

**YouthLink
Scotland**



Youth
Theatre
Arts
Scotland

National Youth Work Outcomes

Effective evaluation in your Youth Theatre

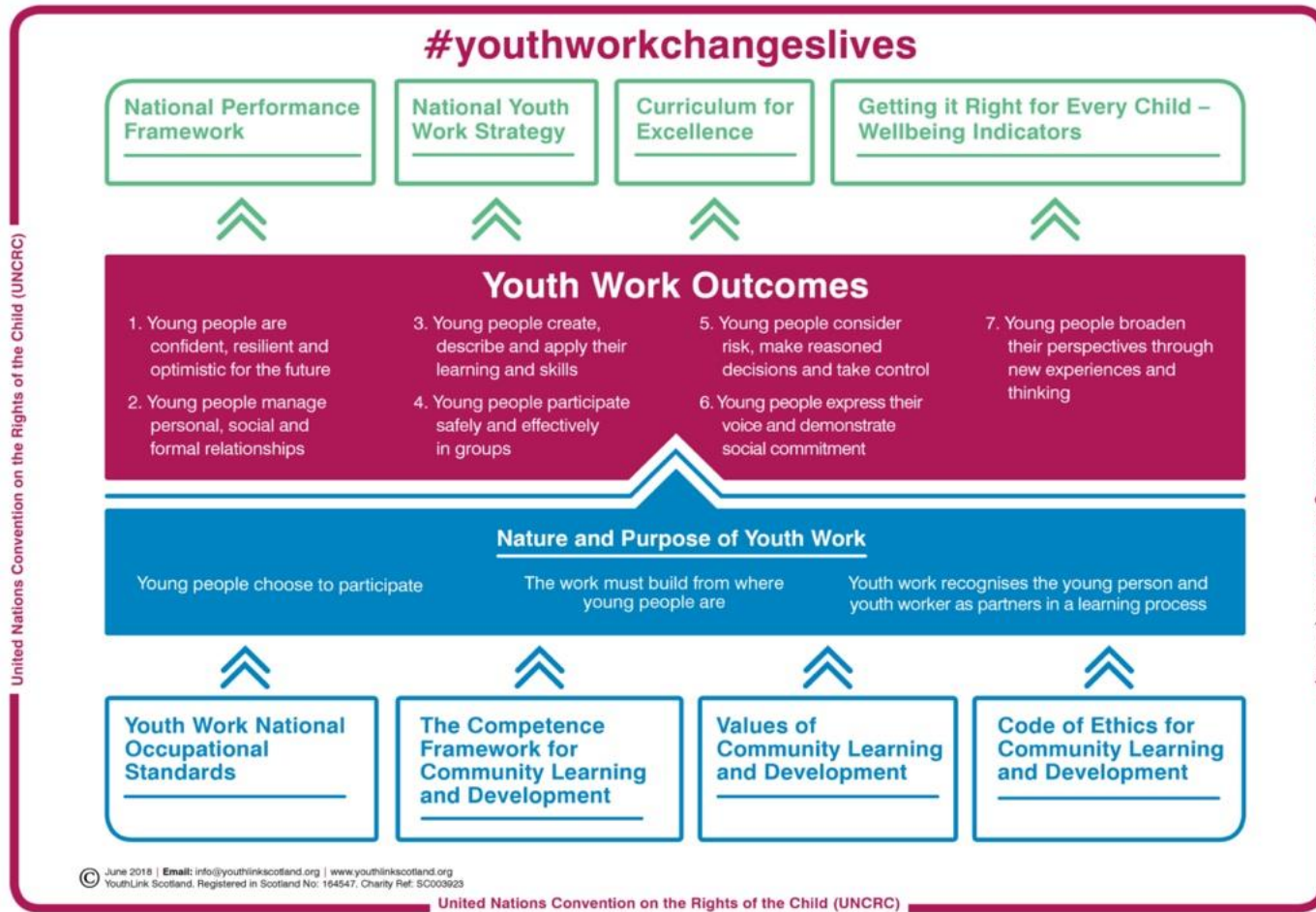
Jane Dailly: National Grants Manager, YouthLink

Session Today

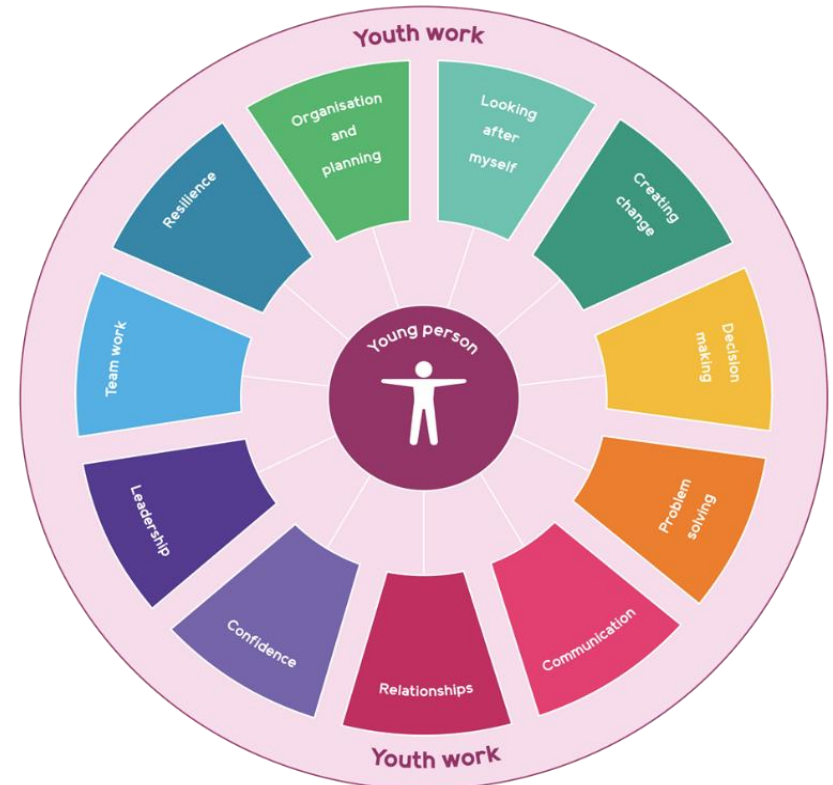
- The journey to the National Youth Work Outcomes and Skills framework
- An introduction to the integrated framework
- The framework in your context
- Discussion and questions



Frameworks: telling the story of what connects us



Youth Work Skills Framework – 3 years ago



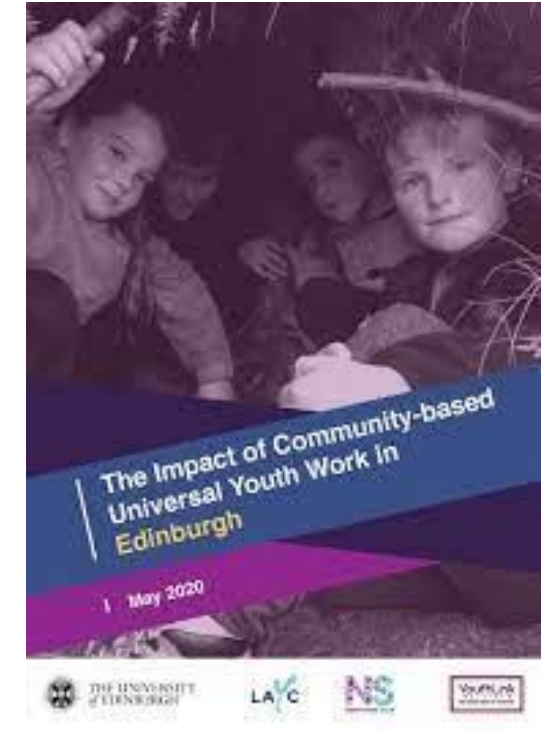
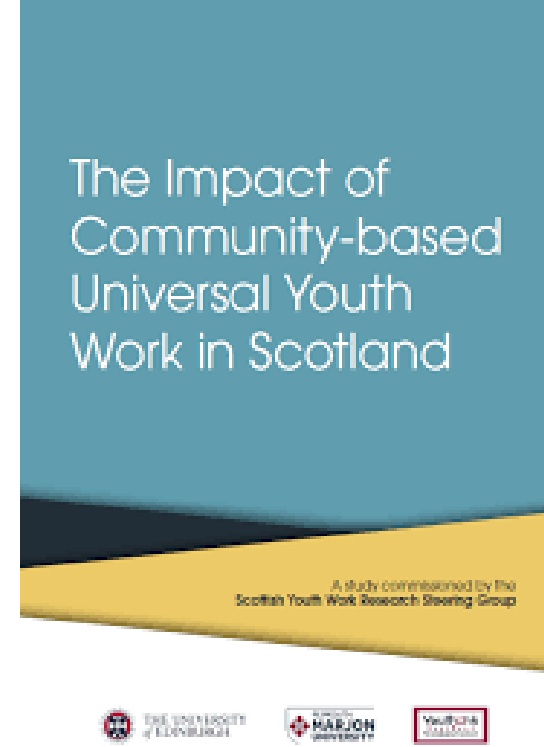
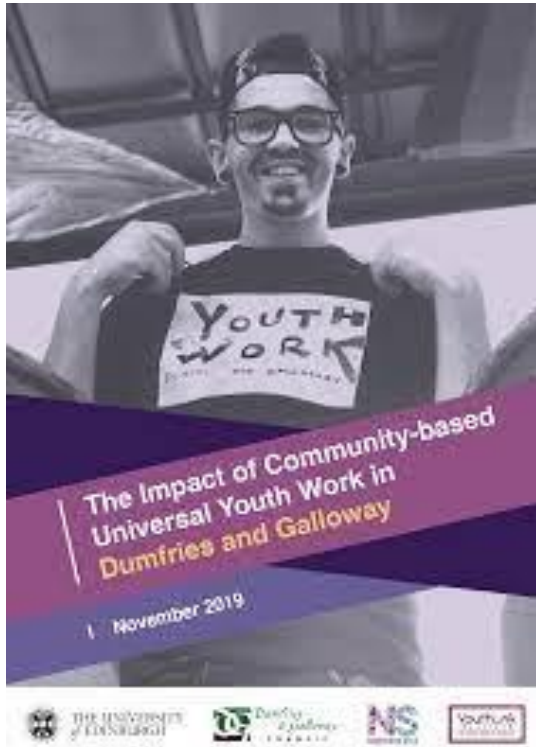
National Youth Work Outcomes Framework - 5+ years

Principles of Our Approach

- Building on years of thoughtful consultation
- All models are approximations – there's no perfect version
- A balance of structure and flexibility
- Focus: ease of use and relevance
- Focus on integrating skills and one set of indicators – but sector agreed also timely to revisit outcomes



Drawing on Recent Research



National Youth Work Outcomes and Skills Framework

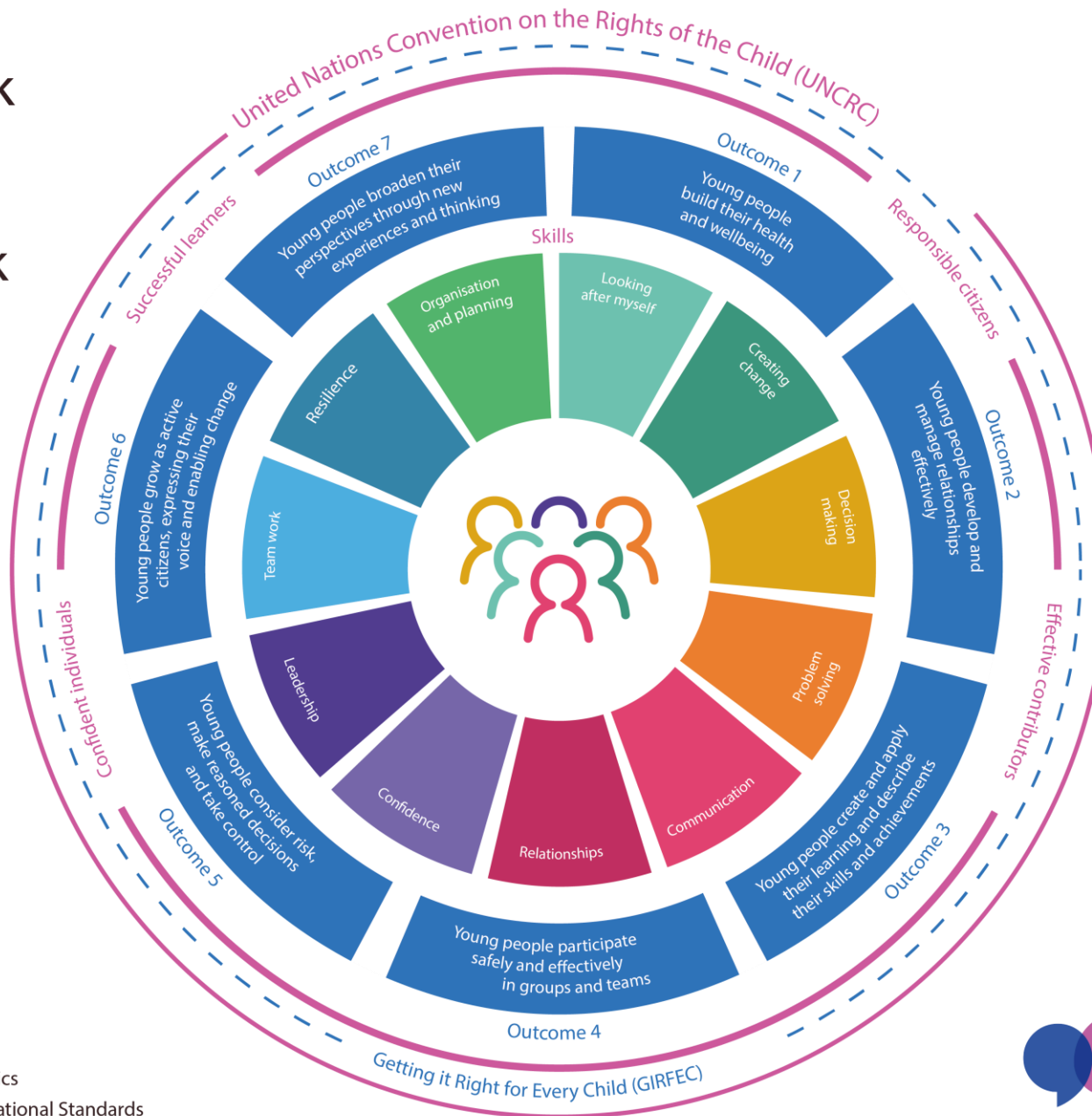
Nature and Purpose of Youth Work:

Youth work is an educational practice that contributes to young people's learning and development. It is an inclusive and empowering approach where:

- The work must build from where young people are
- Young people and youth workers are recognised as partners in a learning process
- Young people choose to participate

Youth Work practice is underpinned by:

- CLD Competences
- CLD Values and Code of Ethics
- Youth Work National Occupational Standards



Youth Work plays a key role in delivering Scotland's national outcomes, in particular:

Children and Young People
We grow up loved, safe and respected so that we realise our full potential

Education
We are well educated, skilled and able to contribute to society

Health
We are healthy and active



Skills with Associated Indicators

<p>Confidence</p> <ul style="list-style-type: none"> I can seek out learning opportunities and support I can participate in new opportunities and experiences I can identify the new skills and knowledge I've developed I can use my learning and skills in different settings I can look for new challenges I can ask for information and support I can learn from my mistakes 	<p>Resilience</p> <ul style="list-style-type: none"> I can show determination to achieve my goals I can adapt and be flexible as the facts / situation changes I can keep going even when I'm finding things difficult I can show courage to <u>take action</u> even when the outcome is uncertain I can try again if I don't succeed the first time 	<p>Looking after myself</p> <ul style="list-style-type: none"> I can identify goals for my physical/mental health and <u>take action</u> to achieve them I can manage my feelings I can ask for help if I need it I can explain the consequences of harmful behaviour on myself I can understand the role of peer pressure in harmful behaviour I can understand my human rights, including those set out in UNCRC 	<p>Building Relationships</p> <ul style="list-style-type: none"> I can recognise and seek out positive relationships I can make new friends I can manage friendships I can show respect towards others I can see things from another person's perspective I can engage with people outside my friendship group I can resolve conflict peacefully within my relationships I can understand professional relationships and boundaries
<p>Communication</p> <ul style="list-style-type: none"> I can express my thoughts and feelings to appropriate adults I can speak in a group and share my opinions I can listen to other people's opinions I can take time to understand what someone is communicating to me I can recognise and address prejudice and discrimination I can construct and defend an argument I can ask for help if I don't understand I can communicate effectively using a range of methods I can use social media responsibly 	<p>Organising and planning</p> <ul style="list-style-type: none"> I can set my own goals I can take responsibility for tasks I can break down big objectives into smaller tasks I can plan and prioritise tasks I can work to deadlines I can finish tasks I start 	<p>Decision making</p> <ul style="list-style-type: none"> I can think critically about information I can ask for more information and support I can identify risk and explain it to others I can explain why I made a choice I can take responsibility for my actions I can participate in decision making processes 	<p>Problem solving</p> <ul style="list-style-type: none"> I can identify problems I can break problems down into smaller parts to find a solution I can contribute to creative solutions I can challenge and question my own and others' opinions
<p>Teamwork</p> <ul style="list-style-type: none"> I can work with others on group tasks I can support other young people in a group I can understand the role of power within groups I can give and receive feedback I can follow instruction I can be reliable 	<p>Leadership</p> <ul style="list-style-type: none"> I can identify my strengths I can share my learning and skills with others I can be a positive role model through my own behaviour I can shape the direction or progress of a group I can motivate others I can delegate tasks I can support others in their learning I can act with integrity I can bring out the best in others I can engage and include a wide range of people 	<p>Creating change</p> <ul style="list-style-type: none"> I can identify new ways of working I can understand the principles of social justice I can recognise how my actions impact on others locally, nationally and globally I can <u>take action</u> on issues that are important to me I can play an active role in delivering change in my community I can engage in democratic structures I can represent the views of young people I can influence decision-making 	

Eleven core skills & Associated indicators



#DramaCon2024

Outcome 5: Young people consider risk, make reasoned decisions and take control

RELATED SKILLS WITH INDICATORS

Decision Making	<ul style="list-style-type: none">I can think critically about informationI can ask for more information and supportI can identify risk and explain it to othersI can explain why I made a choiceI can take responsibility for my actions
Looking After Myself	<ul style="list-style-type: none">I can ask for help if I need itI can explain the consequences of harmful behaviour on myselfI can understand the role of peer pressure in harmful behaviour
Organising and Planning	<ul style="list-style-type: none">I can take responsibility for tasksI can finish tasks I start
Problem Solving	<ul style="list-style-type: none">I can identify problemsI can break problems down into smaller parts to find a solutionI can contribute to creative solutionsI can challenge and question my own and others' opinions

Open Arts Fund - Examples



The mental health & wellbeing of CYP is improved through their participation in artistic and creative activities.	
Links to National Youth Work Outcome 1: Young people build their health and wellbeing	
RELATED SKILLS WITH INDICATORS	
Looking After Myself	<ul style="list-style-type: none"> I can identify goals for my mental health and take action to achieve them I can manage my feelings I can ask for help if I need it I can explain the consequences of harmful behaviour on myself I can understand the role of peer pressure in harmful behaviour
Resilience	<ul style="list-style-type: none"> I can show determination to achieve my goals I can keep going even when I'm finding things difficult I can show courage to take action even when the outcome is uncertain I can try again if I don't succeed the first time
Confidence	<ul style="list-style-type: none"> I can seek out learning opportunities and support I can participate in new opportunities and experiences I can use my learning and skills in different settings I can look for new challenges I can ask for information and support I can learn from my mistakes
Relationships	<ul style="list-style-type: none"> I can recognise and seek out positive relationships I can make new friends I can manage friendships



CYP are empowered through their involvement in youth-led activities and their voices are amplified.

Links to National Youth Work Outcome 6: Young people grow as active citizens, expressing their voice and enabling change

RELATED SKILLS WITH INDICATORS

Decision Making

- I can think critically about information
- I can explain why I made a choice
- I can take responsibility for my actions
- I can participate in decision making processes

Communication

- I can speak in a group and share my opinions
- I can listen to other people's opinions
- I can construct and defend an argument
- I can communicate effectively using a range of methods
- I can use social media responsibly

Creating Change

- I can take action on issues that are important to me
- I can represent the views of young people
- I can influence decision-making

Organising and planning

- I can set goals and objectives
- I can take responsibility for tasks
- I can plan and prioritise tasks

Leadership

- I can shape the direction or progress of a group
- I can motivate others
- I can include others
- I can bring out the best in others

CYP feel better connected to their peers and communities.	
Links to National Youth Work Outcome 2: Young people develop and manage relationships effectively	
RELATED SKILLS WITH INDICATORS	
Relationships	<ul style="list-style-type: none"> I can recognise and seek out positive relationships I can make new friends I can manage friendships I can show respect towards others I can see things from another person's perspective I can engage with people outside my friendship group I can resolve conflict peacefully within my relationships
Confidence	<ul style="list-style-type: none"> I can seek out learning opportunities and support in my local community I can participate in new opportunities and experiences in my local community I can use my learning and skills in different settings across my community

CYP feel better able to express themselves through involvement in arts activities.	
RELATED SKILLS WITH INDICATORS	
Decision Making	<ul style="list-style-type: none"> I can explain why I made a creative choice I can participate in decision making processes
Communication	<ul style="list-style-type: none"> I can speak in a group and share my ideas and opinions I can listen to other people's ideas and opinions I can take time to understand what someone is communicating to me I can construct and defend an argument I can communicate effectively using a range of methods I can use social media responsibly

CYP develop wider transferable skills through involvement in youth arts provision

RELATED SKILLS WITH INDICATORS

Communication	<ul style="list-style-type: none">I can speak in a group and share my opinionsI can listen to other people's opinions
Team work	<ul style="list-style-type: none">I can work with others on group tasksI can support other young people in a groupI can understand the role of power within groupsI can give and receive feedbackI can follow instructionI can be reliable
Decision Making	<ul style="list-style-type: none">I can think critically about informationI can explain why I made a choiceI can take responsibility for my actionsI can participate in decision making processes
Organising and Planning	<ul style="list-style-type: none">I can take responsibility for tasksI can plan and prioritise tasksI can work to deadlinesI can finish tasks I start
Problem Solving	<ul style="list-style-type: none">I can identify problemsI can break problems down into smaller parts to find a solutionI can contribute to creative solutionsI can challenge and question my own and others' opinions
Leadership	<ul style="list-style-type: none">I can shape the direction or progress of a groupI can motivate othersI can delegate tasksI can act with integrityI can bring out the best in othersI can be a positive role model through my own behaviour

CYP facing additional barriers have equal opportunities to access artistic and creative activities.	
Links to National Youth Work Outcome 7: Young people broaden their perspectives through new experiences and thinking	
RELATED SKILLS WITH INDICATORS	
Confidence	<ul style="list-style-type: none"> I can participate in new creative opportunities and experiences I can use my learning and skills in different creative settings I can look for new creative challenges I can ask for information and support

NB Equalities data will also provide relevant evidence in relation to this outcome

|

Setting Goals and Defining Focus for Impact Measurement – Open Arts Fund

Using the examples in the handout as a reference, consider outcomes, skills and associated indicators that are the focus for young people’s development in the youth work programme you are running. It’s not possible to measure everything – so this is about clarifying goals and desired impact. Your thoughts on this are a great place to start, but it’s also important to bring young people and partners into the conversation, to ensure the goals are relevant and everyone is agreed on the focus for impact measurement. Once you’ve agreed on this, you can create a clear joint evaluation plan.



<p>Open Arts Fund Outcomes</p> <p>Circle the outcomes that will be the main focus for this work with young people (you chose these as part of the application process).</p>	<p>National Youth Work Outcomes</p> <p>Are the National Youth Work Outcomes also relevant / connected? - if so, circle those that are</p>	<p>Skills</p> <p>Using the examples in the framework document as a guide, and the focus of your work, circle the key skills you hope to see young people develop over the course of your programme</p> <p><i>Note: here, you are just prioritising the skills you will measure progress towards – young people will almost certainly develop other skills during the project.</i></p>	<p>Indicators</p> <p>Choose the indicators that you will focus on for impact measurement - you can use the examples in the framework document to help identify those most likely to relate to the skills and outcomes you have prioritised. Don't try to measure everything – aim for around 12 indicators at most.</p>
<p>CYP facing additional barriers have equal opportunities to access artistic and creative activities.</p> <p>CYP develop wider transferable skills through involvement in youth arts provision</p> <p>CYP are empowered through their involvement in youth-led activities and their voices are amplified.</p> <p>The mental health & wellbeing of CYP is improved through their participation in artistic and creative activities.</p> <p>CYP feel better able to express themselves through involvement in arts activities.</p> <p>CYP feel better connected to their peers and communities.</p>	<p>Young people build their health and wellbeing</p> <p>Young people develop and manage relationships effectively</p> <p>Young people create and apply their learning and describe their skills and achievements</p> <p>Young people participate safely and effectively in groups and teams</p> <p>Young people consider risk, make reasoned decisions and take control</p> <p>Young people grow as active citizens, expressing their voice and enabling change</p> <p>Young people broaden their perspectives through new experiences and thinking</p>	<p>Confidence</p> <p>Resilience</p> <p>Looking after myself</p> <p>Building relationships</p> <p>Communication</p> <p>Organising and planning</p> <p>Decision making</p> <p>Problem solving</p> <p>Team work</p> <p>Leadership</p> <p>Creating Change</p>	

Partnerships between youth work and youth arts partners are strengthened	
Youth workers are more confident in embedding creative and artistic projects in their delivery	

e.g. Natural Leaders Programme



	Youth Work Outcomes	Skills	Indicators
<p>National Lottery Heritage Fund Outcomes</p> <p>People will have greater wellbeing</p> <p>People will have developed skills</p> <p>People will have learned about natural heritage, leading to change in ideas and action</p>	<p>Young people build their health and wellbeing</p> <p>Young people participate safely and effectively in groups and teams</p> <p>Young people grow as active citizens, expressing their voice and enabling change</p> <p>Young people broaden their perspectives through new experiences and thinking</p>	<p>Confidence</p> <p>Resilience</p> <p>Building relationships</p> <p>Communication</p> <p>Organising and planning</p> <p>Team work</p> <p>Leadership</p> <p>Creating Change</p>	<p>I can build positive relationships with people outside my friendship group</p> <p>I can ask for help if I need it</p> <p>I can show determination to achieve my goals</p> <p>I can speak in groups and share my opinions</p> <p>I can listen to other people's opinions</p> <p>I can plan and prioritise tasks</p> <p>I can take action on issues that are important to me</p> <p>I can play an active role in delivering change in my community</p>

Breakout discussion

- Which outcomes and skills are most relevant to your work?
- When you look at the more detailed indicators is it relatively straightforward to identify those most relevant to your work?



Focus of evaluation List your chosen indicators to measure here	Who will see whether young people make progress in relation to the indicators?	How will you gather data? What methods will you use?	When will you gather this? Is there value in baseline measurement? Interim review?	Who will gather and collate the data?
<ul style="list-style-type: none"> • I can identify goals for my mental health and <u>take action</u> to achieve them • I can manage my feelings • I can ask for help if I need it • I can recognise and seek out positive relationships • I can make new friends • I can see things from another person's perspective • I can seek out learning opportunities and support in my local community • I can participate in new opportunities and experiences in my local community • I can use my learning and skills in different settings across my community 	Young people?			
	Youth workers?			
	Teachers?			
	Parents / other partners?			

Questions?

Sharing Stories of Collective Impact



Recognising and Recording Achievement Data snapshot: Me Time, M

Brief Description of Me Time Pro

12-week programme that builds peer support sessions are focused on 'getting to know you' sessions are focused on 'getting to know you', 'who health?' and coping strategies. Young people participate in a range of activities including discussions coaching, mindful eating, making aromatherapy beads and meditation. Young people set themselves and then we discussed these in the group. The programme was planned based on young responses about their needs and interests:

Number of Young People:

Age of young people:

Dates of programme:

Awards:

- Confidence 6
- Resilience 8
- Looking after myself 8
- Building relationships 8
- Communication 8
- Organising and planning 6
- Decision making 8
- Problem solving 8
- Team work 8
- Leadership 6
- Creating Change 6



Recognising and Recording Achievement Data snapshot: St Mungo

Brief Description of Programme

1 Programme runs over a full school year in school and community settings including a community allotment space and Denny and Bonnybridge Men's Shed.

Youth workers support young people to build readiness for employment, focussing on health and wellbeing and transferable skills development. The programme offers vulnerable young people an alternative route to attainment.

Number of Young People: 21

Age of young people: 12-16

Dates of programme: August 2021-June 2022

Awards: 53

- Confidence 20
- Resilience 20
- Looking after myself 20
- Building relationships 21
- Communication 21
- Organising and planning 17
- Decision making 17
- Problem solving 17
- Team work 17
- Leadership 15
- Creating Change 21

