Youth work in schools in Wales: Full report

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Executive summary

Introduction

Arad Research was commissioned to conduct a review of youth work in schools in Wales and to identify examples of good practice. The study aimed to identify current strengths and weaknesses, opportunities and threats in respect of arrangements for, and delivery of, youth work provision in schools. This is the full report, a précis report is also available.

Main findings

Delivering a range of benefits

Youth work in schools is successfully delivering a range of benefits for young people, schools and communities in Wales. It is adding value to the statutory curriculum and is contributing to increased attainment and attendance levels and issues relating to young people NEET. The ethos of voluntary engagement links services to young people's needs and aspirations while successful partnerships based on trust have developed between youth services, the voluntary sector and schools.

There is a wide variety of youth work in schools taking place in every local authority across Wales, supported by a range of funding and staffing structures. Core funding from local authorities is supplemented by a range of additional funding sources such as Families First, Communities First, European Social Funds, voluntary organisations and funding from some schools.

There is a strong focus from all local authorities and voluntary organisations on designing services that suit the support needs of young people and link to their interests and aspirations. The voluntary engagement of young people is a key factor in youth work in school's delivery, sustainability and positive impact.

Supporting and enriching the statutory curriculum

Youth work in schools is supporting the statutory curriculum and enriching it. Participating in youth work has contributed to improving young people's soft

and academic skills set. It has enhanced their engagement with education and the wider community and enabled them to access other forms of support and progression routes.

Range of impacts

It is contributing to increasing young people's chances of staying in education, employment or training (EET) through raising their educational aspirations, encouraging their interests and offering alternative curriculum qualifications to enhance progression opportunities.

Schools engaged in youth work reported improved attainment and attendance levels and a reduction of disruptions in the classroom alongside an opportunity for teachers to develop new skills.

Close partnerships with schools

Youth services' close partnerships with schools, voluntary organisations and community groups are helping young people make a positive contribution to their communities. Youth services' links with schools are strongest when they are well-established and trust has been developed between key individuals.

For these benefits to be sustained, it is important that the delivery of youth work fits in with schools' routines, priorities and ethos. Youth services have therefore recognised that successful engagement requires them to approach each school on an individual basis.

Funding

Funding cuts are nonetheless affecting provision in many local authorities and impacting on the capacity for youth services to develop longer term provision. This is adversely affecting the sustainability and effectiveness of delivery, and future planning.

Some local authorities reported a drop in demand for youth services in schools when schools were charged for them. Where services are valued and tailored

to the requirements and ethos of schools then it would appear there is more acceptance from schools to contribute to funding.

Monitoring

While there is evidence that most youth services undertake monitoring of their impact there is not an agreed approach applied consistently across all local authorities. A nationally recognised and used system could allow youth services to more effectively measure their impact and demonstrate their worth.

Conclusions

Challenges remain in developing and sustaining partnerships between local authorities, voluntary organisations and schools and ensuring that positive messages relating to youth work filter down to schools.

Financial stability, more coherent and effective monitoring, networking and promotion of youth services are therefore all challenges to be faced in ensuring that youth work in schools retains its capacity to deliver benefits for young people across Wales.

1. Introduction to the research

1.1 Arad Research was commissioned to review youth work in schools in Wales and to identify examples of good practice.

1.2 The findings from this review are intended to provide the Welsh Government, the youth work sector, the formal education sector and the voluntary sector with evidence on effective links between formal education provision and youth work provision which leads to improved outcomes for young people.

1.3 This report presents the findings of the research, which was carried out between December 2014 and March 2015. It is important to highlight that this presents the current picture of youth work provision in schools in Wales and due to reduced budgets how it could change for 2015/16.

Context of the research

1.4 The National Youth Work Strategy for Wales (2014-2018) published in February 2014 (Welsh Government, 2014) places a greater emphasis on links between youth services and schools than previous policy documents. Echoing the findings of research in other parts of the UK, it notes the following:

> *'…youth work practice can be effective in directly and indirectly supporting learning outcomes and that there are significant benefits for young people from closer working between schools, colleges and youth work organisations.' (p. 11).*

1.5 It concedes that levels of partnership working between youth work organisations and schools are highly variable at present and it highlights a need to review the impact of youth work practice in schools. This evaluation provides an opportunity to map existing activity and identify those areas and practices that have demonstrated a positive impact on young people and schools. In

assessing this impact and providing learning to inform future activity it is important to take into account the wider policies and external factors that influence activity in this area.

1.6 One key programme is the Youth Engagement and Progression Framework (YEPF). The YEPF aims to ensure more effective support for those aged 16-24 to accelerate and sustain a reduction in the numbers of people not in employment, education or training (NEET) by, amongst other actions, establishing a national system of lead workers to work with the young people identified as most at risk of disengagement (Welsh Government, 2013).

1.7 Youth workers in schools serve as lead workers in some instances and are therefore at the heart of activities to support those young people who face barriers to EET. The youth service – and youth work in schools – is therefore likely to play an increasing role in efforts to combat disengagement, as recommended in Moving Forward: Foundations for Growth (Wales Employment and Skills Board, 2010).

1.8 The pressures facing local authorities' budgets and services at present also needed to be taken into account during this study. Local authorities are reviewing provision across a wide range of services and, in many cases, are re-structuring youth services. The capacity of youth services to sustain and build upon their community networks and relationships with schools was an area explored as part of the evaluation.

Aim and objectives of the study

1.9 The specific objectives of the project, as set out in the specification for the research, were as follows:

- Identify and provide an overview of youth work provision that is being provided by the statutory and the voluntary youth work sector to schools across Wales, for 11-16 and 16-18. (Chapters 3 and 4)

- Examine how the relationships between youth workers and schools are formed, maintained and developed. (Chapter 6)
- Assess the extent to which partners measure the range and impact of youth work programmes in schools. (Chapter 5)
- Provide an overview of the impact and the range of youth work programmes in schools. (Chapter 2)
- Provide an overview on how youth work programmes in schools contribute to the reduction in those classified as NEET. (Sections 2.12, 2.14, 3.10 and 3.17)
- Assess how projects/interventions are contributing to positive outcomes for young people, including achievement in the wider curriculum. (Section 2.8 – 2.16, 2.18, 3.7)
- Assess how these projects are contributing to young people's attendance, behaviour and attainment in schools. (Sections 2.8, 2.14, 2.15, 2.18 and 3.18)
- Identify the strengths, weaknesses, opportunities and threats for youth work provision in schools. (Chapters 2, 6 , 7 and 8, specifically Section 8.24)

Methodology

1.10 The study involved initial desk research; in-depth interviews with all local authorities' Principal Youth Officers (PYO) or their equivalent and other members of youth services teams, in-depth interviews with voluntary organisations and the collation of case study material based on these interviews and additional desk research. Further details are provided in the annex.

2. Benefits and impacts of youth work in Schools

2.1 This section outlines the overall benefits of youth work provision in schools. It specifically notes benefits for and impacts on young people and benefits to schools as well as the community.

Key messages

- Youth work offers an alternative and complementary approach which ***'add value''*** to formal education.
- Benefits to young people are:
  - **improving** their soft and academic skills set;
  - **raising their aspirations** and engagement with education
  - **increasing** their chances of staying in education, employment or training;
  - **enabling** them to access other support.
- Benefits to schools and staff are:
  - **improves** attainment and attendance levels;
  - **reduces** disruptions in the classroom;
  - youth workers can bring **quality up to date resources** to schools and help improve teachers' knowledge.
- Benefits to the community are:
  - An increase in young people's engagement with **community youth work**;
  - **Developing better partnerships** between schools, youth groups and local community groups;
  - helping young people make a **contribution to their community**.
- It is important that the delivery of youth work **fits in with the school agenda i**n order to allow the benefits to be achieved.
- The promotion of the benefits of youth work in schools is essential in **securing and maintaining positive perceptions** of youth work.

2.2 Individuals interviewed during the research cited how youth work offers alternative support to young people. This support complements the formal elements of education and aims to enrich and add value to the statutory curriculum.

2.3 Many individuals consulted commented on how schools often focus primarily on attainment and attendance. However youth services recognise that supporting young people and their needs can be more complex than this, as not everyone fits into the 'one size fits all' approach taken by many schools. Thus some young people may find it difficult to engage well in school. As such, a more informal approach that caters to each individual person's needs is sometimes beneficial and can sustain an individual's engagement and progression in education.

2.4 Youth work offers a 'soft' approach to supporting young people, focusing on social and emotional issues alongside skills development and raising aspirations. In this sense, youth work 'plugs a gap' in formal education. It is based on voluntary engagement, as highlighted in Section 3.3, and is flexible in that it allows young people the opportunity to direct their own learning.

2.5 PYOs noted that youth workers 'bring an alternative approach'. They considered that they have the skills and time required to build a good relationship with young people to help them overcome particular issues. Some PYOs commented that youth workers have the flexibility that teachers often do not have to enable them to build up these relationships with young people.

> *'The relationship between youth workers and young people is the real strength of youth work in schools – these kids look at youth workers in a different way to teachers and careers advisors. They relate to them.'*

2.6 As well as having the time and the skills, youth workers are often able to utilise other resources that schools may not have access to. For example, youth workers may have links to other agencies or organisations that can provide specialist support that a young person may require.

> *'Everything improves when you've got a youth worker in a school.'*

2.7 By marrying formal and informal education, youth work has been found to have a positive impact on factors such as attendance, attainment and behaviour. Below provides further details of the benefits of youth work for young people, schools and communities.

Benefits to young people

2.8 Interviews with PYOs and representatives from voluntary organisations highlighted a number of benefits that youth work offers to young people. One of the main benefits mentioned was improving young people's skills set. PYOs considered that youth work appears to have a particularly positive impact on improving young people's soft skills. According to those interviewed the support that youth work offers helps to improve young people's confidence, self-esteem and general social and interpersonal skills. This can often enable a young person to engage and learn better at school. Thereby having an indirect impact on attendance and attainment. The case studies included in Annex 3 illustrate clear examples of such benefits to young people.

2.9 Youth work also has a positive impact on other skills such as employability and life skills. An example of provision that enables young people to develop these skills is the Duke of Edinburgh Award Scheme. A representative from the Duke of Edinburgh commented on how the award goes beyond a list of qualifications. It allows young people to gain experience in different situations and develop skills such as team work.

'If a child was to receive the Duke of Edinburgh award, but no other qualification, it could make a difference to their life.'

2.10 Another example of provision that enables young people to develop life skills is a project delivered by the Red Cross which offers first aid training to young people. A representative from the Red Cross explained how the training is teaching young people to save lives. They provided an example of how one pupil who had

received the training had utilised what they had learned when they were the first person at the scene of a car accident, see case study 5.

2.11 In addition to improving young people's skills, youth work can also have the added value of helping young people maintain their skills throughout the summer months. It was noted that during the summer holidays, when young people are not attending schools, they can become 'deskilled' and struggle to get back into school. Youth services are available throughout the summer in many local authorities and therefore can help young people maintain their skills during this period.

2.12 Another benefit of youth work for young people is that it increases young people's chances of staying in education, employment or training. Although not all youth work aims to reduce the numbers of young people NEET, much of the provision that is delivered either directly or indirectly has a positive impact on the reduction of young people NEET figures. The reasons for this are explained below.

2.13 Youth services monitoring systems evidence that youth work encourages young people to stay in education and helps improve attainment. This consequently improves young people's employability and further training opportunities when they complete their schooling.

2.14 Furthermore, as noted in the section 3.7 on the nature of youth work, some youth work provision is linked to an accredited qualification. PYOs interviewed were of the opinion that for interventions to have an impact, there has to be learning outcomes. Therefore many local authority youth services offer young people the opportunity to work towards an Agored Cymru qualification which, according to one PYO interviewed, increases engagement from young people. Agored have a wide range of units. This enables youth workers to adapt their delivery to suit the level of the group or individual that they are working with. One

PYO explained how these qualifications can help young people when they are applying for further education. Completing the qualification helps young people's self-esteem because it 'makes young people feel that they have achieved something.' This provides young people with the confidence to continue their education and raise their aspirations to progress on to further education or training.

2.15 One PYO provided an example of a project that offers an alternative curriculum option for young people facing issues within education (see case study 8). This is an ASDAN accredited programme which holds GCSE equivalent threshold points, thereby enabling young people who complete the programme to progress to further learning and training opportunities.

> *'Offers young people a vehicle to stay in school and work alongside their peers.'*

2.16 As well as reducing young people's chances of becoming NEET, the support that a youth worker offers can help young people access other youth support. Youth workers are likely to have specialist knowledge regarding youth support that is available to young people. By passing this information on to young people, youth workers provide young people with the knowledge and resource to enable them to access other support that they may require.

Benefits to schools and staff

2.17 According to individuals interviewed, youth work benefits schools as well as young people. Youth services monitoring systems appear to demonstrate that youth work increases attendance and lead to more sustained engagement in learning in schools. PYOs were of the opinion that this improvement in engagement can reduce the disruptions in the classroom and takes the pressure off teachers.

'The support, flexibility and professionalism of the youth services staff is invaluable to us and an integral part of our engagement, nurture and inclusion ethos.'

2.18 Schools appear to be under pressure to achieve and are judged on the academic performance of their pupils. As noted above youth work has a positive impact on attendance and engagement. As a result, young people's attainment, and thus the performance of the school, also improves. Furthermore one PYO interviewed explained that the level 2 accredited qualifications that young people gain through youth work provision help schools to meet their level 2 thresholds. Another PYO noted that all of the 87 young people who were referred to and received support from the youth service achieved accredited outcomes from this support.

'We're ticking boxes for teachers.'

2.19 PYOs commented on how the provision that youth workers deliver to classes is linked to and woven into the curriculum. As noted in sections 6.5 and 6.6 youth workers often have more flexibility and capacity than teachers to build good relationships with young people and to link with services for young people (e.g. Families First). Those who were interviewed also said that youth workers are most likely to have up to date specialist knowledge with regards to issues that young people may be facing. Therefore, youth workers can also bring quality up to date resources to schools and help improve teachers' knowledge.

Benefits to the community

2.20 Interviewees reported how youth work in schools is linked to community youth work and how engagement in schools increases engagement within the community. For example, one PYO commented on how lunchtime clubs have helped increase attendance in mainstream youth groups after school.

2.21 According to some PYOs, through youth work, young people are treated as citizens. This helps young people feel valued and want to make a contribution to their community.

Benefits offered by voluntary sector

2.22 Voluntary organisations that deliver youth work provision offer unique benefits in addition to those which have been discussed above. For example voluntary organisations, such as Action on Smoking and Health (ASH) Wales Cymru, provide specialist knowledge to statutory youth services and offer training provisions for youth workers, teachers, school counsellors and teaching assistance. Voluntary youth service organisations can be more flexible in their delivery than statutory youth teams and in some cases have the additional back up of a communications team.

> *'We can be flexible as to how and what is delivered and can be flexible during sessions.'*

3. The nature of youth service provision in schools

3.1 This section outlines the findings of the research in terms of the type and scope of youth work provision in schools. This includes universally available support and more targeted support, and an indication as to the numbers who access the services across Wales.

Key messages

- The location of youth services within local authority departments **varies across Wales**
- Young people in Wales engage with a **wide variety of activities** through the provision of youth work in schools
- Youth work in schools is delivered by **local authorities and voluntary organisations** working both independently and in partnership
- Projects delivered **cater primarily to the needs and interests of the young people involved** as well as the school and the community
- There is a strong message relating to the importance of **voluntary engagement** by the young people involved

Definitions of youth work in schools

3.2 In order to establish the range and scope of youth work projects delivered in schools by the statutory and non-statutory sector it is important to establish an understanding of what exactly youth work in schools entails. In most instances youth services are encompassed within the Education Department of local authorities, reflecting the close working relationship necessary to deliver effective services to young people in schools, but they can also come under the Social Services Department and the Economic Development Department. With some local authorities recently completing a restructuring process some youth services now find themselves located within large departments. For

example in Ceredigion a newly formed directorate for learning oversees youth engagement, continuing education, youth services, young people NEET, adult education and Welsh for adults.

3.3 PYOs highlighted the importance of the voluntary and informal role of youth work, viewing youth work as a 'marriage between formal and informal education'. With the services delivered being need-led and focusing on the individual; 'the young person has to want to engage'. It was also recognised that youth work supports the formal curriculum and in some instances is adapted to do so, enriching the statutory curriculum and adding value to it as a result of youth work activities.

'The nature of youth work in schools is bespoke and fits the needs of the school / the young people / the area.'

'Youth work involves young people in its design and delivery and thereby empowers the young person.'

Scope and provision of youth work in schools

3.4 While youth services in schools offer a range opportunities for young people to engage voluntarily, statutory and non-statutory youth work is also targeted by age, gender, key stage or transition stage across Wales. All statutory youth services submit monitoring data to Welsh Government and summaries regarding project provision and number of contacts across each local authority are collated annually by StatsWales[1]. Categories of provision are defined within the youth services' submissions. Table 4.1 and the subsequent summary provide an indication of the variety of opportunities available across Wales. Annex 4 also

[1] StatsWales. https://statswales.wales.gov.uk/Catalogue/Education-and-Skills/Youth-Service/Projects-and-Members

includes a sample of projects delivered in each of the 22 local authorities in Wales.

3.5 There is variation across Wales regarding the engagement with schools by youth services, i.e. the proportion of schools and pupils receiving the opportunities offered by local authority youth services. Table 3.1 below summarises engagement by local authority.

Table 3.1. School engagement with youth services by local authority.

Local authority	School engagement
Isle of Anglesey	Currently there are no youth workers in schools; project work still undertaken where needed by schools. Until 2014 all schools had a youth worker (through European funding)
Blaenau Gwent	All secondary schools have a full-time youth worker based in them; three of the four schools facilitate drop-in sessions.
Bridgend	At the time of writing all secondary schools had some contact from youth workers, but there are no dedicated school youth workers. Nine full-time equivalent youth workers link with schools but as part of a portfolio of youth work. From April there will be nine full-time equivalent youth workers dedicated to working in schools with the allocation of days per school based on need.
Caerphilly	Four of the fourteen secondary schools are part of the current youth work in schools project and have permanent youth workers based in them.
Cardiff	They engage with all twenty-two schools across Cardiff.
Carmarthenshire	All twelve secondary schools have a full time youth lead worker and a special needs school (7-16) also has a full time youth lead worker.
Ceredigion	The youth services currently operate two days a week in six of the seven secondary schools in Ceredigion.
Conwy	The youth service works with all seven 11-18 secondary schools and the two Pupil Referral Units in Conwy.
Denbighshire	Engaged with all schools to a greater or lesser extent.
Flintshire	One school based youth worker within the youth service and another to support when required. Other youth workers are in schools but they focus on accreditation and do not report to the Youth Service.
Gwynedd	No youth workers in schools. The youth and community workers have a relationship with some schools and deliver accreditations and Duke of Edinburgh (but limited to 3-4 hours a week contact with these schools). Until 2014 there

	were five European-funded youth workers in schools delivering a minimum of one day a week in all secondary schools.
Merthyr Tydfil	Merthyr run a number of different projects relating to youth work in schools. They have developed four community service clusters across the local authority – one in the north, one in mid, and two in the south.
Monmouthshire	All of the four comprehensive schools and the EBD have a dedicated full time youth worker who is also linked to a youth centre.
Neath Port Talbot	Provision can be divided into two elements. 1. The universal offer e.g. Sex and Relationships Education 2. Certain teams delivering specifically targeted or funded activity e.g. Families First, Communities First.
Newport	Youth Services work primarily with all eight secondary schools and one college. There are currently 13 full-time equivalent posts within the Local Authority.
Pembrokeshire	Eight mainstream secondary schools engage with the Youth Service, mainly targeting Key Stage 4, one school has a full time worker with the rest part time.
Powys	Youth work is delivered across all thirteen schools in Powys and three special schools.
Rhondda Cynon Taf	The Youth Service engage with all seventeen secondary schools across the authority providing two full time members of staff in each.
Swansea	There are currently eight full -time youth workers supported by other specialist posts but due to resource limitations they do not have a presence in all schools across the local authority.
Torfaen	They have a team of 26 and links to Prevent and other European-funded projects however they have their own budgets to design and deliver work. They are currently engaged with three of the six schools in the local authority.
Vale of Glamorgan	They engage with all three comprehensive schools and their feeder schools.
Wrexham	The Youth Service engages with eight of the nine secondary schools.

3.6 The projects delivered across Wales by local authority youth services and voluntary organisations are wide and varied. The voluntary sector also contribute in delivering youth work opportunities for young people. Organisations such as CWVYS (Council for Wales of Voluntary Youth Services) striving to

encourage conversations between stakeholders in the school sector and raise awareness among local authorities and schools of the possibilities of youth work in schools involving the voluntary sector. Examples of these projects are outlined in the case studies in annex 3.

Accreditation

3.7 Many youth services deliver accredited learning, as part of an alternative curriculum (on- and off-site) and within the general school provision. Awarding bodies used include ASDAN, Agored, BTEC and Essential Skills Wales. The subject matter delivered via such accredited units include Preparation for work Infant Care Simulation Doll in Practice (see case study 3) a gender based project (see case study 1), Behaviour and Personal Health, Active Citizenship Equality and Democracy, Peer Mentoring Skills and Peer Education.

3.8 Voluntary organisations engaging with schools also contribute to the accreditation offering for young people. For example following participation in the Urdd Eisteddfod it has been deemed desirable to develop accreditation for young people. Action on Smoking and Health (ASH) Wales Cymru are also currently developing an accredited programme (see case study 2).

3.9 Section 3.3 highlighted the importance of the voluntary engagement of young people with youth work and this is reiterated with some of the accreditation programmes offered. For example in Pembrokeshire, although learning outcomes of a programme have been pre-determined there is scope for young people to develop a timetable for the completion of units depending on their needs, and the needs and interests of the wider group. This ensures the learning experience is a positive one and levels of engagement remain high, see case study 4 for more details.

In Denbighshire a full-time Urdd youth worker is funded by the local authority, to deliver youth work, including lunch-time clubs, Welsh language awareness, Welsh Medium accreditations, trips to youth conferences and a Youth forum. The youth worker delivers in Welsh Medium schools and also runs Welsh second language sessions in English Medium schools. There is a strong focus on accreditation and facilitating volunteering.

Alternative Curriculum

3.10 Across Wales youth services and voluntary organisations facilitate delivery of alternative curriculum either on school premises or at other neutral venues. Much of this curriculum is provided for young people who may be vulnerable or encountering barriers to their learning. Developing social skills and establishing coping mechanisms for young people along with achieving accredited outcomes form the core of delivery.

Educating Learners In School (ELIS) is part of Swansea's alternative curriculum programme. The criteria for accessing the programme usually includes poor attendance and / or behaviour. ELIS has run at a separate site for years 10 and 11 – pupils remain on the school roll however and this is a key aspect of the programme, trying to keep them in formal education and assist in their reintegration. ELIS is being restructured however, and it is currently unclear what form it will take in the future.

The Alternative Learning Forum forms part of Newport's provision. Small numbers of young people are taken from the Pupil Referral Unit (PRU) to a neutral venue. It is pre-NEET provision in essence and aims for a longer term impact. The young people remain on the school roll, however they are receiving youth worker support. It is payable although as a rule Newport Youth Service do not charge for services. This may change in the future as there may be an income target due to a shortfall in income.

3.11 Case studies 4 and 8 also provide more detailed examples of alternative curriculum programmes delivered by Pembrokeshire and Merthyr Tydfil local authorities.

Duke of Edinburgh Award

3.12 All local authorities in Wales hold a licence to deliver the Duke of Edinburgh Award with youth services providing an integral element in supporting this. It is important to note that the exact format this support takes varies between authorities, with some local authority Duke of Edinburgh Award officers acting solely as facilitators with trained teachers providing the delivery, whereas in other areas the authority development officers deliver training to teaching staff and directly to the young people.

Enrichment Programmes

3.13 These involve intensive youth service engagement with schools, delivering a full day or week of activities to particular year groups or a regular programme for the duration of a term of half term. For example in 2014 Conwy youth services delivered health related activities to 354 students at one secondary school over four days.

Holiday provision

3.14 Although, by its nature youth work in schools would appear to focus on term time activities, it is important to note that many local authorities offer holiday provision linked to their school youth work projects. The type of provision can vary from the youth club offering on school sites during the holidays to a more focused approach. For example in Denbighshire a contact link is provided throughout the summer holidays to try and prevent any issues that may occur on the return to school due to ‘deskilling’ during the holiday period. Other projects can assist in forging positive relationships between young people from different schools by drawing them together at a neutral venue to partake in activities. For instance in Caerphilly transport was funded to bring young people to a central venue to participate in graffiti art or theatrical make up workshops during the half term break.

Mentoring

3.15 School staff or the young person themselves can refer to youth services and/or school based youth workers to receive one-to-one support. Other referrals originate via Youth Justice or Child and Adolescent Mental Health Service (CAMHS) The application of the Early Identification Tool using information management systems provides youth services with further referrals.

3.16 For example, a youth mentor programme funded via Families First was delivered by Cardiff local authority and aimed at young people who are in care or at risk of moving into care. The programme has five mentors who support young people, identified by their school and children's services, in their learning. The voluntary sector also contributes with mentoring and counselling services being offered to schools, with activities in Torfaen presented below.

The Cwmbran Centre for Young People (CCYP) delivers school-based counselling in every secondary school in the area and in some junior schools. Counsellors visit the secondary schools for two days a week. School staff make referrals for students they feel would benefit from the service. There are also two floating counsellors who can step in if there is a greater demand. Pupils can also access the service via the Centre after school hours.

Funding originates from Welsh Government and monitoring reports are submitted to Welsh Government. Until 2015 this funding had to be used for counselling but now each local authority can decide how to spend the funds. In recognition of the success of the Centre's counselling in schools Torfaen County Borough Council are continuing to fund this engagement.

Young people Not in Education, Employment or Training (NEET)

3.17 Many of the projects funded through youth service provision in schools support opportunities for keeping young people in education, employment or training, thus reducing the numbers of young people NEET, either directly or indirectly. The NEET agenda thus forms a significant element of the focus for youth services and voluntary delivery and many of the alternative

curriculum projects noted by local authorities support opportunities and potential for those classified as young people NEET or at risk of becoming NEET.

In Merthyr Tydfil *Transition into Employment* provides an innovative, diverse and progressive programme of learning opportunities, for young people ages 11-19 through targeted services with those most at risk of not achieving within mainstream education or facing social and educational exclusion (see case study 8 for further details)

All four Blaenau Gwent secondary schools fund three pupils each to participate in the pre-VENT 14-19 project. The programme includes two days a week on a work placement, with pupils taught together at a youth centre for the rest of the week. GCSEs are taught as well as sessions focusing on confidence and self-esteem. 2014-15 is the first year that the youth service have delivered the project and at the time of writing nine of the 12 participants had achieved 100 per cent attendance.

Raising attendance levels

3.18 There are many projects that contribute to improving attendance. Some south east Wales local authorities utilised the European Social Fund (ESF) allocated to the pre-VENT 14-19 project (Bridgend, Blaenau Gwent, Caerphilly, Merthyr Tydfil and Torfaen with Bridgend as Lead Sponsor). This supported them in providing one to one mentoring services to assist young people aged 14-19 that are NEET or who are at risk of becoming NEET.

Personal and Social Education (PSE)

3.19 Personal and Social Education sessions form an integral element of education provision and youth workers contribute to the curriculum at the request of individual schools across Wales. Youth workers deliver courses on nutrition, health, mental and sexual sessions to targeted year groups, provide PSE delivery in Pupil Referral Units (PRU) and train teachers in some local authorities.

3.20 The voluntary sector has also contributed to this part of the curriculum, for example ASH Wales Cymru have developed a tool kit to assist teachers with PSE delivery (see case study 2) and Red Cross deliver courses relating humanitarian issues (see case study 5), covering schools across Wales. A project facilitated by Swansea University supports PSE delivery to local schools (see case study 6). The Ethnic Youth Support Trust (EYST) 'Think' Project aims to challenge racism and far right extremism and increase young people's resilience to far right ideology is an example where a successful local organisation engaging with schools has flourished into a much bigger initiative, now working much further afield, as discussed further in case study 7.

School drop-in sessions

3.21 Some provision is delivered through drop in sessions in schools across Wales. These sessions can take place during lunch time, after school or as part of a breakfast club. Usually the provision takes place in an allocated 'youth room', in other instances the drop-in session is facilitated using a mobile service. Teachers have the opportunity to refer students to the services, especially in those schools where there is a youth worker on site during the day.

Conwy youth service have two buses serving the county that visit schools weekly, enabling students to 'drop in' during break and lunchtimes. These are well attended, e.g. an average lunchtime session can see approximately 70 students attend.

Youth club provision and links with schools

3.22 It is important to note that youth club provision, although delivered outside of the school day and setting, in some instances is strongly influenced by schools. Some local authority youth services use school premises during evenings and this could be viewed as a complementary service, engaging with the young people in a familiar environment, also other services supporting

youth clubs are made aware of the possibilities of delivering within the school.

Transition work

3.23 Transition work delivered by youth services supports the move from primary to secondary. It also supports the transition stages within the secondary experience, moving from year 9 to 10, and moving on from year 11; either remaining in school, moving to college or into the world of work. For some youth workers this provides the main element of their role, with transition work delivered in all schools across some authorities. It was reported that this assists in the development of relationships and trust between youth workers and young people and can lead to sustained engagement.

Cardiff Youth Service provides support for young people through their transition from pre- to post-16 education. This involves working with young people identified as not engaged by Careers Wales and their schools. In 2014 170 young people were identified and through the transition programme 69% of these became re-engaged.

Ceredigion Youth Service run a transition project, taster sessions and summer skills residential courses as preparation for employment – the 2014 one attracted 36 attendees who achieved 127 accredited outcomes.

Delivery through the medium of Welsh

3.24 A number of local authorities employ Welsh language youth workers with some working in partnership with the Urdd. Delivery takes place in both Welsh Medium and English medium schools. The Urdd also facilitate youth clubs directly with schools and provide accreditation and volunteering opportunities for young people.

4. Funding and staffing

4.1 This section outlines the findings of the research in terms of how youth work in schools is funded and staffed.

Key messages

- **A wide range of funding structures and sources** are in place to support the delivery of youth work in schools across Wales.
- **Core funding** from local authorities **is supplemented by a range of additional funding sources** such as Families First, Communities First, ESF funding for specific youth work in schools projects, voluntary organisations and funding from some schools.
- **Funding is closely linked to staffing arrangements** and local authorities reported a wide range of staffing arrangements for their youth work in schools activities including **full time and temporary youth workers and specialist staffing arrangements** where required.
- There is a contrasting approach to local authorities asking for contributions from schools for the provision of youth services. Some local authorities reported **a drop in demand for youth services** in schools when schools were charged for them.
- **Current funding issues have impacted upon staff numbers** in a number of local authorities.
- Some local authorities considered that the Welsh Government should provide more **formal direction** for schools to spend the Pupil Deprivation Grant on youth services.

4.2 A range of funding structures and sources are in place to support the delivery of youth work in schools across Wales. The principal funding sources are:

- Core funding from the Welsh Government's to local authorities (This is not ring fenced and the proportion spent on youth work varies)
- The Welsh Government's Revenue Support Grant
- These are often supplemented by additional funding sources such as the Pupil Deprivation Grant and from

initiatives such as Families First and, where geographically relevant, Communities First.

- Some local authorities have also developed ESF funded projects relating to engaging young people, particularly those who are NEET or at risk of becoming NEET.
- Across some local authorities schools also provide a contribution towards funding activities, and some charities and agencies provide services to schools at no cost to the authority or school.

4.3 Some funding also comes from joint activity with the voluntary sector e.g. projects involving organisations and agencies such as ASH Cymru, Red Cross, and Cwmbran Centre for Young People. These voluntary organisations also source their own funding from a wide range of funders such as Big Lottery Fund, Public Health Wales, the Healthy Schools project, Connecting Classrooms (see Swansea University Case Study) and ESF projects such as PRE-VENT which operates across four local authorities in south east Wales.

4.4 The Urdd, sometimes in partnership with local branches of Menter Iaith, also provides funding for some youth workers across Welsh medium schools in Wales. Every county has a core development officer or officers who lead on sports, eisteddfodau and youth clubs - ‘aelwydydd’.

4.5 Funding is closely linked to staffing arrangements and local authorities reported a wide range of staffing arrangements for their youth work in schools activities. These arrangements generally involve a mix of permanent full time equivalent (FTE) youth workers funded through the local authorities’ core spending and sources such as Families First and Communities First. Some staffing arrangements are funded through joint departmental initiatives in certain local authorities. Staffing for youth services also includes those on temporary or specialist delivery contracts plus a range of workers funded through other alternative sources

such as those outlined above, including joint initiatives with the voluntary sector.

Youth work in schools delivered through core funding

4.6 Rhondda Cynon Taf (RCT) currently provides the most sustained youth work activity and high staffing levels in schools in Wales. This reflects the wide number of projects being funded within the local authority and its wider strategic goals of supporting pupils in school and in the wider community. Within each of the 17 secondary schools across RCT there are 2 full-time members of staff, 34 full-time posts in total. All staff are funded through the local authority's core funding.

4.7 RCT employ a Youth Participation Officer who delivers out of school learning activities and after school activities, and a Youth Re-engagement Officer who provides one to one support and group work through providing peripatetic services. The two full time staff have the capacity and resources to bring in other staff to deliver extended provision e.g. staff delivering community services deliver provision in schools. The full time staff in schools also devote some time to community based provision. The PYO noted that the service is not tied to external funding agreements and that this can therefore enhance flexible delivery.

4.8 In Conwy provision is also currently core funded, the youth service funds all the accredited delivery, and schools make no financial contribution to activities delivered. However, there are some additional youth work activities in schools via Communities First and the Pupil Deprivation Grant. These activities aim to enhance what services are being offered, and used, by schools. The Conwy PYO reported that when projects were grant funded schools were keen to become involved but when funding stopped so did the projects. Following restructuring two years ago targeted funding now supports the youth worker in schools role and the PYO believes this method is more sustainable.

4.9 In Ceredigion ESF funding was used to deliver youth work in schools activities. While this has now finished the local authority have still kept elements of youth work in schools and the Learning Services budget covers their core activities now. While losing the ESF funding has forced the reduction in terms of staff numbers it has given them a more sustainable focus through core funding. The PYO reported that the current strategic goals were to make youth work in schools more sustainable 'otherwise talented staff keep moving on when the funding runs out'. She noted that they invest a lot of time in training staff and thus it becomes a waste of resources if funding keeps being interrupted. Being part of the Local Authority's core funding strategy also raises the profile of youth work in schools.

4.10 Several other local authorities retain full time youth workers in every school. In Caerphilly there are currently four schools with permanent youth workers based there. In several cases there was a pre-existing youth worker at the school and a new funding arrangement has converted the youth worker into a dedicated youth work in schools role. Three of the four work throughout the year (during the holidays they are based at Crumlin Institute). Family workers are also based at the schools (term time only) and work with the respective youth workers and link with other relevant projects. In Carmarthenshire each of the 12 secondary schools has a full time youth support worker. The local authority also funds a full time youth worker in a special needs school (age range 7-16).

4.11 Some local authorities use cross departmental approaches to staffing, For example, in Newport there are currently 13 FTE posts within the Local Authority relating to youth work. They take a cross departmental approach across the authority with the aim of complementing the engagement of young people with a range of generic and specialised support projects. In Conwy 2 youth workers work alongside a healthy image project worker when required delivering mobile provision as part of a multi-disciplinary

team. In Swansea there are currently 8 full time youth workers attached to schools and supported by other departments on targeted initiatives and part time workers. In Powys full time youth workers combine with early intervention workers and 3 detached workers delivering transitional work to engage with all schools as well as in community settings.

Combined funding approaches

4.12 While some local authorities use core funding for their youth work in schools most use a range of funding sources. Specific examples include Cardiff where funding comes primarily from Families First grant – 50.4% of the service is funded through this means while 27.7% of the Revenue Support Grant is allocated to the youth services for provision. Wrexham provides some core funding with the majority via Families First and some additional funding from the 14-19 network. Wrexham and Cardiff noted that no funding comes directly from schools. Caerphilly operates a model whereby Communities First fund parts of their youth work in schools and schools match fund the other half. This approach finances the school workers and the link workers involved in delivering the activities

4.13 Newport's youth work in schools started with Cymorth funding, and then Families First which was linked to improving attainment and attendance. The PYO also reported that some schools fund their own youth officers for certain roles and they work in partnership with them to complement these activities.

4.14 Families First provides an additional funding route for some local authorities. In Pembrokeshire the youth service has now moved across to Families First funding to bridge funding gaps and support part time youth workers in all schools. In Powys Families First funding is used to specifically fund certain activities. 6 early intervention workers are thereby funded through these means while the local authority also provides a universal youth work in

schools service and uses Welsh Government Revenue Grant to fund detached worker posts.

4.15 Additional examples of combined funding approaches include Cardiff where 5 mentors are funded through Families First alongside their core 12 youth workers for 22 schools. In Swansea their core funding is around £1million and they also have significant amounts from Families First and Communities First, Welsh Government revenue grant and traveller Education Service which is matched with co-funding by the council. In the Vale of Glamorgan funding comes from various different pots including the youth service revenue grant, Families First grant, 14-19 regional grant and schools contributions. In Blaenau Gwent posts are funded through core funding received from the council plus Families First funding for full time posts based in schools and a sexual health worker.

School contributions and using the Pupil Deprivation Grant

4.16 There is a contrasting approach to local authorities asking for contributions from schools for the provision of youth services. In Denbigh, for example each school pays £6,500 annually which is supplemented by core funding, 14-19 Learning Pathways and youth work support grant to fund youth workers. The PYO noted that the local authority used to provide these services for free but are now asking schools for small contributions to bridge funding gaps and that this is mainly focused on 1 to 1 activities. The PYO reported that schools are ‘happy to pay for this as a last resort.’ Denbigh also work with Communities First through their work with young people NEET or those young people at risk of becoming NEET.

4.17 In Torfaen the PYO and other youth service representative noted their impact has lessened in some respects now as they have to charge schools, based on an edict taken by the Director of Education. They have gone from delivering to 6 schools in the

borough to delivering to 3 as a result of these charges. Previously they delivered services in lieu of a donation to support travel. Torfaen noted that these charges are placed in the central funding pot and used for accreditation, planning and registration. It's only payment for direct delivery and their staffing that is now covered by the local authority's revenue grant. The PYO noted schools' reluctance to pay for services using the Pupil Deprivation Grant and this was a theme taken up by several other local authority PYOs.

4.18 Some Local Authorities have had to cut back in their provision due to funding issues. In Ceredigion there are 7 secondary schools and their youth services currently operate in 6 of them. Previously Ceredigion had 7 youth workers – and these posts were supported by additional ESF funding. This additional funding has now finished and the Local Authority has pooled its resources and developed three full time youth workers' posts. These individuals spend two days in each school a week. Similarly Denbighshire schools currently share 2 youth workers, again this is due to funding issues.

4.19 Neath Port Talbot provided some indication of the challenges in engaging with schools regarding funding through the Pupil Deprivation Grant (PDG) 'it has been difficult to engage with schools on this and to get them to understand that it's not just to fund Teaching Assistants and that youth services offer an alternative delivery model.' The PYO also reported that the Director of Education has suggested other avenues for spending the PDG such as youth work but it cannot be enforced and more direction is needed from the Welsh Government for this. This views was also held by the Ceredigion PYO 'the schools don't give us any funding via the PDG - they talk a poor mouth. If the Welsh Government insisted on this it would help us immensely.'

Funding through the European Social Fund

4.20 Some local authorities reported previous engagement with ESF funding to support youth work services in schools. Regarding the future of ESF funding a number of Local Authority PYOs considered that this would be a focus for funding bids. Some suggested that the focus of this new round of funding will be very NEET orientated and this will therefore influence the type of provision of youth work in schools to be developed. For example, Conwy are working on a submission for ESF funding for an alternative curriculum project to start in September. Funding is initially for three years and it will involve two youth workers attached to schools as part of a multi-disciplinary team. Neath Port Talbot reported that they are more focused these days on qualifications rather than community-based activities which have been funded previously through ESF.

5. Monitoring of projects

5.1 This section outlines the findings of the research in terms of how youth services, both statutory and non-statutory monitor their provision in schools. Data is required by funders but also youth services and voluntary organisations to assess and reflect on the success of projects in order to determine whether the project is having a positive impact and to influence the design of future delivery models.

Key messages

- A large amount of monitoring using a **variety of approaches** exists across Wales to assess engagement of young people in youth work in schools' activities
- The **value of projects** delivered is gained by analysing attendance records, improvements in attainment, distance travelled – self efficacy questionnaires, accreditations awarded, destination data, general reports regarding attitude towards school, and case studies collected
- It is difficult to capture the **impact of the softer/social skills** along with impact to a young person's **aspirations**, which may not become evident until leaving formal education
- There is potential to introduce **one system for all schools** to allow for the sharing, recording and managing of monitoring information
- It is important that monitoring **does not impact negatively** on face-to-face contact time between youth workers and young people

5.2 Monitoring of youth work delivery in schools is taking place across Wales. There are a wide variety of methods applied, as youth services fulfil their obligations to funders and submit data for the National Youth Service Audit each year. These submissions report on many aspects of youth service delivery; the numbers engaged, quantity of accreditations achieved, including a break down by age and gender, and the type of activities delivered.

5.3 A breakdown of staff numbers and their level of qualification, and budget are also included, resulting in a pan-Wales overview by local authority, all publicly available on the StatsWales website.

5.4 School based projects are highlighted, however, the audit measures numbers engaging with the service and total hours of engagement. The only indication of impact is the percentage of members achieving accreditations with no indication of the impact on 'softer' and more qualitative outcomes.

Monitoring approaches used

5.5 Local authority youth services monitor their activities using a variety of approaches, with monitoring data collected every month and target performance reports submitted by youth workers. These reports contain details such as the number of sessions attended, one-to-one sessions delivered and numbers engaging with projects. Results based accountability is also used to measure soft outcomes.

5.6 Some of the tools used to monitor projects by youth services include Rickter Scale, Demonstrating Success, QES Management Information Services, Outcomes Star, Vulnerability Profiling Tool, My World assessment and the Rowntree Foundation Matrix. There is not an agreed approach applied consistently across all local authorities with some considering adopting alternative approaches at the time of writing. The extracts below illustrate alternative approaches reported by different local authorities.

'The youth service is aiming to develop an outcome star method to measure how far individuals have come; used at the start of the programme, on completion and revisit later. The aim is to pilot the idea in the near future – it would not be applicable for all youth work – but could be used in schools.'

'A suite of recorded learning outcomes on QES are used. Schools are asked for feedback on elements such as behaviour and attendance.'

'We are considering using the Rickter Scale in the future to enhance the consistency of monitoring.'

'Rhondda Cynon Taf use the Vulnerability Profiling to evaluate whether the support put in place is working for young people. It enables the services to monitor the participation levels of vulnerable young people across all provision and allows for adjustments as needed and to hold providers and staff accountable for the impact of their work.
Intended outcomes:

- *Improved educational outcomes*
- *Improved social and emotional wellbeing*
- *Reducing gaps in attendance and attainment for vulnerable groups*
- *Young people able to access their entitlements*

Performance indicators:

- *Number and percentage of vulnerable young people participating in service provision*
- *Number and percentage of young people participating in sport*
- *Number and percentage of young people achieving a meaningful qualification i.e. contributing to level 2 threshold.'*

5.7 Other forms of monitoring reported by PYOs include attendance records, improvements in attainment, distance travelled – self efficacy questionnaires, accreditations awarded, destination data, (especially at Key Stage 4), general reports on improvement in attitude towards school. Case studies are also developed to provide an indication as to the value of the projects delivered in schools across the different local authorities.

5.8 Facilitating progression for young people and enhancing their wellbeing is key. However PYOs reported that social/softer skills are not easily captured, along with any increase in a young person's aspirations. With the voluntary nature of youth work always in evidence it was acknowledged by some PYOs that 'turning up to sessions is a positive outcome'.

5.9 Evidencing these soft outcomes involves a range of activities. This can involve youth workers writing reports at the end of each session focusing on an individual's engagement/action plan. Voluntary organisations delivering youth work in schools also use

similar approaches. For example, the Red Cross records the confidence young people perceive they have about an issue before undertaking the session and on completion. This data is then analysed centrally to support future engagement. ASH Wales Cymru also collect monitoring data, including self-assessment from the deliverer, location, number of contacts, and feedback from teachers.

Importance of monitoring

5.10 The benefit of collecting and analysing monitoring data effectively to support improvement and evidence of impact for projects forms an important role for youth workers and reinforces the benefits to schools and communities to engage with youth work. For some PYOs effective monitoring allows them to better promote the potential impact of their youth work in schools projects.

5.11 Some schools and youth services meet monthly to assess progress and any impact on the young person/s directly involved or those indirectly affected i.e. other members of the class. These progress meetings can result in young people moving on to other activities provided by the youth services including specialist one-to-one engagement while other young people move back into full time or mainstream education.

5.12 Schools collect data that supports identification and engagement of young people, yet it is apparent that not only across Wales as a whole, but within local authorities data is collected differently. Several PYOs proposed that there is potential to introduce one system for all schools to allow sharing, recording and managing of information in those local authorities that do not already have this in place. PYOs were of the opinion that this system could be introduced at a national level for sharing across the whole of Wales and that more consistency would result.

5.13 While greater cohesion of monitoring systems was called for PYOs did raise concerns regarding the perceived high levels of

monitoring required for youth services. It was felt by some that, while these processes can assist in providing the drive to continuously improve services they can reduce actual time spent in undertaking engagement activities with young people.

5.14 The independent representative body for the voluntary youth work sector in Wales CWVYS receive feedback regarding their members' engagement with schools. With CWVYS operating regional consortium groups of their organisations that enable the sharing of information, similar consortia actions involving youth services across the Welsh region could contribute to a more coherent youth service delivery across Wales. However, it is acknowledged that sharing of such information is not without issue, regarding the confidentiality of, and access to such a database.

5.15 The key to the potential successful implementation of the Youth Engagement Progression Framework (YEPF) has been identified as being 'a whole system approach in which roles and responsibilities are more clearly defined and in which all of the agencies and providers working with young people will need to collaborate to deliver effective outcomes for young people' (Welsh Government, 2013). Although PYOs reported that data and tools used to address the framework across Wales differ between local authorities, they include the same component elements. Monitoring of youth work in schools could possibly benefit from a similar approach/framework in future.

6. Working relationships

6.1 This section outlines the findings of the research in terms of how working relationships between the youth service, schools and other partners are established and managed.

Key messages

- The links with schools are strongest when they are **well-established** and **trust** has been developed.
- The **level of monitoring** of youth work and the **frequency of reporting** and meetings between youth workers and school staff vary enormously.
- The youth service has to approach each school on an **individual basis** and cannot offer a 'one size fits all' approach.
- **Financial continuity** is key so that there is stability in what is being offered to the young people**.**
- **Challenges** remain in developing and sustaining partnerships and ensuring that the positive messages relating to youth work filter down to schools

6.2 Several of the youth service managers described that they took part in strategic meetings or regularly presented to a group of school head teachers at cluster meetings or similar. This was an effective method of maintaining contact at a strategic level with the school although challenges still remain in ensuring that those messages then filter down through the schools.

6.3 Many individuals consulted explained that establishing and maintaining links with schools was time consuming and was especially challenging for those local authority departments which had recently faced a reduction in the number of staff. In most cases the youth service sits within the education department in the local authorities which facilitates the links with schools, but this is not the case everywhere.

6.4 The links with schools are strongest when they are well-established. Where those links have been made over a number of years the schools ‘trust’ the youth workers and understand their role within the school. They young people themselves also then recognise the youth worker and there can be a word of mouth recommendation within the pupil community that the youth worker is to be trusted. This is not a situation that can happen overnight, nor is it a task which is ever finished however once the reputation of the youth worker is established amongst the school staff then ‘the referrals start to come in’.

6.5 Once the relationships with schools have been established there can be a danger that the youth worker is drawn in to deliver other activities within the school. Several youth workers described the balancing act of being willing to help out with various school activities but being careful of not being drawn in to those tasks which detract from delivering youth work in the schools.

6.6 The level of monitoring of youth work delivery by the school management team and the frequency of reporting and meetings between the youth worker and school staff vary enormously. One youth worker directly employed by a school described a situation of ad hoc informal meetings between himself and the head teacher but no formal targets or reporting structures in place. More common practice described by some youth workers is to collect and share evidence on all delivery, for example observation notes on all sessions delivered, distance travelled forms for all young people seen, and regular meetings with school management to discuss changes in behaviour and attendance.

6.7 The promotion of youth work in schools is about demonstrating that a youth worker brings a range of different skills to the schools. PYOs reported that they build relationships with young people in a different way and they use different approaches to the approaches that teachers use. In many cases the youth worker is also linked to youth club so the young people then know how to access other support outside of school.

6.8 The key success features to a good working relationship between the youth service and schools vary from area to area and school to school. However some common features reoccurred in the consultations for this study, namely,

- It is easier to forge links with schools when the youth service sits within the education department;
- The youth service has to approach each school on an individual basis and cannot offer a ‘one size fits all’ approach. Some schools, for example, prefer accreditation, some prefer direct one to one work, others a whole class approach.
- There needs to be time invested in raising the profile of the service and being very visible for schools (presence at roadshows, events etc.);
- It is important to make sure the youth service staff speak to the right people within the school both in promoting new relationships and in maintaining existing ones – it is therefore about identifying the right person to liaise with which include the school secretary, the head of year and the head teacher.
- Contact between the principal youth officer (or equivalent) and the area’s head teachers is especially beneficial in forging the links between schools but it is only the first step as information and knowledge must be filtered down through schools.
- Once a link is established and delivery of youth work begins in a school, these points were identified as key success factors.
- A ‘dedicated space’ for the worker and a clear understanding of the role of the youth worker by the school with clarity regarding the amount of ‘drop-in’ access and the referral process to be used by teaching staff.
- Financial continuity is key so that there is a stability to what is being offered to the young people. Delivery to last for at least one academic cycle, including holidays.

- A percentage of the youth worker's time in a school to be set aside for promoting school relations.
- The relationships between young person and youth worker to be positive, and built on respect and trust.
- Youth workers from all schools in an area to be brought together as often as possible so that peer learning takes place and for the workers to receive the support of a team.

6.9 Despite examples of good and interesting practice across Wales there was a concern that since there is currently no statutory guidance for youth work in schools partnerships don't naturally happen and that 'it is currently a very disjointed approach – it's who you know rather than what young people need'.

6.10 The promotion of youth work in schools is about demonstrating that a youth worker brings a range of different skills to the schools. They build relationships with young people in a different way and they use different approaches to the approaches that teachers use. In many cases the youth worker is also linked to youth club so the young people then know how to access other support outside of school.

6.11 The relationships between schools and the youth service takes place within the context of the Youth Engagement and Progression Framework (YEPF). This framework aims to help government agencies, local authorities, schools, colleges, training providers, youth services and Careers Wales to reduce the number of young people not in education, employment or training (NEET). The framework has six component elements, designed to be effective at increasing youth engagement and progression. They aim to:

- identify young people most at risk of disengagement
- provide better brokerage and co-ordination of support
- provide stronger tracking and transition of young people through the system

- ensure provision meets the needs of young people
- strengthen employability skills and opportunities for employment
- provide greater accountability for better outcomes for young people.
- Local authorities (LAs) have been charged with providing strategic leadership of the implementation of the Framework, ensuring close working between partners.

7. Barriers to youth work in schools

7.1 Individuals consulted noted a number of factors that create barriers to the delivery of youth work in schools. This section outlines these barriers and, where possible, offers suggestions for overcoming these barriers.

Key messages

The main barriers to the delivery of youth work in schools are as follows:

- Funding:
  - Local authorities are experiencing **funding cuts** which is reducing the youth services capacity to deliver provision.
  - Challenges in securing long term funding means that youth services **cannot make long terms plans** for the delivery of provision.
- Perceptions of youth work:
  - **A lack of knowledge** of youth work can lead to **negative** perceptions.
  - Negative perceptions can also lead to **unrealistic** expectations of youth work.
  - Youth services are regularly required to ***'prove their worth'*** and promote the benefits of youth work.
- Schools priorities:
  - **Pressures on schools** to perform academically means schools are more focused on **hard outcomes** (e.g. attainment and qualifications).

Funding

7.2 Funding was one of the most common issues mentioned that negatively impacts on the delivery of youth work in schools. As noted in chapter 4 local authorities receive funding from the Welsh Government however local authorities are experiencing cuts to this funding. These funding cuts mean that local authorities youth services have had to reduce their numbers of staff. This reduction in staff means that the capacity of the youth services decreases, which can thus limit the amount and quality

of youth work that can be delivered. Therefore, the availability of funding has a major impact on the delivery of youth work.

'Funding dictates what can be delivered.'

7.3 Securing funding to deliver youth services can be challenging. Often youth services are unable to secure long term funding. For example, one PYO explained that the youth service is reliant on external funding. Every year it is required to review its funding, which means that it can only plan the delivery of youth work for that year. This uncertainty prevents youth services from making long term plans with regards to the delivery of their youth work.

7.4 Although, as reported above, local authorities receive funding from the Welsh Government, this funding is not specifically for youth work in schools. To alleviate funding as a barrier to youth work, one interviewee suggested that the Welsh Government could introduce funding directly targeted at youth work in schools.

Perceptions of youth work

7.5 Schools' perceptions of youth work has a significant impact on relationships between youth services and schools. Schools that tend to value youth work are more likely to have developed positive working relationships with youth services over a sustained period of time.

7.6 Overall perceptions of youth work have improved over the years and PYOs were generally positive in their assessment of demonstrating their value to schools. However, many of those who were interviewed as part of this research noted that there is 'still a way to go' in order to build on previous impact and further change perceptions of the potential of youth work.

7.7 Occasionally a wrong perception about what youth workers do can lead schools to have unrealistic expectations for youth work. It can also cause schools to not value youth work and to be less engaged with youth services.

'You have to prove your worth in a school.'

7.8 These wrong perceptions are often due to a lack of knowledge of what a youth worker's role is and what they have to offer. Consequently, many PYOs highlighted how youth services are regularly required to 'prove their worth' and to promote the benefits of youth work. This suggests the need to improve the profile and understanding of what youth work is and the impacts it can have. To do this, it is important that youth services ensure that they evidence the impact that their youth work is having on young people and how this benefits the schools.

7.9 PYOs interviewed offered examples of how their youth service promotes their youth work. One example included demonstrating that youth workers bring a range of different skills to schools and use different approaches to those that teachers use, which enable them to build relationships with young people in different ways.

7.10 Other examples of how youth services promote their youth work include the following:

- publicise activities through termly reports to schools;
- sending an offer letter to all schools to outline the type of provision that the youth service can deliver;
- Meet with head teachers and deputy head teachers to explain what youth work has to offer;
- Deliver presentations to schools which show what youth workers do and how they can have a positive impact on young people and schools.

'It's about how we're taken seriously.'

Schools' priorities

7.11 Different agendas between schools and youth services can cause a barrier to the delivery of youth work in schools. Schools are often judged on the academic performance of their pupils. Therefore there appears to be a high level of pressure placed upon schools to achieve their academic targets. According the PYOs, pressures on schools with regards to their hard outcomes means that schools are more focused on attainment. There may, therefore, be less opportunity for young people to take part in other activities that are not directly related to attainment.

7.12 Schools are nevertheless reported to be generally interested in what youth work has to offer to them. Pressures on schools to perform academically means that schools may not see the benefits of youth work activities which do not have accredited outcomes. This, again, suggests the need for youth services to promote their offer and, in particular, show how youth work benefits schools.

'It's quite hard to break into what is already a very full curriculum at times and provide alternative provision.'

8. Conclusions

8.1 This section outlines the conclusions of the research.

Key messages

The main conclusions are as follows:

- Benefits:
  - Youth work in schools is **successfully delivering a range of benefits** for young people, schools and communities in Wales.
  - It is adding **value** to the statutory curriculum and contributing to increased **attainment** and **attendance** levels and addressing issues relating to young people NEET.
  - Participating in youth work has improved young people's **soft** and **academic skills and raised their aspirations**.
  - Youth services' **close partnerships** with schools, voluntary organisations and community groups are helping young people make a **positive contribution** to their communities.
- Challenges:
  - **Funding cuts** are affecting provision in many local authorities and impacting on the **capacity** for youth services to **sustain** provision.
- Future priorities:
  - **Financial stability**, more coherent and effective **monitoring, networking** and **promotion** of youth services is required to ensure that youth work in schools retains its capacity to deliver **benefits** for **young people** across Wales.

8.2 The evidence gathered during the study illustrates that there is a wide variety of youth work in schools taking place in every local authority across Wales. These youth services are supported by a similarly wide range of funding and staffing structures for the delivery of youth work in schools.

8.3 Core funding from local authorities is supplemented by a range of additional funding sources such as Families First, Communities First, ESF, voluntary organisations and funding from some schools. This variety of funding is ensuring that youth services

are currently sustaining youth work in schools across all local authorities.

8.4 Qualitative evidence from a wide range of stakeholders suggest that youth work in schools supports the statutory curriculum, enriching it and delivering a range of benefits for young people, schools and the wider community. The essential element of this youth work, mentioned by all PYOs and other stakeholders is the voluntary engagement of young people.

8.5 This is a key factor in youth work's delivery, sustainability and its positive impact. There is a strong focus from all local authorities and voluntary organisations on designing services that suit the support needs of young people and link to their interests and aspirations.

8.6 Youth work in schools offers an alternative and complementary approach which adds value to formal education. This has been evidenced through the wide range of activities that are delivered in schools and the reported benefits delivered to young people, teachers, schools and the wider community.

8.7 Engagement in youth work has contributed to improving young people's soft and academic skills set, raising their aspirations and engagement with education and the wider community, and enabling them to access other forms of support and progression routes.

8.8 Qualitative evidence suggests that youth work in schools is contributing to reducing young people's chances of becoming NEET through raising their educational aspirations, encouraging their interests and offering alternative curriculum qualifications to enhance progression opportunities.

8.9 These benefits links to wider reported benefits to schools and staff regarding improved attainment and attendance levels and a reduction of disruptions in the classroom alongside an opportunity to develop new skills and materials. Local authorities' youth services close partnerships with voluntary organisations and

community groups help young people make a positive contribution to their communities.

8.10 Youth work in schools provides a complementary approach to formal education which offers many benefits to young people, schools and communities. However for these benefits to be achieved, it is important that the delivery of youth work fits in with schools' routines, priorities and ethos.

8.11 Youth services have recognised that successful engagement requires them to approach each school on an individual basis. Youth services' links with schools are strongest when they are well-established and trust has been developed between key individuals and successful partnerships are in evidence across Wales.

8.12 The promotion of these benefits of youth work in schools is therefore essential in securing and maintaining positive perceptions of youth work. Effectively evidencing the impact should help promote the benefits of youth work in school. While there is evidence that most, if not all youth services, undertake monitoring of their impact there is not an agreed approach applied consistently across all local authorities.

8.13 Monitoring of youth work in schools could therefore potentially benefit from an approach based on a nationally recognised and used system which would allow youth services to effectively measure their impact and demonstrate their worth.

8.14 A single national system may address the concerns expressed by some PYOs relating to increased monitoring negatively impacting on face-to-face contact time between youth workers and young people. In addition, it could develop an agreed approach to measuring impact on softer skills, aspirations and well-being of young people engaged in youth work projects.

8.15 While youth work in schools delivers a wide range of benefits the youth services sector faces a number of challenges in Wales. Funding cuts are affecting provision in many local authorities and

impacting on the capacity for youth services to more long term provision. PYOs reported that this can affect the sustainability and effectiveness of delivery. Financial continuity is therefore key so that there is greater stability in terms of planning and delivery for future delivery.

8.16 While the use of a wide variety of funding sources has allowed youth services to continue their engagement with schools current funding challenges for local authorities mean some youth services are at risk, and have been downsized in some cases.

8.17 The reliance on funding sources such as the European Social Funds which ended in 2014 has also led to a lack of sustainable engagement and delivery for some local authorities and this impacts on future planning. For some PYOs there was also a lack of direction from the Welsh Government in terms of encouraging schools to spend their Pupil Deprivation Grant on youth services.

8.18 There is a contrasting approach in terms of local authorities asking for contributions from schools for the provision of youth services. Some local authorities' PYOs reported a drop in demand for youth services in schools when schools were charged for them.

8.19 Others reported that schools were happy to pay for some services, and that these services were agreed based on demand. Where services are valued and tailored to the requirements and ethos of schools then it would appear there is more acceptance from schools to contribute to funding.

8.20 Schools that tend to value youth work are more likely to have developed positive working relationships with youth services over a sustained period of time. Challenges nevertheless remain in developing and sustaining partnerships and ensuring that the positive messages relating to youth work filter down to schools.

8.21 The example of regional consortia developed by CWVYS could be a potential model to consider in relation to creating a more coherent youth service delivery network across Wales. This could

potentially be linked to the reorganisation of local government over the next few years.

8.22 Overall, youth work in schools is successfully delivering a range of benefits for young people, schools and communities in Wales, as is illustrated in the ‘Strengths’ part of the SWOT diagram in figure 8.1. It is adding value to the statutory curriculum and is contributing to increased attainment and attendance levels and issues relating to young people NEET. The ethos of voluntary engagement links services to young people’s needs and aspirations while successful partnerships based on trust have developed between youth services and schools.

8.23 Nevertheless financial stability, more coherent and effective monitoring, networking and promotion of youth services are all challenges to be faced in ensuring that youth work in schools retains its capacity to deliver benefits for young people across Wales. Further opportunities and threats are presented in figure 8.1.

Fig 8.1: SWOT Analysis of current youth work in schools

Strengths

- Wide variety of activities provided across Wales based on individual need;
- An alternative and complementary approach adding value to formal education;
- Youth work in schools improves both soft and academic skills;
- Supportive environment enhances engagement with education and raises aspirations;
- Helps to reduce numbers of young people NEET;
- Access to other support and qualifications is possible as result of youth work in schools;
- Attainment and attendance levels improve;
- Classroom disruption decreases;
- Youth workers bring up to date resources to schools and help improve teachers' knowledge;
- There can be an increase in young people's engagement with community youth work.

Weaknesses

- Lack of knowledge of youth work can lead to negative perceptions;
- There are sometimes unrealistic expectations of youth work;
- Funding cuts leading to lack of strategic planning and sustainability;
- Some local authorities reported a drop in demand for youth services in schools when schools were charged;
- Lack of consistency and coherence in monitoring can limit promotion of youth work;
- Level and type of monitoring of youth work, and frequency of reporting and meetings between youth workers and school staff varies;
- It is difficult to capture the impact of the softer/social skills along with the impact on a young person's aspirations.

Opportunities

- Developing better partnerships between schools, youth groups and local community groups based on trust;
- Youth work needs to be linked closely with the school ethos;
- Additional promotion of the benefits of youth work in schools to maintain positive perceptions of youth work;
- Ongoing delivery by local authorities and voluntary organisations working independently and in partnership;
- Potential for the Welsh Government to provide formal direction for schools to spend the Pupil Deprivation Grant on youth services;
- Potential to introduce one system for all schools to allow for the sharing, recording and managing of monitoring information.

Threats

- 'One size fits all' approach is not the answer, each school must be engaged on an individual basis;
- Local authorities are experiencing funding cuts which are reducing youth services' capacity;
- Funding issues can impact upon staff numbers;
- Challenges in securing long term funding means youth services cannot make long terms plans for the delivery of provision;
- Pressures on schools to perform academically means schools are more focused on hard outcomes;
- Challenges remain in sustaining partnerships and ensuring that the positive messages relating to youth work filter down to schools;
- Monitoring must not impact negatively on face-to-face contact time between youth workers and young people.

Annex 1: Methodology

i. This section provides an overview of the methodology that was used to conduct the evaluation of the impact of youth work in schools in Wales and to identify examples of good practice.

Overview of the methodology

ii. The study involved initial desk research; in-depth interviews with all 22 local authorities' Principal Youth Officer or their equivalent and additional members of youth services teams, in-depth interviews with voluntary organisations and the collation of case study material based on these interviews and additional desk research. Below we outline the rationale and limitations of the methodology, whilst paragraphs 5 to 10 provide an overview of these approaches.

iii. The rationale for the approach outlined above was to enable a wide range of information to be collected regarding youth work that is taking place across Wales. In-depth interviews with Principal Youth Officers allowed a detailed insight into how local authorities currently approach youth work in schools. At the same time, in-depth interviews with a selection of voluntary organisations offered examples of how voluntary organisations play a key role in the delivery of youth work provision in schools, in both national and local contexts.

Limitations of the methodology

iv. The methodology adopted for the research has provided an important insight into the type of youth work taking place in schools and the impact of this work. However, the scope and timescales for the research has meant that the findings of the evaluation provide a valuable overview of currently activity. It does not however provide a fully comprehensive picture of the youth work that takes place in schools across Wales and a detailed mapping study could be considered in future to provide this.

Desk research

v. The topic of youth work in schools has received much attention over recent years. The desk research involved reviewing previous research

in order to place the evaluation in its proper context. The desk research also involved a review of local authority websites to gain an initial understanding of what the local authority youth services deliver in schools.

Interviews with local authorities' Principal Youth Officers

vi. Each local authority has a youth service delivering youth work provision. To gain an understanding of how local authority youth services approach youth work in schools, the research team interviewed relevant representatives from all 22 local authority youth services across Wales. In most cases these interviews were held with Principal Youth Officers[2], and in other cases they were held with individuals who were specifically responsible for youth work in schools. For the purpose of this report, all those interviewed at this stage of the research will be referred to as Principal Youth Officers (PYOs).

vii. Interviews with PYOs involved an in-depth discussion, either face to face or by telephone, regarding the nature of the youth work that takes place in schools across the local authority area, how effective it is, relationships between the youth service and schools and any barriers to delivering youth work in schools (see annex 2 for interview topic guide).

Interviews with voluntary organisations

viii. There are a number of local and national voluntary organisations that deliver youth work provision. To gain an understanding of how youth work in schools is delivered through voluntary organisations, the research team interviewed representatives from a selection of both national and local voluntary organisations delivering youth work in schools. These included ASH Wales Cymru, Council for Wales of Voluntary Youth Services (CWVYS), Cwmbran Centre for Young People, Discovery Student Volunteering - Swansea University, Duke of Edinburgh's Award, Ethnic Youth Support Trust (EYST), the Red Cross and Urdd.

[2] Principal Youth Officers may also have a different title. The role of the Principal Youth Officer of each local authority also varies and they operate within a range of different departments.

ix. Similar to the interviews with PYOs, interviews with voluntary organisations involved in-depth discussions regarding the nature of the youth work that the organisation delivers, how effective it is, relationships between the voluntary organisation and schools and barriers to delivering youth work in schools.

Collation of case studies

x. Arad has produced a series of case studies to provide examples of good practice taking place across Wales. The case studies have developed through the interviews and additional desk research using youth services monitoring data. A selection of these case studies is included in Annex 3; they illustrate the variety and breadth of youth work in schools projects across Wales delivered by the statutory and non-statutory sector.

Annex 2: Interview topic guide

PYO Topic Guide

Youth work and the nature of provision

1. How do you define youth work in schools?

2. What youth work takes place in schools in the local authority area?
   - What type of provision is on offer and how is it delivered? (E.g. Targeted/referral programmes, Drop-in programmes in school hours, Information, advice and guidance, Personal, Social, Health Education (PSHE), Participation work, Duke of Edinburgh Award, Sporting activities)

3. How many youth work projects are currently taking place in the local authority?

4. How many schools do youth services currently engage with?

5. What types of schools have engaged with youth projects up to now? (e.g. 11-16, 11-18, 16-18, special, independent?) Is there scope to broaden this engagement?

6. How is youth work in schools currently funded?

Benefits and effectiveness of youth work in schools

7. What are the benefits of youth work in schools?
   - How does it benefit young people?
   - How does it benefit teachers?
   - How does it benefit schools e.g. extending curriculum, ethos, links with community? How does it benefit youth services and local authorities?

8. How effective are these youth work projects in meeting their specific aims?
   - What monitoring data, if any, do you collect to measure the effectiveness of youth work projects? (e.g. any impact on attendance, behaviour and attainment in school?)
   - Do these youth work projects contribute to the reduction in those young people classified as NEET? If so, how?
   - Do you have any specific examples of effective youth work in schools?
   - What are the success factors of these particular projects?

Links between schools and youth services

9. How are relationships between youth services/youth workers and schools formed and maintained?

10. What makes links between schools and youth services successful/not successful?
    - What are the key features or characteristics of effective links between schools and youth services?

11. How can links between schools and youth services be sustained and improved?

Barriers and future engagement

12. Are there any current barriers to youth work engagement in schools?

13. How can the promotion and delivery of youth work in schools be improved in future?

14. How can youth work in schools be effectively linked to current Welsh Government education and youth strategies e.g. National Youth Work Strategy 2014-18?

Voluntary Organisations Topic Guide

Youth work and the nature of provision

15. How do you define youth work in schools?

16. What is the nature of the youth work your organisation undertakes in schools?
    - Scale of work/engagement (local, national)
    - Type of provision (examples of activities/projects, target groups, referrals)
    - Frequency (ongoing, regular contact, one-off sessions)

17. How many youth work projects linked to schools are your organisation currently involved with?

18. How many schools does your organisation currently engage with?

19. What type of schools have engaged with your youth work projects? (e.g. 11-16, 11-18, 16-18, special, independent?) Is there scope to broaden this engagement?

20. How is your youth work in schools currently funded?

Benefits and effectiveness of youth work in schools

21. What are the benefits of youth work in schools delivered by voluntary organisations?
    - for young people?
    - for teachers?
    - for schools e.g. extending curriculum, ethos, and links with community?
    - for youth services and local authorities?

22. How effective are these youth work projects in meeting their specific aims?
    - What monitoring data, if any, do you collect to measure the effectiveness of youth work projects? (e.g. any impact on attendance, behaviour and attainment in school?)
    - Do these youth work projects contribute to the reduction in those young people classified as NEET? If so, how?
    - Do you have any specific examples of effective youth work in schools?
    - What are the success factors of these particular projects?

Links between schools and voluntary organisations

23. How are relationships between your voluntary organisation and schools formed and maintained?

24. What makes links between schools and voluntary organisations successful/not successful?
    - What are the key features or characteristics of effective links between schools and voluntary organisations?

25. How can links between schools and voluntary organisations be sustained and improved?

Barriers and future engagement

26. Are there any current barriers to youth work engagement in schools for the voluntary sector?

27. How can the promotion and delivery of youth work by the voluntary sector in schools be improved in future? (links with local authority education/youth services /other partners?)

28. How can voluntary organisation's youth work in schools be effectively linked to current Welsh Government education and youth strategies e.g. National Youth Work Strategy 2014-18?

Annex 3: Case studies

	CASE STUDY #1: A gender based project [3]
Location:	Wrexham
Delivered by:	Full-time school based youth workers, Wrexham Youth Service
Participants:	Years 8-11 (ages 12-16 years) females

Summary

A group of six year 8 (12-13 year old) females were identified as only accessing community and medical services intermittently, if at all, had strained relationships within the school and were felt to be at serious risk of harm from older males, in part due to their lack of understanding of the risks that they were potentially open to. The child protection officer supported the project, a 12 week course, which was facilitated by the school based youth workers. The course challenged the girls and informed them of the more risky behaviours that they were involved in.

As well as youth workers a number of other professionals met the group, including the Police School Liaison Officer, who focused on the risks and possible consequences of sexual exploitation and assisted with an application for police community funding. The successful application for funding paid for a self-defence course for the group and an outdoor education session. The school nurse ran a session on sexual health and the dangers of alcohol. The youth service also delivered sessions on healthy/unhealthy relationships, sexual health, drug and alcohol. The project was continued with the girls throughout year 9 and then into years 10 and 11.

Impact

An evaluation was carried out at the end of the initial 12 week course;

'*This group is a **vital element of our pastoral care** of vulnerable young girls. A few years ago several girls got involved with older men, which resulted in drug and alcohol abuse. As this was the first time such a thing had happened in our school we were on the 'back foot'. Our intention is to **use a multi-agency approach** if we are ever suspicious that history is repeating itself.'* (Member of school staff)

*'Due to the relationship that my colleague and I built with the group, they [the girls] felt able to make a number of serious disclosures regarding young people that they knew were in trouble. They trusted that we would act on the information appropriately and as a consequence there were **interventions and actions taken** via the police and social services that resulted in several young people's personal situations, if not completely resolved, at least being identified and improved*.' (Youth worker)

Effective Partnership working with Barnardo's Cymru also took place, with the group of girls and a number of other vulnerable young women identified within the school and the wider community on a pilot project - child sexual exploitation workshop.

[3] Carolyne Prew, 2015, School Based Youth Work: A gender based practice example, Wrexham Youth Service.

Later Barnardo's, Cymru renewed contact with the Youth Work team and the group of girls were invited to attend a celebration event in Cardiff. The group were asked to produce some creative works representing how they felt about their lives and to send any messages they wanted to the adult world. This could be through poetry, art, dance or song. Pieces of art work were exhibited in Cardiff[4], November 2014, and the students met and discussed their project with Keith Towler, Children's Commissioner for Wales and Vaughan Gething, Deputy Minister of Health. In February 2015 the group were invited back to Cardiff for a second Barnardo's event where their work was again formally exhibited.

The project has made a huge **difference to the young women's self-esteem**, they have not only seen their work exhibited in two art galleries in Cardiff but have also received praise. There are plans to turn the art work into posters for display in school corridors.

At the time of writing the group were planning a trip to London to attend a celebration event in Wembley Stadium[5]. As part of their involvement in this event the girls are preparing to raise money for a local charity with the possibility of climbing Snowdon to raise money for a girls' group in Ecuador who are fundraising for a school. It is the intention to incorporate body image and healthy living sessions as part of the preparations for the Snowdon climb and also encourage the group to investigate the lives of girls in other countries where education is viewed as a privilege.

Future engagement

A new group of year 7 (11-12 year old) and year 8 (12-13 year old) girls are waiting for the timetable to clear when the year 11 group leaves so that similar work can start with them. It is also hoped to start **a group for young men**.

[4] An exhibition entitled 'Hear our Voice' at the Wales Millennium Centre, funded by the Arts Council of Wales, Barnardo's Cymru Seraf Service and Valley and Vale Community Arts.
[5] 'We Day' is part of a comprehensive active citizenship programme called We Act, which helps transform the inspiration of We Day into tangible action by supporting schools and youth groups to make a difference in the world. It brings people together to lead global change, defy apathy and celebrate the change they are making in their local and global communities.

CASE STUDY #2: The Filter

Location:	Pan Wales
Delivered by:	Action on Smoking and Health (ASH) Wales Cymru
Participants:	Up to 30 secondary schools targeting Key Stage 3

Summary

ASH Wales Cymru provides a targeted service in Wales, having expertise and networks with public health teams. ASH Wales Cymru sits within the Public Health Youth Work arena. **The Filter** is the first youth dedicated smoking and tobacco information service in Wales and started in 2012 with funding from the Big Lottery ending in 2015. The project aims to promote the health of young people in Wales by filtering out the myths and misconceptions about tobacco use and smoking. The project has **a bilingual website, social media and advice service**. The Filter team travel across Wales to work with professionals and young people to educate them on smoking and tobacco-use related issues.

ASH Wales Cymru have developed **a school toolkit and training** – Filter the facts – aimed at teachers delivering PSE in schools, this has been tailored to be developed via the Healthy Schools network and involves teachers delivering **workshops in schools**.

Benefits and effectiveness of the project

ASH Wales Cymru have a **competent team** who engage effectively from an informed base, working from where the young person is. ASH Wales Cymru are **flexible in their delivery** and have the additional back up of a communications team. ASH Wales Cymru provide **specialist knowledge** for the statutory youth service and **offer training** provision for youth workers; teachers; school counsellors; teaching assistants.

The Filter project has had more success than expected; contact with **5,000+ young people** over the first two years, and contact with more at festivals and other events. The project website has received 40,000 unique visits to date. The Filter project was runner up in the WCVA Third Sector Awards Cymru 2014 in the health, social care and wellbeing category.

Future engagement

ASH Wales Cymru are currently developing a **young person's accreditation** with ASH Wales Cymru designing workbooks in partnership with Youth Cymru around their workshops; youth challenges – bronze, silver and gold.

A feasibility project – The Filter **FE challenge** - for delivery of an intervention in colleges and sixth forms is currently under way.

The Filter Schools Challenge aimed at KS4 and the Welsh Baccalaureate is being developed, the challenge involves **training pupils as peer mentors**. ASH Wales Cymru have started to push the project informally and negotiate with schools for funding. Big Lottery Funding comes to an end in October 2015 and ASH Wales Cymru is currently seeking new funding to continue the Filter youth programme.

CASE STUDY # 3: Infant Care Simulation Doll in Practice – The Baby Project

Location:	Ysgol Eirias, Colwyn Bay
Delivered by:	Conwy Youth Service
Participants:	Year 10 Child Development students

Conwy Youth Service

Conwy Youth Service works with all secondary schools in the county and two PRUs in Conwy. The youth service receives no financial contribution from schools for activities delivered.

The Baby Project

The aim of the baby project is to assist young people who are considering a career in childcare, nursing, social work and midwifery to enable them to develop empathy, with not only skills in looking after a baby but also an empathy with parents.

Young people receive three classroom based sessions, delivered by Conwy Youth Service. They learn how to care for the babies and then take the babies home for 24 hours. The following week they come back to evaluate the project and a session on contraception. The number of young people who can participate in this project at any one time is limited as currently there are only four babies. Therefore the project is offered to schools on a rolling programme.

Benefits and effectiveness of the project

There has been **100% take up** by the young people, with 14 completing the project and gaining the Agored qualification in January and February 2015 (subject to external verification).

'The students regard it [the baby project] as a highlight of the course and the majority of the questions asked by perspective year 9 students are related to the baby project, to ensure they get the same opportunity if they choose to study the course.

*Students write with **empathy and understanding** when talking about the care of infants*

*Pupils feel **confident to ask questions** and actively want to contribute in discussion.*

*As a teacher new to teaching the subject of Child development I feel that she [the youth worker] has not only supported the students but **provided me with ideas, up to date information and useful contacts** I have already used to develop the course'.*

Conwy Youth Service won three awards at the Youth Work Excellence Awards (February 2015) including the '**Outstanding school based youth work project award**' for its targeted work with over 200 young people at local schools. A range of issues were looked at by various projects, ranging from homophobia to caffeine consumption to discovering Welsh culture. The Baby Project also forms part of the delivery to schools.

CASE STUDY #4: PSD Pembrokeshire

Location:	Pembrokeshire
Delivered by:	Pembrokeshire Youth Service
Participants:	The project is delivered across all secondary schools in Pembrokeshire

Summary

PSD is an ASDAN accredited programme which has been delivered during the past 2 years as an alternative curriculum option for young people facing issues within education. It provides opportunities to develop skills, knowledge and confidence around key life skills and holds GCSE equivalent threshold points in order to progress to further learning and training opportunities.

The programme covers topics such as preparation for employment, healthy living, making the most of leisure time, community and parenting. There is an educative element throughout the programme focusing on independent living and wider life skills. As well as developing understanding around young people's rights and responsibilities, wider national and global issues the programme allows for participants to increase their knowledge of local opportunities.

Although the learning outcomes of the programme have been pre-determined there is scope for young people to develop the timetable for completion of units depending on their needs and the needs and interests of the wider group. This ensures that the learning experience is a positive one and levels of engagement remain high. All participants complete the Young People's Rights and Responsibilities unit delivered by youth workers from the Youth Information and Young People's Rights team. **Completing the unit raises awareness of the local, national and global participation agenda for young people** who do not traditionally engage in local forums, school councils or the Pembrokeshire Youth Assembly.

Many of the young people undertaking the programme have previously been on reduced timetables or at risk of exclusion due to their attitude and negative relationship with education. Completing this programme encourages them to engage in non-formal education which can be differentiated to reflect their varying learning styles and ensure that the learning experience has a positive impact on them.

Impact of the programme

The PSD Programme has enabled young people to achieve a GCSE equivalent qualification whilst completing a non-formal programme to boost their self-esteem, levels of confidence and enjoy new experiences including a combined schools residential visit to Manchester. During the visit the young people had responsibility for their individual budgets and were able to access a wide range of activities which raised their awareness of culture, diversity, history and urban lifestyle. This has also enabled them to include the qualifications gained on their applications to college and work based training courses.

The programme encourages young people previously at risk of disaffection or potential exclusion from school to remain as an active member of the school

community. This has enabled the young people to continue with core subjects such as English and Maths alongside their peers and reduced the risk of poor attendance and exclusion impacting on individuals, the school and the wider community.

Long-term expected impact of the programme on the community are improved outcomes for young people and subsequently reduced youth unemployment as participants can gain relevant qualifications and threshold points in order to progress into further education or training.

CASE STUDY #5: Red Cross	
Location:	Pan Wales
Delivered by:	Red Cross
Participants:	Primary and secondary schools

Summary

The Red Cross deliver a mixture of **multi-agency and direct delivery** in schools and provide opportunities for **work experience**. Direct delivery involves First Aid, Humanitarian education, and drugs and alcohol education. For example the Red Cross delivered First Aid in 30 secondary schools in south Wales during 2014. Multi-agency delivery can involve the Fire Service, Police, Road Safety, Food Standards and Red Cross, with each delivering short sessions, examples include:

- Crucial Crew days (above agencies with Red Cross delivering First Aid)
- Drugs and alcohol
- Danger zone (north Wales)
- Vehicle crime awareness day (referred young offenders in Bridgend, Cardiff and Rhondda Cynon Taff working with the Fire and Police Services, with the Red Cross delivering the First Aid element)

Benefits and measuring impact

The multi-agency approach requires different agencies to work together and **support each other** in delivering a strong message. **Teachers benefit** as they can use information/resources in their lessons. There is **some curriculum coverage** such as ESDGC elements of Welsh Baccalaureate and PSE.

The **confidence of the young person** about issues delivered is collected by the Red Cross prior to sessions and on completion. Evidence is also recorded regarding young people using their first aid training to save lives, for example;

"An eleven-year-old pupil gave first aid to an injured woman after a road accident. Whilst her mum ran into a nearby hospital, the pupil offered the woman comfort and kept her warm using skills learnt from her British Red Cross first aid training she had received at school the day before."

Relationships with schools

Initial links can emerge as a result of a multi-agency event, a teacher has seen what the Red Cross can offer and makes contact following the event.

Relationships with teachers build up over time, *'especially when teachers understand the benefits voluntary organisations can bring to a school. The Red Cross keep in **regular contact with teachers** – it is the relationship with the teacher that the Red Cross work on'.*

CASE STUDY #6: School linking programme	
Location:	Swansea
Delivered by:	Discovery Student Volunteering, Swansea University
Participants:	Nine Swansea schools linked with nine Zambian schools; 15 university students engaged with programme in March 2015

Summary

The programme was launched in 2011 with primary, secondary, Welsh medium and special schools in Swansea involved. Swansea University students visit Zambia on a summer programme, on their return they go into schools and deliver Global Citizenship in the classroom and during assemblies. The project has built up over a few years, by 'word of mouth'. In July 2014 UNICEF visited Zambia with the university students and became involved with the promotion of the project, which brought more schools on board.

The British Council's 'Connecting Classrooms' forms part of the project, the Swansea University students go into local schools towards the beginning of the link between schools. Funding from 'Connecting Classrooms' provides the opportunity for teachers to travel to, and teach in their linked schools in Zambia.

Benefits and effectiveness the schools linking programme

Delivery in each school is presented differently following **consultations with the schools**, ensuring **links to the curriculum**. The programme provides pupils with an additional element to their learning and at the same time **broadens their horizons and raises aspirations** as university students visit and work with pupils. Pupils learn about different experiences with the programme being tangible.

Barriers

The programme is **competing with many other activities** in schools and needs to be marketed effectively to schools with it being important to **'speak the language of schools'** to encourage participation.

Success factors

Identifying the most appropriate member of school staff is key as they need to be flexible as the availability of students to deliver can vary as they are studying. Usually a member of the **pastoral team** can be best placed to authorise and organise the links and delivery, resulting in **a strong working relationship**. The **British Council are also a partner** on the programme and their support in seeking partner schools is valuable. University **students volunteering** or undertaking work placement in schools has been a recent development to have emerged from the school linking programme.

To date the programme has won two awards; the Youth Work in Wales Excellence Award - Outstanding Contribution to Global Citizenship Finalists and the WCVA's Gold Star Communities Award for best practice in community linking.

CASE STUDY #7: The 'Think' project	
Location:	Swansea (and wider south Wales)
Delivered by:	Ethnic Youth Support Trust (EYST)
Participants:	Marginalised young people from across south Wales

Summary

The Ethnic Youth Support Trust (EYST) is a beneficiary-led voluntary organisation which aims to support ethnic minority young people living in Wales, and aims to address racism and far-right extremism in young people. Based in Swansea they run a range of projects engaging young people across south Wales. The 'Think' Project aims to challenge racism and far right extremism and increase young people's resilience to far right ideology. Initially funded by the Welsh Government's Community Cohesion Fund, it is now grant funded over 3 years from April 2012-March 2015 by the Big Lottery Innovation Fund.

The pilot project began by offering disengaged young people in Swansea the opportunity to take part in a programme workshops giving young people the facts about race, religion and migration, and using these to challenge racism and to refute myths and stereotypes. The award of BIG Lottery Innovation Grant funding in 2012 enabled EYST to take the outcomes from the evaluation of the initial small, pilot project forward into a significant longer term project that has enabled the development, testing and evaluation of new ways of working with disengaged young white people in Wales.

Links to schools

The 'Think' Project is a targeted rather than universal approach, using evidence of those factors that lead to far-right activity and support. The project is aimed at the most 'vulnerable' young people aged 14-25, referred from Alternative Education/ Youth Offending Service and through selection following engagement with local schools, the police and other agencies. EYST have worked closely in partnership with local police, Youth Offending Services (YOS), schools and Local Authorities to achieve their objectives.

"It has taken a while to build up trust with schools. Some staff are very receptive, others are not. We now get referrals from schools and social services so there is constant dialogue."

EYST project manager

Positive outcomes and factors for success

The 'Think' project programme of activity consists of structured workshops delivered over a six to eight week period to eight groups of young people each year exploring areas such as identity and culture, diversity, migration and asylum, and understanding extremism. The project aims to build mutual understanding and respect by providing tailored, targeted workshops to directly challenge and deconstruct racist views. Through workshops and other events local trainers from Black and Minority Ethnic (BAME) youth backgrounds work to promote acceptance and integration.

The project has engaged over 80 young people each year and has now expanded beyond Swansea to work with young people across South Wales Newport, Merthyr, Aberdare, Torfaen, Cardiff, Carmarthen and Llanelli. In Swansea the 'Think' project has continued to engage many of the young people who took part in the original workshops and a good number have continued to visit the EYST drop in centre and some have become co-workers and volunteers.

In an independent evaluation of the project nearly all young people (98%) who participated considered that they had learnt something about extremism and defined it as 'taking things too far'. 57% disagreed with the statements that 'There are too many people from different racial or religious communities living in my area' compared to 24% at the start. 86% agreed with the statement that 'There's a lot to be learned from people with other cultures and backgrounds', compared to 59% at the start of the project.

"Without the impact of the project I think many learners may not have changed their views and opinions in such a short space of time. As the project ran over several days it had a huge impact on the learners. Every learner who has attended the course has changed their views of other cultures, races and religions in a positive way."

School/College Tutor

Sustainability

The 'Think' project has wider goals now, aiming to build community resilience to problems and tensions by targeting the most disenfranchised young people within a community and enabling them to have a positive influence on their own peers, families, and communities. EYST is also working to connect their work on 'Think' and other related projects with that of other mainstream organisations – e.g. school citizenship work and study; creation of peer mentors; core funded programmes relating to youth offenders, local authorities and other agencies; and work of other voluntary agencies – e.g. sports and cultural clubs and faith organisations.

"It's a unique service. We have moved away from activities such as diversity days to a more coherent, structured approach and interactive workshops to integrate white and BAME groups. It's linked to daily life, and the positive influence of other countries. Think has been at the heart of this process."

EYST project manager

CASE STUDY #8: Transition into Employment	
Location:	Merthyr Tydfil
Delivered by:	Integrated Adult Services dept, Merthyr Tydfil Local Authority
Participants:	A range of 11-19 year olds

Summary

Transition into Employment provides an innovative, diverse and progressive programme of learning opportunities, for young people ages 11-19 though targeted services with those most at risk of not achieving within mainstream education or facing social and educational exclusion.

Transition into Employment formulates part of the Education other than at School (EOTAS) provision. It offers activities undertaken on four days per week during the academic year, with a maximum of 10 learners per group (years 7 and 8, 9, 10, and 11). Young people have been identified as requiring specialist EOTAS provision, as defined by the eligibility criteria for the programme focusing on the development of their skills with the aim of improving their engagement in learning.

The Project objectives are:-

- To improve the engagement of learners with social, emotional or behavioural difficulties.
- To improve the skills of young people in relation to ESDGC, environmental education, physical activity and outdoor education, wider key skills (improving own learning and performance, working with others and problem solving), emotional intelligence, work-skills these aim to improve young people's engagement in learning.
- To improve the accredited outcomes of the young people attending the provision.
- To provide and support progression onto further education, training or employment for those young people attending the provision.

Initially, all participants aged 11-19 benefit from a comprehensive personal assessment process to ensure that the learning offered reflects the needs of the individual. The structured programmes of personal development and vocational learning include a range of transferable; social skills, soft skills, basic skills and employment skills as confidence and the capacity to learn are developed. During participation young people have the opportunity to achieve BTEC, ASDAN and City & Guild's qualifications.

Links to schools

Transition into Employment also provide a 2 day Supported Learning Pathway for young people ages 15-16 (year 11) over two days per week offering a varied programme of personal self-development and formal accreditation. Young people work towards ASDAN CoPE Level 1 qualification, edexcel BTEC Workskills Level 1 Award and City & Guilds Key Skills with an emphasis on Application of Number and Communication to raise level of basic skills.

The project works with learners who are in school and who are having support for one

or more of the following; underachieving, predicted D-G grades, attendance issues, behaviour support, support from Inclusion Services, confidence and self-esteem issues, unlikely to engage with the majority of peers in school and struggle with the National Curriculum.

Through early identification and intervention these projects seek to engage young people who are at risk of becoming NEET through a comprehensive package of accreditation, and personal support.

The outcomes intended are to provide;

- increased attainment and engagement for young people aged 14-16
- wider progression routes post 16
- a reduction of young people NEET

Positive outcomes

In 2012, of the ten year 11 pupils engaging in the Transition into Employment/EOTAS provision, 10 pupils went on to achieve ASDAN COPE Award, three Wider Key Skills and BTEC Sport and Active Leisure Award at Level 1 contributing to the number of young people leaving school with a qualification. As all 10 year 11 pupils achieved all available qualifications within the TIE/EOTAS provision, this has contributed 94.5 points (75%) per pupil towards the level 1 threshold of schools throughout the borough (120 points or 100% to achieve level 1 threshold).

The four young people completing the two day Supported Learning Pathway 2012 – 13 achieved the qualifications available to them equating to 139 points (110 %) exceeding the level 1 threshold and therefore contributing to associated schools league table.

Overall, of the 35 Year 11 learners from the 2010 – 12 cohort 27 completed the course achieving a full qualification contributing to the number of young people leaving school with an accredited outcome. Of the 35 who engaged in the Transition into Employment Pathways Programmes, 27 moved into a positive destination including Work Based Learning, College or Employment preventing NEET.

Annex 4: Youth work in schools - a sample of projects delivered by Youth Services in all Welsh local authorities

Local authority	Examples
Isle of Anglesey Currently there are no youth workers in schools; project work still undertaken where needed by schools. Until 2014 all schools had a youth worker (European funded)	- Duke of Edinburgh Award; - Alcohol awareness officer works with any school according to need; - Service level agreement with voluntary providers to deliver accreditations in some schools.
Blaenau Gwent All secondary schools have a full-time youth worker based in them; three of the four schools facilitate drop-in sessions.	- Attendance project – part of pre-VENT – All four schools fund three pupils each; - Lift – focuses on issues around mental health. Referrals come from the school but the project is delivered outside of the school; - Part time Welsh language worker – partnership with the Urdd – two and a half days of Urdd workers' time. This partnership also enables access to other support within the Urdd;
Bridgend Nine FTE youth workers link with all secondary schools with the allocation of days based on need.	- Changing Tracks Project for young people 11-16 who are NEET or at risk of becoming NEET; - School Programme – off-site provision for pupils from any school who are at risk of disengaging. Includes a basic skills programme and variety of Accreditation delivered through Agored Cymru; - Together against Bullying (TAB) a lottery funded project providing a holistic approach involving pupils, parents, school administrators and lollipop ladies.
Caerphilly Four of the fourteen secondary schools are part of the current youth work in schools project having permanent youth workers on site.	- Accreditations - ASDANS; Agored; BTECs; - Breakfast club; - Climbing Certificate; - Duke of Edinburgh Award; - Phoenix project (one school - with the Fire Service).
Cardiff Engaged with all 22 schools across Cardiff.	- Post 16 programmes focusing on NEET reduction; - Pre 16 provision – Arts – delivered against the BTEC framework and accredited; - Transition support programme for young people through their transition from pre to post 16; - Youth mentor programme – pre 16 programme funded through Families First.
Carmarthenshire All 12 secondary schools have a full time youth lead worker and a special needs school (7-16) also has a full time youth lead worker.	- Duke of Edinburgh Award; - Film developing (this specific project was about facing fears in starting a new school); - Health and safety in the workplace; - Outdoor interventions – they have their own license to deliver outdoor activities (e.g. Kayaking);
Ceredigion Engaged two days a week	- Duke of Edinburgh Award; - First aid and extra curricula activities (e.g. golf and jujitsu)

in six of the seven secondary schools.	at lunchtime or after school; - NEET through a focus on individual need - a three day half term project; - Transition project and taster sessions and summer skills residential courses as preparation for employment.
Conwy Engaged with all seven 11-18 secondary schools and the two PRUs.	- Literacy mentoring project with year 9 mentoring year 8 students. - The 'real care baby' project; - Two buses visit schools weekly, enabling break and lunchtime 'drop in' sessions; - Work with school councils, past projects include producing a DVD focusing on homophobic bullying; peer education project looking at energy drinks; an anti-racism project.
Denbighshire Engaged with all schools to a greater or lesser extent.	- Accreditation includes CoPE (Certificate of Personal Effectiveness); - One to one support - confidence building, numeracy and literacy; come from CAMHS or Youth Justice referrals. - Summer holiday work to prevent deskilling; - Workshops e.g. anti-bullying, sexual health.
Flintshire One school based youth worker and another to support when required. Other youth workers are in schools but they focus on accreditation and do not report to the Youth Service.	- Forest school; - Reality baby project.
Gwynedd No youth workers in schools. The youth and community workers have a relationship with some schools. Until 2014 there were five European-funded youth workers in schools delivering a minimum of one day a week in all secondary schools.	- Accreditations; - Duke of Edinburgh Award.
Merthyr Tydfil Four community service clusters across the local authority – one in the north, one in mid, and two in the south.	- Bullying and internet safety; - Drug Aid; - Financial inclusion in schools; - Two day supportive learning pathways course (Level 1) – about making sure young people are attending and attaining –involves planning a post 16 destination.
Monmouthshire All four comprehensive schools and the EBD have a dedicated full time youth worker.	- One to one support (referrals and drop-in); - A bespoke curriculum delivered one to one or to a small group – can include accreditations; Essential and Wider Key Skills Levels Entry-2 BTEC Work Skills Levels 1-2 and Personal and Social Development Level 1; - Get up and Grow – gardening project through which young people can gain BTECs.
Neath Port Talbot 1. The universal offer e.g. Sex and Relationships Education;	- Health and nutrition information sessions; - Involvement in school sports days; - Mobile provision e.g. lunch clubs. - Sexual health to all year 7s (impetus came from young

2. Teams deliver specifically targeted or funded activity e.g. Families First.	people via the Youth Council).
Newport Youth Services work with all eight secondary schools and one college; 13 FTE posts.	- Alternative Learning Forum (ALF). A small group from the PRU unit are taken to a neutral venue; - Duke of Edinburgh Award including supporting and training staff to deliver; - Facilitate pastoral meetings between young people at risk and others in the community, including the police; - Work with the local college and year 11s – linked to attendance, group work and one to one sessions.
Pembrokeshire Engaged with eight mainstream secondary schools, mainly targeting Key Stage 4, one school has a full-time worker, others part time.	- BIIB – Industry led alcohol awareness qualification, for year 12, the impact of alcohol use in the community; - Drop in sessions a youth room in one school open one lunchtime a week; - Duke of Edinburgh Award; - Heart Start – youth worker qualified to deliver first aid.
Powys Youth work is delivered across all 13 schools in Powys and three special schools.	- Drop in sessions; - Duke of Edinburgh Award; - Some youth clubs delivered in the community are attached to school buildings; - Themed issues – e.g. emotional health sessions, work around bullying with a group of young people.
Rhondda Cynon Taf Engaged with all 17 secondary schools providing two full-time members of staff in each.	- Duke of Edinburgh Award; - Some schools have purpose built youth clubs in schools; - The service delivers programmes that link in with the Level 2 thresholds; - Two nights of extended open access provision is delivered from school sites all year, including school holidays.
Swansea Eight full-time youth workers supported by other specialist posts, they do not have a presence in all schools.	- Duke of Edinburgh Award; - Educating Learners in Schools (ELIS) part of the alternative curriculum; - Information services linked to PSHE, wellbeing and part of their prevention work.
Torfaen Engaged with three of the six schools; a team of 26 linked to Prevent and other ESF funded projects with their own budgets.	- Development of ASDAN qualifications; - Duke of Edinburgh Award; - KS4 BTEC ASDAN taking young people for a full day out of school to do a variety of activities; - Welsh medium sessions.
Vale of Glamorgan Engaged with all three comprehensive schools and their feeder schools.	- Emotional Intelligence; - Guidance to Engagement (G2E) Schools Project; - Students from schools are taken to the college to work with the youth worker in the college; - Sexual health project.
Wrexham Engaged with eight of the nine secondary schools.	- Curriculum based KS4 referral programme aimed at reducing exclusion; - Info shop includes sexual health (outreach from this goes into schools); - Interchange – drug and alcohol; - Recording studio.

Annex 5: References

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