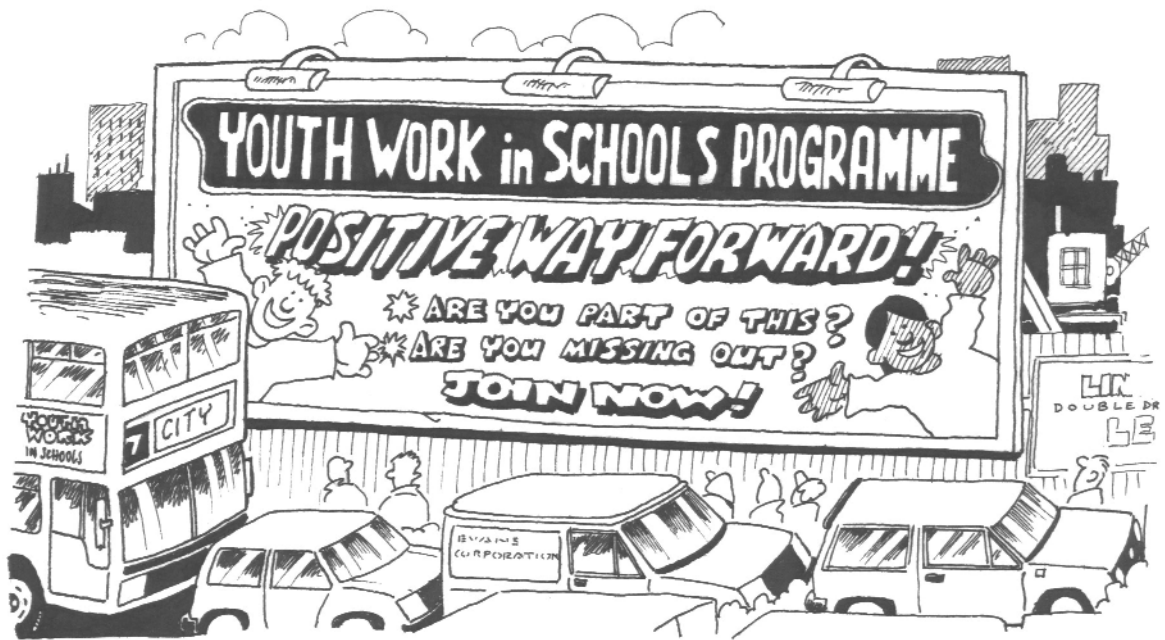


Youth Work and Schools Partnership

ToolKit



Youth Work and Schools Partnership Toolkit

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Children Learn

If a child lives with criticism,
A child learns to condemn.
If a child lives with hostility,
A child learns to fight.
If a child lives with ridicule,
A child learns to be shy.
If a child lives with shame,
A child learns to feel guilty.

What

If a child lives with tolerance,
A child learns to be patient.
If a child lives with encouragement,
A child lives with confidence.
If a child lives with praise,
A child learns to appreciate.
If a child lives with fairness,
A child learns justice.
If a child lives with security,
A child learns to have faith.
If a child lives with approval,
A child learns self-esteem.

They Live

If a child lives with acceptance,
A child learns to find love in the world.

Acknowledgements



Phillip John Davey is a nationally qualified youth worker who achieved his diploma in youth and community work at NEWI. Phil has worked for Community Music Wales, Valleys' Kids, Llanelli Centre Project, Rhondda Cynon Taff Youth Service and Smedleys Bean Factory. He is currently employed as a project co-ordinator of Ferndale Youth Work and Schools Project and as a detached worker

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Youth Work and Schools Partnership Toolkit

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Introduction

This publication has been developed from the youth work field, the process began with ideas from the Gregynnog conference in December 2001.

A group of interested parties came together as the toolkit working group in January 2002 and a series of meetings were convened. Each participant wrote a draft section on each issue and presented it to the group at the next meeting where it was scrutinised until it fitted into the toolkit mould.

We have aimed the toolkit at those youth workers who have had no prior knowledge of youth work in schools, but not necessarily of youth work. We have tried to cover most of the issues that have arisen on the programme and to also give a good clear perspective on the work.

What we didn't want was for a lot of the work of the programme to be lost!

The toolkit is a living document and should be treated as such:

- Address lists can be updated
- Worksheets adapted
- There are some blank section sheets for you to add notes or amendments

The rest is up to you?

We have given you the tools now go and build a programme in schools

“Every young person in Wales has a basic entitlement to education, training and work experience - tailored to their needs”

*Extending Entitlement
National Assembly for Wales, 2000*

“Press ahead to transform provision for 14-19 year olds, so that within an overall curriculum entitlement, artificial barriers are broken down to meet the demand of the new century”

*The Learning Country
National Assembly for Wales, 2000*

The aim of this tool kit is not to give a comprehensive view of youth work - that can be obtained from other more relevant publications. What you will get is an honest perspective from youth workers in the field on the difficulties and successes of youth work in schools today.

The toolkit is specific to youth work that happens in schools and is derived from the knowledge and skills of youth workers who have taken part in the Youth Work and Schools Partnership Programme in Wales

What it does aim to do is to deal with the practical issues of working in a formal education structure or along side it offering an alternative curriculum, based on youth work methods of delivery.

Helen Payne, Development Officer, Wales Youth Agency.



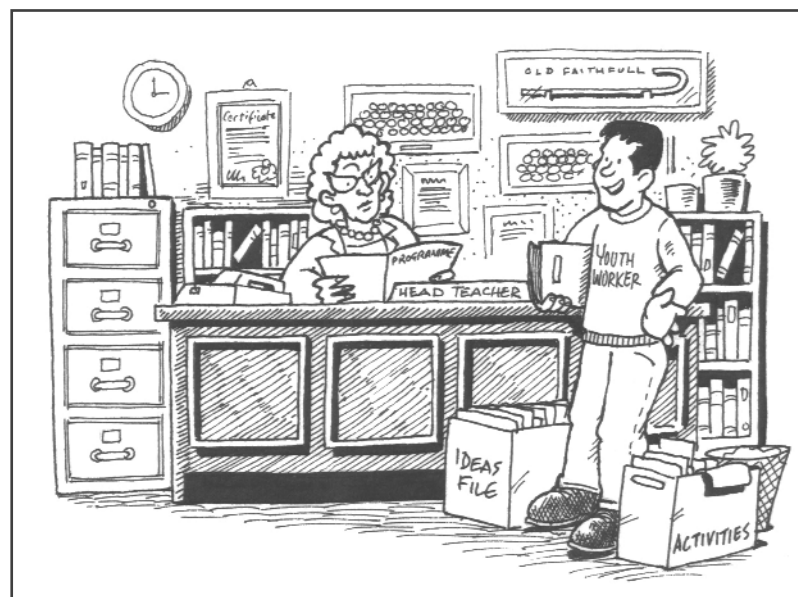
Why employ a Youth Worker in Schools?

A Headteacher's Perspective

All comprehensive schools have a number of pupils who, for a host of reasons, are unable to cope with the daily requirements of school life. Because of troubled home backgrounds, absence of appropriate role models outside school, substance abuse outside school and a whole range of other problems they can be destined for failure before they even arrive at school. Their anger and frustration often leads to confrontations with teachers leading ultimately to exclusion.

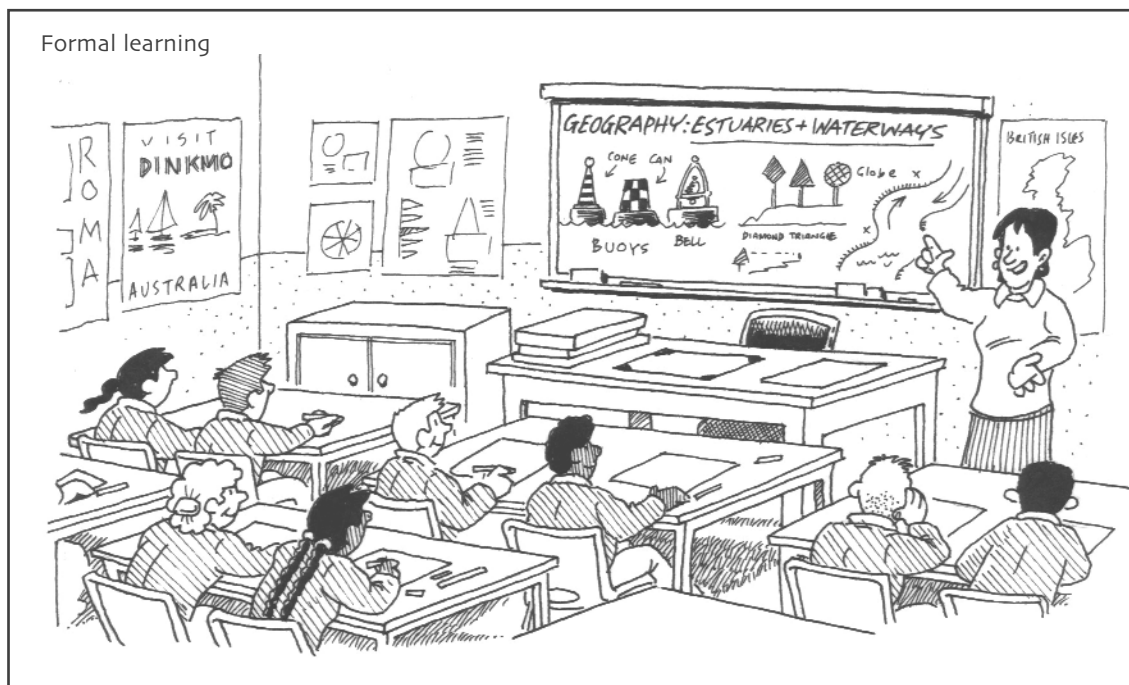
A youth worker is an independent person to whom the children can turn to non-judgmental advice and support. This person has the skills and experience to liaise and negotiate with families and outside agencies and to help them to find their way through the education system. (S)he can take the load away from teachers and keep them free to do their job in the classroom without the added burden of disruption.

Importantly a youth worker can also do a vast amount to broaden the range of experiences available to the children in school by organising after school clubs, holiday activities etc. Often these are the activities, which can channel children away from destructive and negative influences into positive directions which raise their self-esteem and let them experience success.



What is a teacher?

A teacher is there to help children to learn their subject in the classroom and through the programme of extra-curricular activities. Teachers are experts in a subject area. They can only do their job effectively when the pupils attend regularly, are properly equipped and their lessons are free from disruption. However the vast majority of teachers view their jobs far more widely than mere delivery of skills and knowledge and care passionately about the broader welfare of their pupils. However they are not social workers and it is simply not feasible for them to provide counselling or support over the many problems young people encounter outside school. The presence of a multi-disciplinary team in school can do a vast amount to support teachers in their work and reduce the risk of exclusion for the most vulnerable pupils.



What is Youth Work?

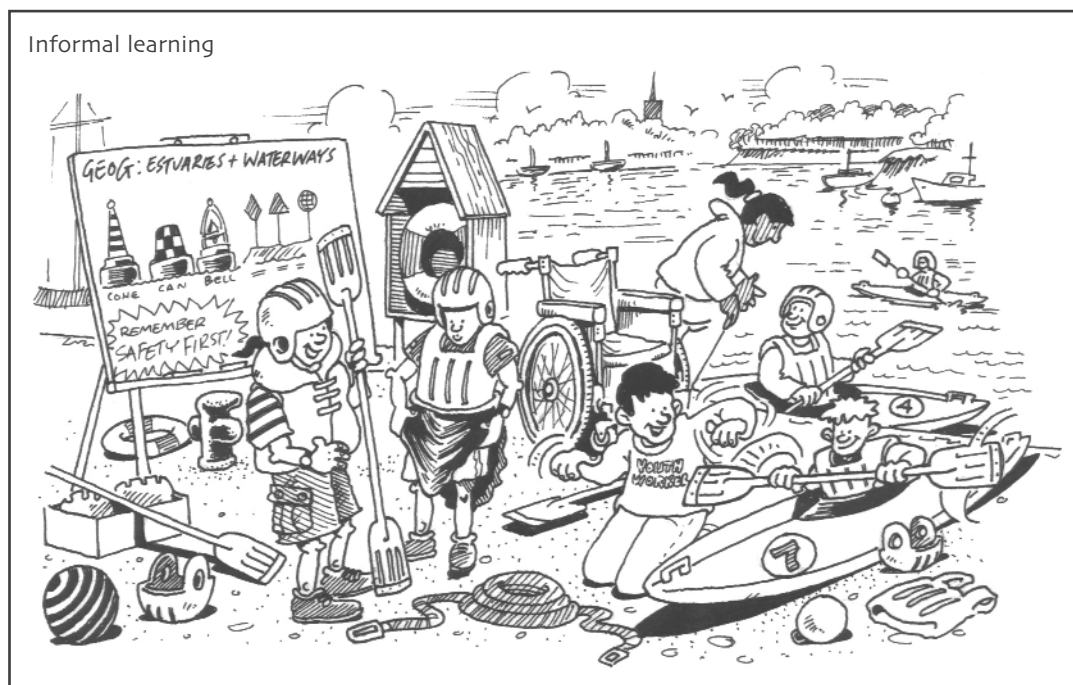
Youth Work helps young people learn about themselves, others and society through informal educational activities which combine enjoyment, challenge and learning. Youth Workers work with young people aged between 11 and 25 particularly those aged between 13 and 19, in order to promote their personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Youth work is conducted according to a set of values which include a commitment to equal opportunity, involving young people as partners in learning and decision making and helping young people develop their own sets of values.

Youth Work in Wales is mostly provided in three main ways:

- Through major voluntary organisations
- Through the local authority
- Through small independent local projects

Effective youth work should:

- Offer quality of support which helps young people to progress and achieve
- Enable young people to influence decision makers at all levels
- Provide choices on a wide spectrum of personal and social development issues
- Promote social inclusion and combat disaffection



In its traditional sense youth work is about a voluntary relationship with young people. What has happened of late is that the nature of engagement with young people has shifted slightly particularly when working with young people in schools, and other areas where youth workers have been employed by, for example, Youth Offending teams, Housing and Careers.

If relationships are built with young people in a youth centre then the young people attend because they want to.

If relationships are built in a school setting as a youth worker employed in the school then that relationship may be an enforced one, so the initial engagement was not a traditional youth work intervention.

What happens to the relationship between the youth worker and young person after that is then reliant on the skill and judgement of the individual youth worker, and the methods employed to work with that particular group of young people. Some of the projects on the programme in Wales have a self-referral procedure where guidance would be given by support staff, in these types of projects the nature of the relationship was not an issue. But also they did not work solely with the young people as a separate alternative curriculum project, managed by the youth worker.

So with youth work in schools, one has to examine what youth work is? Is it about how the young people arrive at your door? Or is it about how you work with the young people once you have them?

Youth work is dependant on a number of characteristics including the voluntary relationship between youth worker and young people. The initial relationship between the schools youth worker and young people often challenges this key aspect of youth work. What needs to be considered in this debate is the ultimate benefit for the young person and eventual voluntary relationship that might have developed.

Youth work in Schools in the context of a bilingual Wales.

Entitlement

When developing a flexible and more appropriate curriculum for young people, their core skills and requirements of the National Curriculum should not be neglected. Iaith Pawb (WAG 2002) notes that in working towards a bilingual Wales the formal compulsory education sector has a significant role to play. It is a statutory requirement for young people at Key Stages 3 and 4 (Years 7-11) to receive Welsh lessons.

The Youth Work Curriculum Statement for Wales (2002) notes that youth work should raise and awareness of cultural identity, bilingualism and heritage. It also notes that work with young people should recognise the importance of the Welsh language. If we consider both of the above when designing and delivering programmes, the youth work delivered in schools will enable young people to learn and appreciate the linguistic and cultural strength of Wales.

Choice

We have already identified that the strength of youth work in schools programmes are that the individual needs and choices of young people are taken into consideration. Young people and their parents who have chosen to receive their secondary education through the medium of Welsh should have the opportunity to receive a flexible curriculum in their language of choice also. This does not mean young people who attend Welsh Medium secondary schools only, it also extends to young people who have opted for a Welsh stream in a mainly English medium school.

Young people should also have the choice to re-engage with the the mainstream curriculum for subjects such as Welsh if the flexible programme is unable to deliver their needs.

Sign Posts

Opening Both Doors

www.accac.org.uk

www.bwrdd-yr-iaith.org.uk

A minute in the hour in the day in the life of a Youth Work and Schools Youth Worker

Ten years ago a friend of a friend of mine was driven through the Rhondda Fach on a rainy Sunday in late October. She had left New Zealand over a year ago and before reaching south Wales had backpacked through southern Asia across the Middle East and spent some time in eastern Europe. Many of the places she had visited were some of the poorest and most depressed towns and regions on the planet, but in her words that rainy Sunday afternoon drive through the Rhondda Fach took her into the most saddest greyest place of habitation she had ever experienced.

That same route taken by the New Zealand girl is the road I travel five days a week to my place of work. There is no alternative diversion to this 7 mile journey as I drive at an average speed of 10 miles an hour behind buses 20 ton trucks and skip lorries, stopping at least three times at temporary traffic lights where the water, gas or electricity companies dig up sections of the road that the water, gas or electricity companies dug up the week before.

On reaching my destination I am swamped by an army of young people clad in Nike, Adidas, Reebok or some similar branded sportswear plus of course the customary base ball cap. They clamber around my car as if I was one of the boy band Westlife arriving for an autograph signing at HMV.

As I walk the fifty metres to the school reception area I am bombarded with a barrage of questions, what are we doing today? Can we go quad biking?, Go karting? Bungy jumping? Camping? Euro Disney?. I answer just once, 'Its Monday and in your regular weekly alternative curriculum timetable that means History.'

The replies consist of groans and moans. I arrive at the reception area of the school conscious of being watched on the new CCTV system, swipe my pass card at the electronically operated door and enter the main building. I wonder to myself when the first robotoid teachers will be brought in or maybe they have already got them? It wouldn't surprise me at all.

I say my cheery "Good mornings" to the admin staff and enquire about the whereabouts of the mini-bus keys. One of the staff says, 'I'll have to talk to the caretaker.'

Now most people would say that the most powerful person on the school pay roll would be the head teacher. They'd be wrong: everyone fears the caretaker, he is the person I have to keep sweet.

When he enters the room school staff (including the head teacher) either bow or quiver in his presence. After a telling-off and lecture on the use and rules of the minibus (for the 103 time) I am allowed to depart.

If every time I use the bus I cleaned every square inch inside and out with a toothbrush including the engine, you could guarantee the caretaker would find something wrong e.g. the angle of the driving seat was not right, the radio station was tuned to the wrong channel or some other trivial thing. I just humbly apologise in advance and carry on (never take the bait).

I return to my group of young people who consist of 8 boys and 4 girls all in year 11 (form 5) who have been referred by the pupil review panel for either attendance or behavioural problems. The young people say different, "we hate f***ing school and the f***ing teachers that's why we are here".

The young people pile into the minibus 6 of them fighting over the 2 passenger seats up front, once the pecking order is determined we are ready for take off. In the midst of all this calamity I forgot to mention that my fellow work colleague has arrived to ride shotgun in the back of the bus.

The first leg of our journey is to the community centre where the project is based, it is here we pick up our packed lunch and meet the facilitator for the day who is delivering the history course. The plan is to take the young people to Caerphilly Castle where they will be given an informal tour and talk on the building's significance in Welsh history.

If you take a group of 12 young people such as we have you can guarantee that as Abraham Lincoln once said you can't please all the people all of the time, if we were spending the day in Disneyland California rather than Caerphilly Castle a percentage would still say that's boring, I want to do something else.

As we set off on our journey the young person sitting next to me takes on the responsibility of DJ (this entails switching back and forth radio stations and tuning the volume control to full distorted blast when a favourite tune of the majority comes on. The quality of sound on the minibus radio is worse than Marconi's first broadcast. Having been in this situation hundreds of times I have now become immune to this type of torture - maybe I could put it on my CV if applying for a spying job with MI6. The history facilitator is a lot less experienced in such situations, I catch a glimpse of him in the mirror eyes closed, grimacing with a look that says what am I doing here?

We arrive at the car park and while I look for a parking ticket machine the young people have headed at some speed for the castle grounds with my work colleague and the history facilitator in hot pursuit behind them.

When I eventually catch up with the group they are standing at the edge of the moat not getting a history lesson but a lecture on why it is cruel to throw stones at the wildlife who inhabit the waters.

It appears that there has been a clash of ideals between the history facilitator and the young people. The young people believe the ducks are easy prey. The facilitator is a part-time Buddhist.

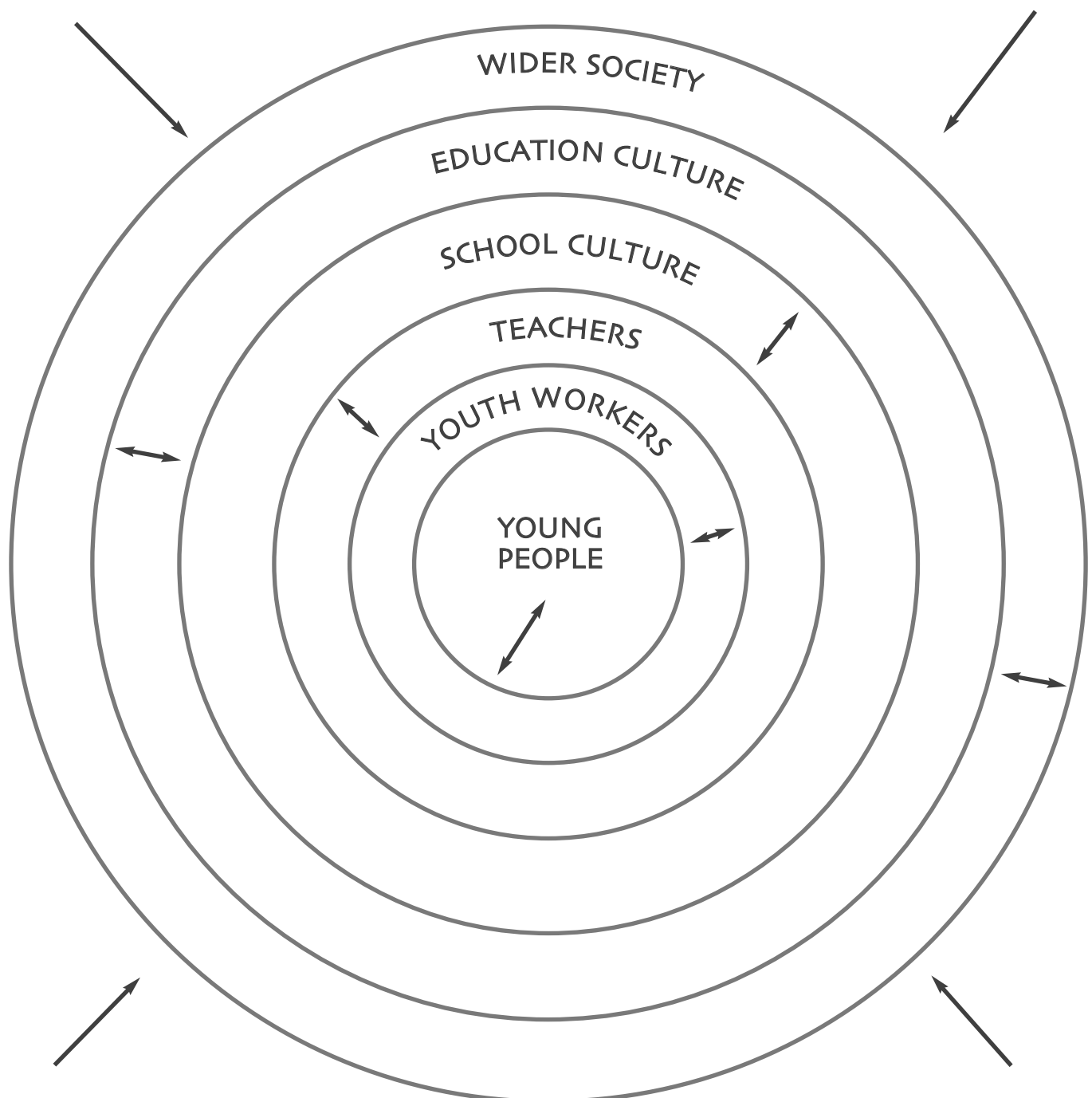
The morning spent at the castle is not the most rewarding in the educational sense for the young people. They don't know when it was built, who built it, or for what reason, they never stood in one place long enough for the part-time Buddhist facilitator to explain. But without knowing it they re-enacted the battle scenes by scaling the walls and turrets as Cromwells army had done hundreds of years before.

Anyway, no ducks were killed, the leaning tower still stands(attempts to push it over, were unsuccessful but not for want of trying)

Now History lessons on Monday are put on hold. The part-time Buddhist facilitator has returned to Adult Education and I've booked a bunch of lessons at Treharris climbing centre!!!

The Context of Youth Work in Schools

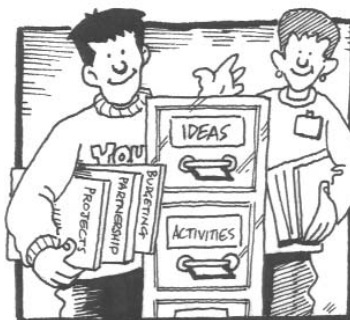
The model below gives a perspective of the context of Youth Work with young people in schools. Young people being the centre of the model and the Youth Service provides the framework to enable the work to take place in schools. The different layers also denote the pressures that young people face in a formal learning environment.



Setting Up a Project - what do you need?



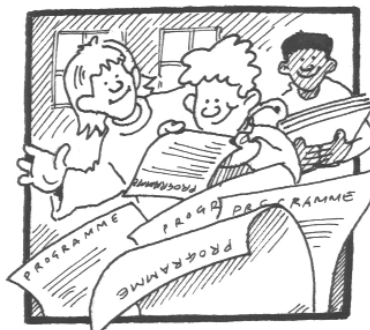
Young People



Youth Workers



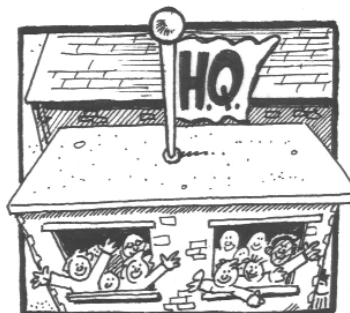
Project Room



Programme



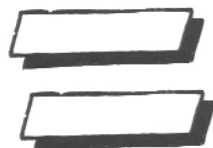
Resources



Base



Partnership



**Youth Work in
Schools Project**

I Hate School!!!

Why?

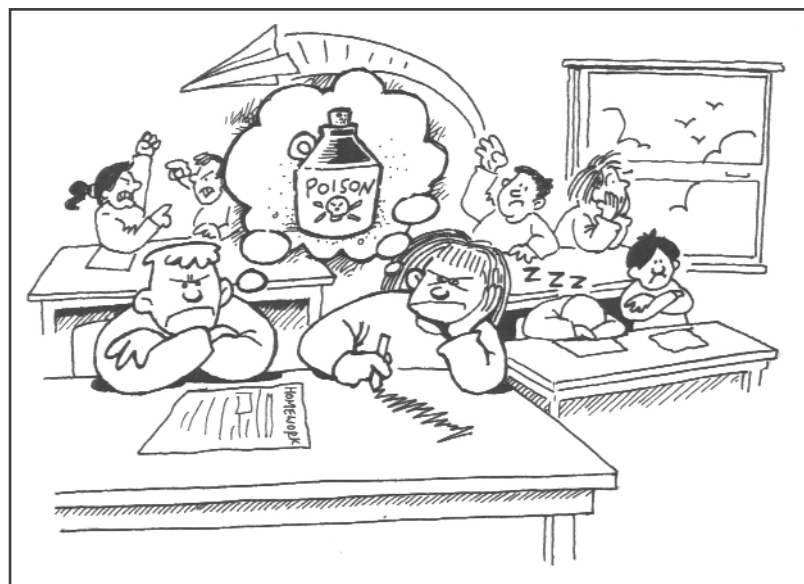
Many young people appear to experience difficulties within three major areas - namely staff and school rules, peers and work.

"I have other problems to deal with. I can't concentrate in class and the teacher is telling me to do work. I'm not coping, I walk out... to get space to clear my head."

This person walks out of a situation they feel unable to cope with. Some young people remain and are immediately in confrontation with staff. If they are not coping with other issues in their life then they are unlikely to exercise self control within a confrontational situation. Many young people display aggressive or non-co-operative behaviour.

A year 11 pupil is coping with 'flashbacks', these sometimes occur in lessons.

"I blank out and concentrate to control these images, I am okay if I'm left alone, given space to sort out my head. But she kept asking me if I was okay, if I'd work, she wouldn't leave me alone."



Youthworkers met with the pupil's individual teachers, requesting the pupil be given 'space' if she looked as if she was struggling. A note requesting this was circulated to all staff in school, backed up by advice from a consultant psychiatrist. (No details

included). Additionally, if extreme then she would be allowed 'time out' with youth workers, but would return to the lesson. This has helped her cope and she is currently taking GCSEs in all subjects. All staff have helped with these coping mechanisms, they were unaware that she was even struggling. Communication has been essential in this case.

"Coming to see youthworkers...I calm down and relax. Clear my mind a bit more so I'm ready to go into next lesson. I think about it and realise I have to go back to lesson... no matter what." Year 10 pupil.

Young people often state that school rules are 'stupid' and continue to battle against conforming. Issues may be school uniform, attitude, truancy or behaviour – they question the validity of rules and consequences. The most common answer to 'why I misbehave in class' has been "because I can." The reasons behind this answer differ with individuals. It is through exploration of these reasons and by allowing pupils to weigh up for themselves whether these behaviours are of benefit to them that progress is achieved. Young People can identify their difficulties, young people can provide the answers. It is our role as youth workers to facilitate this process. Very, very rarely have young people stated they did not want to be in school. There are things that they hate, dislike, cannot cope with... but there is always some positive aspect (e.g. Friends, wanting an education etc.)

Peer relationships are another major area of difficulty.

"Kids pick on me when I don't need the stress. I try to tell teachers but some don't listen or only deal with things sometimes. I'd like to see more teachers dealing with issues so it doesn't go on & on & get worst so I don't want to come to school. Then I get done for mitching when it's not my fault, it's others' fault." Year 10 pupil.

*"When I walked through the door I'd think please get thro' the day without anyone noticing me, or saying anything to me. If I could hide out of the way. I didn't have any friends. I didn't want to be here."
"Now I walk thro' the door and think I'm going to deal with it & I'm not going to hide. I'm going to be ok."* Year 11 male.

Bullying and friendship issues have an extremely strong impact upon young people. The only way forward is to deal with these issues. Experience has shown that the most effective method is to meet with bully and victim together. As youthworkers we control this meeting, in that we do not allow pupils to work backwards into recriminations or who did what. We talk about how one young persons behaviour has made another young person feel, and if this is a good or bad thing. We empower the victim to face the bully and tell them how they feel. This changes the balance of power between bully and victim. Young people are asked to acknowledge whether this is bullying, how they put this right and how they will treat each other in future. If the

bullying has been extreme then a contract will be drawn up. This work is voluntary. (See contracts).

Work problems can also cause difficulty in coping at school.

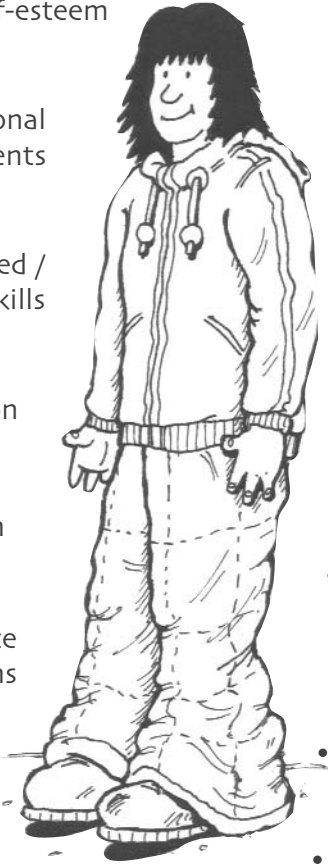
"I find the work really, really hard and don't need it on top of my other problems." Year 11 pupil.

"Sometimes I put my hand up and ask but sometimes when I do the other pupils (who understand the work) slag me off (eg your dumb) and give me stinking looks and then I don't want to put my hand up.....I can't tell the teachers this. I just can't." Year 10 pupil.


However, youth workers can negotiate with the young person by identifying the difficult lessons. Youthworkers can negotiate with individual subject teachers. We have seen pupils get so far behind in their work that they feel they will not achieve and therefore, they give up trying. Working proactively within school means working with pupils defined by subject teachers as 'underachieving' before they identify any other areas of concern.

WHAT IS 'DISAFFECTION'?

There are many characteristics displayed by 'disaffected' young people. These vary according to the individual. However, we have tried to detail some of these below :

- 
- Lack of confidence or self-esteem
 - Low educational attainments
 - Socially isolated / poor social skills
 - Lack of motivation
 - Self-harm
 - Inability to concentrate within lessons
 - Depression
 - "Victim" or "bully" behaviour
 - Extremely negative or positive self-image
 - Challenging behaviour
 - No value placed upon achievement
 - Seek either excitement or 'to forget things I cannot cope with' by risk behaviours (alcohol, drugs, offending, sexuality)
 - Lack of self-control (displaying extremes of behaviour such as aggression)
 - Lack of 'coping strategies'
 - Truancing (what are they running from? Running to?)

The reasons for disaffection vary, depending on the individual. However, some are detailed below :

- 
- Lack of family support, in terms of care and control.
 - Mental health issues (eg clinical depression).
 - Looked after by the Local Authority.
 - Addictions (offending, substance misuse, gambling)
 - Homelessness
 - Bullying
 - Undiagnosed difficulty (A.D.H.D., dyslexia, hearing loss)
 - Inappropriate role models
 - Dysfunctional family relationships or a breakdown of relationships.
 - Child abuse (sexual, physical and emotional)
 - Possess a learning difficulty (not necessarily identified)
 - Child-care responsibility
 - Carers responsibility within the family
 - Racism or sexism
 - Social exclusion (from peers, school, wider community)
 - Early exposure to alcohol, drugs, offending and other risk behaviours

The relationship between 'reason for disaffection' and 'disaffected behaviour' is simple. When a young person is unable to cope with the issues they display disaffected behaviour.

"Sometimes I can't handle being in care, being in school, not seeing my mother.....When I can't handle things I push people away. I am a right bitch.....I run away.....I want people to leave me alone.....but I know this is the wrong way to go." Aged 14 years

Inequity is one of the biggest disturbances to the emotional balance and well being. When a young person is not being treated fairly and feels a sense of powerlessness, (and very often is) Displaying disaffected behaviour is often a way of communicating this imbalance and injustice and is not necessarily a conscious decision to opt out of mainstream thinking

Referral methods

How are young people are referred to youth work in schools projects?

Mostly, young people are referred by the school, for example:

The School pastoral system is unable to cope with the “heavy end” of challenging behaviour and welfare issues. (e.g. self harm, abuse etc). Initially the Young Person is dealt with by Heads of Year. If the difficulties continue or escalate then the Young Person is referred to the pupil support team.

An assessment is undertaken by the youth worker, a planning meeting convened and an Individual Action Plan written in consultation with parents, young person, heads of year and other relevant agencies.

The Action Plan highlights difficult issues, effective methods to resolve these issues, roles (who does what), responsibilities and timescales.

A contract is then negotiated (see section on contracts) and the young person is supported by the project. Pupils remain within mainstream education but are able to seek support from the youth worker, as negotiated via the Action Plan.

Support can include, in-class support for difficult lessons, liaison within staff/pupils (often contracted), group work (small groups focussed on specific issues, such as social skills), large groups (circle time – form groups/issue based), mentoring, programmes of work (e.g. anger management) etc. as defined by the Action Plan.

Young people are referred from the pupil review panels. (PRP) The youth worker attends the panel. The panel consists of Head of Year, EWO'S, Child Psychologist, Social Worker, SENCO, and Youth Worker.

At the end of the academic year up to 12 young people are referred to the project. The parents are invited to attend a planning meeting with youth worker and HoY. The youth worker explains the content of the alternative curriculum. The HoY explains why they have been referred.

The youth worker then meets with the parents; this might involve a home visit. On the first day the young people will complete individual action plans. (See attached). The next step is to complete a group contract (which is informal and recorded on flip chart).

The programme content is then negotiated and the project is ready to begin.

Contracts

A contract is a useful method of formalising work with young people. Its contents must be negotiated with the young person. It has proven particularly useful when used with bully/victim (after work is completed a contract is used to formalise expectations re future behaviour) or when all current work approaches do not appear to have any usefulness for the young person. An example of this is below.

C was working with the youth worker for 6 months. When very near exclusion her behaviour improved dramatically but she appeared unable to sustain this motivation to improve classroom behaviour. C's perception was that it was only worth trying when she felt that the Headmaster was the ultimate school authority and when her situation was serious the Headmaster was involved.

A contract was then drawn up between the Headmaster and C, with the youth worker acting as an information provider between the two. (See example).

NB. All contracts should clearly state aims/expectations of behaviour, consequences – should the contract be broken and a positive reward should the contract be adhered to. The youth worker should monitor the contract with the young person.

Example of Contract

Anytown School

AGREEMENT

1. We,

And

Agree to treat each other with respect.

2. We will not belittle, or intimidate each other by anything we say or anything we do.

3. We will not make personal remarks about each other.

(Initials / Staff involved) will all monitor this situation.

Signed:

Date:

Examples of Projects

From September 1998 to August 2002 the Wales Youth Agency supported 22 projects in the 22 unitary authorities in Wales. This Youth Work and Schools Partnership Programme aimed to place youth workers in school to combat social exclusion and engage or re-engage young people into mainstream education. Their purpose has been to support young people in raising their levels of Achievement, Attendance and Attitude towards learning. In practice the projects varied in structure and were assessed on the outcomes of Achievement, Attendance and Attitude. Many projects developed from these outcomes and good practice guidelines.

Below is a sample of the projects.

Alternative Curriculum Projects (Year 10 – 11)

The pupils attend school, for a number of days, to achieve COAE qualifications in core and optional subjects. Additionally they attend the Alternative project which focuses on accredited courses (OCNs, Duke of Edinburgh's Award, ASDAN, Youth Achievement Awards, NVQs) careers (attendance at local colleges, work experience) and PSE/Lifeskills programmes (self-esteem/confidence, social skills, motivational skills, team building etc), and issue based work (e.g substance misuse, health and sexuality, bullying etc). The Attitude, Attendance and Achievement outcomes of these projects have been higher than traditional Alternative Curriculum projects. They focus on individual need and positive reinforcement of all achievements.

Caerphilly County Borough Council

The programme continues to develop according to the needs of the young people. Includes one-to-one support and group work; main areas are: confidence building / anger management / life skills. Art based activities / outdoor education / opportunities for accredited learning via link course at local F.E College advocacy – link work between young people / parents / carers / EWO / school staff.

Ceredigion Youth Service

To establish an alternative curriculum for year 10 pupils who were identified by the school, after consultation with the parents. The project also aims to provide a support package to all pupils within the school. This may come in the form of mediation between pupils and teachers, parents and teachers, pupils and parents or simply a one-to-one chat between the youth worker and pupil.

The project also aims to try and reduce the exclusion rate by working with the pupils who are in danger of exclusion. If a pupil is excluded we will try to find an alternative to staying at home over the exclusion period.

Conwy Youth Service

The Conwy Youth Forum Project aims to develop young people's awareness of citizenship, democracy and participation in order to empower young people to have a voice and to create positive change in today's society...the Conwy Youth Forum Project aims to raise young people's levels of achievement, attendance and motivation thus improving their attitude towards learning through promotion of proactive, positive intervention.

Neath Port Talbot County Borough Council

Neath Port Talbot Service developed an alternative curriculum in partnership with the Wales Youth Agency, Llangatwg and Cwrt Sart Comprehensive Schools. The programme targeted 15 young people from these schools who for various reasons were not achieving within the formal education curriculum. The programme now works with Cwrt Sart and Cefn Saeson Comprehensive Schools. The schools involved identified the young people who were showing signs of disaffection. The pupils identified are in years 10 and 11. The programme aims to tackle the issues of disaffection and under achievement with an informal youth work approach.

Pembrokeshire County Council

The project aims to offer opportunities and individual support to identified pupils who are experiencing disengagement and who are in danger of being excluded from school. The provision of an alternative learning programme ultimately aims to re-engage pupils in mainstream education through group based and individual pathways. Youth workers are based in secondary schools two days per week.

City and County of Swansea

A partnership project designed to re-motivate and engage a group of year 11 pupils by providing an alternative curriculum.

Torfaen County Borough Council

The original project was intended to operate in two schools, however only Treveithin participated although several approaches were made to Croesyceiliog Comprehensive School and indeed, contact was made with the pupils out of school (in youth clubs). Such contact is being maintained.

The primary aim of the scheme is to enable young people who are not succeeding in school, at risk of truanting or being excluded or at least of falling well below their potential, to undertake informal learning outside the classroom environment.

To involve young people more in the process of their own learning by encouraging them to identify their own learning needs and evaluate different methods of fulfilling these needs.

To raise levels of academic achievement and school attendance. The project is now operating in a second school (since January 2002). Youth worker time is now divided

between the two schools – two days at each school, one day college/office. Scheme operates slightly differently at each school – according to the needs of the particular school and individual pupils.

Vale of Glamorgan County Borough Council

Project concentrates predominately on year 7-9 pupils, at risk of exclusion and disaffection. Each pupil is supported daily via a report based on an Individual Behaviour Plan (devised by pupils, parents and school). Pupils remain in mainstream education receiving daily support, crisis counselling, in-class support and issue based work. Ongoing contact with parents and external agencies continue. The strategic aim is to modify challenging behaviour, increase self-esteem and motivation and, therefore, reduce disaffection. The project is in-built into the school pastoral system.

Youth Work Methods

Some examples of youth work methods employed on the Programme:

Individual issue based work – Individual Action Plans developed with the young person. Completing the programmes of work whilst monitoring and positively reinforcing progress. Issues bullying, anger management, social skills, confidence, self-esteem, health and sexuality, self-harm, substance abuse, relationships, conflict resolution, challenging behaviour, non-school attendance.

Outdoor Activities – Promoting teambuilding, increasing self-esteem and confidence, providing wider life experiences and positive leisure opportunities.

Peer Support – using a buddy scheme to aid transitions from different situations (e.g year 6-7) or ongoing support.

Drop In – youth workers provide open door policies to all year groups for information and advice.

Networking – with parents, statutory and voluntary agencies, youth services. To ensure that young people have access to resources.

Summer/School Holiday Programmes – usually activity or residential based.

Board games – used for individual and group work.

Brainstorming – used for individual and group work (issue based).

Workshops – after school and lunchtime clubs based on education and activities, providing information and advice.

Detached Youth Work – to contact and befriend young people before starting programme and to monitor and support them post programme.

Advocacy – actively listening to young people, representing and promoting their views and negotiating choices.

Youth Work Methods continued

Group work – young people so desperately need to belong. Team dynamics, team building, belonging, concern for the individual, confidence, role-play and coping strategies, motivation and attitudes. To work with disaffection it is important to provide what is missing. Issues covered are bullying, anger management, social skills, self-esteem, and assertiveness, health and sexuality, problem solving, substance misuse, relationships, anti-racism, smoking, prejudice, crime etc.

Positive role modelling and mentoring – ensuring attention, support and encouragement and praise are given to each young person.

Residential experiences,
International experiences
Youth Exchanges

Expressive work – role play/scenarios used to raise awareness of issues such as bullying, prejudice and stereotyping.

Consultation – questionnaires/discussion used to gain Young Person's views. They have input into their programme/development.

Outreach Work – establishing relationships with young people within the community and school.

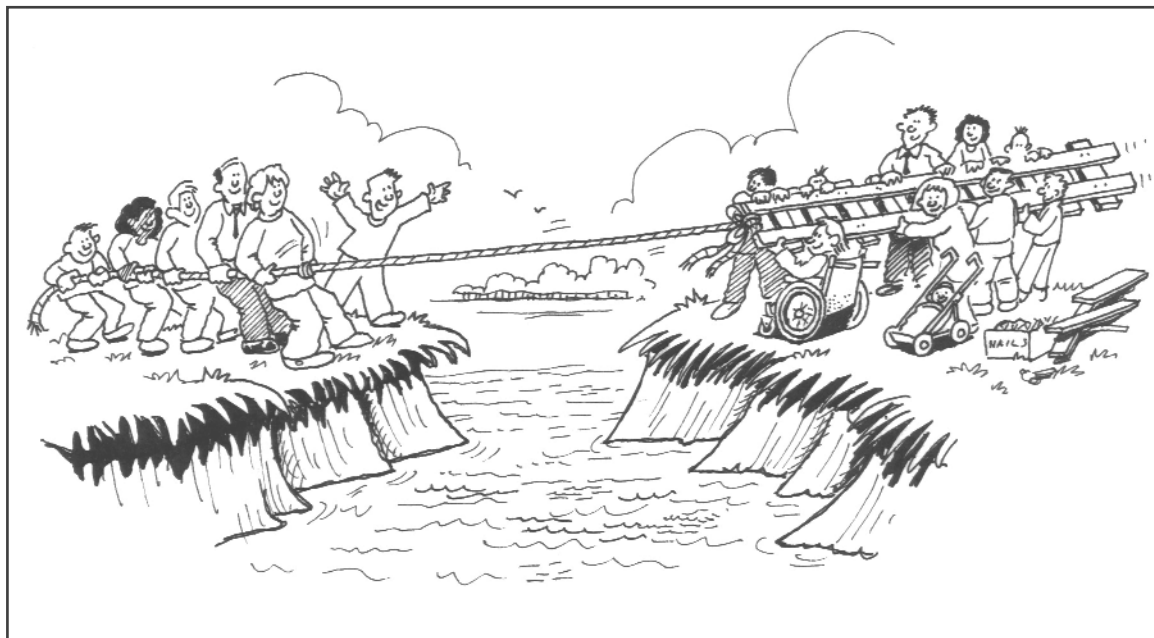
Learning – experiential, interactive and creative learning allows young people to discover and develop new skills at their own pace.

Choice – giving young people choices allows them to take charge and control of their own learning, preparing them for the transition to adulthood.

Achievement is rewarded – this increases self-esteem, which in turn leads to incentive and motivation. It encourages pupils to believe in their abilities.

Working in Partnership

Means working together to make the process easier, to **share**.

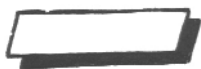


Youth work has a good record of working in partnership and it is not a new concept to the youth service what is new is the formalisation of the relationships and the contract culture, particularly the voluntary sector, which in order to survive in recent times has had to forge partnerships to obtain funding and create opportunities for their membership. Youth work partnerships have involved organisations like the police, social services education welfare, colleges, schools, religious bodies - the list is endless.



The **benefits** of partnerships in the YWSP are seen as

- Sharing of resources
- Choices and opportunities
- Easier access to funding/resources
- Sharing good practice
- Meeting common aims



The **difficulties** that arise from partnerships

- Different ethics – coming from different places
- Different agendas for working with young people
- Unnecessary competition
- Overcommitting to partnerships – not being able to deliver because of time/staffing constraints
- Different working approaches
- Politics and power struggles

Generally the feeling was that there were more positives to partnership working than negatives. The process was sometimes frustrating but seeing the results and the outcomes of young people learning proved that partnerships can work in practice.

Service level agreements are becoming more common place within partnership working. A service level agreement is a written contract between partners that defines what will be delivered and when. An example is included here.

To work successfully within a school environment you need to work in partnership.

Remember partnerships are formed for the benefit of the young people and not for the benefit of the other partners.

Sample Service Level Agreement

1. Parties to the Agreement

1.1 This Agreement is made between the xxxx Council (hereinafter referred to as the 'Council') and the hereinafter referred to as the 'Organisation'.

2. Duration of the Agreement

1.2 This Agreement will commence on..... and end on..... The Funding identified under 9.1 below covers the period..... to Continuation of funding after the first year will depend upon the outcomes of the annual review of the work of the Organisation and the level of resources available to the Council. It does not take effect until it has been signed by representatives of both parties to the Agreement.

3. Purpose of the Agreement

3.1 This Agreement requires the Organisation specified in Section 1 above to make youth work provision available between the dates specified in Section 2 above for young people aged between 11 and 25, with priority given to young people aged between 13 and 19.

3.2 Any other service provided to the community by the Organisation does not form part of this Agreement.

4. Service Levels

4.1 The service levels set out in this Agreement have been agreed between the Council and the Organisation as the target levels at the beginning of the period covered by the Agreement. The process of monitoring and review may result in amendments to such targets.

4.2 Revised target levels will be agreed between the Council and the Organisation for each separate financial year to which this Agreement relates.

5. The Purpose of Youth Work in Wales

5.1 The Organisation agrees that the services it provides to young people under this Agreement will accord with the Youth Work Curriculum Statement for Wales. That are:

- (a) EDUCATIVE
- (b) PARTICIPATIVE
- (c) EMPOWERING
- (d) EXPRESSIVE

Please refer the Youth Work Curriculum Statement for Wales for full information.

6. Statement of Equality of Opportunity

6.1 The Organisation agrees to ensure that the opportunities for young people provided under this Agreement are designed and delivered in ways which promote equality of opportunity for all through the challenging of oppression and inequality and through the acceptance of differences that spring from race, sexual identity, gender, disability, religion, age and class and marital status.

7. Description of Funded Work

7.1 The specific nature and range of opportunities to be provided for young people are set out in Appendix 1. The agreed targets for outcomes are also set out in that Appendix.

7.2 The agreed services to be provided to young people must be carried out over the whole of the period to which this Agreement relates. Holiday closures will not invalidate the Agreement.

7.3 The Organisation agrees to formally notify the Council of any intention to modify the nature and range of opportunities provided under this Agreement. Any such modification will be the subject of negotiation between representatives of the Council and representatives of the Organisation.

8. Staffing

8.1 The Organisation shall recruit and employ such staff as it believes will be required to undertake the work funded under this Agreement.

8.2 The Organisation is required to confirm that all volunteers recruited to assist in the delivery of work funded under this Agreement are assessed by the Organisation as

being suited to the kind of work undertaken, are adequately supervised in the performance of their duties, and are provided with training and development opportunities.

8.3 The Organisation shall be the employer of all its staff and shall not do or say anything in the recruitment and employment of its staff that shall lead such staff to believe that the Organisation is an agent of the Council.

9. Financial Arrangements

9.1 In recompense for the services identified under Appendix 1, the Council shall make a payment of to the Organisation to cover the period to

9.2 Officers of the Council shall have the right to inspect the financial records of the Organisation, insofar as they relate to services provided under this Agreement, at all reasonable times.

9.3 The Organisation shall not dispose of any items of equipment (in excess of £100.00 value) purchased by resources obtained from the Council without express approval of Council Officers.

9.4 In the event of the dissolution of the Organisation, this Agreement shall terminate immediately and any unexpired portion of the funding identified in 9.1 above shall be repaid to the Council.

10. Monitoring and Review

10.1 The Organisation agrees that the provision made under this Agreement may be subject to monitoring visits by Officers of the Continuing Education Service at dates and times agreed in advance between the Organisation and the Council.

10.2 The Organisation shall record the numbers using the services provided under this Agreement and shall provide written details of its performance, as per the guidance issued in the Council's Youthwork Curriculum Strategy.

10.3 The monitoring details provided under 10.2 above shall form part of a comprehensive annual review of the performance of the Organisation in providing the services to young people funded under this Agreement. The first such review will be held between Officers of the Continuing Education Service and representatives of the Organisation in (date).

11. Health and Safety

11.1 The Council requires the Organisation to take all reasonable measures to ensure the health and safety of young people.

11.2 In all premises the Organisation must ensure that there are adequate means of escape and adequate fire fighting equipment, and that evacuation drills are carried out in accordance with regulations.

11.3 The Council requires the Organisation to provide details to the Council of all risk assessments carried out in any premises used to deliver services to young people funded via this Agreement.

12. Community Governance

12.1 The Organisation shall agree that Officers of the Continuing Education Service may attend any, or all, meetings of its managing body/committee in the capacity of observers.

13. Signatures

Signed
.....(on behalf of the Council)
Position
.....
Date

Signed
(on behalf of the Organisation)
Position
.....
Date

Dealing With Conflict: Teachers and Youth Workers

During the early stages of a new Partnership of any kind, there will inevitably be some areas of conflict between the partners. As the new structure forms, the individuals concerned adjust to a new approach, and numerous issues need to be addressed so that harmonious working can take place. This needs to be taken on board both at managerial and at operational level.

If these issues are not resolved early on, there is danger of opposing forces undermining the project, which will have a detrimental effect upon the whole, and ultimately it is the young people who will fail to gain the full benefit from the partnership. It is important therefore, that each profession should come to this new learning situation with open minds and a willingness to respect each other's points of view, and co-operate towards attaining the common goal.

Recognising and understanding the sources of conflict will help both parties to develop a strategy to overcome it, and both will gain from the mutual experiences undertaken.

The underlying cause of attrition arises from the fundamental difference, and the conflicting methodology of compulsory/statutory vs. informal/voluntary education.

The practitioners of each, whose convictions need to be challenged in order that they may accept the validity of the other's processes, ideally must be willing to undertake some form of 'acclimatisation' at the outset of the Partnership.

A number of approaches can be tried, for example:

- a) Professional Exchange – the teachers undertake the role of a youth worker and spend a week within Youth and Community Work in the area; the youth workers do likewise within the secondary school. This 'work experience' will enable each party to appreciate the structures and philosophies that exist within each other's learning environments, raising awareness of each other's roles and respect for the professional boundaries.
- b) Initial training day/s, or possibly a residential experience for staff concerned, which is invaluable for breaking down barriers and promoting a combined approach.
- d) Maintaining regular contact throughout the project, so that communication can take place – this is vital for effective programming. Weekly meetings should be held between both parties, and teachers should have this time included in their working week if it should take place out of school hours.

The success of the Partnership depends largely upon the practitioners involved, and it is important therefore, that those who plan the input from the school and from the youth service, should look carefully at their staff before committing them to it. Opportunity should then be given for development of a feeling of mutual ownership of the project, which should combine the strengths of both teaching and youth work and form a complementary practice focused on the young person.

Other areas of conflict with which teachers and youth workers may have to deal during the Partnership Project is with the young people themselves, their peers who remain within mainstream education, and their parents. Whatever the chosen approach, it is important that a unified response is developed by the teachers and youth workers on the project, and used in such conflict situations. Any perceived division can be used to further an individual's aims, and cause unnecessary rifts between project staff.

Teachers may also experience resistance and conflict within the ranks of their own colleagues at the school, and this is an issue for management to be aware of, and to address supportively.

With co-operation, the whole exercise can be seen as an opportunity for increased understanding, overcoming barriers and differences, and promoting concepts of community education to a wider arena. This will hopefully ensure a continued and successful approach in an alternative form of education. Remember:

T
Together
E
Everyone
A
Achieves
M
More



Selling the Programme

As with any product, it needs to be marketed successfully. It is important that the target groups are aware of the strengths, weaknesses, opportunities and areas for development or change are highlighted when promoting the programme.

To whom:

- Parents
- School Staff
- Young People
- School Governors
- Elected Members
- Funders

How:

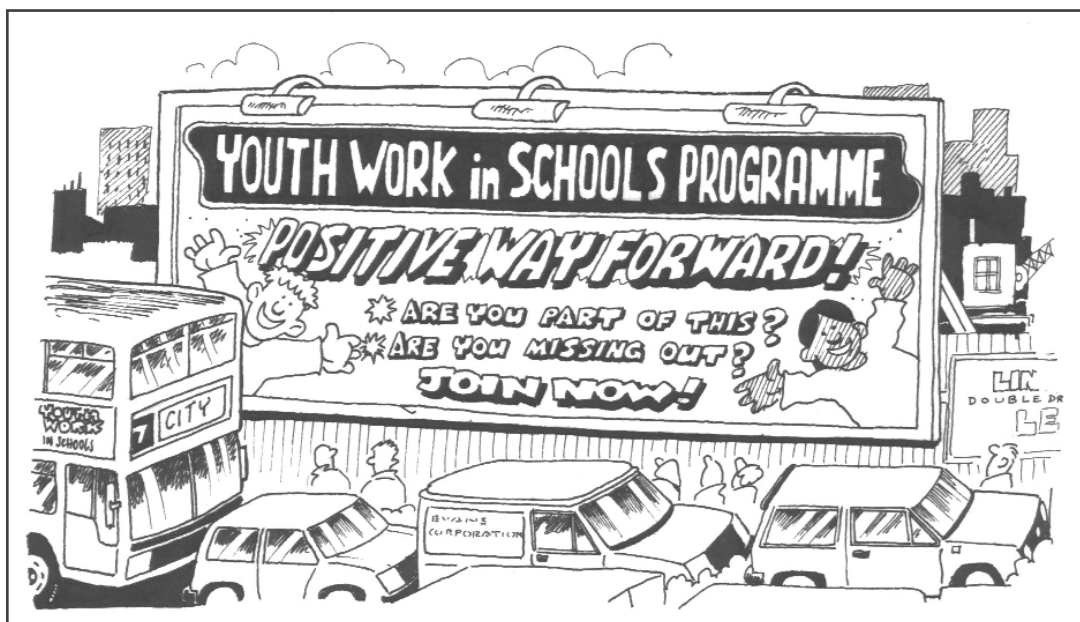
Presentations

The presentation would include the content of programme i.e accredited courses, activities, core curriculum subjects, ready for work programmes and partner agencies. It would also give examples of good practice, attendance stats, testimonials (young people, parents, facilitators, school staff etc) achievements, examples of social development supported by factual evidence e.g reports, photographs and video.

Informal Contact

- This would include meeting parents/guardians in an informal setting where they are given the opportunity to discuss the needs of their son/daughter.
- That the youth worker is always available as a support and is able to discuss any problems that may occur.
- Young people are assured that individual needs will be met, how they will be supported and what they will benefit from attendance on the programme.

N.B It is important that regular contact with all those involved with the project is maintained through formal and informal meetings and regular reports.



Planning Your Work

What is the definition of planning?

"table indicating times, places of intended proceedings, scheme of arrangement."

"a formulated and organised method by which a thing is to be done."

"a project, design, way of proceeding."

"make plan of, scheme, arrange beforehand, conduct in accordance with plan."

Why do we need to plan?

- To prepare our work effectively
- To formalise the way we think
- To record the work we do
- To ensure we meet our targets
- To compile evidence of our youth work
- To reflect, monitor and evaluate
- To collect information for reports



Whose needs do we need to consider?

- Young people
- Staff
- Community
- Authority
- Governments

How can we plan our work with young people?

- Write an operational plan for your organisation (See Project Development Plan)
- Respond and contribute to policies and guidelines
- Design and complete a scheme of work
- Design and complete a project outline
- Record attendance and achievements
- Develop and implement a monitoring system
- Develop and implement an evaluation process
- Compile an evidence portfolio

What sort of evidence do we need to keep?

- Date
- Duration
- Project location
- Staff
- Resources
- Funding
- Aims
- Objectives
- Project outline
- Transport
- Costs
- Accreditation
- Partnerships
- Young People's Involvement
- Health and Safety
- Indicators
- Outcomes

What are the benefits of effective planning?

- Empowered staff and young people
- Educated staff
- Motivated staff
- Skilled staff
- Increased understanding of aims
- Positive team spirit
- Quality youth work
- Proven outcomes
- Raised profile
- Respect
- Positive reputation
- Youth Work Awards

Who can help?

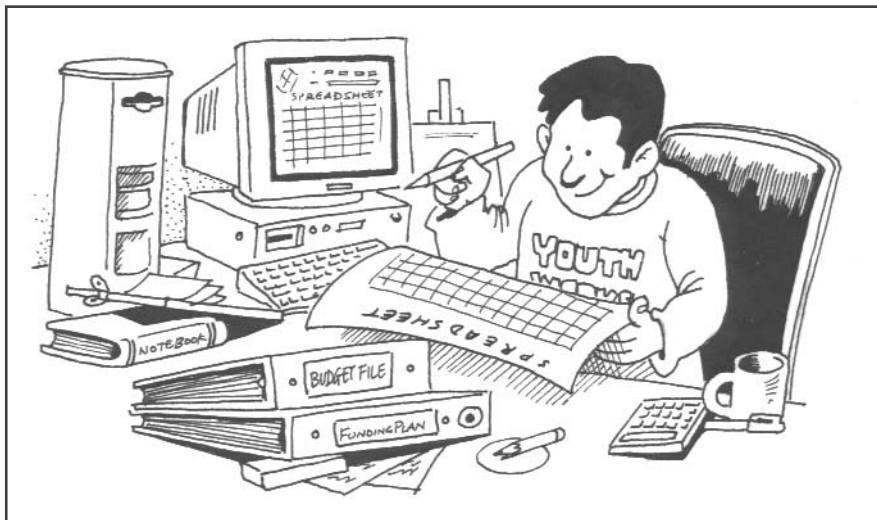
- Welsh Assembly Government - Learning Country
- Welsh Assembly Government - Extending Entitlement
- Wales Youth Agency Resource Base
- Estyn Framework for Self Assessment
- Line Managers, Training Officers and Mentors
- Colleagues from Statutory and Voluntary Youth Organisations
- Staff College, Further Education Colleges and Universities

Workplan

	AM	PM	EVE (overnight)	Hours wkd
Mo				
Tu				
We				
Th				
Fr				
Sa				
Su				

Budgeting

The word budget can be defined as: a plan of systematic spending/prepared financial statement; These definitions could be applied to all businesses, projects, organisations etc, that deal with day to day finance, whether profit making or not, i.e 'financial accountability'



Why Budget? If you have good financial planning it acts as a tool which can be used to provide funders, assembly/local elected members etc with the statistical information so often required. But most importantly you are able to make sure you have all the resources you need.

The example of budgeting used in this context will be based on a youth work and schools project funded by a local authority. The local authority provides funding for a financial year, where the project utilises its funds for: staff costs, travel and subsistence, rental of premises, equipment, material and other resources (see fig 1).

The initial amount of funding in this case is overseen by the project co-ordinator who has full autonomy over its management. At the offset the staff costs and rental of premises are deducted leaving the project with an outstanding balance. From these deductions a projected forecast can be made to balance out spending on other resources for the forthcoming year.

Spending is monitored every quarter by a quarterly budget return and a quarterly budget forecast, the content of the project programme is built around these forecasts. By pre-planning this way it can be assured that there is no over or under spend come the end of the financial year.

It is imperative that the project co-ordinator ensures that the programme gets value for money from its funding. This is done by prioritising the needs of young people on the project, utilising the resources of statutory and voluntary organisations and sharing good practice with other projects with similar aims.

The development of the project will be tailored through learning outcomes, positive indicators, fine tuning, evaluation and 'good old experience'. 'You get what you pay for'.

Not all budget procedures are the same but generally they follow a set criteria. There is an accountancy language which your finance department (or person) will be conversant with.

Programme Planning

For this section we have included the following:

- Youth Work Curriculum Statement for Wales (YWCSW)
- A model for curriculum and programme development
- Planning a Scheme of Work
- Needs-based Planning Process - a worksheet to help you plan your programme.
- Sample Project Development Plan (PDP) The PDP is a really useful tool to aid the process of Review, Plan and Evaluation.

You can use these to plan any activity or project with young people. Finally we have incorporated a planning process, to aid effective planning and ensure objectives are met.

The following extract is taken from the Youth Work Curriculum Statement for Wales (YWCSW) 2002. YWCSW was initially written and approved in 1992 and subsequently reviewed and rewritten in 2001. The review working group consisted of the following members: The Council for Wales of Voluntary Youth Services (CWVYS); Representatives of the Principal Officers Group; Advisory Council - Wales Youth Agency; Education and Training Standards Group (ETS); the Youth and Community Work Training Agencies; Young Voice/Llais Ifanc; Curriculum Policy Manager – Wales Youth Agency. The Wales Youth Agency, The Principal Officers Group and CWVYS as the main groups responsible for the delivery of the Youth Work in Wales have endorsed the Youth Work Curriculum Statement for Wales.

The Youth Work Curriculum Statement for Wales

The purposes of youth work in Wales are:

- to promote and actively encourage equality of opportunity for all young people in order that they may fulfil their potential as empowered individuals and as members of groups and communities.
- to actively support young people through significant changes in their lives and assist them to understand their rights and responsibilities during their transition to adulthood.
- to encourage young people to develop knowledge, understanding, attitudes and values which enable them to make purposeful use of their skills, resources and time.

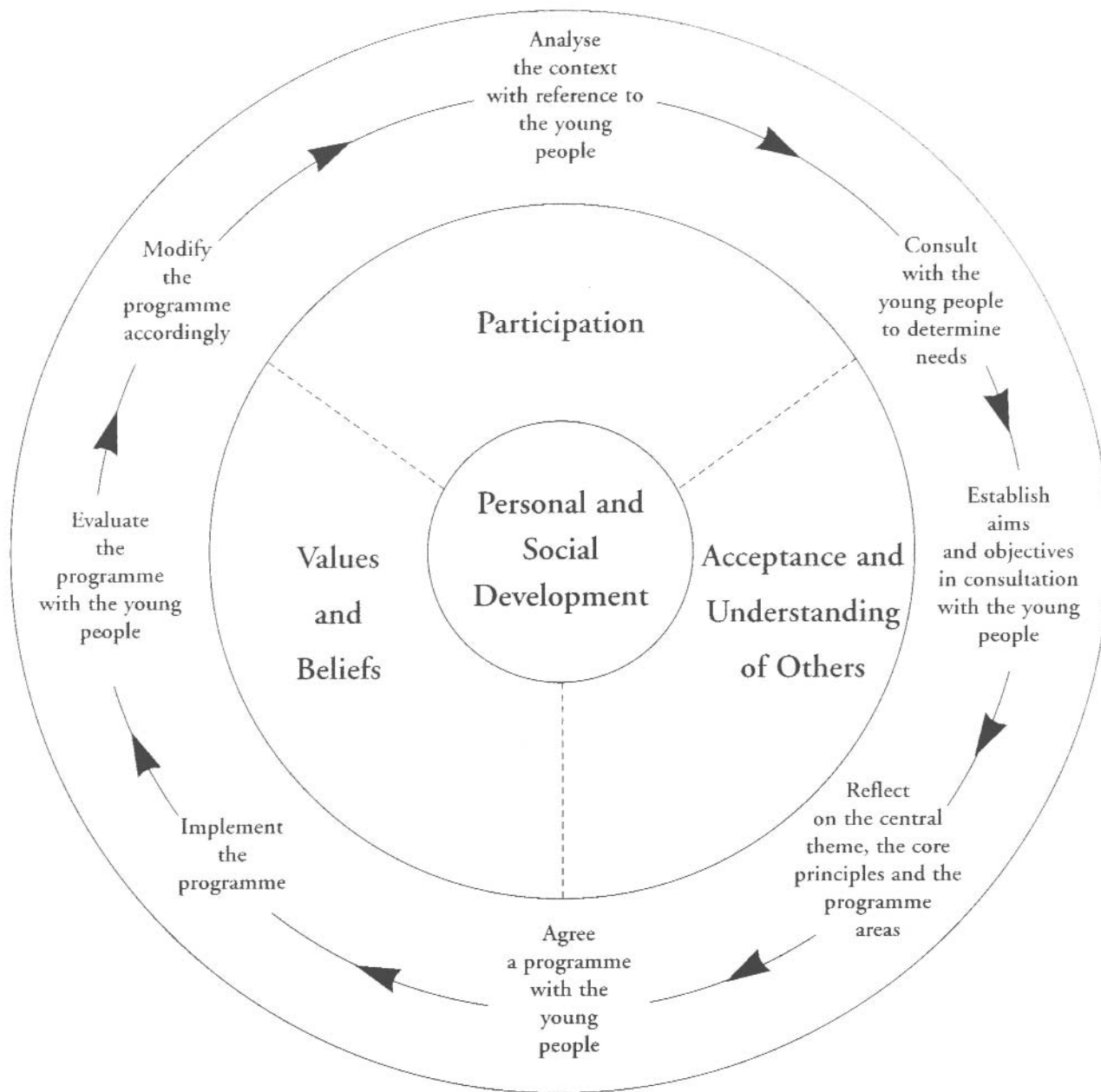
Youth work, through its voluntary relationships with young people offers inclusive opportunities to learning that are:

- **EDUCATIVE** enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities, locally, nationally, and internationally.
- **PARTICIPATIVE** - where young people are encouraged to share responsibility and to become equal partners, fundamental to the learning processes and decision making structures which affect their own and other people's lives and environments.
- **EMPOWERING** – encouraging and enabling young people to understand their rights and responsibilities so that they are able to act on the personal, social and political issues which affect their lives and the lives of others; as responsible citizens of the communities of which they are a part.
- **EXPRESSIVE** – encouraging and enabling young people to express their emotions and aspirations, through creative, sporting and challenging opportunities which raises an awareness of: Cultural identity; Bilingualism and the value of ones own language; Heritage; Respect for diversity; and Citizenship and respect for others.

These opportunities should be designed to promote equality for all.

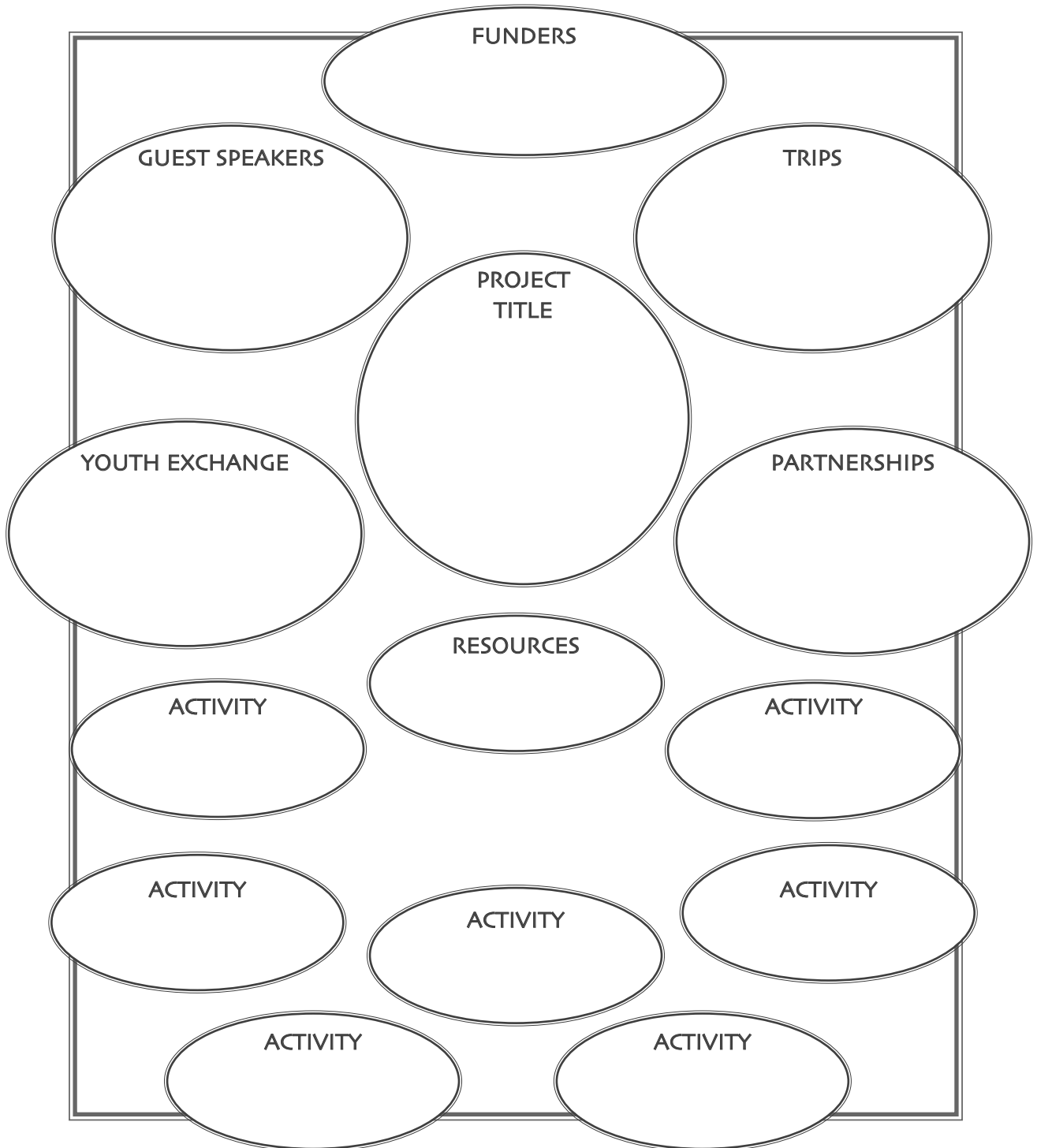
They should: challenge oppression and inequality; promote acceptance of the differences that spring from race, sexual identity, gender, disability, age, religion and class; and recognise the importance of the Welsh language and its heritage, other languages, and the diversity of cultures in Wales.

Curriculum and Programme Development Model

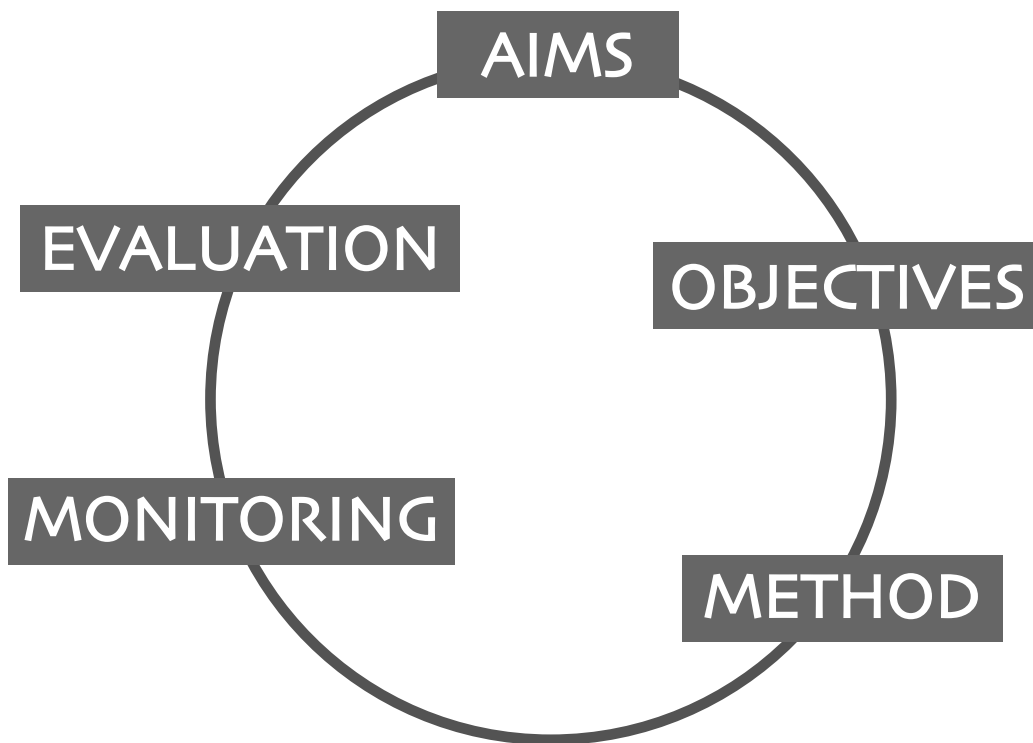


Planning a Scheme of Work

ORGANISATION:
NAME:
DATE:



Planning Process - Needs Based



- Step 1 : Through consultation with young people identify your aims
- Step 2 : Record your objectives
- Step 3 : Decide when you are going to deliver your programme
- Step 4 : Decide over what duration the programme will be delivered
- Step 5 : Identify who will help you to develop the project
- Step 6 : Decide on where your programme will be delivered
- Step 7 : Identify and seek the funding you will need to develop it
- Step 8 : Obtain the resources you will need
- Step 9 : Accredit the programme when possible
- Step 10: Ensure that health and safety guidelines have been met
- Step 11: Deliver the programme
- Step 12 Monitor the programme
- Step 13: Evaluate by asking young people what they learned and liked about the initiative.
- Step 14: Write a report on the programme
- Step 15: Recognise young people's achievements through an award presentation event

Sample Project Development Plan

Youth Work and Schools Programme Project Development Plan

Name of Project:

**Project Development Plan
for the period**

.....

To be signed by relevant parties below upon approval

Project Manager:

Date:

Youth Officer / Line Manager:

Date:

Chair of Management Committee:
(where appropriate)

Date:

INTRODUCTION

This Project Development Plan provides a framework for the systematic review of your work. It will also enable you to plan for the development of your project in the coming year. It will form part of the overall review, planning and evaluation process of the Youth Service. You will also use it to set individual objectives for yourself and your staff as part of the performance appraisal process.

The plan may be informed by the following:

- The Youth Work Curriculum Statement for Wales.
- Policies, Organisational Priorities, Corporate plans, Youth Service Annual Plan and Area Development Plan.
- Annual review of the project.
- Other views and perspective from staff, children, young people & the community.
- Relevant national and regional initiatives.

The PDP is in four sections:

1. Review – where is your project now?

- Look at what you are doing now with young people.
- How are you meeting the needs of young people?
- What key Service priorities are you contributing to?
- What programme and curriculum are you offering, is it of an acceptable quality?
- How is your unit organised and managed?
- How have you made use of resources and premises?
- What staff development and training have you been involved in?

2. Priority setting based on review outcomes - what changes do you need to make to improve and develop your work?

- From your review identify priorities for the coming year.
- Consider how you can deliver the plan with the staffing and resources available.
- Consider how you will obtain additional resources that you may require, also consider opportunities for partnership working.

3. Action plan – how you will make these changes?

- Devise an Action Plan with objectives, targets and tasks.
- Decide who will lead on which areas.
- Set clear timescales.
- Agree outcomes you wish to achieve.

4. Evaluation – how will you know if you are achieving your objectives and targets? How will you assess your development?

- What criteria will you use to measure success?
- What evidence will you collect to demonstrate this?
- How will you involve young people and the wider community in evaluating the work you undertake?

SECTION ONE – REVIEW

Involve all relevant parties in the review process. Draw on all appropriate information and material to assist you in carrying out a comprehensive review of your unit and the work it has undertaken over the previous year. Use questions and points highlighted under each key area heading below as prompts to assist you in identifying strengths, weaknesses and key areas for change. Detail key review findings **Using review forms 1 – 8** focusing on the following areas:

1. Project profile

Who has been using your project over the past year? Does the usage reflect the local community or target group you seek to serve?

2. Curriculum/programme

What issues and topics did your programme cover? What activities did your programme offer? How was it relevant to young people? How did it meet the needs of young people? What evidence do you have to demonstrate the effectiveness of your programme? What use was made of other resources? outside organisations, partnership working, Wales Youth Agency, Curriculum Packs? What part did young people play in determining and delivering the programme?

3. Organisation and management

How have you managed and organised the work of your project? How have you involved staff, volunteer workers, young people and management? How have you worked with others? How have you worked with the broader community and made links with other relevant agencies? How have you promoted and publicised your work?

4. Premises and resources

How have you made best use of the resources at your disposal? What Health and Safety or equipment issues have arisen? How have you encouraged everyone to contribute to creating a safe and effective working environment? How have you created and maintained a warm, welcoming and stimulating environment for young people?

5. Staffing

How have you deployed staff under your management effectively over the past year? What induction systems have you used for new staff? What staff structures do you have in place? How successful have you been in the development and use of the skills and talents of individual staff? How have you involved your staff in planning and development? How successful have you been in ensuring that all staff have received adequate supervision? How effective have your own support and supervision systems been?

SECTION ONE – REVIEW CONTINUED

6. Consultation and participation

What consultation have you carried out? Who did you consult? What methods of consultation have you used? How were the results used? How have you encouraged young people to participate in the management and organisation of your project? What evidence can you show to demonstrate this participation?

7. Monitoring and evaluation

How have you monitored and evaluated your work? How have you recorded your work? How do you know the work you have carried out has been effective? What evidence do you have to demonstrate the effectiveness of your work?

8 Development and training

How have you identified and addressed the development and training needs of yourself and your staff? What training have you and your staff team undertaken? How has this training been put into practice? What evidence do you have to show the effectiveness of training undertaken?

AIMS AND OBJECTIVES OF UNIT

Please detail the stated aims and objectives of your project. You may wish to include your project Mission Statement if you have one or a document that lays out your overall aim and purpose:

USER PROFILE

REVIEW FORM ONE

Who has used your project over the past year. Please detail the use of your project over the last year using your registers or head count figures. If you are a detached project please log number of contacts instead of visits

Children and Young People Registered M = Male F = Female	Age Range				Totals
	13 -19		19 -21		
	m	f	m	f	
Black Caribbean					
Black African					
Black Other					
Asian Indian					
Asian Pakistani					
Asian Bangladeshi					
Asian Chinese					
Asian Other					
Greek / Greek Cypriot					
Turkish / Turkish Cypriot					
Irish					
White					
Other (including mixed parentage)					
Totals m / f					
Totals in age range					

Average sessional attendance figures for year (Total no. visits to your unit by children / young people in year divided by number of sessions run) M = Male F = Female	Age Range				Totals
	13 -19		19 -21		
	m	f	m	f	
Black Caribbean					
Black African					
Black Other					
Asian Indian					
Asian Pakistani					
Asian Bangladeshi					
Asian Chinese					
Asian Other					
Greek / Greek Cypriot					
Turkish / Turkish Cypriot					
Irish					
White					
Other (including mixed parentage)					
Totals m/f					
Totals in age range					

Total number of visits / contacts in	
Total number of sessions run in	

USER PROFILE CONTINUED

REVIEW FORM ONE

Do you work with any specific target groups? (Refugees or asylum seekers, minority ethnic communities, look after children, young offenders, children and young people excluded from school, teenagers, parents etc) If so please give details including numbers if not already accounted for in profile table;

Does your user profile reflect the needs and demands of local young people and the local community given the resources you have?

Do your opening times and programme meet with the needs and wishes of local young people?

Recommendations for change to ensure that your project is being used to the full by those you intend to benefit from it:

CURRICULUM / PROGRAMME

REVIEW FORM TWO

Describe existing arrangements. Describe your existing programme detailing the times and days you are open (Add additional sheets if necessary)

Strengths:

Weaknesses:

Recommendations for change:

ORGANISATION AND MANAGEMENT REVIEW FORM THREE

Describe how the work of your project is managed and organised:

Strengths:

Weaknesses:

Recommendations for change:

PREMISES AND RESOURCES

REVIEW FORM FOUR

Describe existing arrangements:

Strengths:

Weaknesses:

Recommendations for change:

STAFFING

REVIEW FORM FIVE

Describe existing arrangements:

Strengths:

Weaknesses:

Recommendations for change:

CONSULTATION AND PARTICIPATION

REVIEW FORM SIX

If you have mechanisms for involving children and young people in your review process such as members committees / forums please evidence their involvement here and ensure that appropriate individual/s sign off your plan. If you don't have such mechanisms please ensure that you address this as a priority.

Describe existing arrangements:

Strengths:

Weaknesses:

Recommendations for change:

MONITORING AND EVALUATION

REVIEW FORM SEVEN

Describe existing arrangements:

Strengths:

Weaknesses:

Recommendations for change:

DEVELOPMENT AND TRAINING

REVIEW FORM EIGHT

Describe arrangements for identifying and responding to development and training needs:

Strengths:

Weaknesses:

Recommendations for change:

SECTION TWO – PRIORITY SETTING

Having reviewed your project and reflected on its strengths and weaknesses list the areas you have prioritised for development. The numbers indicated are to be used as a guide, you may choose to set more or less in any given area.

Unit profile

- 1.
- 2.
- 3.

Curriculum / programme

- 1.
- 2.
- 3.

Organisation and management

- 1.
- 2.
- 3.

Premises and resources

- 1.
- 2.
- 3.

Staffing

- 1.
- 2.
- 3.

Consultation and Participation

- 1.
- 2.
- 3.

Monitoring and evaluation

- 1.
- 2.
- 3.

Development and training

- 1.
- 2.
- 3.

Approved and agreed by: (Sign where appropriate)

Youth Officer/Line Manager:

Date:

SECTION THREE - ACTION PLAN

Having determined your key priorities for the coming year use this section of the Development Plan to set out your chosen priorities into fixed projects for delivery. Identify key objectives, outcomes and how you will achieve them. Your targets need to be:

Objectives must be **SMART**.

Simple clear and understandable including what, when and how

Measurable in terms of quality, quantity, time

Agreed as far as possible between the worker and line manager

Realistic within the control of the worker, taking account of his/her experience and capability

Timely reflecting current priorities, achievable within the annual review cycle

PROJECT PLAN

Use this form to detail the projects you have chosen to develop in order for you to address your identified priorities. Copy the pro forma and use a separate form for each of the projects.

Priority:

Please indicate which Service or Area priority this project relates to:

Project Aim:

Objectives	Outcomes	By Who	By When

SECTION FOUR – EVALUATION

This section provides you with a format to assess your progress in terms of delivering the projects you have identified as part of your annual development plan. It is divided into four sections. Each section is to be completed in consultation with all relevant parties particularly staff and young people.

MID YEAR ANNUAL DEVELOPMENT PLAN PROGRESS REPORT

(Copy additional sheets if necessary)

Project:

Manager:

Project	Outcomes achieved	Evidence of progress	Comments

ANNUAL EVALUATION REPORT

Please use this section to summarise the outcomes of your year's work. Add additional sheets if necessary. Indicate your successes and failures and outline key ways in which you might develop your work in the coming year. You may wish to include project progress reports or examples of pieces of work in this section. Please ensure that you incorporate the views and opinions of, young people, parents, teachers, staff and any other relevant parties.

PDP EVALUATION PROFORMA

The PDP is designed to provide you with a helpful framework to review and plan your work.

Layout

What I found useful:

.....
.....
.....

What I didn't find useful:

.....
.....
.....

What I would most like to see changed:

.....
.....
.....

User friendliness

What I found useful:

.....
.....
.....

What I didn't find useful:

.....
.....
.....

What I would most like to see changed:

.....
.....
.....

Any other comments:

.....
.....
.....

Headings

What I found useful:

.....
.....
.....

What I didn't find useful:

.....
.....
.....

What I would most like to see changed:

.....
.....
.....

Explanatory text

What I found useful:

.....
.....
.....

What I didn't find useful:

.....
.....
.....

What I would most like to see changed:

.....
.....
.....

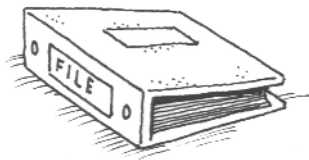
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Recording / Record Keeping

As youth workers in School, the School keeps attendance records, unless the project is based away from School premises.

You should always keep personal records of your groups attendance if only for Health and Safety requirements.

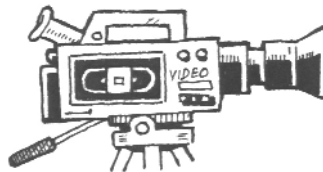


Achievement Files

Keep files for each young person on what they have achieved.

Photo's and Video's

Both are good for providing evidence of what young people do.



Young People's Comments

These are good for including in reports and evaluation.

Day Book

Personal diary to record all relevant incidents, any worries or concerns or happy events.



Why Record?

You are an employee you have to keep records by law.

Because you have to: Provide Evidence, Evaluation, Reflection, Good Practice.

Child Protection

Every school has a legal duty to work with other agencies in protecting children from harm and responding to abuse (Children's Act 1991).

As a youth worker in school, you are bound by child protection law so make yourself aware of the procedures and who you can go to for advice.

Types of Child Abuse

- Physical abuse – non-accidental injuries, cuts, bruises, wounds, burns, fractures, bites, poisoning etc.
- Neglect – Chronic inattention to a child's basic needs for warmth, shelter, food, clothing, physical care.
- Emotional abuse – extreme denial of love, attention, security and well being.
- Sexual abuse - actual or likely sexual exploitation of a child/young person.

Advice about Disclosures

At the start of work with young people confidentiality should be discussed. Youth workers cannot promise total confidentiality as we have a legal duty to refer a young person who is at risk. In practice it is fairer to say "What you tell me is confidential unless the information puts you or another person at risk of harm. In this case I will have to pass the information on to my line manager". It is unfair to a young person to promise confidentiality and then break this promise post-disclosure.

If a young person discloses listen to what they say seriously. Accept what the young person says. Stay calm and re-assure them they have done the right thing in telling you. Acknowledge how hard it must have been for the young person to tell you. Do not interrogate the young person or make them feel guilty. Explain, in steps what you will now do and what the choices and consequences are for the young person.

Procedures:

There is an allocated member of staff in each school, the Child Protection Co-ordinator.

All youth workers must know who the Child Protection Co-ordinator is.

All disclosures must immediately be passed on to the Child Protection Co-ordinator. The Co-ordinator will then refer the matter to the appropriate Child Protection Unit – either as a formal referral or to seek further advice.

Records:

Notes must be made as soon as possible.

Record the date/time/place/young person's behaviour and the exact words they used. If bruising is visible mark these on a rough sketch of the body/face.

Full notes should be passed on to the Child Protection Co-ordinator for filing in a confidential file.

Child Protection Policies:

All schools have their own Child Protection policies. They aim to:

- raise awareness of the need for child protection
- ensure awareness of the need for child protection
- ensure staff are aware of their responsibilities in identifying and reporting possible causes of abuse
- provide mechanisms for monitoring young people thought to be 'at risk'
- establish an internal procedure to be followed in all cases of suspected abuse
- understand how the youth worker/school must work with external agencies in cases of suspected abuse

Remember

- 1 It is **not** the youth worker's role to investigate suspected abuse. This role is for the Child Protection Unit/Social Services
- 2 However difficult these issues are for the youth worker they are 100 times more difficult for the young person.
- 3 We have a legal duty to ensure that young people are safe. Their welfare and safety is our ultimate consideration.
- 4 In a minority of cases a young person can be 'at risk' of harm from themselves (self-harm). This also needs to be passed onto the Child Protection Co-ordinator.

First they came for the Jews

*First they came for the Jews
And I did not speak out
because I was not a Jew
Then they came for the communists
And I did not speak out
because I was not a communist
Then they came for the trade unionists
and I did not speak out
because I was not a trade unionist
Then they came for me
And there was no one left
to speak out for me*

Pastor Niemoller

Equal Opportunities

What is equality of opportunity?

In education it means having an equal share and access to learning and not being made to feel different; because the way you learn or the disadvantages you face in everyday life may create barriers to you being able to learn in the same way as other pupils. You should be treated the same and have the same quality of attention.

Why should it matter?

Certain groups of people are not regarded as equal members of this society: they are seen to be on the outside without the same rights as other people to services and resources. These groups include people who are poor, unemployed, on low incomes, elderly, homeless, women, black and ethnic minority people, young people, single parents, lesbians, gay men, non-English speakers. As a section of our society these people tend not to have equal status, equal power or resources and so not only are they excluded from these but they are also often denied the ability to improve their circumstances.

Other groups of people – including people who are well off, employed, home owning, men, white, able bodied and English speaking people – have more of society's advantages and remain in positions of status and influence, assuming that the situation need not be changed. As a result the needs of the disadvantaged groups are not met because they are not represented among the decision makers.

The effects of such exclusion and discrimination are seen most often at a personal level, but it is this society's system of values, beliefs and behaviour which foster these effects. Keeping things the way they are inflicts lasting damage on these groups of people (and on society at large) and shows itself both in conscious prejudice and ignorance and neglect of peoples individual needs. (Everybody's Welcome' – Hammersmith and Fulham Council)

The issues around equal opportunities are very complex when dealing with young people who are marginalised from wider society. The stigmatisation associated with being on an alternative education programme can be one of the prevalent issues that can cause young people to be treated differently from the other young people who are integrated into the mainstream education culture.

A peer group culture can then develop of not achieving and negative attitudes to educational achievement

Enmeshed in to this are the other issues that young people face around being listened to, opinions not being valued, and no-one understanding.

There is of course the wider picture of what equal opportunities are (see your organisation's Equal Opportunities Policy). Here are highlighted issues around black young people and young women in education.

The same recommendations can be adapted to a variety of issues and used to change attitudes towards these young people.

Young women in Education

What Schools can do

Extract taken from Not a Problem? Girls and School Exclusion – Audrey Ostler et al (National Children's Bureau)

- Schools need to consider how their pastoral support systems are meeting the specific needs of girls:
- Schools should provide support (for example, a counsellor or school nurse) that can be accessed by students on a self-referral system.
- Clear plans are needed for re-integrating pupils who have been out of school as a result of formal exclusion, truancy, pregnancy etc.
- Policies and practices that address bullying need to acknowledge the more 'subtle' types of bullying to which girls may be particularly vulnerable.
- Schools need to address racial harassment as a specific form of bullying and to provide training and support for staff and pupils in order to address the issue.
- Schools should provide support and training to teachers to ensure that they have both the skills to identify students who are experiencing difficulties and sufficient knowledge of sources of support.
- Interventions and support for individuals identified as vulnerable need to be discreet and sensitive as girls and young women are often concerned about peer reactions and reputation.
- Effective student consultation and participation procedures are critical (for example, student councils, involvement in drawing up codes of conduct, policy development etc) and the need to be sensitive to the differing needs of girls and boys.

- Specific initiatives to support girls need to recognise differences in needs between girls related, for example, to ethnicity, sexuality, maturity and out-of-school responsibilities.
- Access to support systems, alternative curricular arrangements and other opportunities should be monitored by gender and ethnicity.

What providers of alternative education can do

The research team found that, with the exception of specific schemes to meet the needs of pregnant school-age girls and young mothers, providers tend to offer alternative education that is, in principle, open to both girls and boys. However, there appears to be very little monitoring of the students referred to alternative education schemes and most of the provision appears to have been planned with boys in mind.

Providers of alternative education should therefore:

- monitor the uptake of alternatives by both gender and ethnicity;
- consider offering some schemes exclusively for girls;
- consult with user-groups of girls and young women about their particular needs;
- liaise more effectively with schools so that girls can move more easily between mainstream and alternative provision;
- ensure that provision is evaluated and results are made available to other interested parties.

Young Black People in Education

Information provided by Kwesi* - Guy Woolery

Suggestions as to what can be done were that they need teachers who have had similar experiences, they need to be understood, to be encouraged, listened to, be given more help and counselling to understand why they think and act in a different way.

Students would like:

- More black teachers in schools
- More positive encouragement from teachers
- African Caribbean student councils in school to provide a communication link
- African Caribbean food in schools
- Books in the Central Library that reflect black culture
- An outside group used for conflict resolution in schools
- Students having a goal
- More recognition of higher black achievers
- Higher expectations of black pupils
- Less stereotyping
- To be treated fairly
- Firm discipline policies in schools
- Curriculum which reflects black culture and experiences
- Not just the negative aspects taught e.g slavery

Recommendations for Students:

- Look at your friends – are they preventing you from achieving?
- Establish your own goals and do not be deflected from them.
- Prove to those that have low expectations of you that they are wrong.
- Be determined to do well.
- Try not to let conflicts build up, get some help to resolve the difficulty.
- Find someone who will listen to you and to whom you can listen.
- Take opportunities in school to express your views – suggest an African Caribbean council in school.

Recommendations for Schools:

- Make it a priority to appoint black staff to the school and use positive role models.
- Find ways of listening to and valuing the views of black pupils.
- Examine ways of providing African Caribbean food in school and including black history on the curriculum.
- Provide training for teachers on black culture, history and lifestyle.
- Use positive behaviour strategies and firm discipline policies. Try not to bring up matters from the past.
- Examine data to ensure that pupils are placed in groups by ability, not on behaviour.
- Have high expectations of black students and treat them fairly. Try not to stereotype black pupils, see them as individuals.

Points raised by Students:

- Teachers do not have an understanding of the cultures of students.
- Students cannot relate to teachers and the curriculum.

*Kwesi (knowledge, wisdom, experience, sense, and insights) is an organisation that uses mentoring to help raise the educational achievement of black young people.

Relevant legislation

- Race relations Act 1976
- The Children Act 1989
- Sex Discrimination Act 1975
- Local Government Act 1966
- Rehabilitation of offenders act
- The Police Act 1996
- Welsh Language Act 1993
- The Protection of Children Act 1999
- The human rights act 1988
- Equal Pay Act 1970
- The Disability Discrimination Act 1995

Pressures of Work

Some of the biggest stress factors on youth workers has been the acceptance of them as professionals in the school culture and their developing role and the changes that come along with it. In a traditional environment youth workers do not necessarily have to justify their existence.

An example is a youth worker who tried to work in a particular school. There was a relationship breakdown because of a negative perception on youth work, the project was then located to another school where the project was successful and went on to win a secondary schools excellence award.

Youth work is sometimes viewed with some scepticism by some established professions as it is not always based on formal outcomes. Some comments have been:-

*"If you are naughty you get to go quading"
"You just get to do all the nice bits"*

The added stress comes from the view of youth work as a profession and is not necessarily based on an individual's abilities.

If you follow the section on 'selling the programme' and go about expelling a few myths this will make the load a bit lighter.

Where the project/worker is situated was a large stress factor and was resolved very often by giving the youth worker a base or project room.

The key to unlocking lots of added stresses in communicating what you actually want i.e a project base, use of the mini-bus.

To do this a written report might prove useful, with the written word there is no mis-interpretation (see section on report writing).

Working in isolation is different to working alone. (For working alone see H & S section).

Many youth workers in schools have felt isolated many have been working in an 'alien' culture there has been much adaptation to ways of working and value bases. One obvious change for those workers delivering from a school base has been fitting in with the school time table and curriculum.

Major stress factors cannot be eliminated immediately but they can be identified and worked through. If you are subject to undue pressure and stress - tell someone. Your line manager or your personnel department are obliged by law to help. Give them a written report.

Supervision plays a vital role in supporting youth workers through the change process. If stress factors cannot be eliminated, then perhaps it is changing them that is more appropriate.

Supervision

This next section highlights the main points from the perspective of a youth worker in school on the positives and negatives of the supervision process and how your work can be affected by lack of supervision. The extracts are from an interview.

When you had Supervision, what were the plus factors?

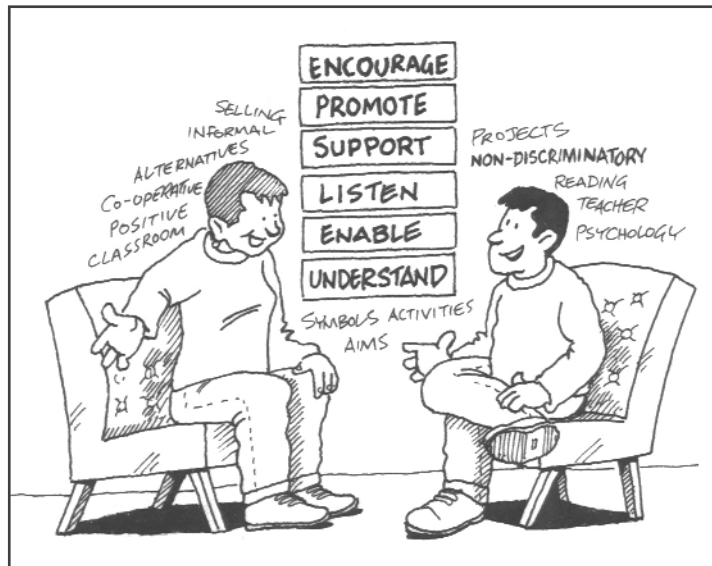
- ✿ The process gave me access to services e.g resources, and other people in the organisation so I didn't feel isolated.
- ✿ I felt supported. There are always times when things go wrong that your manager isn't the best person to talk to, they aren't your best friend, but you have to recognise that we are here to do a job and them supporting you as a worker is part of the process.
- ✿ I got to talk to someone who understood what I was trying to achieve even if they had never worked in a school environment they understood what youth work was all about.
- ✿ You need a de-briefing session as part of your work as sometimes you can take on too much of young people's lives, supervision can give you this.
- ✿ It was a time to reflect on my working practices and to look at where I am going.



When you were not having supervision?

- ❖ I felt isolated because my school is in an isolated area I might as well have been on another planet.
- ❖ I felt stressed because I thought that no-one understood the work that I was doing.
- ❖ I didn't feel as if I was an effective youth worker; now that I have had supervision I know that my youth work practice is better
- ❖ Young People noticed that I was unsupported.
- ❖ I needed someone to bounce my ideas off, teachers from a formal education background did not have a full grasp of what I was trying to achieve.





What do you think are the main reasons that one would need supervision?

- ❖ Clarity
- ❖ Day to day you lose the overall plan so it gives you more focus
- ❖ Protection and accountability
- ❖ In a school dealing with internal politics you lose sight of the wider picture
- ❖ Dealing with pressure to conform to school environment

From your experience what difference would having supervision make ?

- ❖ Save time
- ❖ Easier to pin-point resources and people
- ❖ Give a clearer perspective
- ❖ Independence
- ❖ Often aims of school and project don't meet' So supervision can often be a middle ground

Youth workers who work in schools mostly do so in isolation (with some exceptions).

They have a project room or an office which is usually situated away from the main hub of school activities.

Because of these reasons it is important to remain in contact with your line manager. This is why supervision is vital to the youth worker in school or any other youth worker for that matter.

What is forgotten is that we (youth workers) are dealing with young people's lives – and it is important to de-brief as well as being briefed about your working situation.

Supervision is key as it **enables** and **ensures**.

- It **enables** you to carry out your working duties effectively by giving you access to information, knowledge, resources, aims and objectives of your organisation and where you and your work fits into the overall plan.
- It **ensures** that you are working properly and within the defined parameters i.e job description, policies and target areas.

You cannot function as an effective youth worker if you do not receive quality supervision.

Supervision can be managerial – that is conducted by your direct line manager or a person from the management structure of your organisation.

Supervision can also be non-managerial and conducted by someone who is not connected directly to your organisation.

An employee can request non-managerial supervision.

This is most appropriate when there has been a communication breakdown with your supervisor. When the quality of supervision offered is not fulfilling your support needs or your supervisor does not have the time.

Although effective managers are those managers who supervise their workers effectively you cannot have one without the other.

There must be a holistic approach to supervision.

- 1 To maintain communication (2 way)
- 2 To support workers
- 3 To keep to aims of organisation
- 4 To keep a focus
- 5 To provide an effective service to young people

A most important key element is that if workers are managed and supervised the quality of service offered to young people is of a better standard.

Another point I would like to make about effective supervision is about being a 'nice' person. Being 'nice' doesn't necessarily mean you are an effective supervisor.

Likewise being 'hard' does not mean you are an effective manager.

A balanced approach is vital – supervisors can only offer this when they understand what supervision is about. Supervisory management training plays an important part in improving the understanding and quality of supervision offered to youth workers in the field. Is it a question of priorities for managers? What is the point of focussing on funding applications when you cannot support the youth workers to deliver a quality service to young people. So supervision is key in maintaining service provision.

What elements constitute the supervision process?

- Supervision is a contractual right
- Offered at regular intervals
- Time, date, venue agreed by both parties
- Written recording of session, signed and given to youth worker
- Carried out in a hygienic environment/by this I mean no interruptions, people walking in and out, knocking on the door, mobile phones definitely off etc.

On the next page is a model of a supervision sheet which is used to record the issues discussed (you'll find this very useful).

Sample Supervision Sheet

Name of Supervisor	
Name of Supervisee Date	
<u>Current issues</u>	<u>New issues</u>
<u>Evaluation so far</u>	<u>Future plans</u>
<u>Current reading</u>	<u>Date and venue of next meeting</u>
	Signed Supervisor
	Signed Supervisee

Accreditation

Young people on the Youth Work and Schools Programme are disengaged from main stream provision, many are still required to attend the school for core subjects. English, Maths, Science and Information Technology and Welsh, which is compulsory through legislation.

One example of the referral process is the initial interview between the youth worker and the young person. A negotiated action plan is devised which will determine the content of the programme that is tailored to meet the individual/group need.



For example:

- If a young person shows an interest in a specific subject they are given the opportunity to utilise mainstream facilities.
- If a young person shows an interest in joining the army, then they are given the opportunity to obtain qualifications in outdoor pursuits, through the programme.

The programme is devised to be flexible should the need of the group/individual change over the school year. It is important that the content of the programme encompasses as much quality accredited activities as possible and young people are given a broad and varied choice of accredited, nationally recognised subjects that are available, and therefore are able to follow both the academic and vocational route. The participants of the programme are motivated due to the fact that they themselves have played a major role in negotiating the curriculum subjects and every effort to maintain the quality of delivery and the suitability of the facilitator working with the group. However more emphasis is placed on personal and social development leading to re-engagement into mainstream education/employment.

The main reason for introducing accreditation into the Alternative Curriculum Programme is to enable the participants to gain access to relevant and quality qualifications that will raise self-esteem, increase motivation and therefore lead to enhanced personal development. Young people are able to build up a record of achievement that will show prospective employers/colleges that they are able to equally achieve outside main stream provision. Young people will be given recognition of their achievements by way of a presentation ceremony at the end of the programme.

Examples of Accreditation are as follows:

- Open College Network (OCN)
- Climbing
- Communication Studies
- Video
- Drug Awareness
- Alcohol Awareness
- Photography
- Local History
- Creative Writing
- Personal portfolio building

The Open College Network courses are accredited courses which give young people the opportunity to gain valuable recognition for their achievements. Many OCN's can be built in to the agreed programme and young people are able to collect credits which can be used to APEL future learning programmes.

Other

- Summit Scheme
- First Aid
- Pentathlete Award
- Youth Gateway
- First Gear Driving
- Princes Trust
- Weston Spirit
- Pacific Institute
- Fairbridge De Cymru
- Work Placements
- College Placements
- Royal Society of promotion for health
- St John Ambulance
- Health Wise
- Careers Wales
- Youth Clubs UK
- Duke of Edinburgh's Award



These programmes are designed to encourage team building and personal development. For example, when young people become involved with the Duke of Edinburgh's Award it provides continuity for the young person as it links in with out of schools activities with the youth worker. This also acts as a follow through process where the young person can be provided with continuing support.

The Process

1

Engagement
with young people year 7 – year 10
(informal education)

2

Referred young people onto programme
year 11 (formal contact)

3

Negotiated Contracts, Action Plans
Identify learning needs, Career Plans
(tailored programme)

4

Delivery
Raise self-esteem, motivation through stimulated activities/courses
(provide positive responses)

5

Outcomes
Re-engage (socially include)
into education i.e.
Further Education, Training, Employment

Accreditation Check list

- Check with young people - do they want to be accredited? ✓
- Check criteria of accreditation – does it fit? ✓
- Check cost of accreditation - do you have enough money? ✓
- Check what resources you will need ✓
- Check that you are able to accredit ✓
- Check that you are able to facilitate ✓

The worksheet can be used to plan your accredited programmes or to make people aware of what you are trying to achieve i.e your Line Manager.

Worksheet

Accreditation Worksheet / Project Sheet	
Name of Project
Number of Young People
Number of Youth Workers
Description of Project: (Aims & Objectives, Projected Outcomes)
Accredited Body:
Session Plan:
Signed Worker
Signed Manager

Health and Safety of Off-Site Activities

Many LEA's and schools have detailed guidance on visits, including risk assessments, which schools must follow. For residential visits or potentially hazardous activities check school and LEA policies as some LEA's require schools to obtain LEA's approval before the visit takes place. Other schools require the Governing body to satisfy itself that the visit has been planned effectively and risks are minimised.



Risk Assessment

Employers are **legally required** to undertake risk assessments, usually carried out by the group leader. An assessment should be completed before the visit and should be approved by the Head Teacher.

A risk assessment need not be complex but should be comprehensive (example overleaf). The aim is to prevent or reduce risks. The assessment should be recorded, provided to all staff undertaking the visit, together with details of the measures they should take to avoid/reduce risks. LEA's or Head Teacher or allocated staff or Governing bodies should be given a copy so that approval can be given with a clear understanding that effective planning has taken place.

The group leader should take the following factors into consideration when assessing risk.

- a) Type of activity and the level at which it is being undertaken
- b) The location, routes and modes of transport
- c) Competence, experience and qualifications of supervisory staff
- d) Ratio of staff to pupils
- e) Age, competence, fitness and temperament of the group members and the suitability of the activity
- f) Pupils with special educational or medical needs
- g) Quality and suitability of available equipment
- h) Seasonal considerations, weather and timing
- i) Emergency procedures
- j) How to cope when a young person becomes unable or unwilling to continue
- k) The need to monitor the risks throughout the visit
- l) First aid provision. (First aid kit should be taken)

Other Considerations

- a) the facilities/equipment the group will need to take
- b) facilities/equipment provided at the venue
- c) staff training needs
- d) designation of someone to record details of the visit and carry accident forms etc.
- e) transport arrangements
- f) insurance arrangements (see the designated officer within school)
- g) communication arrangements
- h) supervision ratios (each LEA has staff/young people ratios)
- i) contingency measures for enforced change of plan and late return
- j) information to parents
- k) written parental consent must be obtained (examples over)
- l) preparing pupils
- m) emergency arrangements
- n) arrangements for sending young people home early
- o) good practice guidelines are for young person to sign contract re: behaviour.

Parental Consent

Written parental consent must be obtained for all activities and visits.

Youth Workers

Due to the nature of youth work, workers are frequently exposed to risks – in a variety of situations.

Home Visits

Ideally two workers should undertake home visits (other staff – EWO officer and other youth workers, year tutors). If this is not possible ensure that you have a mobile phone, a designated person knows where you are, what time you are expected back and how to contact you if you do not return at the appropriate time.

The aim is to reduce risks to yourself as a worker. Undertake a risk assessment before you undertake the visit.

Lone Working

Do not allow yourself to be placed in a position of risk. Reduce risks by ensuring all work is as visible as possible. Be aware of the gender issue.

Personal Safety

Do not place yourself in a position of risk. There are many difficult or volatile situations that occur when working with young people. Before entering these situations ask yourself “Will I be safe, what will I do if I am not”. (Who is your emergency contact?)

Reporting Forms

Youth worker may wish to keep records regarding the young people. An example of a basic recording sheet is enclosed.

Travel Guidelines

Examples from school visit pack - available from school.

Youth Worker’s Room

Ensure that your space is child-friendly, eg. no exposed plugs/wires. Is the young person safe in my room? All sharp objects and files should be locked away. Watch your keys and purse/wallet. Never put these where young people could be tempted to take them. Remember if there is no risk then there will be no accidents. If risks are limited then unanticipated behaviour becomes minimum and easier to deal with.

Reference: Health and Safety of Pupils on Educational Visits: A Good Practice Guide, National Assembly for Wales 1999.

Location

There is no ideal situation for where a youth work in schools project is located, basically you need a base, and young people need to know where you are.

Some of the difficulties that youth workers have endured when working in schools is having no base at all or at best a broom cupboard.

When setting up a project in a school it is essential not only to integrate the youth worker into the school culture but also the physical environment. Give them a base in which to work from. You would not expect any professional worker to roam around from room to room, this is both confusing for the young people and the youth worker. If every time you went shopping the shops had moved you would waste time looking for the relevant shop and not necessarily end up with what you wanted to buy, because you would spend half of your time looking!

Projects where youth workers have an office or project room or are centre based are those that are most successful in engaging young people, and ultimately in re-engaging them into learning.



Below we have looked at the positives and negatives of being based in a school and centre based environment.

School Based:

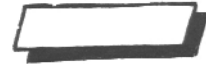
Positives

- Includes young people – still part of mainstream schooling
- Choice of taking core curriculum subjects alongside alternative curriculum
- Youth workers can support young people in class if necessary
- Wide range of curriculum, subjects
- Keeps young people within peer groups (a youth worker can work with a group of peers around bullying issues for example).



Negatives

- Young people attending the programme are stigmatised ('naughty kids') mainly by teachers. It may seem this stems from lack of acceptance of youth workers as professional workers
- Get landed with more young people because of teachers inability to cope with the 'naughty kids'
- Youth workers don't have enough time to deal with all of the young people and they get extra unofficial referrals as young people have identified them as someone for support (word of mouth).



Centre based

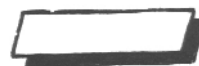
Positives

- You have total autonomy
- Use of your own building space
- No interference from school
- Non- judgmental environment as group of young people are removed from the school environment where they were stigmatised in the first place.
- Lack of formality, no shirts and ties, no schools uniform in some cases
- Young people are treated as individuals get more attention from the youth worker as the groups are smaller than class sizes.
- More relaxed environment in which to learn
- Use of outside tutors gives a different perspective. They are usually adult education tutors who have no prior knowledge of the young people's background apart from the fact that they are not achieving academically
- Negotiation of their own learning programme – which gives group identity and builds confidence.
- It is sometimes easier for young people to be out of the school environment, if they are not included in it. Socially excluded in their own communities it follows that they will have the same difficulties in school which operates a more rigid structure.



Negatives

- Isolation for the youth worker and the young people
- Lack of curriculum choice – difficult to fit into the school timetable when you are away from the school site.
- A lot of time spent ferrying young people around, transport is a major issue with the geography of Wales in particular and lack of public transport



Where the programme happens is just as important as the content and methods of delivery there has to be some stability. The perception of what youth work is about is important in communicating that we are not all things to all people, yes we do have different methods of delivery but working in a semi-detached way is not one of them. In the same way that the national school curriculum is delivered from a firm structured base the youth work that happens in schools should be assured the same consideration.

An important note to remember is that caretakers have all the power. Do not fall out with the caretaker you will never ever get a mini-bus or access to school resources ever again!!!!!! (Please also remember that some caretakers are very nice people too).



Report Writing

Definition

A report could be described as a formal statement of the results of an investigation, or of any matter on which definite information is required, made by some person or body. Reports may be presented orally or in written form. In a report, situations are analysed, conclusions are drawn, alternatives are considered and recommendations made. Reports are concise and have a specific structure. A good report is one you don't need to re-read to understand the point.



Purpose of the Report

The purpose of the report is to share information, to help you evaluate and monitor progress, meet funding requirements, keep parents informed and to give feedback of young people taking part in the project. This is your way of communicating information needed by the reader in a form that they can understand. Before writing your report there are many things you need to ask yourself:

- Why are you writing it?
- Who will read it?
- What content are you going to use?

When writing a report for the schools project it is important to know who is going to read it. The language should be appropriate and the information should be factual. Never use abbreviations and always make sure you have all the information you need before starting.

Content

The content is the main body of the report; it will consist of the information that you are sharing so knowing what you are going to include in your report is vital. Thorough preparation is essential if a report is going to be of any value. You will need to collect information from various sources and that information must be accurate. If the information is not factual then the report is of no use to anyone.

- Always keep the reader in mind
- Their background
- Level of understanding
- Familiarity with the project

Format and Style

The style and format you use will be entirely up to you, but you should take into account who you are writing if for. For example a report you will write for parents/guardians will be considerably different from the one you will write for the Welsh Assembly Government members.

Normally report writers develop their own style but often follow a set format, this should include:

- Title page
- Summary
- Table of contents
- Introduction
- Main text
- Conclusion
- Recommendations
- Acknowledgements

So, before you begin, ask yourself what layout will your report have? How long will it be? And how will you present it?

The secret of success in report writing is to be systematic and thorough from the very beginning, you should always:

- Use appropriate language
- Work methodically
- Keep it factual
- Keep it simple
- Be clear and concise
- Use a spell checker



A well-presented report written in an objective, factual and logical style, which is easy to read, is more likely to be accepted than a report, which does not meet these standards.

N.B Keep re-reading what you have written, it is better to proof read it ten times than send out a report that is full of errors or hard to understand.

Better still get someone else to read it for you, very often we won't pick up our own mistakes.

Who you might report to:

- Community Education
- Schools
- Funding Providers
- Elected Members
- Youth Agencies
- Young People
- Parents

The next section contains the structure of a sample final report that all projects were required to submit. Initially, they found it quite daunting, but also found that once the information had been recorded it was useful for informing all kinds of different reports.

Sample Final Report

Youth Work and Schools Partnership Programme

Title

Date

Project Name

Local Authority

Outline of Project (this should give a brief overview of the project)

1. Profile of Individuals - Name Age School Year Sex School
Confidentiality – the full names of young people should not be used for the purpose of this report, first names may be used or pseudonyms.
2. How young people are referred to your project and the criteria used
3. Programme and nature of intervention including the process, duration and intensity of involvement.
- 4a Achievements – certificates, qualifications, exams taken, work placement reports, youth work achievement awards local/national, and vocational or other awards.
- 4b Attendance – how many young people attended your project in:
Year 1 /Year 2/ Year 3/Overall figure for project (count each year separately)
- 5a Comparative school attendance figures before and after participation in the project.
Percentage change + or -
- 5b Please supply an average figure of the duration of your project
6. Attitude – behavioural changes, learning awareness, expression of feelings, enjoyment of programme. These can be shown as brief case studies or observational reports (maximum 5) how has the programme benefited the young people who have attended?
7. Relationships with other agencies and how this has impacted on the programme.
8. Views of youth workers, teachers, other agency staff and work placement supervisors.
9. Views of Young People

10. Views of parents
11. To what extent has the project reached its aims and objectives?
12. Will the project continue in its original format? How will it be funded? Have other initiatives developed as a direct result of the Youth Work and Schools pilot project? Please record below. How will they be funded? e.g core funding, objective one/two.
13. How do you propose to support the Youth Work and Schools Programme, post funding?
14. Are you happy with the way the way the programme has been managed? If not, how do you think it could be improved?
15. Has being involved in the Youth Work and Schools Programme provided you with any additional expertise. Do you think it has helped your career progression?
16. Breakdown of income and expenditure, showing balances and overall totals (please supply breakdown of each year of project)
17. Any additional comments

Wales and UK Updates



Keep up to date with current trends:

Read the latest publications

Below is a list of the most useful:

Pigion – information and developments Wales Youth Agency. A must!

Tel: 029 20 855700 Web: www.wya.org.uk

Young People Now – weekly general information news and development – A must! Tel:

020 8606 7500 Web: www.ypnmagazine.com

UK Youth – Quarterly – promotes good practice in youth work and informal education.

Tel: 020 7242 4045 Web: www.ukyouth.org

Youth Policy Update – NYA relevant mostly to UK but very useful.

Tel: 0116 285 3700 Web: www.nya.org.uk

Youth Action – Focussing on involvement of young people in their communities.

Tel: 0116 285 3700 Web: www.nya.org.uk

Shabaab – celebrating black young people's community action.

Tel: 0116 285 3700 Web: www.nya.org.uk

UPSTART – Youth Arts Work.

Tel: 023 8071 2246

Network Wales - WCVA, Wales voluntary sector information.

Tel: 029 20 431700 Web: www.wcva.org.uk

Disability Wales News – updates on current development.

Tel: 029 20 887325

Acronyms

Some of the abbreviations and acronyms you may come across:

ACCAC	Qualifications, Curriculum and Assessment Authority for Wales
ACE	Adult Continuing Education
ADEW	Association of Directors of Education in Wales
APL	Accredited Prior Learning
BEST	Building Excellent Schools Together
CCETs	Community Consortia for Education and Training
CoEA	Certificate of Educational Achievement
CEC	Community Education Centre
CPD	Continuing Professional Development
CWVYS	Council for Wales of Voluntary Youth Services
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
D of E	Duke of Edinburgh's Award
Ed. Psych.	Educational Psychologist
EFQM	European Foundation for Quality Management
ELL	Education and Lifelong Learning
ELWa	The joint brand name of the National Council for Education and Training for Wales and the Higher Education Funding Council for Wales
EOC	Equal Opportunities Commission
Estyn	Office of Her Majesty's Chief Inspector of Education and Training in Wales

ETS	Education and Training Standards Committee
ETAG	Education and Training Action Group
ETAP	Education and Training Action Plan
EU	European Union
EWO	Education Welfare Officer
FE	Further Education
GCSE	General Certificate of Secondary Education
GDP	Gross Domestic Product
GEST	Grants for Education Support and Training Programme
GNVQ	General National Vocational Qualification
GTC (W)	General Teaching Council (Wales)
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
HEW	Higher Education Wales
HOD	Head of Department
HOY	Head of Year
HRD	Human Resources Development
ICT	Information and Communication Technologies
IIP	Investors in People
ILA	Individual Learning Account
INSET	In Service Training
IT	Information Technology
LAC	Looked After Child

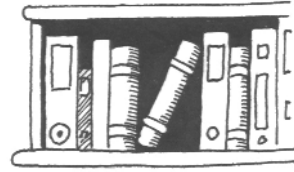
Youth Work and Schools Partnership Toolkit

LEA	Local Education Authority
MSDA	Modern Skills Diploma for Adults
NEET	Not in Education, Employment or Training
NEWI	North East Wales Institute
NGfL	National Grid for Learning
NLW	National Library of Wales
NMGW	National Museums and Galleries of Wales
NOF	New Opportunities Fund
NTO	National Training Organisation
NVQ	National Vocational Qualification
OCN	Open College Network
OCR	Oxford Cambridge Royal Society of Girls
OHP	Overhead Projector
PGCE	Post Graduate Certificate of Education
PRU	Pupil Referral Unit
PSC	Personal and Social Education
PYO	Principal Youth Officer
QA	Quality Assurance
SCW	Sports Council Wales
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SME	Small to Medium Sized Enterprise
SOP	School Organisation Plan

Ufi	University for Industry (learndirect)
UWCN	University of Wales – Newport
UWIC	University of Wales – Cardiff
WDA	Welsh Development Agency
WIP	Wales Improvement Plan
WLB	Welsh Language Board
WLGA	Wales Local Government Association
WULF	Wales Union Learning Fund
WYA	Wales Youth Agency
YAA	Youth Achievement Awards
YPP	Young People’s Partnerships
YWCSW	Youth Work Curriculum Statement for Wales
YWSPP	Youth Work and Schools Partnership Programme
YPT	Youth Policy Team

Further Reading

The following titles are held in the library of the Wales Youth Agency. The majority are available on short term loan, although some are for reference use only. Please contact the Agency for further information or visit www.wya.org.uk to use the search and order facility on the website.



Budgeting

- National Strategy for Neighbourhood Renewal
- Older and Bolder
- Effective Management People and Organisation
- The Money Book – A Practical Guide for Treasurers
- Finding the Funding
- Hitting the Right Notes
- Accounting and Financial Management for Charities

Policy

- Extending Entitlement: Supporting Young People in Wales
- Extending Entitlement: Support for 11-25 year olds in Wales, Direction and Guidance
- Joined-Up Youth Research, Policy and Practice
- The Big Red Book of Youth Work
- The Roles and Value of Youth and Adult Services
- Transforming Youth Work: Developing Youth Work for Young People
- Transforming Youth Work: Resourcing Excellent Youth Services

Accreditation

- Cwmaman Youth Club Members Participation Record
- Greater Manchester Community Work Accreditation Process Information Pack
- Accrediting Prior Experiential Learning
- An Accreditation Scheme: Staff Development Policies
- Towards an Integrated Accreditation Framework

Communication

- Getting Through – Young People and Communication
- Groups: Understanding People Gathered Together
- How to Communicate Effectively
- How to Communicate with the Learner
- School, Family, Community: Mapping School Inclusion in the UK
- Talking About Talking

Conflict

- Averting Aggression: Safety at Work with Adolescents and Adults
- Better Meetings
- Conflict Resolution
- Just about Managing (3rd Edition)
- Managing Aggression and Violence
- The Anger Workout Book for Teens
- Playing with Fire: Training for the Creative Use of Conflict

Contracts

- Beginner's Guide to Contracts
- Costing for Contracts
- Managing Today, Contracting Tomorrow
- The Impact of Contracts on Volunteers

Curriculum

- Equal Opportunities and Diversity in the School Curriculum in Wales
- Over 100 Good Ideas for Youth Groups
- Personal and Social Education: Supplementary Guidance
- Quality and Standards in the Youth Work and Schools Partnership Programme
- The Big Red Book of the Youth Work Curriculum
- The Healthy School
- The Youth Work Curriculum
- Youth Work that Works
- Youth Work that Works II
- Curriculum Development in the Youth Club
- Moving On 2: The Cambridgeshire Youth Work Curriculum
- Planning the Way
- Towards a Contemporary Curriculum for Youth Work
- Youth Work Curriculum Strategy
- Youth Work Curriculum Strategy and Action Plan
- Youth Work: A Model for Effective Practice

Marketing

- Promoting Your Cause: A Guide for Fundraisers and Campaigners
- The Marketing Handbook
- Managing the Non-Profit Organisation: Practices and Principles

Methods

- Planning Short Courses – A Handbook for Organisers
- 50 Activities for Team Building
- A Positive Approach to Bullying
- Dilemmas Pack
- Earthworks
- Ecstasy and Drugs in the 90's
- Fatherhood Game and Pack
- Feeling Good
- Housemate
- How are you Feeling? A Health Promotion Resource for 9-13 Year Olds
- In at the Deep End: Y/Me?
- It's Your World – A PAE Handbook for 11-14 Year Olds
- The Positive Approach: Assertiveness Training for 14-17 Year Olds
- Practical Social Research: Project Work in the Community
- Handbook of Training Evaluation and Measurement Methods
- Research Methods
- Social Education Methods and Resources
- Training Methods

Funding

- The European Union: An Information and Funding Guide
- The Youth Funding Guide
- Wales Funding Handbook
- How to Apply for Grants, Loans and Other Sources of Finance
- The Guide to UK Company Giving (4th Ed)
- The Directory of Grant Making Trusts

Writing

- Report Writing
- Report Writing (2nd ed)
- The Student's Guide to Writing Essays
- How to Write Essays
- Doing Your Research Project

Training

- The Management of Learning
- The Skills of Training
- The Theory and Practice of Training
- The Trainers Handbook
- The Winning Trainer
- Training and How Not to Panic
- Training and How to Enjoy It
- Training Event Planning Guide
- Planning Your Training Programme
- Planning Short Courses: A Handbook for Organisers

Provision

- What is the Youth Service
- Youth Service Provision in Wales
- Youth Service Provision in Wales: Appendix

Stress

- Children Under Stress
- How are you Feeling? A Health Promotion Resource for 9-13 Year Olds
- Relaxation and Stress
- A Resource Bank on Stress: "Life's Hassles"
- Stress

Supervision

- Essential Volunteer Management
- The Theory and Practice of Supervision
- Student Supervision
- Vetting and Supervision of Adults Working With Children
- Enabling and Ensuring: Supervision in Practice

Disaffection

- Alternatives to Exclusion from School
- From Disaffection to Social Inclusion
- Priority Steps to Inclusion
- Report on Study Undertaken by the Youth Inclusion Programme, Wrexham
- Social Inclusion: Pupil Support
- The Wales Youth Access Initiative: Interim Report
- Tackling Disaffection and Social Exclusion

Equal Opportunities

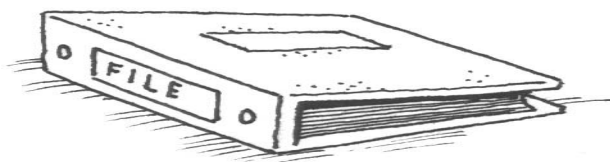
- Employment Practice and Policies in Youth Community and Play Work (2nd Edition)
- Equal Opportunities and Diversity in the School Curriculum in Wales
- Everybody's Welcome
- Training and How to Enjoy It
- Equal Opportunities: A Management Strategy
- Equal Opportunities Ten Point Plan for Employers
- The Equal Opportunities Book

Ethics

- A Resource Bank on Actions: "Should I – Shouldn't I"
- Ethical Conduct in Youth Work
- Ethics in Youth Work: An NYA Discussion Paper
- Ethical Issues in Youth Work

Health Safety

- Health and Safety Guide for Play Groups, Nurseries and Nursery Schools
- The Essentials of First Aid
- Health and Safety in Youth and Community Work
- Employment Practice and Policies in Youth Community and Play Work (2nd ed.)
- Safe & Sound: Building a Safer Youth Work Environment.



ANTI-BULLYING CHARTER

1. We will not tolerate bullying
2. Bullying will be dealt with seriously
3. When we report bullying, staff will give us a fair hearing
4. We have the right to travel to and from school without being bullied
5. We will not put others down
6. We will not judge others by appearance alone
7. We will accept others regardless of race, religion, culture or disability
8. We are telling school - bullying is too important not to report

Notes

Youth Work and Schools Partnership Programme

Toolkit

The Toolkit is aimed at those youth workers who have had no prior knowledge of youth work in schools, but not necessarily of youth work. We have tried to cover most of the issues that have arisen on the programme and to also give a good clear perspective on the work.

This publication includes sections on:

- Youth work methods
- Working in partnership
- Dealing with conflict
- Selling the programme
- Equal opportunities
- Bilingual youth work in schools

"Not to be left on the shelf"

(Flintshire Youth Worker)

"Brilliant, a good practical resource that I can actually use"

(Pembrokeshire Youth Worker)

Welsh language version also available.



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