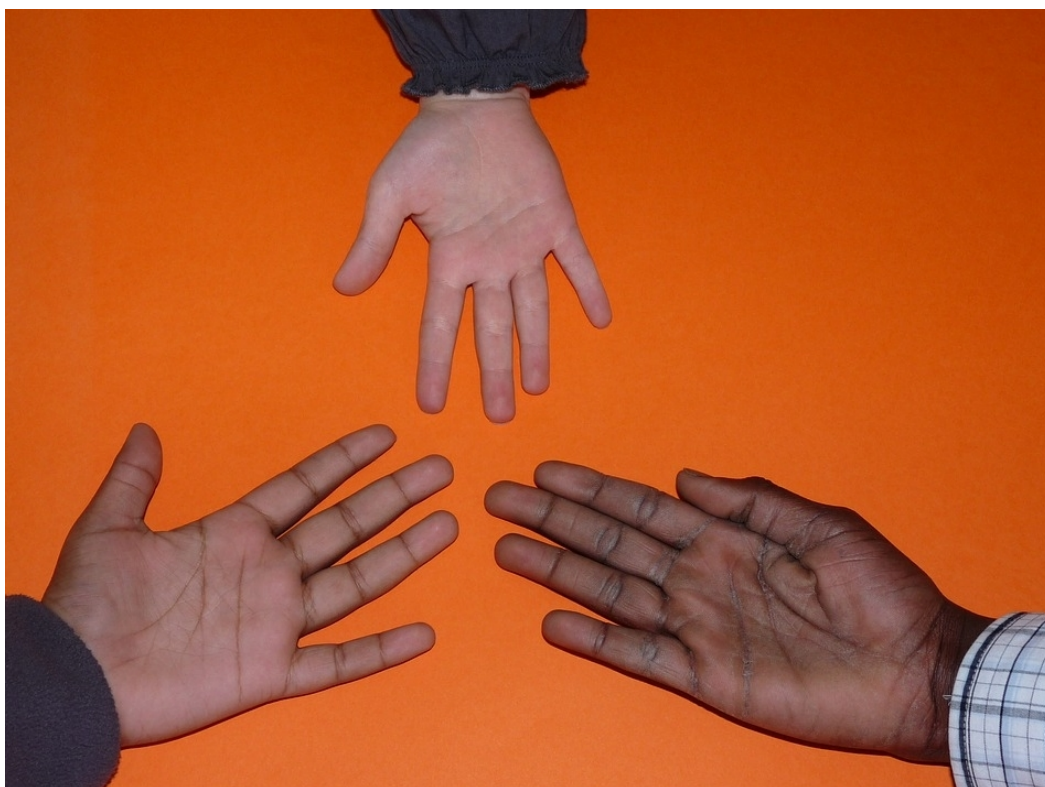




AN INDEPENDENT EVALUATION OF YOUTH WORK IN SCHOOLS IN WALES

From the perspective of teaching professionals

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INTRODUCTION

Youth workers are educators, whether this takes place in a community youth club, on the streets or supporting formal education in schools. The National Strategy for Youth Work in Wales (2014-18) acknowledges the important contribution that high quality youth work can make to young people achieving their full potential in school, whilst identifying a need to strengthen the strategic partnership between youth services and formal education.

This report, commissioned by the Welsh Government, sets out to;

1. Evaluate the contribution that youth workers currently make to formal and informal education based on feedback from the schools they work in and the young people they support.
2. Consider the impact that youth work is having on raising attendance, increasing engagement and supporting educational outcomes through pastoral care, one-to-one work, accredited learning programmes and enrichment strategies.
3. Highlight good practice and identify ongoing challenges.
4. Identify key outcomes where youth work effectively supports formal education and enables young people to engage with learning.
5. Make recommendations on how school-based youth workers can further contribute to the PSE¹ and Citizenship curriculum and develop pastoral support that meets the emotional health and wellbeing needs of pupils, vital to effective learning and personal development.

Contributions were invited from English and Welsh speaking schools with experience of school-based youth work. Due to the limited timescale of the project the starting point for identifying schools to contact was provided by youth service senior managers. A total of thirty schools responded, representing most local authority areas in Wales. This far exceeds the initial target set by the Welsh Government commissioners of twelve and demonstrates the commitment most schools have to developing the partnership between youth work and formal education.

The review also includes direct feedback from young people about their experiences of working with a youth worker within a formal education environment, and their suggestions are reflected in the recommendations made.

¹ Personal and social education

STARTING POINT

The documents informing this review include The National Strategy for Youth Work in Wales 2014-2018²; ‘Successful Futures; an independent review of curriculum and assessment arrangements in Wales’³ (Donaldson, G., 2015), a previous evaluation of youth work in Welsh schools (Arad, 2015)⁴ and research carried out by the National Youth Agency⁵ into the positive effect of youth work in formal education settings.

‘High quality youth work has an important role to play supporting many young people to achieve their full potential.’⁶

The National Youth Work Strategy for Wales 2014-18 – Llywodraeth Cymru / Welsh Government

The Arad ‘Youth work in schools in Wales’ report⁷ found youth workers successfully delivering a wide range of work with young people, schools and communities and made recommendations based on that. This report builds on this by offering evidence from self-selecting schools to better understand how youth work interventions are experienced first-hand both from teachers and young people.

METHODOLOGY

This report refers to youth work taking place in schools across Wales that is delivered by JNC qualified youth workers⁸. The Youth Work National Occupational Standards (2012) state the purpose of youth work is to: ‘enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.’ This definition of ‘youth work’ provides a useful reference point for the report, especially in identifying what makes youth workers different to other school-based professionals.

² <http://gov.wales/topics/educationandskills/skillsandtraining/youth-work/national-youth-work-strategy-for-wales/?lang=en>

³ <https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>

⁴ <http://www.cwvys.org.uk/wp-content/uploads/2015/05/arad-precis-report-e.pdf>

⁵ National Youth Agency (2013): Commission into the Role of Youth Work in Formal Education

⁶ <http://dera.ioe.ac.uk/19353/1/140221-national-youth-work-strategy-en.pdf>

⁷ http://www.cwvys.org.uk/wp-content/uploads/2015/05/arad_youth-work-in-schools-full-report-e.pdf

⁸ The Joint Negotiating Committee (JNC) for Youth and Community Workers is the body that sets the national framework used to grade and pay youth work jobs. The JNC also recognise youth and community workers’ qualifications, professionally approved by the Education and Training Standards (ETS) Wales Committee.

An Independent Evaluation of Youth Work in Schools in Wales

Unlike other reports that have evaluated youth work in Wales from a youth service perspective⁹, this review asked teachers and other education professionals to evaluate the value of youth workers in school, the role they play and the impact they believe youth work is having on pupils. This approach differs because despite parity between teachers and youth workers, both have a distinct profession with its own qualifications framework, values and ethics, meaning that in some cases teachers were asked to evaluate professional practice that they had little knowledge of outside of what happens in their school.

Contributions were made through a mixture of one-to-one interviews, telephone interviews, written feedback (using a structured evaluation framework)¹⁰, case studies and quantitative and qualitative data recorded by schools. Recurring words used by school professionals to describe the role youth workers play include 'vital', 'integral', 'indispensable' and 'crucial', with more than one school choosing to employ a youth worker themselves when cuts to local authority youth services threatened the continuation of projects rather than risk what was described by one Assistant Head Teacher as a 'catastrophic'¹¹ loss to young people.

'Youth workers can help support and nurture pupils through difficult periods in their lives. This support can mean the difference between pupils finishing their education or opting out.'

Assistant Head Teacher – Brynmawr Foundation School, Blaenau Gwent

Crucially, this evaluation includes feedback from young people themselves who, as service users, were encouraged to participate through semi-structured focus groups and evaluation forms where they could share experiences and make recommendations on how they would like to see youth work developing in schools.

This is more than young people saying that they 'like' having a youth worker in school (although they said this too), it evidences that youth work can enable a positive change in attitudes to education, increase motivation to learn and achieve and build resilience so pupils can cope better with the stresses and challenges of school, home and social life¹².

⁹ See 'Youth Work in Schools in Wales' - Arad Research (April 2015)

<http://www.cwvys.org.uk/wp-content/uploads/2015/05/arad-precis-report-e.pdf>

¹⁰ See the 'Evaluation of Youth Work in Schools Framework' designed for this project in Appendix 2

¹¹ Assistant Head Teacher (Wellbeing), Bedwas High School, Caerphilly (meeting 27.03.16)

¹² Young peoples contributions are captured using direct quotes within this report but the full evidence and original feedback is available to see by contacting Sam Evans (Sam.Evans@wales.gsi.gov.uk)

RESEARCH LIMITS

This report does not represent all of the youth work happening in schools in Wales, as it is limited to those that voluntarily contributed. However it does provide a valid snapshot of how youth work is currently supporting young people in formal education.

A few geographical areas are not represented at all¹³. This could be due to the four month limited timescale for the evaluation, the two school holidays that this project fell within, the fact that some schools do not have youth workers and the ongoing restructures that youth services are experiencing. Only one school openly said they were not contributing because they were so unhappy with the youth service in their area, which is being investigated separately.

A CHANGING CULTURE

Youth work has brought a totally different culture into schools. Where teachers are bound by statutory duties to educate within a formal curriculum and work to a set timetable, youth workers are able to respond to current need and plan interventions that start from where the young person is, educationally, emotionally and socially. This creates a freedom to plan work organically, rather than within the confines of a set curriculum framework and this sharp difference in approach to learning is perhaps responsible for some school-based youth workers previously reporting feeling undervalued by teaching professionals who did not understand the ethics and practice of youth work.

Whilst several schools mentioned this and other historic tensions, including old-style concerns that pupils were being taken out of class to reward bad behaviour, this is not the experience of the majority of teachers, SENCO¹⁴'s and senior management teams who participated in this review. They say that as school staff and youth workers work together more regularly fears and concerns have been worked through, with both sides reaching a greater understanding of the professional ethos and ethics of the other.

'A culture shift has occurred and now our school accepts youth workers as professional equals who are a valued member of the school team; a part of what we have to offer young people.'

(Family Project Worker - St Martins Comprehensive School, Caerphilly)

In at least six schools across Wales this 'culture shift' has contributed to a decision to re-structure by developing a Wellbeing Team in school. Although it has been given different names in different schools, the emphasis is on early identification and intervention to support those children and young people most at risk and then providing targeted support that focuses on emotional

¹³ See Appendix 1 Table of schools contributing to the report

¹⁴ SENCO – Special Educational Needs Coordinator

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health and wellbeing, social education and nurturing within school. In some schools the Wellbeing Team includes the EWO, youth worker, school nurse and school counsellor, family support worker and a link teacher working together in a designated part of the school, with a quiet area for pupils to study, meet for 1:1 support and participate in learning groups. In others, it is more of a virtual team who come together to plan termly the support that will be offered with each professional taking on a designated role that is accountable to a Deputy Head Teacher.

'The more we integrate the provision, the better it is for pupils.'

(Deputy Head – Monmouth Comprehensive School, Monmouthshire)

SENCO co-ordinators talked about the new ideas and opportunities brought into school by youth workers that are rooted in their understanding of local issues and professional knowledge about the home life of many of the young people, gained through community youth work. Working together, youth workers and school staff are developing new ways to encourage parents into school, to appreciate what is on offer and realise how influential they are in shaping their children's attitudes to education.

'The same skills youth workers use to build relationships with young people are used to engage 'hard to reach' parents successfully. Before we had youth workers there were parents we never saw; not at parents' evenings or school events, but now the youth worker provides a bridge between home and school. These are families who for generations have hated education and are now coming into school – and the children benefit. This is a real achievement.'

SENCO – St James Primary School, Caerphilly

CASE STUDY ONE

'The youth worker set up a 'Parent Fair', which provides opportunities for all parents to come into school but targets those needing additional support without making them feel singled out. Organisations like the Citizens Advice Bureau (CAB) had stalls so parents could find out about support they can get, talk informally to teachers and the pastoral support team (which includes the youth worker) and meet other parents.

It has been massively successful and parents that we have never seen before are coming in. This is a Communities First area and the school is in an area of high deprivation so it has been a good way to make links that will support the children better.'

Deputy Head Teacher - Ysgol Y Grango, Rhosllanerchrugog, Wrexham

IDENTIFYING PUPILS FOR YOUTH WORK IN SCHOOLS

To better understand the impact that youth work is having in schools it is important to understand the routes young people take to youth work support. Most schools with a full time youth worker have an open-access 'drop-in' service for pupils, usually held at lunchtime¹⁵, but the majority of what school-based youth workers do is targeted support. 'Targeted' in this context means offering pastoral support and alternative education to young people 'at risk' of underachieving or of dropping out of education altogether.

One school, whose ethos is to create a nurturing community within which to learn, defined this as pupils struggling with multiple risk factors, e.g. low school attendance, poverty, a lack of parental supervision, poor housing, poor nutrition and behavioural and mental health issues such as a difficulty in expressing emotions, aggressive behaviour, low self-esteem and unhealthy body image¹⁶. By the time they meet the youth worker some pupils already have a 'reputation' for challenging or difficult behaviour at home, school and in the community and are on the verge of permanent exclusion. As well as potentially missing out on valuable education, several schools talked about the importance of ensuring that young people still feel a valued member of the school community, that they 'belong' and are not isolated, with youth workers providing much of the support to prevent this happening.

This research also identified another group of vulnerable young people that school youth workers are supporting in more affluent parts of the country. These are young people who may not fit traditional models of deprivation, due to having employed (often professional) parents and their basic needs being met, but whose mental health and emotional wellbeing is damaged due to factors like loneliness and boredom from spending regular periods of time unsupervised and stress caused by high academic expectations (both their own and parents) and family pressure to achieve. This has resulted in concerns that some pupils are 'self medicating' with alcohol or drugs to get them through high stress situations, e.g. the lead up to GCSE's, which without intervention could become habitual.

Access to any of the targeted support provided by youth workers comes via a referral from the teacher with responsibility for inclusion/pastoral support or a SENCO. These lessons do not replace specialist SENCO support for SEN¹⁷ pupils, but are part of a timetable created in partnership with the teachers, pupil and youth worker, always with the key objective of re-integrating the young person back into the mainstream curriculum over time where possible.

The referral process includes obtaining pupil and parental consent to participate in alternative education programmes, which replace part of the young person's formal education timetable. The principles of youth work are maintained in that if a young person refuses then this decision is respected

¹⁵ Ysgol Y Grango, Rhosllanerchrugog, Wrexham provides a good example of this.

¹⁶ Head of Learning Support, Ysgol Bryngwyn, Llanelli

¹⁷ Statement of Educational Need

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and alternative provision is identified. However, schools have data to support the anecdotal evidence provided by teachers that the take up rate amongst young people referred to a school youth worker for 1:1 support or group work is high.

Only one PRU¹⁸ contributed to this review but the head teacher offers an interesting perspective on the value of youth workers providing bespoke learning opportunities for young people who are already outside of mainstream school.

'The PRU is unique in that many of the staff are youth work trained and there is an emphasis on developing learning through the relationships built. This is different to a mainstream setting.'

Head Teacher – Canolfan Yr Afon PRU, Blaenau Gwent

As this PRU is relatively new, it will be interesting to review the outcomes and experiences of the first cohorts of pupils to see whether youth work can meet the educational needs of young people that school could not, which in time may provide a template for others.

CURRENT YOUTH WORK IN SCHOOLS

The main areas of work and responsibilities of school-based youth workers identified through this evaluation are:

Pastoral support: contributing to, or leading on, the pastoral support available to vulnerable pupils, (often locally described as 'nurturing projects'), managed in school by a Head of Wellbeing. Youth work interventions are enabling young people to access education and learning by supporting their emotional needs and teaching them life skills, e.g. communication, conflict resolution and stress management, so they can 'learn to learn' and cope better in the classroom.

'I believe that high quality pastoral support is of benefit to education providers as they can have confidence that the emotional needs of the pupils are being met and they can concentrate on providing a high quality of teaching.'

Family Liaison Officer and Deputy Head Teacher – Cwmbran High School, Cwmbran

Opportunities for gaining qualifications: accredited programmes that contribute to an alternative curriculum for pupils who are underachieving or finding mainstream lessons difficult, but have not yet reached the threshold for alternative education, e.g. a pupil referral unit. The main aim of this is to keep

¹⁸ PRU – Pupil Referral Unit

young people on role and re-integrate pupils back into mainstream classes where possible.

Employment skills: running specific courses for Years 10 and 11 pupils to develop CV's and teach skills for work, e.g. communication, interview skills and job searching. Youth workers also work to motivate young people and help them set achievable targets, with small goals to reach along the way.

Transition work: support for children identified as struggling in Years 5 and 6 and additional support throughout the move to secondary school and onwards as appropriate. School youth workers link with community youth projects in the summer holidays and provide post-16 support to reduce the number of young people disengaging from formal education and/or becoming NEET.

Drop in services and one-to-one support: for pupils both in a mentoring capacity and addressing specific issues or concerns and supporting emotional wellbeing. Young people are identified and referred by teachers and in some schools they can self refer too.

Family support work: building relationships with parents / carers and providing a link between home and school to improve attendance and behaviour. This includes formal partnership work with other agencies including social services, youth offending services, health services and community police, where they can be part of an agreed support strategy that aims to prevent young people entering the care system or reduce offending.

Delivering personal and social education (PSE) and sex and relationship education (SRE): through small group work that responds to a specific need e.g. bullying, anger management, keeping safe online and sex and relationships education. Teachers said that this is an area that youth workers have expertise in, although this is not currently used to full capacity. Young people said their school youth worker provides PSE education in a different way to teachers, as well as being a person to discuss things that are blocking the way to engaging in class. Some schools report youth workers working in an advisory capacity to teachers of PSE, including the sharing of resources and offering ideas to better engage pupils with different learning styles.

Welsh language, culture and citizenship education: youth workers current contribution and the contribution schools would like them to make to this area of the curriculum was important to both English and Welsh speaking schools. Welsh speaking schools were clear about the benefits of school youth workers providing a supported link to Welsh speaking youth clubs where young people can build their language skills in a social environment. There is also a developing role for school youth workers in delivering Citizenship education that includes Welsh history and culture and opportunities for inter-generational work back in the community.

Peer education: school youth workers create opportunities for young people to become peer educators on a range of PSE topics, including sexual health¹⁹ and drugs and alcohol²⁰.

¹⁹ Ferndale School, RCT

Wider access to community youth work and volunteering: by providing links with community youth projects to widen opportunities for young people and engage them in positive activities and diversionary projects outside of formal education. School youth workers also use their community contacts and knowledge of voluntary organisations to provide access to volunteering opportunities, which develop social skills, increase confidence and build skills for the workplace.

Youth councils and forums: supporting school councils and building skills to participate in youth governance structures, e.g. debating, active listening and presentation skills. Actively encouraging young people who may not traditionally participate to represent their peers at regional school forums²¹.

Partnership work: contributing and informing agencies, e.g. social services or CAMHS, at review meetings that are held regularly in school to evaluate the effectiveness of support given and measure impact before agreeing ongoing strategies. At these meetings youth workers can often play an advocacy role for young people and parents/carers.

CONTRIBUTING TO THE PSE AND CITIZENSHIP CURRICULUM

The research for this report found no evidence that youth workers are currently contributing to the PSE and SRE curriculum in a teaching capacity within mainstream classrooms. Whilst feedback provides evidence that teachers think that youth workers have the knowledge and potentially the skills to deliver high quality PSE within formal education, schools said that they already have PSE teachers, although it was generally accepted that the quality of lessons varies.

‘Youth workers could play a more active role in supporting the delivery of PSE in schools. They are trained in issues that class teachers may not be and pupils will often respond more positively.’

Assistant Head Teacher – Brynmawr Foundation School, Blaenau Gwent

Youth workers do deliver PSE and SRE to pupils they support in small ‘Learning to Learn’ groups and within alternative education programmes using art, drama and a wide range of craft projects to engage those who might otherwise miss out on PSE as it is taught under the current curriculum, e.g. as a one day ‘off timetable’ event that brings in outside speakers or across other subjects e.g. biology, which young people may have already disengaged from.

²⁰ Prestatyn High School, Denbighshire

²¹ Aberbargoed Primary School, Caerphilly

'Youth workers have access to creative, interactive PSE resources to meet the needs of different learning styles.'

Acting Deputy Head (Pastoral) – Builth Wells High School, Powys

Schools say this work is vital to pupils struggling to cope in mainstream that often miss out on non-curriculum subjects like PSE either through choice, e.g. non-attendance, or because they are on a reduced timetable. Teachers said that the input that youth workers make here to vulnerable and 'at risk' pupils is crucial and provides opportunities they would not otherwise have.

Developing Welsh studies

Welsh and English speaking schools spoke about the contribution both in school and in the community that youth workers provide in projects including Welsh history, Welsh culture and Welsh inter-generational work. As identified in the Donaldson report, this is an area that schools are keen to expand and where they see youth workers can make a valuable contribution.

'Our children and young people need to be rooted in their own cultures to have a strong sense of identity as citizens of Wales, the United Kingdom, Europe and the wider world.'

Donaldson, G., 'Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales' (2015)

In some schools, where youth workers already deliver Welsh studies, the link this provides between school and community has been capitalised on to extend learning outside of the classroom. This increases the use of the Welsh language as young people take their learning out of school and use it in a social context in community projects such as Welsh speaking youth clubs, during residential and to work towards accredited programmes.

'Youth workers are often able to organise independent projects which highlight Wales and Welsh Culture.'

Assistant Head Teacher – Brynmawr Foundation School, Blaenau Gwent

DEMONSTRATING OUTCOMES

Difficulties in demonstrating the positive outcomes from youth work are notorious. Understandably we live in an economic climate where simply saying that youth work, works is not enough so it is important to find tools that measure effectively. Working in partnership with schools, who are used to being under scrutiny for outcomes, seems to have resulted in a shift away from this traditional thinking and an adoption of the tools already used in most schools to measure outcomes. These include:

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- ❑ Analysis of behaviour / exclusions database
- ❑ Monitoring of pupils placed on reporting system
- ❑ Attendance data
- ❑ Attainment data – qualifications, accreditations, Duke of Edinburgh's Award etc.
- ❑ Referrals to agencies such as social services, CAMHS
- ❑ Number of young people entering the criminal justice system
- ❑ Parent/carer engagement with youth worker / school
- ❑ Numbers of young people moving on to education, employment or training.

Schools already have this data and are measuring youth work impact according to their own criteria, both as a tool to show young people how far they have come and to demonstrate the value of youth work to school governors and senior management teams. A co-ordinated approach across all schools would result in more standardised data and a clearer understanding of the impact and influence youth work has on supporting formal education.

However, providing quantitative data for 'soft' outcomes remains a challenge and an ongoing concern for schools that appear to be using different measuring tools to try and demonstrate positive change. The most effective evidence is from the words of young people (see the case study below) but unpicking this to identify the exact formula that led to a healthy, positive outcome is almost impossible.

CASE STUDY TWO

'My youth worker listens to me, if things have gone bad then I go and find her. I know she has to pass things on sometimes but it is more like talking to a friend who can give good advice and help. She helped when no one else could.

In Year 9, when things were really bad, I saw her nearly every day. Things are better now at home and I'm doing better in school but I still see her, just not so much, but I know she is there. She is massively important to me.'

Year 9 pupil - Ysgol Y Grango, Rhosllanerchrugog, Wrexham

CHALLENGES

Funding and budget cuts

Funding cuts to youth services are having a negative effect on youth work in schools, damaging trust built with young people, families and communities as well as impacting negatively on timetables in schools and reducing teaching capacity. Continuity is an important part of the partnership between youth workers and schools and all schools expressed concerns that another

restructure of youth services may leave pastoral support, which they see as vital to the education and wellbeing of pupils, vulnerable to change.

Financial instability is also threatening the delivery of accredited programmes run by youth workers in schools. In extreme examples it is preventing young people completing a qualification, leaving pupils, parents and schools feeling angry and let down. This inability to commit to anything longer than short term projects because of uncertain budgets is leading to a reinforcement of negative stereotypes about youth workers and reigniting old tensions as schools need far more notice than is currently given if provision is to be changed or withdrawn.

This is particularly affecting the morale of lead teachers and youth workers in schools, some whom have spent several years getting teaching staff and senior management teams onboard and aware of the potential for positive outcomes.

CASE STUDY THREE

In Bedwas High School youth workers are delivering a two year accredited course to Year 10 and 11 pupils identified as at high risk of leaving school without GCSE's. To do this, twenty pupils from each year group were taken off timetable for certain lessons. Additional teaching support has been included in each pupils learning package for other lessons so that they can stay in school and benefit from the community they know and where their friends are, but increase their likelihood of reaching a basic education standard that supports future options, including going to college.

A funding crisis means that one youth work post has gone and the other is under threat, which in real terms means that those young people half way through the course are now vulnerable. They are a year behind their peers on a GCSE curriculum, making it impossible for them to rejoin or catch up, and the school does not have the teaching capacity to cover what has been until now the responsibility of the youth worker.

This is a crucial time for youth work in schools; whilst the evidence from this report points towards a shift away from old tensions towards a growing culture of reciprocity and wider understanding, the momentum for this could be easily lost if youth workers cannot commit for the time span of the projects they initiate and schools are left trying to fill the void and support pupils who feel let down or even 'betrayed' as one young person put it²².

Clarity of role

On the whole schools say that school youth workers have become an established and valued member of the school community. However, it would be unrealistic to expect that even where professionals are committed to making it work there will not be some challenges as youth workers adjust to

²² Taken from a conversation with pupils at St Martins High School, Caerphilly.

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the rigours of a strictly timetabled environment and teachers learn that informal education doesn't have to mean unplanned and disorganised.

Some schools report that there is still a lack of understanding by teaching professionals about the value of support offered by youth workers, leading to examples where appointments arranged for pupils are not honoured by teachers who refuse to let the young person leave class.

'There have been frustrations at times between teaching staff and a youth worker in school when it seems the staff do not respect or value the work that the youth workers do.'

School Wellbeing Coordinator, Ysgol Rhosnesni, Wrexham

So there is still work to be done to ensure that the job description of a school youth worker reflects professional standards and that schools are better informed of the principles and ethics of youth work in order to maximise the full potential of what school youth workers can offer. Whilst acknowledging that some school staff managing youth workers have gone to great lengths to understand what youth work is, including attending youth work conferences and reading professional standards to better assess the work done in school, others responsible for the day-to-day youth work admit they are still unclear about what constitutes good practice.

CASE STUDY FOUR

'We got it wrong. We had this great idea for a project and 'told' youth workers that this is what we wanted delivered. It failed miserably, and this was due to us, not the youth workers. We hadn't realised what they actually do and were not playing to their strengths.

We learnt from this and now the youth worker tells us what she plans, informed by her extensive knowledge of the community, the family and contact with young people. This is information we would never have without her, and we can prove that her work has enabled really vulnerable children to stay in mainstream and have a successful transition to secondary school, where they were otherwise expected to fail.'

SENCO St James Primary School, Caerphilly

Challenges remain in developing and sustaining partnerships and ensuring the positive messages relating to youth work filter down to all members of staff within schools. Key to this, schools say, is having a deputy head (or other member of the senior management team) as a 'champion' for youth work.

‘One single coordinator within the school, developing a working relationship with the youth workers and having a pastoral knowledge of the pupils referred.’

Family Liaison Officer / Deputy head Teacher – Cwmbran High School, Torfaen

Each teacher interviewed was asked the direct question:

‘How does a youth worker’s role differ to other professionals working with students in school?’

Only one school struggled to answer this, admitting that in their school they perceive very little difference between the work of youth workers and unqualified staff also working in a supportive capacity. The rest offered a clear outline of the distinct role of the youth worker in their school and how they define ‘youth work’, ranging from running breakfast clubs to delivering alternative education programmes. Whilst youth work doesn’t work if a ‘one size fits all’ approach is taken, there does need to be professional accountability to ensure that the role of the school youth worker does not expand so much it loses focus.

Management issues

Youth workers in all but three of the thirty schools contributing to this review are employed by local authority youth services. The other three are employed directly by the school they are based in, so accountability and management structures vary.

Currently, management arrangements often fall between strategic, managed by the youth service manager, and operational, managed by the school lead. Whilst this in itself is not unworkable, it is reliant on both managers understanding the planning cycles of each organisation and planning work accordingly. For example, some schools expressed frustration that they plan work with the school youth worker but this then runs into difficulties if youth service priorities change or funding is reduced, as school-based work can be put under sudden threat without, as the schools see it, much warning or negotiation. This impact is even greater if pupils have started an accredited programme, e.g. an ASDAN and schools do not have the capacity or skills to take over, leaving re-engaged young people vulnerable and potentially missing out.

One school thought that this was an issue intrinsic to the way things have been set up, i.e. youth workers are managed in school by a named member of staff but their line management and supervision comes from the youth service area manager. Consequently, a youth worker may be very enthusiastic about a piece of work and start it with pupils in agreement with the school, but the

decision can be overridden by the line manager if it does not fit with the overall service plan.

Changes in personnel

Youth service managers have been credited for raising the profile of youth work and encouraging links between school and community youth work, which was perceived as vital by teaching staff to improving opportunities for all young people as well as reducing complaints of anti-social and offending behaviour outside of school. However, 75% of participating schools said that this has faltered over the last two years, in some areas damaging working relationships and leaving projects and young people unsupported, which they attribute largely to budget cuts and constant changes in personnel.

Several schools complained that swift changes in youth work personnel have resulted in vulnerable young people building a relationship that ended before term, leaving staff already stretched to capacity to pick up the pieces. This, along with reports of youth workers letting young people down by planning projects or meetings that don't happen, is souring the development of strong partnerships in some areas²³.

Obviously members of staff do move on, leave etc for a whole raft of reasons and changes in personnel could also be symptomatic of the budget cuts previously referred to. However, it does highlight a professional difference too. Teaching terms and conditions do not allow teachers to leave mid-term and apart from in exceptional circumstances, a minimum of three terms notice is required so that learning is not disrupted. So when youth work goes into schools there is an implicit belief on the part of teachers that youth workers will work to these rules too, resulting in frustration and disappointment if they don't.

Without a clearer understanding between the two professions and some firm agreements made, schools will continue to draw their own conclusions, which are currently damaging the reputation of the youth service and creating a wariness of investing too much in school youth workers in case they move on.

Different professional codes of conduct

Whilst schools report that pupils benefit from a different, less formal relationship with youth workers in school, there were some concerns raised about the culture clash when it comes to discipline. There is an expectation in schools that pupils will conform to certain standards of acceptable behaviour, and clear sanctions in place if they don't.

²³ Example: Croseyceiliog Comprehensive School

'Youth workers don't have to threaten sanctions as the relationship is based on the pupil's choice to access the contribution of the youth worker, whereas contact with certain teachers is being imposed on pupils based on the timetable for the year.'

Head Teacher - Ysgol Bro Morgannwg, The Vale of Glamorgan

The different style of engagement used by youth workers can mean there is a gap between 'school rules' and the flexible 'ground rules' more usually agreed with young people in a youth work environment. This has caused friction with some teachers perceiving this as having two sets of rules, the 'nice' and the 'nasty' that they think widens the gap between pupils and school, rather than encouraging participation.

Another big challenge is to find a compromise between attendance in school, which is legally compulsory, and attendance in school based youth work, which traditionally, is not. Whilst most youth workers expect young people to exercise choice in whether they engage or not, this necessarily changes when the intervention is part of a formal education timetable.

Supervision, training and professional development

This review has identified a need for a structure that supports regular peer supervision, training and professional development for youth workers based in schools. This supervision should reflect the new roles and styles of working that youth workers are talking on, for example case work with children and young people with complex needs and working in formal classrooms, to provide them with a professional lead and prevent them from becoming isolated from their youth service colleagues in community teams.

'There is a pressure on the school youth worker to be the lead in TAC²⁴ work; more and more like social work with the extra roles and responsibility that brings – without the additional training to do it.'

Assistant Head – Bryngwyn Comprehensive School, Llanelli

The majority of schools say that youth workers are included in INSET training and basic skills training, e.g. First Aid, along with teaching staff, but acknowledge there is a lack of opportunities for youth work specific training and are unclear if this need is being met elsewhere.

To preserve professional identity and keep skills updated this needs to be considered and a strategy put in place, potentially with an annual entitlement for youth workers agreed, similar to INSET entitlements that teachers have.

²⁴ TAC - Team Around the Child

KEY FINDINGS

1. Youth work has been successfully developed in schools without compromising the professional ethics of voluntary engagement and starting at a point designated by the young person²⁵.
2. The single biggest threat to the successful development of youth work in schools in Wales is the threat of budget cuts and financial uncertainty, which leaves pupils vulnerable and schools wary of investing too heavily in programmes that may be cut.
3. The contribution that youth workers are making to support the formal education of vulnerable pupils is recognised and valued by the schools they are based in almost without exception.
4. Individual youth workers were singled out repeatedly for what schools see as their outstanding abilities in building strong, positive relationships with staff, pupils, families and communities.
5. Nurturing projects, building emotional intelligence and developing social skills are high on the wellbeing agenda for schools in Wales and youth workers are well placed to deliver this work.
6. Early intervention and additional support during key transition periods is enabling vulnerable pupils to remain engaged with education from Year 6 and through into secondary education, increasing attendance levels and reducing the number and frequency of exclusions. Schools have data to support these claims.
7. Youth work alternative education programmes are providing targeted young people with opportunities to learn social and employability skills and gain accredited qualifications, including ASDAN and accreditation equivalent to GCSE Grade C. This contributes to reducing the number of pupils leaving school without employment or access to further education or training (NEET), which school statistics can demonstrate.
8. A recurring theme amongst the feedback from pupils on alternative education programmes was that working with a youth worker doesn't feel like a 'punishment', whereas previous support structures have.
9. A supportive, knowledgeable member of the senior management team, e.g. Head of Pupil Wellbeing or Deputy Head Teacher, who manages the operational work of the youth worker, is vital to the ongoing development of youth work in schools.

25 Wylie, T. *DATBLYGU GWAITH IEUENCTID YNG NGHYMRU* (Mawrth 2016)

10. During this review there was no evidence that youth workers are contributing to the PSE and SRE curriculum in a mainstream teaching capacity, although they do deliver it to small, targeted groups.
11. Youth workers contribute to young people learning Welsh history, Welsh culture and Welsh inter-generational education and provide access to Welsh speaking social learning opportunities. This is an area ripe for development.
12. School-based youth work provides a vital link between young people, families, communities and school, which improves educational and life chances for pupils. This works best when youth workers are an integral part of a wellbeing team or nurturing project, based in school with clear links to community youth work so young people can access all of the opportunities available, including sports, especially during school holidays.

RECOMMENDATIONS

RECOMMENDATION ONE BUDGETS & FUNDING

Funding cuts and a lack of clarity over how budgets will be allocated over the next few years is the biggest concern for schools with youth workers based in them. Without a guaranteed ring fenced pot of money it is hard to develop strategies and projects to support young people with complex needs who need stability and structure to enable them to engage (or re-engage) with education.

Without secure funding schools are rightly cautious about committing 100% to youth work, and youth work cannot fulfil its huge potential for supporting young people in formal education.

Recommendations

- ❑ A commitment to funding youth work in all schools as part of what was formerly known as the 'Pupil Offer'²⁶.
- ❑ Allocated budgets for school based youth work that is guaranteed and protected for a minimum of two years to reflect the time it takes for young people to achieve accredited qualifications. Any withdrawal after this will need an exit strategy developed in partnership with schools to prevent pupils' education being damaged.
- ❑ Permanent youth work posts in schools at key Stage 3 and 4 based on existing good practice funded either directly from youth services or by a devolved budget allocated to schools to employ youth workers themselves. To do this a formula will need to be decided upon, for

²⁶ Now has the working name 'Schools Enrichment & Experiences Programme.'

example basing the number of youth workers allocated to a school on the number of pupils²⁷, community deprivation indices, the percentage of vulnerable pupils (to include young carers, children looked after, young offenders and those with additional education and mental health needs) and take into account geographical risk factors, e.g. rural isolation. This should also recognise additional vulnerabilities identified in this report to ensure that young peoples access to high quality youth work support doesn't become a 'postcode lottery'.
❑ Where schools do employ youth workers directly, service level agreements must be in place with local youth services to support professional development and provide a professional lead.
❑ Opportunities for schools to bid for additional funding to increase youth work support, based on evidenced need and subject to targets and outcomes. Information about these should be widely publicised through school networks to prevent Deputy Heads and other senior teaching staff having to spend valuable time 'scrabbling about'²⁸ to find funding sources.
❑ The establishment of youth support worker posts to work alongside JNC youth workers in schools to build capacity in nurturing and wellbeing work. These posts should have access to JNC qualification routes to enable career progression and opportunities to create apprenticeships should be looked into.

RECOMMENDATION TWO WORKING TOGETHER

Despite large strides forwards there is still clear evidence that in some schools the partnership between youth workers and schools is still developing and more work needs to be done to raise the profile of youth workers so that they feel a valued part of the school community rather than an 'add on'.

With better information about the role of youth work in schools, all teachers should respect the importance of alternative provision and encourage, rather than prevent young people engaging.

Recommendations

- ❑ A commitment to actively build on the 'changing culture'²⁹ in schools to ensure youth work is embedded within school provision, rather than being seen by sceptics as a 'luxury'.

²⁷ The number of pupils on role in schools taking part in this review varied widely from 600 to approximately 1,800.

²⁸ As described by the Deputy Head at Bedwas High School

²⁹ 'Changing culture' was the term used by school professionals in over 50% of the schools that participated in this review to mean a greater understanding of youth work and the important role it can play in supporting young people so that they are better able to access education.

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Regional meetings developed for school based youth workers, plus youth service and school managers to share good practice, discuss strategies and enable a more co-ordinated approach that clarifies expectations and sets boundaries to what youth workers can offer.
School youth workers to be fully involved in whole school issues as members of staff who specifically contribute in a valued way to the school community.
A designated 'Youth Work Champion' in each school on the senior management team, e.g. the Head of Wellbeing, and knowledgeable about youth work practice. This person's role will include raising awareness about the professional role of a school youth worker with teaching staff, including the limits to this, and advocate at senior management meetings to ensure the youth workers voice is heard.
The Youth Work Champion will preserve what is unique to youth work and ensure that youth workers do not become simply 'another pair of hands' in busy schools facing cutbacks.
School governors to be fully informed and regularly updated of the work that youth workers are doing in school. This will not only raise the profile of youth work but also seek to gain the support of governors as they become more aware of the contribution youth workers are making.
Mandatory workshops, facilitated by youth workers, for all teaching and non-teaching staff in schools to raise awareness about what youth work is, how it differs from other work with young people and how it can compliment formal lessons to enable pupils to achieve their full potential. This should help challenge any remaining barriers and stereotypes and lead to better partnership work.
Shadowing opportunities for both teaching staff and youth workers to experience first hand what they each do and build greater awareness and understanding of each other's specialism.

RECOMMENDATION THREE

MANAGEMENT

In 2014 the National Strategy for Youth Work in Wales recommended a stronger connection between youth work provision and formal education. This review identified that being managed operationally by one professional and strategically by another is not always easy, especially if they have differing priorities. In extreme cases this has resulted in youth workers feeling torn between the loyalties they have for the school they work in and the young people they support, and the youth service they are employed by.

Recommendations

- Those staff managing youth workers in school need to fully understand the professional ethics and code of practice for youth work. Youth

workers need to support this by directing managers to relevant reports and professional bodies such as the National Youth Agency ³⁰ .
❑ A scoping exercise to see if school based youth work could be more effectively managed by the school they work in, with professional guidance, support and supervision being offered as part of a service level agreement with community youth services. This should prevent youth workers being caught in the middle between school plans for development and community youth service priorities.
❑ Operational school-based managers and youth service strategic managers to meet regularly with youth workers to agree areas of work, set targets and measure outcomes. Examples of good practice have been identified through this review process where this already happens so these can be learnt from.
❑ Youth work to have representation on the governing body of the schools they work in.

RECOMMENDATION FOUR

SUPERVISION, TRAINING & PROFESSIONAL DEVELOPMENT

Currently, youth workers based in schools do not have access to professional supervision, training or have opportunities for professional development. Most have access to school INSET training but this does not meet the needs of the social care element to targeted work nor the youth work training required to keep their practice up-to-date and relevant.

Recommendations

- ❑ A supervision structure for youth workers offering one-to-one and/or targeted group support to vulnerable pupils with complex needs to provide case supervision. This should be similar to the supervision entitlements of social workers and school counsellors when doing similar work. Decisions will need to be made about who has financial and operational responsibility for this and where sensitive data about pupils is held.
- ❑ Access to high quality youth work training to maintain professional standards and support professional development. This should be an annual entitlement, similar to that of teachers INSET, and could be provided on a regional basis so that school youth workers learn together. If the recommendation for developing Youth Support Workers in schools is taken up then they would have a pro-rata entitlement too.
- ❑ Joint training opportunities for all professionals working with young people to reflect local issues for pupils, e.g. child exploitation and internet safety, eating disorders and self-harm and drugs.

³⁰ JNC qualification framework and professional ethics available to download from www.nya.org.uk

RECOMMENDATION FIVE

CONTRIBUTING TO A NURTURING COMMUNITY

Pupil wellbeing is rightly high on the agenda for schools in Wales. This seeks to identify pupil difficulties early (academic, physical and emotional) and respond with interventions that are timely, relevant and effective to enable pupils to achieve their personal best.

Familiarity and a regular presence in school encourages young people to engage with youth workers, even those who have previously refused support from other young peoples' support services. Young people say they value their learning time with youth workers but also want increased access to drop-in facilities and a safe place to go when school feels overwhelming.

Recommendations

- ❑ A dedicated space in school for youth workers with easy access so that pupils know where to find them. This should be designed to look and feel different to a traditional classroom with soft seating areas where pupils can talk easily, space for arts and crafts, basic food and drink making facilities (for breakfast clubs and after school support) plus additional space for delivering alternative education provision. An example of good practice can be seen at Ysgol Bryngwyn³¹ where a separate youth work unit has been developed (including an allotment outside), to bring together support provided by all non-teaching staff in one space. This school also offers a youth club (for all pupils) and school holiday provision, all of which is designed and delivered by the school youth workers. Rather than segregating pupils that use it, which could be a concern, this is part of a whole school ethos to develop a nurturing community where all children learn and achieve.
- ❑ Youth workers to take a lead role in multi-professional wellbeing teams that include SENCO's, lead teachers, EWO's and school health professionals that provide a raft of support to meet the complex needs of pupils, with each professional's specialism equally recognised and valued.
- ❑ School youth workers to take responsibility for raising awareness about the importance of good mental health and emotional wellbeing with all pupils through things like Mental Health Week as well as delivering group work / assemblies on specific topics e.g. coping with exam stress, mindfulness and confidence building.
- ❑ Regular lunchtime or after school drop-in services that offer support, advice and guidance for all pupils on issues including relationships, sexual health, bullying and provide fast-track access to other services e.g. school counselling or the school nurse.

³¹ Other good examples of this can be seen at St Martins Comprehensive School in Caerphilly and Ysgol Y Grango in Wrexham.

RECOMMENDATION SIX

ALTERNATIVE EDUCATION IN SCHOOLS

The contribution that youth workers make to support and educate vulnerable pupils is recognised and valued by the schools they are based in almost without exception. Schools say that they really value youth workers as the providers of high quality alternative education packages that provide opportunities for pupils to stay within a school community, with targeted support. All schools stressed the importance of trying to keep pupils engaged and feeling a part of the school community, acknowledging how difficult it is to re-engage learners after as little as two weeks exclusion or unauthorised absence.

Feedback from teachers concludes that youth workers are more effective at engaging pupils in alternative education than teaching staff for whom this is an 'add on' to their academic teaching role.

Recommendations

- ❑ Continued work with year 6 pupils working towards a supported transition into secondary school for vulnerable children. In particular programmes in the school holidays that develop the social skills to better manage and cope with change in Year 7. This can be picked up during the first week of the new term, with youth workers from Year 6 providing continuity and a familiar face or providing a supported handover to the secondary school youth worker.
- ❑ A review of work with Year 5 pupils to better understand the value of such early intervention by youth workers and to assess if they are the best people to deliver it as these children are much younger than those traditionally supported through youth work.
- ❑ Young people say that they are included in the planning and content of their education with youth workers, which helps make it relevant to what is happening in their lives now and responds to different learning styles. This should be promoted as good practice in all schools and strategies put in place to capture evidence so that it can inform evaluation data.
- ❑ Whilst youth workers can offer high quality educational programmes, it cannot be assumed that they can meet the needs of all young people, especially those with additional learning needs and/or learning disabilities. This needs to be monitored to ensure that youth workers are not filling the statutory gaps that should be filled by specialist teachers.
- ❑ If young people choose not to engage in alternative education or accept youth work support this must be respected and other avenues of support explored and financially invested in, for example specialist anger management or sex offender programmes.

RECOMMENDATION SEVEN

CONTRIBUTING TO PSE AND SRE

Whilst schools said that they already have teachers delivering PSE in schools, it was generally accepted that the quality of this varies considerably between schools. Youth workers have vital skills in delivering PSE and expertise on SRE that is fresh, relevant and engaging to young people, and these skills should be utilised in school not just with targeted groups but in other ways too.

Recommendations

- ❑ For schools to consider developing the role that youth workers have in delivering PSE, not just with targeted groups but also utilising their expertise in social education within mainstream classes too.
- ❑ To develop an advisory role for youth workers to support PSE teachers as they develop a curriculum that meets the needs of young people and promotes positive relationships for all.
- ❑ Youth workers to share high quality SRE youth work resources and good practice with teachers in recognition of their expert knowledge not only of the subject but also of the issues that are currently important for young people in the communities they support. This could be done through INSET twilight sessions, facilitated by youth workers, and/or by providing teachers opportunities to watch youth workers delivering PSE workshops to young people to see how informal education can engage and enhance learning.
- ❑ A list of recommended youth work PSE and SRE resources for Key Stage 3 and 4 to be made available to all PSE teachers, with 'train the trainer' style workshops facilitated by youth work specialists to show them how to use them effectively. These resources should be in Welsh and English, endorsed by the Welsh Government Education Department and funded centrally. As well as improving the learning experience for young people this would also provide a baseline against which to measure the effectiveness of PSE lessons.
- ❑ To actively promote co-produced PSE education, where young peoples expertise and experience is recognised, e.g. through peer education projects or peer mentoring, and they are involved in developing a curriculum that meets need and recognises different learning styles. This approach could be piloted in schools across Wales to assess whether co-produced PSE leads to higher engagement than traditional teacher-led methods.

RECOMMENDATION EIGHT

CONTRIBUTING TO CITIZENSHIP EDUCATION

Citizenship has been on the national curriculum in Wales since 1991, and compulsory in secondary schools since 2002. The purpose of it is to 'prepare pupils for life as engaged citizens and to meet its opportunities, challenges and responsibilities.'³² However, there has been controversy over how schools have delivered Citizenship and where it sits within an already packed school timetable.

During this review no schools reported youth workers delivering Citizenship, although they contribute to it through things like their work with school youth councils. Youth workers large contribution to developing Welsh studies and promoting Welsh culture in school and the community should also be taken into account.

Recommendations

- ❑ For schools to include youth workers in the curriculum planning and delivery of Citizenship education to ensure it meets the needs of different learning styles and reflects the needs of young people as they mature into adulthood. This should include life skills like budgeting, money management and planning as well as citizenship skills, e.g. debating, presenting and politics (with a small 'p').
- ❑ To continue to develop and support participation opportunities for young people through youth councils, forums etc and via consultation projects to inform services for young people and raise awareness of youth issues. This should include young people who are traditionally under-represented.

RECOMMENDATION NINE

WELSH LANGUAGE, HISTORY AND CULTURE

Welsh and English speaking schools spoke about the valuable contribution both in school and in the community that youth workers provide in projects including Welsh history, Welsh culture and Welsh inter-generational work.

Recommendations

- ❑ To recognise the valuable contribution that school youth workers can make to education that promotes Welsh history and culture as well as exploring national identity and what it means to be Welsh in the 21st century, and build on existing good practice.
- ❑ The development of an annual national inter-generational art/craft project, facilitated by youth workers in schools across Wales using their established community links. This can be centred around a different social history topic each year, e.g. work and industry, family life,

³² Citizenship Foundation (2016) <http://www.doingsmsc.org.uk/citizenship/>

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migration or the environment and could lead to a touring exhibition of work with contributions from all areas of Wales to raise awareness of Welsh heritage, promote community cohesion and celebrate diversity.
❑ To develop links with Welsh-speaking community youth projects in all areas so pupils get to practice Welsh in social environments.
❑ To identify opportunities for young people to engage in Welsh speaking voluntary work and peer education projects, especially those that lead to an accredited outcome.

RECOMMENDATION TEN DEMONSTRATING OUTCOMES

Whilst community youth work has historically proved difficult to measure in terms of outcomes, youth work in schools is adopting existing school methods for collating quantitative data.

Recommendations

- ❑ An agreed framework that capitalises on existing data collection tools used by schools to demonstrate outcomes for all school-based youth work in Wales. This will provide base line data in the same format upon which to make strategic plans.
- ❑ The views and opinions of young people should be included in all reviews; reports and consultations about the development of youth work in schools.

RECOMMENDATION ELEVEN COMMUNITY AND FAMILY WORK

Schools report that as a result of the relationships built with school youth workers there is a higher take up of community youth services by young people who previously have refused or shown no interest in getting involved in positive activities outside of school. This includes young people who have come to the attention of school and other local support services due to anti-social or risk taking behaviour.

School youth workers are perceived by parents as a 'safe' person to speak to, even though confidentiality boundaries are clearly explained and youth workers make it clear that they will share information where appropriate with schools. Where good practice exists, teachers use these relationships to build their own and invite parents into school.

Recommendations:

- ❑ To continue developing the pathways to community youth work, promoting opportunities for volunteering and positive activities outside of school hours and in the school holidays.

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- | |
|---|
| <ul style="list-style-type: none">❑ To develop strong links with other support services for young people, including statutory agencies like the youth offending service, and voluntary youth services, using school as a meeting place to create strong community partnerships and break down barriers to young people accessing local services, e.g. health. |
| <ul style="list-style-type: none">❑ To promote local support services for parents through youth worker led parenting workshops, e.g. drug and alcohol awareness or debt management, or organising 'Parent Fairs' to build capacity and strengthen support for families. |
| <ul style="list-style-type: none">❑ Parent/carers to meet with the teachers and youth workers educating their child at parent evenings. This aims to develop stronger home/school partnerships, where parents feel included and consulted in the holistic education of their children, and better able to support learning at home. |

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APPENDIX 1

Table of schools contributing to this report

1	Canoflan Yr Afon (PRU)	Blaenau Gwent
2	Brynmawr Foundation School	Blaenau Gwent
3	Ysgol Y Grango	Wrexham
4	Ysgol Rhosnesni	Wrexham
5	Caldicot School	Monmouthshire
6	Monmouth Comprehensive School	Monmouthshire
7	Ysgol Bro Morgannwg	The Vale of Glamorgan
8	Bryn Hafren Comprehensive School	The Vale of Glamorgan
9	Ferndale Community School	RCT
10	Bryn Celynnog Comprehensive School	RCT
11	Ysgol Guyfun Garth Olwg	RCT
12	Dylan Thomas Community School	Swansea
13	Prestatyn High School	Denbighshire
14	Ysgol Bryngwyn	Carmarthenshire
15	Ysgol Maes Y Gwendraeth	Carmarthenshire
16	Croesyceiliog Comprehensive School	Torfaen
17	Cwmbran High School	Torfaen
18	Builth Wells High School	Powys
19	Bedwas High School	Caerphilly
20	Aberbargoed Primary School	Caerphilly
21	St James Primary School	Caerphilly
22	Lewis Pengam Boys School	Caerphilly
23	St Martins Comprehensive School	Caerphilly
24	Duffryn High School	Newport
25	St Johns RC High School	Newport
26	Ysgol Uwchradd Henry Richard	Ceredigion
27	Ysgol Bro Pedr	Ceredigion
28	Ysgol Guyfun Aberaeron Comprehensive	Ceredigion
29	Ysgol Abertefi	Ceredigion
30	Ysgol Dryffryn Teifi	Ceredigion

Appendix 2
INTERVIEW FRAMEWORK FOR SCHOOLS

Name of school _____ English / Welsh speaking

Address:

Tel:

Name of person interviewed _____

Role in school _____ **Date:**

1. Do you currently have youth workers in your school? **YES / NO**

If yes, for how long and in what capacity?

If no, why not?

SECTION A - YOUNG PEOPLE

1. What do you consider are the benefits to young people of having youth workers in school?
2. How does a youth worker's role differ to other professionals working with students in school?
3. How would you like to see the youth worker's role developed in your school to further improve outcomes for students?
4. Examples of current good practice

SECTION B – SCHOOL AND STAFF

1. What do you consider are the benefits of having youth workers in school?
2. How might youth workers enhance PSE education in schools?
3. What contribution can youth workers make to Citizenship education?

SECTION C – COMMUNITY AND CITIZENSHIP

1. What do you consider are the benefits to the community of youth work in schools?
2. How might school-based youth work contribute to a reduction in anti-social behaviour outside of lessons within the community?

SECTION D – CHALLENGES AND OPPORTUNITIES

1. What are the challenges for a multi-disciplinary team working within a school environment?
2. The relationships that youth workers have with young people is likely to be different, but of no less value, to those of teachers. How can we ensure that the professional ethics of both youth workers and teachers are respected and maintained?
3. What do you think will be the main opportunities for youth work within schools?

SECTION E – RECOMMENDATIONS

1. Moving forwards, how do you see the expansion of youth work within schools developing to its full potential?
2. What do you think needs to happen to get to that point?
3. Further comments, observations and examples of good practice:

Appendix 2

Feedback from young people

This is a selection of the feedback from young people about their experiences and opinions of youth work in school.

The Hub, Aberbargoed Primary School (Caerphilly)

'Our youth workers are; fun, inspirational, awesome, interesting, very good, caring and help us talk about things that worry us, help when you feel nervous, do all sorts of activities and give you time out when it is too much in class.' (Yr 5/6 pupils)

'I am glad I come to The Hub because I get in less trouble in class now.' (Yr 6 pupil)

'I represent the school at the Junior Forum and it makes me feel very proud. I have never done anything like this until I started coming to The Hub.' (Yr 6 pupil)

The Hub, St James' Primary School (Caerphilly)

'I like going to The Hub. You can share your emotions and you could have something you want to get off your chest that you can't tell anyone else. The youth workers can even sort out big problems.' (Yr 5/6 pupils)

'I like being able to chat about anything, especially sad things. If I told my class they would probably laugh at me. If we want Deb to tell Mrs Bounds (SENCO) something, then she does.' (Yr 6 pupil)

'You feel better when you tell the youth workers things. You are not just keeping it to yourself.' (Yr 6 pupil)

'We felt we could share our stuff without them going to other people – unless we wanted them to. We could keep what we said 'in the room' unless we were in danger.' (Yr6 pupil)

Ysgol Bryngwyn (Camarthenshire)

'Tim helps me with my problems, if I need help he understands me and my culture – he is there for me in difficult times.'

'Me and Tim made a Jet Project and that made me feel better about myself and it shows if I try I can accomplish whatever I put my mind to.'

The relationship with the youth worker is different to a teacher because: 'you can say stuff that is really private and he gives you support.'

'Your youth worker can help you with your problems and worries.'

'They listen and pay more attention to what you are saying.'

'He understands more and also makes education fun.'

'I can act normal and say what I want to say.'

'My youth worker makes me happy to go to school.'

'I can learn skills like how to mend a puncture as well as talk about my problems.'

'We want more youth workers pleeeezzzz'

'My youth worker has spoken to me and made me feel less angry and stressed.' Yr 7

'My youth worker makes education fun even though we are working. I like the 1:1 sessions and outside school activities – I'm just happy when I'm around him.' Yr 7

'I like having a youth worker because he allows us to have someone to speak to if you have no one else.' Yr10

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'You can talk to them in private and they visit our homes.'

'Teachers can't help with family problems but your youth worker can.'

'I want my youth worker to help me take my temper out and give me confidence to cope.'

St Josephs R.C High School, Duffryn (Newport)

The relationship between youth workers and other school staff is different because, 'it's not ever about being in trouble with them, they don't shout but listen and help.'

'My youth worker has helped me to apply for college and to think about the courses that I can do. They have also helped me in meetings because I do not feel confident to speak up myself. '

'I like having somebody that I can talk to. Youth workers understand issues more than a teacher may do.'

'I can be more open to my youth worker and feel that there is more understanding. My youth worker helps me to come up with solutions to my problems.'

'We did a session on positive/negative thought cycle which I've been able to use in everyday life.'

Duffryn High School

'I can talk to my youth worker about my feelings and emotions.'

'My youth worker helps me to control my anger and talk confidentially.'

'My youth worker is not bossy like my teacher is.'

'I like having a youth worker in school because it is good to have someone on my side; someone I can talk to, someone who cares.'

What makes to different to the relationship with a teacher is that 'the youth worker has time to talk to me.'

'Something that has been important to me is spending time with my youth worker working on 'strategies to control my behaviour.'

St Martins (Caerphilly)

'There is always someone around to talk to in the Family Project and you can tell your youth worker your problems and they listen and help.'

'Easier to talk to our youth worker than a teacher about problems, it is more relaxed.'

'The family project has made a difference to me by letting me do things I wouldn't normally do like rock climbing. More confidence in myself.'