a whole section of the **OFSTED framework for Youth Work** on this subject and is also reflected in the Common Planning Framework for the Annual Youth Service Plan that is now required.

The purpose of this section is to bring together the range of standards and priorities that collectively define our position and/or objectives in Leicester.

Youth Work Standard #? (Resourcing Excellent Youth Services) makes it explicit that Youth Services should ensure provision that targets the 13-19 age range and that it is “an integral part of the Connexions Service delivery”. There is a clear proposal that 80% of youth service provision should be targeted at the **13-19 age range**.

Youth Work Standard #?, proposes that for a unitary authority area such as Leicester, the authority should secure convenient and suitable access to high quality youth work (statutory and voluntary) for 88% of households within a half-hour bus ride. In Leicester we are currently looking at provision available within a 1 mile radius.

Youth Work Standard #? sets an overall target for the percentage of young people to be reached by the service at 25% of the 13-19 population.

Youth Work Standard #? proposes, consistent with OFSTED requirements, that “authorities must specify their key target groups, and identify and plan the range of interventions designed to promote their personal and social development”.

Particular priorities have been identified under the division’s strategic objective of Widening Participation and were agreed by the authority as part of the Youth Work Strategy. They are set out below:-

The target is to increase the level of participation in the service generally but with particular emphasis on :-

- Looked After Children (youth service contribution to corporate parent role)
- Young people excluded or at risk of exclusion from school
- Young people experiencing barriers to learning
- Young people from abroad (community cohesion)

- Young people engaged or at risk of engagement in offending / anti-social behaviour
- Pregnant teenagers
- Homeless Young People
- Young people with drug misuse problems
- With particular attention in geographical areas with multiple needs (NRF wards / Council Estates)

The conclusion reached, from the combination of the above factors, is that the youth service collectively, including the voluntary sector, needs to provide open-access provision on a geographical basis, creating access in principle for all young people of youth service age range, within a 1 mile radius, but ensuring that at least 25% of 13-19 year olds are reached. At the same time to ensure that this includes work with its priority groups to which particular attention will be paid to ensure that they are reached and worked with on a regular basis.

It needs to be recognised that there is a very considerable amount of provision within the voluntary sector that contributes to the personal and social development of young people as well as projects that prioritise particular groups of young people and particular needs. It is important that these organisations are closely involved and counted in reaching the above standards and priorities.

The Youth Work Process

A Youth Workers relationship with young people is a unique and **voluntary relationship**, based on mutual respect and equality and as such provides the climate for personal growth and informed risk-taking.

It is important that it retains these fundamental qualities whilst at the same time recognising that youth workers have a vital role to play, with and on behalf of young people, as they work increasingly in partnership with other agencies whose relationship with the young person may not always be a voluntary one.

The following qualities describe a '**young person-centred approach**, which is central to the youth work process whatever the context

- Active responsive listening
- Recognising and respecting the importance of young people's experience and how it shapes their lives; not being judgemental
- Acknowledging their capacity to think and act for themselves and their peers in a responsible way
- Valuing young people even when, at times, their behaviour is unacceptable
- Allowing young people to set the pace
- Being interested in their lives and wanting to spend time with them
- Enjoying their company and having fun together

Young people engage with the Youth Service to satisfy a wide range of needs, expectations and aspirations.

Youth workers have their agenda prescribed by City Council and service policies and objectives as well as their own training and experience.

The success of youth work is therefore dependent upon positive interactions and the relationship between the young person and the youth worker developing to meet on common ground.

This can become an educational process by working directly with young people in two ways: **reactively and proactively**.

Reactive youth work transforms informal and spontaneous situations, issues or concerns into an educational experience for example by :

- Offering alternative views or opinions on issues;
- Challenging attitudes, language and behaviour (e.g. racism, sexism)
- Enabling young people to consider/analyse a range of alternative outcomes
- Empowering young people to make informed choices and decisions
- Facilitating evaluation of situations in which young people become involved

The context can be any of the wide variety of settings in which youth workers operate with young people

The informality of this approach highlights the skills, awareness, flexibility and speed of thought required by youth workers to develop and transform spontaneous events into educational opportunities.

Proactive youth work usually initiated by the youth worker:

- the focus will generally be the current interests aspirations and concerns, of the particular group of young people, identified both informally and by formal worker-led discussion
- young people and youth workers will negotiate the content and structure of projects and activities and will work in partnership to plan, organise and evaluate their experiences
- the purpose, content and outcomes of the project will therefore be discussed and understood in advance by young people and workers.
- youth workers will be able to explain the intended learning outcomes of the project or activity and the link between aims, outcomes and methods used
- there will be evidence of continuous involvement by young people over time
- young people will be clear about other opportunities/agencies where they exist for further involvement or progression
- working together on identifying gaps in services and facilities to young people
- young people and youth workers will be able to provide evidence of the impact of the project on the individual and their 'community'.
- the youth worker offers alternative role models challenging stereotypes and assumptions

The outcome of both reactive and proactive youth work should be that young people can review and evaluate learning and can transfer skills and knowledge to other situations and contexts.

Youth Work Development & Planning

The Youth Service curriculum needs to be responsive to the needs of both individuals and groups of young people. It also needs to take account of both local and national priorities and legislation as they impact upon young people.

To achieve this, research and planning and evaluation takes place at three levels :-

Strategic level

- Local and national priorities and legislation (see the Youth Work Plan)
- Statistical data on youth population of the City (see the Youth Work Plan)
- Indicators of deprivation (see Cluster planning specification)
- Discussions with other agencies on unmet needs of young people
- New sources of targeted external funding (e.g for Community Cohesion)
- Provision of operational and specialist leadership and management to the service
- Service level analysis of management information arising from participation data

Cluster Team Level

- Use of strategic information described above
- Statistical data specific to the team area
- Mapping of provision against statistical data / indicators of need
- Cluster level analysis of management information arising from participation data
- Local consultation/ delivery of services with young people and other service providers
- teamwork in use of skills and knowledge & deployment of staff

Unit/Project /Individual Worker Level

- Use of strategic information described above
- Discussions with target groups and individuals
- Needs analysis of young people as basis for programme planning
- Unit level analysis of management information arising from participation data
- Planning and delivery of programmes with young people
- Evaluation of previous programmes / activities with young people
- Supervision and performance management with individual staff

Curriculum and service planning is a circular process that can be located in a wider context described in the section on Evaluating Youth Work

To assist Youth Workers in their development of work with young people the Leicester Youth Work Curriculum Framework sets out a new curriculum model. It reflects the national trend to clarify and focus Youth Work. It provides a range of priority thematic areas. It can be understood as a Youth Work menu, designed to stimulate and help workers and young people to identify particular themes for activity.

The Youth Work Curriculum

One of the key indicators in assessing the quality and effectiveness of Youth Services is *'the extent to which the service as a whole and individual units assess young peoples needs and priorities'*.

It is in this context that we seek to understand, assess and respond to the needs and priorities of young people.

The Youth Service Curriculum, set out below, makes a distinctive contribution to the Personal and Social Development of Young People in their transition to Adulthood. It aims to provide a wide range of opportunities to **develop capacities, identify/accept responsibilities, and understand/act upon personal and social issues.**

The core areas of skill, knowledge and understanding within the youth work curriculum for Leicester will be contained within four key curriculum themes:

- **Emotional literacy**
- **Creativity and enterprise**
- **Health and well-being**
- **Active citizenship**

Youth Work Curriculum Methods

Working in the above curriculum areas, Youth Workers will employ a wide range of methods to meet the needs of young people, underpinned by the core principles of Educative, Equality, Participative & Empowering.

Whilst the end product of a piece of work is very often valuable in itself, the primary importance of an activity is as a means of achieving the underlying aims.

Examples of Curriculum Methods

- | | |
|--|--|
| <ul style="list-style-type: none">• Group work (incl. discussions, debates, games & conferences)• One-to-one work• Youth forums & councils• Trips and visits• Mentoring• Peer education• After-school study support clubs• Fundraising• Campaigning• Advocacy• Information & advice work• Counselling | <ul style="list-style-type: none">• Accredited awards (e.g Duke of Edinburgh & Youth Achievement)• Music playing & recording• Youth theatre• Video production/multi-media projects• Magazine production• Computer/internet-based work• Sports & leisure activities• Outdoor education• Environmental projects• Basic skills work• International exchanges & trips• Motor projects |
|--|--|

This list is not meant to be exhaustive and can be extended.

Youth Work Settings & Contexts

We work with young people in a wide variety of settings.

Each one of these **contexts for youth work** has its own possibilities and limitations and a skilful youth worker will set out to maximise the opportunities for learning and personal and social development.

- Centre / Club based
Free Standing Youth Centres, Neighbourhood Centres, Cultural & Religious settings, after-school study support clubs
- School based
Secondary/Primary Schools with identified groups and open access provision
- Detached Work
Working with young people on the streets & on their territory
- Outreach Work
Working out from a building to encourage young people to use the service/facilities
- Mobile Projects
e.g Computer bus
- Advice & Information Services
Connexions First-Stop & One-Stop Shops, Careers Guidance, drugs & health advice
- Specialist Projects
Focused work based on priority needs e.g counselling service, with excluded pupils, looked after young people, teenage parents etc
- Residential Work
Providing opportunities for intensive educational experiences
- International Work
Cultural exchange trips & visits, residential abroad, expeditions
- Separate gender work
Work with single sex groups on a range of issues including sex education, anger management, assertiveness

The learning to be gained by young people

At the beginning of this document we set out the **aims and ultimate purpose** of the Leicester Youth Service; the development of self-confident, sensitive, articulate, socially and culturally aware, flexible, motivated and self-determining young people.

These can be summarised as contributing to **the personal and social development of young people**. Whatever the setting, the youth work curriculum should enable young people to:-

- **develop their capacities** – physical, intellectual, moral, spiritual, social and emotional;
- **identify and accept their responsibilities** as individuals, group members and citizens;
- **understand and act on personal and social issues** which affect their lives, those of others and the communities of which they are part.

To define that more closely the **services intended learning outcomes** for young people have been set out under the four key curriculum theme areas :

- **Emotional literacy** : self awareness (feelings, attitudes and values), self esteem and confidence, an awareness of their own strengths, weaknesses and aptitudes, expression of reasoned opinion, motivation, skills and sensitivity to relate effectively with others, being effective members of groups, handling relationships and diversity, develop a sympathetic concern for other people (especially for those who are less fortunate than themselves), adapt and respond to change in themselves and their environment, having fun with their peers,
- **Creativity and enterprise** : developing and broadening - use of imagination, thinking, problem solving, decision-making and planning skills, calculating and taking risks, negotiation skills, skills for work and in leisure activities
- **Health and well-being** : looking after oneself, diet and lifestyle, keeping physically and mentally fit, dealing with stress in constructive ways
- **Active citizenship** : making a contribution, getting involved and becoming influential, developing a voice and place within community, developing political awareness, learning for sustainable development

It is vitally important that the intended learning outcomes for young people participating in the Youth Service are kept under review and in particular continue to be negotiated with the young people themselves.

There are a large range of more subject-specific learning outcomes, many of them skills-based, which relate to specific activities and methods within the youth work curriculum; for example via work in arts, music, media, sports etc. It is important, in evaluating and recording the impact of our work with young people, that these learning outcomes are also well documented and celebrated.

Successful Youth Work makes a difference and has a definable impact on individuals and communities.

Curriculum Indicators

The Service needs to provide, through its recording and reporting methods, evidence of the following:-

- The quality of young people's involvement in the decision-making and management of club/project
- The purpose, content and outcomes of projects and activities have been discussed and understood in advance by young people and workers
- The relevance of programmes to the needs, abilities and interests of the young people participating
- The continuous involvement of young people
- Young people's ability to transfer skills and knowledge to new situations and contexts
- The quality and range of youth work methods used in achieving objectives
- The breadth, depth and targeting of programmes and resources relative to priority groups and issues
- The quality and effectiveness of assessing young people's needs and development
- The assessment of demand for and availability of accreditation of young people's involvement
- The skills and experience of staff are being effectively deployed to foster the development of young people
- The youth workers are well supported, trained, supervised and receive information appropriate to the demands of their work
- Young people-friendly accommodation
- Use of up-to-date, quality educational resources
- An Equal Opportunities approach: gender, multi-cultural, disability
- Young people are engaged with their community through involvement with the youth service and the resulting impact of involvement on the individual and their 'community'
- Provision is planned strategically and co-ordinated across the area

- Policies are translated into achievable objectives and matched to the local assessment of needs

Evaluating Youth Work

Evaluating the quality of work directly with young people takes place within the **Leicester Quality Assurance Framework for the Youth Service**.

This is based on three fundamental principles for achieving success:-

- **Knowing what we want**
- **Knowing what we are getting**
- **Having the flexibility to keep changing until we get what we want**

Knowing what we want is a composite picture from the following:-

- The vision and strategic plans of the Education Committee
- The policies and guidelines of the whole authority and those specific to the service
- The vision, aims and service unit plan of the Youth Service
- The needs of young people and targeting as a result of the youth service mapping exercise
- Key areas of work in team and individual worker plans
- Performance indicators (quality descriptors) : internally and externally set

Knowing what we are getting

This will be a combination of both qualitative and quantitative information drawn from the following sources:-

- Sessional recording forms/evidence (quality & numerical data)
- termly reports from P/T Workers
- Management supervision / FT Worker Report
- Service audit database
- Young people's evaluation surveys & observation visits
- Structured visits to clubs & projects involving the settings users
- Reports from internal observations of practice
- Internal and external comparisons of performance (Best Value benchmarking)
- External inspections

Having the flexibility to change until we get what we want

This requires the existence of a 'learning loop' or circular process to ensure that the learning gained from all the feedback systems are used to inform the future planning processes of :-

- Service Plans
- Cluster Plans
- The key areas of work within team and individual work plans
- Programme plans in youth clubs and projects
- Staff development plans for teams and individuals
- Any further guidance needed on minimum standards