

YOUTH INFORMATION

METHOD and RESOURCE HANDBOOK

**FOR YOUTH WORK
PRACTITIONERS
IN WALES**

June 2012

Overview

The nature of youth information work varies greatly depending on many different variables such as area, demography and age range. This handbook contains advice, guidance and suggestions for delivering good quality youth information work. It is not meant to be a definitive set of instructions because of those different variables. These considerations have been taken into account so that it caters for the delivery of a wide range of information work across the whole spectrum of Youth Work. This includes it being useable by a voluntary worker in a community hall for two hours a week to a full time professional seeking to establish a youth information service.

The appendices contain contact details of many information providers and a local contact information form for individuals and/or organisations to research and fill out so they have the best possible knowledge about the variety and role of other agencies working with young people in their own area.

This document is part of a library of Good Practice Method and Resource Handbooks for Youth Work in Wales. You are encouraged to delve into the other handbooks for a plethora of practical resources which enhance your youth work practice to deliver the best possible outcomes for young people in Wales.

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Contents

1.	Introduction to Youth Information Work	6
a.	Purpose and Role	6
b.	Definitions	7
i.	Information	7
ii.	Advice	7
iii.	Guidance	7
iv.	Signposting	7
v.	Referral	8
vi.	Advocacy	8
vii.	Counselling	9
viii.	Rights and Responsibilities	9
ix.	Partnership and Networking	10
2.	Ethics of Youth Information Work	11
a.	Limitations	11
b.	Boundaries	11
3.	Delivery Settings and Engagement Methods	13
a.	Settings for youth information work	13
i.	Information Shops	13
ii.	Mobile Information Provisions	13
iii.	Information Zones	14
iv.	Street-based Youth Workers	14
v.	Remote Information Provisions	14
b.	Methods of engagement	14
i.	Responsive Engagement	15
ii.	Targeted Engagement	15
c.	Use of technologies	16
i.	SMS Text	16
ii.	Online Information Resources	16
iii.	Social Media	16
iv.	Social Media Policy and Guidelines	17
v.	Online Safety Tips for Young People	17
4.	The Provision of IAG under Ten Key Information Headings	19
a.	Education and Training	19
b.	Employment	20
c.	Environment	21

d.	Family and Relationships	21
e.	Health	21
	i. Physical Health, Fitness and Nutrition	21
	ii. Sexual Health and Contraception	22
	iii. Emotional Health	22
	iv. Mental Health	22
f.	Housing	23
	i. Homelessness	23
	ii. Independent Living	23
g.	World, Europe, UK and Wales	23
h.	Law and Rights	24
	i. Rights and Responsibilities	24
	ii. At What Age Can I...?	24
	iii. Drug Classifications, the Law and Consequences	24
i.	Money	25
	i. Benefits	25
	ii. Budgeting	25
	iii. Bank Accounts	25
	iv. Debt	25
	v. Youth Enterprise	26
j.	Sport and Leisure	26
5.	Personal and Professional Development	27
a.	Continuing Professional Development	27
b.	Recommended IAG Training	28
c.	Supervision	28
6.	Management of Quality	30
a.	Quality Standards	30
	i. Setting the Standard	30
	ii. Quality Assurance	30
	iii. Self-Assessment	30
	iv. Detailed Self-Assessment	30
	v. Responsibility for the Quality Process	31
	vi. Examples of developing Quality Standards	32
	vii. User Involvement and Satisfaction	33
	viii. Monitoring and Evaluation	33

b.	Reliability of sources	34
	i. Quality Assurance Systems: Methods and Processes	34
	ii. External Assessment	34
	iii. Validating Information	35
	iv. Involving Young People	35
	v. A Youth Inspectorate	35
c.	Recording of outcomes and interventions	36
	i. Findings and Interventions	36
	ii. The Benefits of Recording and Reporting	36
d.	Evaluating outcomes	37
	i. Monitoring and Evaluation	37
	ii. Safeguarding, Equal Opportunities and Quality	37
7.	Project/Organisational Practice and Procedures	39
	a. Safeguarding and Child Protection	39
	b. Data Protection and confidentiality	40
8.	Useful Links	41
Appendix		
	Local Information Contact Form	46

1. Introduction to Youth Information Work

This section introduces the concept of information and its importance within youth work settings. It gives detailed overview of the principles behind youth information work, contains definitions and explanations of the types and highlights considerations that anyone working with young people should take in to account as part of their practice.

a. Purpose and Role

Never before has such a wide variety of information been so easily accessible in a range of formats to young people so, there is a greater need to support them to access it and make sense of the sources available to them. Reliability and relevance are at the heart of good quality youth Information, Advice and Guidance (IAG) services. IAG services enable young people to make informed choices, based upon a clear understanding of the issues involved and the consequences of their chosen actions. Quality IAG. provision empowers young people to take control of issues that affect their lives and well-being. It educates them to broaden their horizons, challenge myths and change previously held beliefs. The complex and changing nature of information provision ensures IAG remains a key component of youth work.

Young people are particularly in need of IAG services, as they make the transitions from leaving school and leaving home and become involved in unemployment, relationship breakdown or being a victim of crime. Young people are the population group that are most likely to have interrelated issues as their social welfare needs such as benefits, housing enquiries and legal rights rarely develop in isolation from emotional and personal ones such as depression, stress, abuse and substance misuse.

Information, advice and guidance is dynamic and can range from small interventions that may be of short-term benefit to a young person to providing awareness of unexplored options that can lead to life changing decision making, with the young person at the centre of controlling the outcome.

Youth settings and environments both formal (School, College etc.) and informal (Youth Clubs, Information Shops, Mobile and Detached work) are ideal settings for young people to access IAG services. Quality IAG. work should be inclusive, educative, empowering, participative and supportive encompassing the values and principles of the 'Youth Work in Wales: Principles and Purposes' document which is about to replace the Curriculum Statement for Youth Work in Wales.

b. Definition of Terms

Information, advice and guidance come with their own set of definitions and are best used at different times and in different situations to give young people the most useful, reliable and appropriate support. They also rely on methods which enable young people to make good use of other resources available to them and these methods also come with their own definitions.

i. Information

Information provision is associated with offering range of possible sources and resources including leaflets, websites, face-to-face services, SMS text information services, mailshots, posters and campaigns. Information is provided without discussion concerning the possible merits or consequences associated with the available options. Information provision may also include providing self-help materials and software such as CDs, DVDs or CV writing tools. This process can also involve signposting to specialist services but is less likely to take into account very specific individual need. Providing information should, where possible, include the offer of accessing further advice and guidance.

ii. Advice

Advice provision helps young people to understand the information, enabling them to explore their next step and understand the consequences of their decision-making. Providing advice is likely to lead to referral to specialist services based upon a greater understanding of a young person's individual needs. Advice is more likely to be delivered on a one-to-one basis and may take place face-to-face, via telephone help lines or via web based services.

iii. Guidance

Guidance services offer more in-depth support that is based upon a clear understanding of individual needs. Guidance enables young people to assess, understand and explore their needs and options, and helps them to formulate a plan of action, based upon the identification of realistic options and goals. Guidance can assist young people to prepare alternative options, which will contribute to their specific developmental needs. Guidance is most likely to lead to referral to advocacy services as young people are offered support in dealing with the agencies and individuals that are central to helping them meet their needs.

iv. Signposting

Signposting is used to describe the process providing a young person with sufficient information to enable them to access support or assistance from another organisation/agency. It should occur when a worker does not have the knowledge or experience to fully deal with an issue and doing it effectively should be seen as good practice by the youth worker and not a failure to have sufficient information personally available. Good signposting relies on having

sufficient awareness of when a worker has reached the limits of the support that s/he can give a young person with a specific issue. For example:

- Not having appropriate expertise to fully deal with an issue that another organisation is set up to deal with more effectively.
- Workload/commitments mean that sufficient time and attention is not available to support the young person.

Signposting may involve giving information about an alternative provider and explaining options and/or contacting another agency or individual in order to seek further information on behalf of the young person. A young person may require help to access the service provider by making the agency aware (at the request of the young person) of their specific needs, making an appointment on their behalf, and possibly attending with them as a means of support and transition to that service.

Ideally young people are encouraged to keep in touch to ensure appropriateness of the services and signposting advice. Workers may also maintain involvement with the young person to provide additional support on a linked issue.

v. Referral

A referral is made when a specific issue occurs/ is identified and passed on in its entirety to another organisation (As with signposting there may be a need for supporting the young person and/ or referral agency through this process). When making a referral, workers are expected to know the processes and procedure involved in referring and make initial arrangements for the young person to meet with someone from the new organisation to pass on relevant information on behalf of and with the consent of the young person. This may involve completing a specific referral form and passing on notes and paperwork relating to previous support provided to the young person.

An internal referral may occur when transferring an enquiry to an individual or project within your own organisation on the basis that they are better equipped, qualified and/ or placed to support the young person. A referral is generally made in order to provide the most comprehensive and appropriate service to the young person.

vi. Advocacy

Information, advice and guidance work can lead to the provision of short term, issue-based advocacy. Advocacy is the process of speaking up on behalf of another individual. A Worker who acts as an advocate is likely to provide support on a particular issue such as accessing housing or sexual health advice or following bullying or other difficult situations. Appropriate advocacy relies on not being directly involved in the issue and acting specifically at the request of the young person. The advocacy role would usually only last until the issue has been dealt with. Any issue falling outside of the expertise and

experience of the Worker should be referred to a specialist advocacy service. During the process of advocacy, consideration should be made to supporting a young person to eventually self-advocate if possible, thus increasing self-confidence and enabling the young person to regain control of their circumstances.

vii. Counselling

One of the main distinctions between guidance, advice, support and counselling is that young people requiring counselling may be experiencing more long term distress or dissatisfaction with life generally including experiencing a loss of a sense of direction and purpose.

Counselling is a way of enabling choice or change or of reducing confusion. It does not involve giving advice or directing a young person to take a particular course of action. Counselling will encourage the young person to explore their feelings regarding an issue rather than the specifics of the issue itself.

Counselling will generally involve establishing and maintaining a relationship with the young person over a course of sessions, with the purpose of affecting a long-term change. It may be appropriate, depending on the circumstance to continue providing information, advice and guidance while referring to a professional counsellor to explore feelings and behaviour.

viii. Rights and Responsibilities

Young people have the same rights as other citizens regardless of age, gender, sexual orientation, racial or ethnic background, colour, language, religion, political or other belief, national or social origin, belonging to a national or ethnic minority, physical or mental disabilities.

What is a right?

This is something a person should always be able to do, have, say, know and access or be protected against.

What is a responsibility?

This is something a person should do for someone, society or for the environment.

Part of Youth Information, Advice and Guidance is to help young people understand their rights and how to use them while highlighting that, in having them, certain responsibilities must be expected and accepted.

Many young people are unaware of their rights. The United Nations Convention on the Rights of the Child is a document, which outlines the rights of people under the age of 18. This Handbook should and can be used as the basis for workshops and activities that clearly inform young people of their

rights. There are information resources that can be accessed to accompany the document specifically for young people.

It is important for young people to understand their rights and entitlements. . Extending Entitlement (2000) describes the Ten Entitlements for Young People in Wales which can support this process. Workers should be able to provide information to young people and should have the knowledge to signpost and direct young people to further information on their entitlements.

ix. Partnerships and Networking

Not all young people will necessarily have automatic access to services such as careers advisors, advocates etc. This is an issue of equal opportunities which should be borne in mind when developing services to meet young peoples IAG needs.

Workers carrying out Youth IAG work will need to be aware of specialist services which develop partnerships and networks with service providers to enrich the provision of IAG within their setting for young people.

Acknowledgment of the use of other services by young people to access IAG provision is important to ensuring needs are met and duplication and conflict of information are kept to a minimum. Sometimes, however, a young person, may want to know alternatives as what is currently being accessed is not satisfactory .

Having a good level of knowledge about partners and networks can increase good practice and ensure the widest range of IAG, can be accessed by an individual.

Please refer to the appendix of information sources at the back of this handbook to explore and fill in the Essential Local Contacts form and use it to inform the knowledge of your partnerships and networks. Encourage other partners to fill it in as well.

2. Ethics of Youth Information Work

Youth workers need to identify the ethical dimensions of their work, reflect on issues, take difficult decisions and be able to justify them in relation to their own practice and professionalism. This chapter touches on some of the moral dilemmas that a worker may encounter in recognising the limitations of information and introduces some ideas around how information is sourced.

a. Limitations

Workers are accountable for the information that is provided. Providing inaccurate information to young people is worse than providing no information. There is a legal obligation and responsibility to young people, parents/guardians and organisations to ensure that information is accurate and appropriate to the circumstances. The limitations of this can include:

- The remit of the worker's organisation
- The organisation's capacity to deliver information
- The personal skills and knowledge of the worker
- The role and relationship that a worker has with a young person

There are specialist services with trained professionals such as counsellors, substance misuse workers and advocates that have the specific knowledge and skills to tackle certain subjects and issues. The role of the information worker is to recognise when to signpost or refer a young person to a specialist service and not attempt to tackle these issues themselves. This is as much for the workers protection as it is for the young person's well-being.

b. Boundaries

There are boundaries between a worker's personal and professional life and a need to balance a supportive relationship with a young person at an appropriate professional distance without discrimination. Regardless of personal views and opinions, the role of the information worker is to provide impartial information with respect for young people right to make their own decisions and choices.

An attitude that the young people themselves can be supported to learn to make their own moral decisions and take effective action should be fostered. The only exception to this is where the welfare of a young person or the welfare of others is or could be at risk by the situation.

In general practice a worker should feel comfortable to discuss and provide information, perhaps at times on subjects on issues that contradict personal moral codes and beliefs. Youth information workers can contribute to the promotion of social justice for young people in society generally by encouraging respect for difference, diversity and challenging discrimination.

However, if a worker is in conflict with the information that they are requested to provide, which may be a personal moral issue or one relating to a religious belief, and their discomfort is to a level that might damage the supportive relationship with the young person, then these boundaries need to be acknowledged. In these circumstances the best course of action would be to refer the young person to a colleague or further information service or source.

Workers cannot make choices for young people but they can help them understand the options available and the implications of their various actions.

3. Delivery Settings and Engagement Methods

There are many delivery settings and methods of engagement for youth information work. This chapter sets these out and contains a breakdown of the useful traits and skills a worker needs to engage with young people in order to be effective and explores the use of technologies in information work.

Youth information work aims to help young people make informed choices by ensuring that they access the information that they need, when they need it, in ways that they understand. Its delivery falls into two main categories:

Responsive:

Reacting to the young person's information needs as and when they arise.

Targeted:

Workshops, activities, programmes or materials to address specific information issues and subjects.

a. Settings for youth information work

Delivery takes place in a variety of settings both statutory and voluntary, face to face or remotely by specialist workers, as a component of another role such as a centre based youth worker, street-based youth worker, library assistant, teacher or indirectly through the provision of information online.

i. Information Shops

Information Shops provide dedicated, responsive services to young people by trained information workers, using information resources that include details of general youth services/activities and specialist support agencies for referrals, booklets, publications, leaflets and access to online information sources. Some provisions also provide SMS text services to inform young people of activities and access times. There are normally quiet one-to-one rooms where young people can talk confidentially, and targeted programmes of activities that involve issue-based work.

ii. Mobile Information Provisions

Mobile information provisions provide the same range of specialisms and resources as information shops but travel to various locations where young people meet, with set timetables of where and when they will be available. These services are extremely valuable in rural locations where young people are geographically isolated.

iii. Information Zones

Information zones can be located in a youth provision, school or library and are generally dedicated information points or rooms providing information leaflets, publications and access to online information resources. In some circumstances there is a dedicated worker while in others the provision of information to young people forms only part of a worker's role. In some settings there is no dedicated zone but a worker with a responsibility for youth information.

Within statutory and voluntary youth work settings, targeted information work is included in programmes of activities whilst in formal educational settings, targeted information work is included in PSHE lessons and the Welsh Baccalaureate.

iv. Street-based youth workers

For street-based youth workers who are meeting young people wherever they are in the areas that they live, the process of establishing relationships may be slow and frustrating. They still need to be responsive to young people's information needs. Workers will travel with a variety of resources and these vary from booklets and leaflets to hand-held internet devices enabling workers to access online information.

v. Remote information provisions

Information Helplines employ specialist workers to provide the same support and resources to respond to young people's needs. Information queries are often very specific either by telephone, SMS, email or instant messaging. Unlike information shops, mobile provisions, information zones or street based work where relationships can be developed face-to-face, remote provisions are often anonymous unless an intervention is necessary.

b. Methods of engagement

Youth information work requires one or more of the following:

- To find out information for the young person
- Support the young person in accessing information
- Signpost or refer the young person to an appropriate agency
- Support a young person in their work with other agencies
- Support the young person to make an informed decision

As informal educators, information workers are able to impact upon and alter the direction of young people's lives. To be in such privileged positions there are a number of important interpersonal skills that a youth information worker should possess or develop:

- Good communication and listening skills, being able to build effective relationships with young people, being tactful and sensitive to issues, earning young people's trust and respect.
- A non-judgemental attitude, with the ability to put their own views to one side, commitment to equal opportunities and the ability to relate to young people from various backgrounds and circumstances.
- Patience, resilience, self-awareness and self-control.
- Enthusiasm and motivation to inspire and support young people to take action and access opportunities.
- The ability to encourage and challenge young people to think about their behaviour, its consequences, and question their prejudices and assumptions.
- Have an understanding of current issues within youth culture.

i. Responsive engagement

Regardless of the setting, information workers need to be resourceful, ideally with detailed knowledge of the local community and services available or where and how to source quality information. Their familiarity with a variety of information sources ensures that young people receive the information they need efficiently. They will demonstrate competence to a young person which engenders trust to develop a good working relationship.

Workers are not expected to be an expert on everything affecting young people, but they do need to recognise when they need to refer young people to those with specialist skills and knowledge, whilst continuing to support them.

Not all information requests are of a complex and serious nature that impact upon young people's lives. Some can be simply to help a young person locate an activity or work out their transport arrangements. At this level of interaction, providing accurate information efficiently is as important as supporting a young person with a serious issue as it can help to create a platform for future support. If a worker is unable to assist with simple requests for information then a young person is less likely to trust them with a issue later which surrounds their welfare.

ii. Targeted engagement

There are many resources and information toolkits which assist workers to devise targeted workshops and programmes for specific subjects and needs. If not already part of a curriculum or planned programme, it is common practice to introduce these types of activities when a particular issue is raised or recurs with a group. Issue based workshop activities also provide an indirect, impersonal way of tackling a difficult subject or area.

c. Use of technologies

Children and young people can be referred to as Digital Natives having grown up with the technology to communicate on multiple levels. Like no other generation before them, they have different expectations and needs in terms of how they engage, converse and expect information to be presented. They have personal connection and communication devices such as mobile phones, PCs or laptops that are private to them and provide them direct access to the internet.

i SMS Text

Information provisions are increasingly using SMS Text services to advertise opportunities, access times to services and promote initiatives. This can be an effective tool where a young person has provided their telephone number as a means of being contacted. However, for reasons of safeguarding and data protection it is advisable that young people's telephone numbers are stored in the same way as any personal records and not stored in individual workers mobile devices for immediate access.

ii. Online information resources

The internet continues to be a main source of advice and information for young people and, in turn, information workers, reinforcing the need for quality and accuracy. Research conducted by Youthnet has indicated that young people in today's society verify the information that they source online with a trusted adult and vice versa, highlighting how the internet has become an integral resource to young people as is a youth information worker is.

A number of online information websites for young people exist. Some involve young people directly in their ongoing development such as CLIC, the National Information and Advice Service for young people in Wales 11 – 25 years old. Youth information workers should familiarise themselves with suitable and reliable sources and direct young people to these as appropriate.

iii. Social Media

With the majority of young people having some kind of social media profile such as Facebook, Bebo, Flickr, YouTube, Twitter, Myspace, MSN, Yahoo and informal encyclopaedia such as Wikipedia, there is a need to protect young people online and to communicate with young people using this media. Social networking sites have plenty of unique advantages in sharing information and encouraging creativity through the use of multi-media.

Social networking websites allow users aged 13 and above to set up an account providing a profile page, and interactive spaces where a community of friends and family can leave messages, photos and videos. A social network site is like a 'notice board' and many have news features that update the network automatically from profiles.

iv. Social Media Policy and Guidelines

Social media is now being used by a number of youth information organizations. Some engage in two-way interaction with young people through organisational profiles whilst others merely provide promotional updates on activities and services.

Each organisation will have a different policy on appropriate use but some useful guidelines are as follows:

- Accounts should be set up for the organisation or project and not for individual workers
- Account and log-in information should be shared between a number of workers and should not use the chat or instant messaging facilities – this way there is a shared record of online communications to safeguard employees and young people
- Keep personal and work profiles separate and do not use personal profiles to communicate with young people
- Be aware that any groups joined, preferences given etc should be representative of the organisation, promote inclusion and equality
- If engaging in a communication with a young person, be positive and impartial – if a sensitive topic is raised encourage the young person to contact a designated information worker face-to-face through an official provision
- Written consent/permission must be obtained before using any images or video material

v. Online safety tips

Information workers should make young people aware of online safety and encouraged to adhere to the following:

- Never give out personal information online
- Online friends are best kept online, meeting strangers can be very dangerous.
- People may not be who they say they are and if in doubt don't add the person as an online friend
- Never share passwords, even with friends and always remember to log off after using Social Networking Sites, on their phone, computer, XBox/ PS3 etc

- Be wary of opening files from unknown sources, they could contain a virus or unsuitable content
- Be careful about what is written online as social networking websites are like online newspapers. It is better to send friends private messages to tell them personal things
- Most social networking websites have privacy settings that can be changed to make sure only friends see profile information. It is useful to familiarise yourself with these settings to be able to advise young people
- Be aware that any photographs or videos posted publicly online could be taken, changed and shared, without permission and also make sure that they have permission to upload them in the first place
- Stick to online rules, be responsible and treat others as they would like to be treated
- Always report inappropriate contact to the service provider using their Report Abuse links, and if anything worries them, talk to an information worker or trusted adult

4. Provision of IAG under Ten Key Information Headings

The ten key information-working headings are:

- Education and training
- Employment
- Family and relationships
- Health – including emotional and mental health
- Housing
- World, Europe, UK and Wales
- Law and rights
- Rights and responsibilities
- Money
- Sport and leisure

Under each of these headings you find a detailed overview of the sub sections it covers, why it is important and some of the issues, schemes, initiatives and legislation that youth workers should be aware of to improve their practice. This section ties in particularly well with the appendix of information sources at the back of this handbook and underlines the importance of filling in the Essential Local Contacts form.

In relation to the needs of young people accessing your service, provision, it is important to recognise that each will have different abilities, capabilities, competencies, needs, levels of knowledge, understanding and recognition skills. Therefore equal opportunities need to be a central component in ensuring an inclusive service.

a. Education and Training

Careers Advice and Learning Coach provision play an important role within IAG work. Having a link directly between your service, provision and the Careers Service will give young people direct access to their service. Alternatively, signposting young people to careers services/advisors is another partnership option. Youth IAG work can include providing information on employment, training and education placement/course availability and may include job search facilities, help with CVs and form filling, use of the telephone, interview skills practice sessions and signposting.

By law, all children and young people are required and entitled to receive education. However the law doesn't state where that education should come from. Places of learning vary for different young people. Although the majority receive an education at school, others leave early and go to college, start a modern apprenticeship, some learn from home and those at risk of exclusion or who have been removed from the learning process at school can access alternative (or as youth workers often call them 'appropriate') curriculum programmes.

Workers delivering services with young people have a duty to promote and develop the educational, as well as physical, psychological, developmental and social needs of young people.

Workers can support young people by being aware of behaviours, or signs of potential risk of dropping out of education or signs that imply they are in trouble or have a negative attitude to learning and education. Where possible address such issues with sensitivity and use your communication skills to explore the issue with young person and find ways in which they can deal with this or potentially solve any problems. The safety, needs, views and feelings of the young people need to be respected within this process and central to any work carried out

It is important to be aware of how to make referrals and who you should contact e.g. regarding education and alternative curriculum services. All young people accessing your service will have different and varied IAG based needs which should be acknowledged, accommodated and respected.

Some young people have problems with literacy, such as difficulty reading and writing which must be taken into account. More support may be required with activities such as job applications, CV writing and job searching.

Young people are entitled to additional support within formal settings such as schools and also, within informal settings. Ensure young people are aware that these support services are available to them, by making yourself aware of Local, Regional and National partners and services. Young people should be made aware of their rights and that professionals are there 'for them'.

In relation to further education, some young people may be considering going to college, Workers can provide information and advice on the options available to them and discuss tuition fees and grants that may be available for study. It may be useful to keep university prospectuses for young people to have ideas of courses and different universities available and what is required to secure a place.

Sitting exams is often a stressful time for young people in education so it may be useful to have a knowledge of and access to resources available to aid the revision process, and seek advice and further assistance from tutors or other relevant adults.

b. Employment

Youth workers should be able to signpost young people to job vacancy information, tailored to your local area, via services such as Job Centre Plus and Careers Wales. The Careers Wales website provides up to date local vacancies. See the useful links section of this guide for more information. If internet access and I.T. facilities are available, it is also useful to provide resources such as CV writing templates, sample interview questions and other tools to prepare for work.

c. Environment

Environmental activities can be an excellent method of promoting citizenship and raising the positive profile of young people within the local community. Talk to your local youth service and association of voluntary organisations regarding signposting young people to local youth projects that engage young people in environmental initiatives. Accreditation based programmes such as Princes Trust, Millennium Volunteers and Duke of Edinburgh Award can be used to reward involvement in community based volunteering. Refer to the organisations' websites for local contact information.

d. Family and Relationships

Bullying can be devastating for young people and is unfortunately an extremely common problem. Research local projects that support victims of bullying directly, as well as working with those that bully. Bullying diaries can be issued as a useful way of enabling young people to document incidences in order to report them effectively. There are also online methods to manage bullying and report abuse. Workers should familiarise themselves with these kinds of options in order to inform young people of ways of dealing with any issues and or problems they may face. Advocates for young people can also be a useful source of support in this situation, at the request of the young person concerned. Refer to the useful links section of this handbook for more information on services and National Helplines that provide one to one telephone support to young people. Mediation is also an option and can be carried out both internally and/ or drafted in via external sources such as local children's complaints services, provided the young person(s) involved are comfortable with this option, and the situation has not escalated past the point of this level of intervention.

Domestic violence is experienced in some families and young people who witness this in their homes are as much victims as those who receive it directly. Youth workers should have a partnership understanding with the local domestic violence coordinator

e. Health

This is a vast and diverse theme that incorporates issues surrounding physical health, fitness and nutrition, sexual health, emotional and mental health, all key components to the wellbeing of young people. Information about this is detailed in the Health Methodology Handbook.

i. Physical Health, Fitness and Nutrition

Where possible workers should communicate and inform young people in relation to healthy eating. There are a range of Welsh Assembly led initiatives to promote healthy eating and nutrition and your local community dietician, Public Health and Health Promotions Teams can advise on any training, funding or resources available to undertake information work in this area with young people. The Community Dietician can be contacted via your Local

Health Board, who can also provide leaflets, resources, and support for providing information and delivering activities.

ii. Sexual Health and Contraception

Sexual health and contraception is a big part of youth IAG and it is important for workers to have a basic understanding of issues that young people may present and how to deal with them

Workers carrying out Youth IAG work will need to have an awareness of specialist services such as Youth Advice and Sexual Health Clinics that provide one to one advice and support to young people. However there may be many incidences where young people choose to access this type of service directly from a Youth Worker. Youth IAG work can include providing information on pregnancy, STIs and contraception including emergency contraception. Workers will also need to have an awareness of which pharmacies issue Emergency Contraception free of charge.

It is important to be aware of how to make referrals and whom you should contact regarding Sexual Health and Contraception.

Workers who have received the appropriate training can issue condoms, leaflets and other related resources for which they will need to work in line with their own county's policy/protocol/guidelines. Partnership with the Local Health Board, Youth Service and training providers will need to be carried out in order to ascertain whether you use the C card or other scheme monitoring condom distribution.

Workers will need to have a good understanding of the Sexual Health Act 2003 and the law relating to consent, age, Fraser guidelines (Relating to competency levels) and child protection. In addition, workers will need to work in line with their confidentiality policy.

iii. Emotional Health

The ability to cope with challenging situations relies upon a young person's strong emotional health and wellbeing. Many young people require specialist support in areas such as anger management, confidence building, self-esteem and maintaining healthy relationships. Research local specialist youth support services in your area in order to effectively signpost young people to the best service for their particular needs. It is essential to have an awareness of and work alongside your local young people's counselling service in order to make appropriate referrals for support in working through emotional issues that fall beyond the boundaries of your work and expertise.

iv. Mental Health

If a young person displays signs of or discloses a mental health issue, being aware of local support services will assist in appropriate signposting and referrals to specialist services. Having knowledge of information sources may

be beneficial to support the young person. If a condition has not been medically diagnosed, a young person should be advised to make an appointment with their GP. GPs can often refer to specialist Child and Adolescent Mental Health Services (CAMHS) that cannot be accessed directly by youth workers. The specialist services providing support for those with mental health issues can be in the form of one to one workers and social drop-ins, often specifically tailored for young people.

f. Housing

i. Homelessness

Providing IAG to a young person experiencing homelessness should be something that workers are prepared for, particularly as you/ your service may be the first point of contact and/ or the only out of hours face to face/ support service available to a young person in their time of need. Make note of your local out of hours homelessness service and Social Services Duty Officer and keep this information to hand. The Southwark Judgment has clarified the fact that where a 16 or 17 year old presents as homeless to a local authority and are assessed as requiring accommodation, the vast majority will become 'looked after children' and eligible for the support that this entails. Therefore, for young people who fall into this age category, social services should be your first point of contact rather than the homelessness section.

ii. Independent Living

Many young people require support with the transition of living independently which can involve knowing where to access free or low cost furniture and white goods, how to manage household bills, how to get financial assistance for the essentials of setting up a basic home. Many youth projects and aftercare support workers can provide IAG with these issues. Job Centre Plus can provide access to grants and loans if eligible for this type of support and can facilitate the application process for housing benefit and council tax benefit.

g. World, Europe, UK and Wales

Education for sustainable development and global citizenship (ESDGC) is high on the youth agenda and places a strong emphasis on global youth work. To address this through youth IAG, various different organisations, sources and resources can be accessed detailing a range of opportunities such as youth exchange and travel, passport and visa applications and international volunteering opportunities.

Closer to home, it is useful to know how to access local travel information, such as bus and train timetables and fare prices.

h. Law and Rights

i. Rights and Responsibilities

These were described and defined on page 8

Additionally, young people should be informed that they do have the right to say no but there are always consequences to actions and behaviours. For example, saying no to doing homework can result in penalties such as detention, extra homework, failing assignments etc. Although young people have the right to make decisions about their own future, IAG should serve to assist them to make informed decisions, choices and consider the possible consequences of the choices they make.

Important messages should be communicated such as: to be respected and listened to you need to give others respect and listen to them in return.

Many young people are unaware of their rights. The United Nations Convention on the Rights of the Child outlines the rights of people under the age of 18. The document should and can be used as the basis for workshops and activities that clearly inform young people of their rights. There are information resources that can be accessed to accompany the document specifically for young people.

It is important for young people to understand their rights and entitlements. Extending Entitlement and the Ten Entitlements for young people in Wales can support this process. Workers should be able to provide information to young people about this and should have the knowledge to signpost and direct young people to further information in relation to the ten areas.

It is also important to raise awareness of how the law can apply to them as young people and as a consequence of a particular action. Common themes for exploring legal issues with young people may include the following:

ii. At What Age Can I...?

Many laws are age dependent such as the ability to legally purchase alcohol and cigarettes, the age at which consent can be legally be given for conducting a sexual relationship and employment law. These topics are relevant to young people as the progression and transition to adulthood requires an understanding about the legality of their own actions and of those around them. Having a sound knowledge of age dependant legalities and being aware of where to access reliable information on such issues is key to safeguarding young people.

iii. Drug Classifications and Legal Consequences

The law changes frequently and therefore it is essential that the information provided is current. Websites such as www.talktofrank.com are useful sources of information, both to signpost young people to and as a resource for

Youth Workers as information is updated to respond immediately to changes in the law.

i. Money

i. Benefits

Benefits information is a complex area and is subject to the circumstances of each individual. The Job Centre Plus website and associated Helplines can provide young people with accurate up to date information regarding their entitlements.

ii. Budgeting

The ability to create and adhere to a specified, often limited budget is a key life skill and like any skill must be practiced in order to properly get the hang of it. IAG work can provide excellent opportunities for young people to practice budgeting, whilst exploring independent living skills such as managing household bills and food shopping. Workers can support young people to prioritise income, avoid unmanageable debt and successfully budget or save for non-essential items.

iii. Bank Accounts

Managing a bank account with associated saving and borrowing options can be a minefield for young people experiencing this for the first time. Young people should be supported to explore their options before committing to a particular institution or type of account, in order to find one that is most suitable to their individual needs. Empower young people to realise that they are the customers and as such should expect the best service available to them.

iv. Debt

Many young people, particularly those aged between 18 and 25 are eligible for loans, credit cards and credit agreements, and may find themselves in the situation of being in debt, feeling also that the level of debt is unmanageable. As well as providing IAG on ways to prevent getting in to debt, by providing advice on realistic budgeting, money management, and sound debt management IAG can help young people see beyond their current situation to a more positive future, where they are able to regain control of their financial situation. Signposting to specialist services such as Citizens Advice Bureau can provide young people with a range of previously unexplored options.

Students experiencing financial hardship and/or debt can be signposted to Student Support Services at their relevant place of study for specialist support in coping with financial hardship, whilst in further or higher education.

v. Youth Enterprise

It is important not to forget that young people may not only require IAG on how to save, manage and repay money but want to make some too! Support young entrepreneurs by signposting to schemes and organisations that provide advice and support to small business development, youth enterprise initiatives and non-profit co-operatives.

j. Sport and Leisure

It is part of the workers role to support young people to access activities that promote health, well being and personal enjoyment. This includes the provision of local information regarding opportunities to access a wide range of sporting, leisure and outdoor activities, clubs and organisations. Key contacts in your area would be your local Sports Development Officer, Youth Service Curriculum Worker and Local Association of Voluntary Organisations or Council for Voluntary Services (CVS) which will have phone numbers and contact people of all who are registered with them.

5. Personal and Professional Development

As well as reinforcing the vital process of staff supervision this section also offers examples of other training courses available based solely around Youth Information Work. Youth information work is a specific skill and an intrinsic part of all working with children and young people no matter what the setting. Workers and managers need to seriously consider undertaking or providing additional supplementary training in information work. Generic training and the Coherent Training Route are referred to in the Training Methodology Handbook.

The purpose of personal and professional development is to contribute to a work force that is skilled, informed, trained and fit for the purpose of delivering on the vision of their relevant strategic priorities, encouraging reflection, identification of need, and ways of developing.

As IAG work is an intrinsic part of the role of those working with young people, many of the skills and attributes required in providing good information, advice and guidance are also essential to carrying out good practice. The skills and attributes listed below are considered to be most conducive to providing quality IAG services.

Skills

- Non judgemental
- Good listener
- Empathetic

Attributes

- Good knowledge of local and national specialist support services.
- Good knowledge and ability to use web based resources.
- Good understanding of child protection and safeguarding procedures and an understanding of when to apply those procedures.
- Clear understanding of the definition of terms regarding IAG service delivery.
- Clear understanding of ethical working practices.
- Clear understanding of confidentiality and ability to work to confidentiality guidance.
- Ability to identify own limitations, reflect on own practice and identify own training and developmental needs.

a. Continuing Professional Development

Continuing Professional Development (CPD) refers to a reflection process in line with training, courses, workshops, seminars, study and/ or research that will contribute to the enhancement of a worker's professional development. The coherent route for workers (Giving them the skills, knowledge and

practical experience in line with their role) provides a sound basis for essential skills and can be supplemented with specialist training focusing on specific areas of work such as IAG.

It is a constantly evolving field and therefore it is important to update knowledge and understanding to appropriately meet the needs of young people.

b. Recommended IAG Training

Access to specific training courses that are specific to youth information work can vary considerably between local authority areas dependent upon the following factors:

- Identified 'steers' or priorities for the allocation of training budgets.
- Availability of local training providers that are registered providers of specific courses.
- Allocation of time and employer's encouragement to undertake courses, which contribute to CPD.

Listed below are suggested courses that provide additional supplementary training in undertaking youth information work:

Course Title:

Youth Work- Basic Information Work with Young People in Wales

Training Provider and Level

Agored Cymru Level 1

This introductory training course is useful for all workers as youth information work is intrinsic to all youth work settings and fields. The course may also suit those with a specific youth information remit but new to IAG work. Units covered are: identifying the term information work, understanding and be aware of the role of the youth information worker, access relevant and accurate information and identify personal skills and qualities.

Course Title:

Delivering Information to Young People

Training Provider and Level

Agored Cymru Level 2

This course may be suitable for workers with a specific youth information remit, who have some experience in providing youth IAG. but may be employed on a part time basis.

Course Title:
Delivering Information to Young People

Awarding Body and Level
Agored Cymru Level 3

This course may be suitable for workers with a full time remit for the provision of youth information, advice and guidance. The following units are covered: demonstrate a critical understanding of the purpose and role of youth information, critically examine effective and ethical working practices, demonstrate an understanding of the delivery of youth information, demonstrate an understanding of organisational, structures and practices, critically reflect upon individual professional development.

Course Title:
Advice and Guidance

Awarding Body and Level
NVQ Level 4

This course is aimed at experienced practitioners with managerial or training responsibilities, particularly within the fields of guidance and formal advocacy. The following units are covered: develop interactions with advice and guidance clients, manage personal caseload, evaluate and develop own contribution to the service, operate within networks.

Other youth information training courses may be available in your region, talk to the person in your organisation with responsibility for workforce development and training, in order to explore your options.

Supplementary Subject Specific Training

Talk to your local Youth Service Staff Development Officer for information on how to access additional training opportunities that assist in development of skills in specific areas. Wide ranges of specialist organisations deliver training, which is available to workers.

c. Supervision

Supervision is covered in detail in the Training Methodology Handbook which also contains proforma for supervision and training (CPD) logs and annual work reviews

Quality youth-based services should provide regular staff supervision to its entire part and full time staff. This is conducted either on a one-to-one or group basis.

6. Management of Quality

All organisations and services for young people require quality assurance in terms, structure, monitoring and regulation. This section gives an insight into the tools to create a responsible and accountable information service. It covers four main areas:

- Quality standards
- Reliability of sources
- Recording of outcomes and interventions
- Evaluating Outcomes

For each of these headings there is a detailed breakdown that will be especially useful to managers looking to create a proper information service that best suits the requirements of the young people they work with. At the end of the section there are templates that can be used to develop a quality assurance framework. Face to face workers will also benefit from this section by gaining an understanding of the standards that they and their organisation should be working towards.

a. Quality Standards

i. Setting the Standard

In working with Young People we are constantly acting as providers of information. Therefore we have a duty to ensure that performance management and high standards are at the centre information provision, development and delivery. In relation to good practice and quality service development, there are key areas of consideration that should be employed:

ii. Quality Assurance

Is concerned with continually improving performance. This process ensures that a service is adaptable in order to respond to the changing needs of service users and to external developments. It also outlines minimum standards that need to be achieved in delivering and developing a service to meet the needs of the target group. This is not a process, which is completed but part of a consistent and ongoing system, which involves staff, partners and most importantly users.

iii. Self-assessment

This is a tool for service providers to evaluate, monitor and manage the quality of their provision internally in terms of delivery and feedback. It is an ongoing, rigorous process involving continuing professional development. This is a reflective process carried out by staff and professionals to identify their developmental needs.

iv. Detailed Self-assessment

Once the initial self-assessment is carried out and quality areas have been identified and prioritized, a more detailed self-assessment against each standard needs to be undertaken, in identifying and working towards what needs to be done to plan and deliver on findings.

v. Responsibility for the Quality Assurance Process

Everyone involved in the development and delivery of an information service, has a role in improving its quality. This should eventually become an ongoing part of its culture, leading to measurable results over time, which inform and are subject to monitoring and evaluation.

Context and Strategic Grounding

In developing quality standards for Youth Information there are key policy and strategic developments that should be taken into account and inform the process:

- The European Youth Information Charter (2004)
- Families First Standards (2010)
- The National Advocacy Standards (2003)
- The Participation Standards (2007)

Key to this system also, are strategic and policy developments such as:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The National Occupational Standards for Youth Work and the National Occupational Standards for Children's Care, Learning and Development (CCLD) (Among other relating to the specific profession that you are in)
- The Youth Work Curriculum Statement for Wales
- The Child Care Act 2006
- The Data Protection Act
- The Youth Work Strategy for Wales
- The Participation Charter

The need for a quality process incorporating monitoring and evaluation emerges in line with setting and maintaining high standards in the provision of a service; which in turn could be developed as an example of best practice.

Key to informing this process is the following:

- Staff
- Partners
- Professional Networks e.g. Youth Information Workers Cymru Network
- National and local Information Services (See Appendix 3 for Service Directory)

vi. Examples of developing Quality Standards

When developing quality standards for the delivery of Information Services there are several key areas that need to be considered (See below, including examples of possible standards):

Workforce and continuing professional development

- Staff will operate in a friendly, un-biased, non-judgmental and open way
- All staff providing information are appropriately trained, and committed to continuing professional development
- All staff have a working knowledge of Policies and Procedures along with referral routes and mechanisms
- All staff clearly understand their roles and responsibilities and receive support and supervision within their role

The provision of information

- The service shall seek to guarantee equality of access to information, for all young people aged 11-25 years, regardless of their situation, age, origin, gender, race, culture, religion, language, disability, sexual orientation, or social category. Considerations, in relation to hard-to-reach and marginalised groups and individuals, will be employed in order to accommodate their specific needs
- The information available shall be based on the requests of young people and on their perceived needs.
- Information is provided in a professional manner by staff trained for this purpose, and led by the views and wishes of children and young people
- The information offered is complete, up-to-date, accurate, verified, practical and user-friendly
- Processes are in place to ensure objectivity of the information and advice provided through the verification of the sources used
- Information provided to users shall be independent of any religious, political, ideological or commercial influence
- When young people are included in producing information content, the accuracy of the final content shall stay the responsibility of the organisation / service.

- Services shall provide a safe environment for users to feel comfortable in communicating their needs
- Youth Information respects and protects the privacy of the users, with key safeguarding needs and consideration in place.
- Information, along with referral, signposting and direct transfer routes are effectively managed and quality assured

vii. User involvement and satisfaction

- Each user shall be respected as an individual and the response to each question shall be personalised. This shall be done in a way that empowers users, promotes them to exercise their autonomy, and develops their capacity to analyse and use information
- Information, is given in a way that respects both the privacy of users and their right not to reveal their identity
- Encouraging users to give feedback shall be an integrated part of the ongoing development. The feedback process shall be quick and easy to complete and understand. It must be then evaluated and used to adjust the service. Users shall be made aware of how their feedback has impacted on the services
- The service is easily accessible to users
- The service has an easy to use complaints process that is managed and implemented effectively
- All enquires receive a response, and staff recognise opportunities for improvement
- Users have are involved in the development of the service, and it responds to their identified need

viii. Monitoring and evaluation

- Evaluation and monitoring shall be a continuous process that informs service needs and developments
- The service is monitored, reviewed and evaluated in line with actions being taken to improve the service to meet the needs of users.

b. Reliability of sources

i. Quality Assurance System: Methods and Processes

All sources that are utilized in providing information should be exposed to the quality assurance process outlined below. In ensuring that sources are valid there are several key checkpoints:

- Make sure the information always has a source, so that the source can be used as a contact point
- Check the date of publication and/ or any updates, and follow this up to ensure you are providing up-to-date information
- Contact directly both Local and National Information Services for any information required as they hold databases with various organisations and services (See Information Service Directory at the end of this document)
- In making a referral ensure to contact an organisation for their procedures and take down a contact name for future reference. Also familiarise yourself with the referral process and any related staff, paper work and procedures
- In obtaining information of any kind, always follow up the link or key contact prior to giving it to a young person, in order to ensure it is correct.
- When signposting, referring or providing information on a service it is important and good practice to know that the service has the relevant policies and procedures in place, the capacity and expertise to deal with the young persons needs, professional staff (paid or unpaid) who have undergone Criminal Records Bureau checks and is a reputable source to use.

ii. External Assessment

There are various external bodies that can and possibly will be involved in evaluating your service, and provide you with feedback that can inform future quality-related developments. These include:

- Estyn – contact <http://www.estyn.gov.uk/home.asp>
- The National Information and Quality Standards Steering Group and Youth Information Inspectorate (Currently being developed) contact Claire@cliconline.org.uk
- Participation Youth Inspectorate contactable through <http://www.savethechildren.org.uk> (See Service Directory for more information).

iii. Validating Information

A process internal to the organisation delivering IAG needs to be established in order to ensure information and materials provided by organisations and services is relevant, up to date, regularly reviewed and monitored.

iv. Involving Young People

There is an increased commitment in government policy in involving children and young people in policy, service planning and development. The Welsh Assembly Government states:

"Every young person in Wales has the right to be consulted, to participate in decision making, to be heard on all matters that concern them or have an impact on their lives". The right to participate is also enshrined in the United Nations Convention on the rights of the Child (UNCRC).

In January 2007, the Welsh Assembly Government launched the Participation Standards for Wales, which were developed collaboratively with Children and Young People in Wales. They set out minimum standards regarding participation that Children and Young people have the right to expect from services, organisations and agencies with which they are engaged. See also the Youth Participation Handbook.

Services need to recognise that Young People's involvement within their development is not only integral to successful operation, but also informing future progress. There are key aspects of the service that should be a focus of Young People's involvement including:

- Identifying information needs
- Providing feedback on satisfaction in terms of the information given
- Identifying the most successful ways of taking on board information and following the information process
- Examples of best practice

v. A Youth Inspectorate

A model Youth Inspectorate system can be setup internally). The focus of the Inspectorate would be to establish a kitemark for Information provided both internally and sourced externally. The Youth Inspectorate would then contribute to the validation of sources, resources, organisations and agencies. It will also function in highlighting how the service(s) need to progress and improve.

c. Recording outcomes and interventions

i. Findings and reporting

There are several ways of collecting information on outcomes and interventions (All Recording of personal data should be subject to data protection and confidentiality polices, and have consent from the individual in question):

- Having a basic details form, to register information given and contact made. This can include: Age; Gender; Nature of Enquiry; Response; and Further Action
- In providing information any gaps that are identified will need to be highlighted and reported on in order to advance provision for Young People e.g. gaps in service
- For interventions, referrals, signposting etc. and forms should only be maintained in line with data protection requirements and later destroyed. Again basic details such as referral route etc. that DO NOT distinguish the young person can be kept for monitoring purposes
- Young People can be approached in order to write up case studies and obtain further information with written consent
- Demonstrating Success can be used dependent on the nature of the contact (For more information see: <http://demonstratingsuccess.co.uk/>)
- Evaluation and feedback forms administered after information and or the service has been provided. Alternatively, these forms can be used to evaluate appearance and the services ability to attract the target group.

ii. The benefits of Recording and Reporting

The quality assurance system and standards will allow for the following:

- Identification of gaps in information
- Establishing key outcomes by pursuing the links through from information, to give an indication of distance travelled
- Highlight potential ways of addressing gaps with key partners
- The direct input and involvement of Young People increasing levels of knowledge and understanding; therefore uptake of information, which is then followed through to accessing services
- A quality monitoring system involving and improving communication between professionals and young people, bridging the gap between services and their target groups. Also supporting inspection processes
- Identification of improved methods of communication and keeping up with technological advances.

d. Evaluating outcomes

i. Monitoring and Evaluation

Monitoring and evaluation are essential in establishing productivity and key to reflection and continuing professional development. They should be an informative rather than summative process, which work in tandem with the service.

An Evaluation Framework can be produced, which sets out the key objectives, activities, outputs, outcomes and identifies measurements for success and development. The framework should engage partner organisations, professionals, and most importantly Young People in monitoring progress.

Example:

Monitoring and evaluation structure

- Objectives (Goals)
- Activities (In fulfilling objectives)
- Outputs (Produced by the service)
- Outcomes (Result for the Young Person/ Service itself)
- Methods (How to get through the stages objective- outcome)

ii. Safeguarding, Equal Opportunities and Quality

Ensuring a service is fully inclusive and safeguards its client base is as referred previously a core element of quality assurance. Key areas of consideration in relation to equal opportunities include:

- Services will guarantee equality of access to information, for all young people aged 11-25 years, regardless of their situation, age, origin, gender, race, culture, religion, language, disability, sexual orientation, or social category. Considerations, in relation to hard-to-reach and marginalised groups and individuals, will be employed in order to accommodate their specific needs
- Having the ability to provide information in multiple formats to suit the needs of the user
- Having a wide ranging variety of information that caters for belief systems and so forth
- Having a good network of partners that can be drawn on to ensure expertise within a particular area can be provided
- Never turning away an enquiry that you can't deal with directly, but signposting and or referring ensuring Language requirements can be catered for and knowing the target population within your area of work
- Being open and non-judgemental in your approach

Key areas for consideration in relation to safeguarding are:

- The information you provide is valid, relevant, up to date and accurate
- The laws in relation to specific areas of information e.g. Drug use are acknowledged, outlined and followed
- You have a good level of understanding and are able to practically apply your organisations policies and procedures
- Any information you provide, signposting or referral you complete, is reputable, and has in place all of the elements that safeguard a young person in accessing the best level of service possible e.g. trained staff; quality resources; Criminal Records Bureau (CRB) checks: policies and procedures in line with the work being carried out; appropriate content and/ or capacity to meet the young persons needs
- Excellent recognition and communication needs in order to ensure the young person/ people being worked with are given adequate care, attention, support and information

Also feedback opportunities to ensure you are picking up on all of the young persons information needs.

7. Project/Organisational Practice and Procedures

a. Safeguarding & Child Protection

Information workers are placed in a position of trust, guided by child protection legislation to ensure young people are not at risk of being harmed. The safety of children and young people is of paramount importance in youth information work.

The primary legislation working with young people up to age 18 is the Children Act 1989. Under section 3(5) the responsibility of people other than parents i.e. youth workers, is described as doing what is reasonable for the purposes of safeguarding or promoting a child's welfare while the child is in his or her care. This is summarised as a Duty of Care, which has been interpreted in case law as the duty to act as a careful parent would.

The All Wales Child Protection Procedures implemented in 2008 reflect significant changes in legislation informed by the shared knowledge and experiences of Wales' 22 Local Safeguarding Children Boards (LSCBs). The changes resulted from a number of child protection reports and are concerned with a wide range of safeguarding issues, including the internet, domestic abuse, substance misuse, and bullying that were brought into the wider definitions of abuse with further explanations as to identifying significant harm.

To ensure the safety of workers and the young people that they work with, organisations should have safeguarding procedures in place including a Child Protection Policy. More recent legislation governing work with children and young people is the Sex Offenders Act 1997 and Part V of the Police Act 1997. This includes the Criminal Records Bureau to undertake criminal record checks on anyone wishing to work with children and young people.

Criminal Records Bureau checks (called Disclosures) on all paid and unpaid staff that have regular contact with children and young people are required. There are definitions of the type of contact and different types of checks accordingly. Applicants for positions, paid and unpaid and for young people over 18 (or sometimes 16) will be required to have Disclosure and organisations have procedures in place to obtain them. The presence of a criminal record does not necessarily exclude people working, unless the disclosure identifies something that puts children and young people at risk, or that person is on a barred list.

The Independent Safeguarding Authority (ISA) set up a vetting and barring scheme following legislation to register all people working with children and vulnerable adults under defined circumstances and bar any that it does not consider suitable. It will be compulsory for organisations to check if their workforce is ISA registered and an offence to engage anyone who is barred.

b. Data Protection & Confidentiality

The Data Protection Act and policies that are implemented within organisations in line with the Act, relate to information held about individuals whether processed manually or electronically. Data Protection policies ensure the information is collected fairly, is accurate and up to date, is kept secure and confidential and is relevant and only used for legitimate reasons. Individuals have a right to request to see the information that is retained about them and this applies to both workers and to young people.

Confidentiality is vital in information work with young people in order to establish trusting relationships and protect the interests of the young person. However, workers may be told of difficult personal circumstances by young people and should be able to recognise when it is necessary to involve other professionals with specialist skills and knowledge or where an intervention is necessary to ensure the young persons safety.

In such circumstances it is important that workers and young people are both clear about when such information will be kept confidential, and when it may have to be passed on to other people if there is a Child Protection issue. It is common practice to inform young people of these circumstances before or during a one-to-one disclosure, explaining why the information cannot remain confidential in a way that they can understand whilst still feeling supported. Sometimes this can also mean acting as advocates for young people in a variety of difficult situations.

8. Useful Links

Education, Employment and Training

Basic skills Wales	0845 602 1654 www.basic-skills-wales.org
BBC Learning page	www.bbc.co.uk/learning
BBC Wales tips on writing CVs	http://www.bbc.co.uk/wales/justthejob/jobs/cvs.shtml
BBC Revision Guide	www.bbc.co.uk/schools/gcsebitesize/
Careers Wales	0800 100 900 www.careerswales.com
Choices and Challenges for Young Disabled People	www.after16.org.uk
Citizens Advice Bureau	www.adviceguide.org.uk
Connexions (information and advice for Young people in work and training)	08080 013 219 www.connexions-direct.com
Department for Education and Skills	0300 0603300 Email: dcells.enquiries@wales.gsi.gov.uk Web: http://wales.gov.uk/topics/educationandskills/
Direct Gov - the official government website for citizens	http://www.direct.gov.uk/en/Employment/Jobseekers/index.htm
DO IT - information on volunteering and database of opportunities - search for opportunities in the UK	www.do-it.org.uk
Duke of Edinburgh Award	01753 727400 http://www.dofe.org/
Dyslexia Wales	01558 685644 www.dyslexiawales.com
Guide to being a student	0207 189 8339 www.studentuk.com
Job Centre Plus	0845 6060 234 www.jobcentreplus.gov.uk
Millennium Volunteers - volunteering opportunities for 16-24 year olds	http://www.gwirvol.org/en/volunteering/mv/

Volunteering	http://www.gwirvol.org/
National Bureau for Students with Disabilities	0800 328 5050 www.skill.org.uk
Open University	01908 274066 www.open.ac.uk
Revision advice and help	01793 615 439 www.studysuccess.co.uk
Student Finance Wales	0845 602 8845 www.studentfinancewales.co.uk
Time Bank - information on volunteering - lists all the major volunteering organisations with opportunities in the UK and abroad	www.timebank.org.uk
Universities and Colleges Administration Services (UCAS)	0870 1122211 www.ucas.ac.uk
Volunteering Wales - information on volunteering and database of opportunities in Wales - search for opportunities in your local area	www.volunteering-wales.net
Welsh Government	02920 825 111 www.wales.gov.uk
Welsh Joint Education Committee	02920 265 000 www.wjec.co.uk
Youth Information from National Youth Agency, England	http://www.nya.org.uk/youthinformation-com

Health

BBC Website	www.bbc.co.uk/health/healthy_living
Brook Helpline – free sexual information and signposting for young people under 25.	0800 0185 023 Freephone http://www.brook.org.uk/
Childline free 24 hour confidential helpline for young people to talk about any problem	0800 11 11 www.childline.org.uk

Counselling Service for young people In Bridgend aged 11-25	01656 815150
DAN 24/7 Wales drug and alcohol	0800 633 5588 http://dan247.org.uk/
Emergency contraception	01639 862155
Family Planning Association	http://www.fpa.org.uk/
Mental Health Matters	01656 767045 http://www.mhmbcb.com/
National Drugs Helpline Frank - <i>advice for anyone concerned about drugs</i>	0800 77 66 00 www.talktofrank.com
NHS Direct – <i>local rate 24 hour advice for medical emergencies</i>	0845 46 47
NSPCC	0808 800 5000 www.nspcc.org.uk
Talk about Sex	http://www.nhs.uk/worhtalkingabout/Pages/sex-worth-talking-about.aspx
Samaritans	08457 909090 www.samaritans.org
Sexual Health Direct (England)	0845 122 8690 http://www.fpa.org.uk/helpandadvice/fpahelpines
Terrence Higgins Trust	www.tht.org.uk

HOUSING

Housemate – website concerning young people, housing and homelessness	www.housemate.org.uk
Missing Persons Message Home Helpline (help for young people who have runaway to get messages home and find accommodation)	0808 8007070 http://www.missingpeople.org.uk
Samaritans Confidential advice and support	08457 90 90 90 www.samaritans.org
Shelter Cymru (24 hour help with housing problems)	0808 8004444 http://www.sheltercymru.org.uk/home/
Wallich Clifford Community (out reach service)	07734 468603

RELATIONSHIPS

Anti Bullying Week	www.antibullyingweek.org
Beat Bullying	www.beatbullying.org
Bullying Online	www.bullying.co.uk
Childline	0800 11 11 www.childline.org.uk
Department for Children, Schools and Families	http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying
Directgov Information on most issues	www.direct.gov.uk
Every Child Matters	www.everychildmatters.gov.uk
Free From Bullies	www.freefrombullies.com
Kidscape	www.kidscape.org.uk
Childline	http://www.childline.org.uk/Pages/Home.aspx
Samaritans	08457 90 90 90 www.samaritans.org
Stonewall Cymru – Lesbian, gay and bisexual charity	08000 502020 www.stonewall.org.uk
Stop Cyberbullying	www.stopcyberbullying.org
Welsh Assembly Government (2003) <i>Respecting Others: Anti Bullying Guidance</i> Circular 23/03	can be found at www.wales.gov.uk
Women's Aid - will help if experiencing or witnessing domestic violence	www.welshwomensaid.org

WORLD, EUROPE, UK , WALES

Carbon Footprint Calculator	www.carbonfootprint/calculator.aspx
Climate Change	www.climatechange.eu.com
Eco Schools Wales	www.eco-schoolwales.org
Environmental resources page	www.envirolink.org
Fairtrade	www.fairtrade.org.uk
Duke of Edinburgh Award	http://www.dofe.org/
Friends of the Earth	0808 800 111 www.foe.co.uk
Greenpeace	0207 865 8100 www.greenpeace.org.uk
Keep Britain Tidy	01942 612 621 http://www.keepbritaintidy.org/
The Ecologist Magazine	www.theecologist.org
The Environment Agency	08708 506 506 www.environment-agency.gov.uk
Waste awareness Wales	0845 330 5540 www.wasteawarenesswales.org.uk
World Wildlife Fund	01483 426 444 www.wwf-uk.org

LAW AND RIGHTS

Children in Wales – Participation	www.childreninwales.org.uk
Children’s Rights and Responsibilities Leaflet explaining and age specific	http://www.unicef.org/rightsite/files/rights_leaflet.pdf
Citizen’s Advice Bureau	www.citizensadvice.org.uk
CLIC	www.cliconline.co.uk
Direct Gov - Government Citizens and Rights	http://www.direct.gov.uk/en/Government/citizensandrights/index.htm
Funky Dragon (the children and young people’s assembly for Wales)	www.funkydragon.org
Law and Rights by Age Categories	http://www.thesite.org/homelawandmoney/law/yourrights/whatagecani
Moving On: Rights and Responsibilities of Young Adults	http://www.legislature.mi.gov/documents/Publications/MovinOn.pdf
Participation Worker’s Network For Wales – Workers site	www.participationworkerswales.org.uk
Rights 4 Me	www.rights4me.org
School Councils (elected groups of students making a positive contribution to schools)	0845 456 9428 www.schoolcouncils.org
Tros Gynnal- promoting children and young people’s rights	www.trosgynnal.org.uk
Young People’s Guide to the Green Paper on Rights and Responsibilities	http://www.justice.gov.uk/publications/docs/right-responsibilities-young-people.pdf
Welsh Government	www.wales.gov.uk

SPORT AND LEISURE

Arts Council for Wales (funding)	www.artswales.org.uk
Awards For All	www.awardsforall.org.uk/wales
BBC page on getting involved in film, music, writing, art and dance	www.bbc.co.uk/blast
BBC Wales Music	www.bbc.co.uk/wales/music
BBC Website	www.bbc.co.uk
Duke of Edinburgh Award	www.dofe.org
Film Agency for Wales	www.filmagencywales.com
Lottery Funding – all lottery funding available	www.lotteryfunding.org.uk
Sports Council Wales – find sports clubs and funding for them	http://www.sportwales.org.uk/
Wales Millennium Centre	www.wmc.org.uk

Appendix

Essential Local Contacts Form

Please complete the form below with essential contact information for the services and individuals you may signpost or refer young people to, or consult for specialist advice.

This form will enable youth workers to have a comprehensive resource to enable them to deal with young people's enquiries efficiently and appropriately, without having to search unnecessarily for contact information.

In order to make best use of this resource, it is important to check and update the information it contains regularly. The document can be photocopied and kept to hand, so that it can be referred to in an emergency or out of 'office' hours.

Child Protection Duty Officer (Out of Hours Referrals)

Nominated Child Protection Officer (for your service)

Housing Officer – Homelessness Section

Youth Advice and Sexual Health Service

Counselling Service

Young Person's Substance Misuse Service

Social Services Aftercare Team

Citizens Advice Bureau

Advocacy and Mediation Service

Community Mental Health Service

Local Police Station

Young Person's Benefits Advisor

Careers Advice