



(Image by Rachel Jones)

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Youth Work Works.

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Introduction

This portfolio is a proposal for a youth work programme developed by a Level 6 Youth Work student at University of Wales Trinity Saint David.

The portfolio explores how youth work can positively support the personal, social, and emotional development of young people through targeted and needs-led practice. It is structured into three components a proposal for a youth work programme, an exploration of the wider social impacts of the programme, and a communications plan outlining how the programme and its outcomes will be promoted and communicated.

The proposed programme is designed around the identified needs of young people and is informed by key youth work values including participation, inclusion, empowerment, and voluntary engagement (Youth Work in Wales Review Group, 2022) (YWWRG,2022).

This portfolio aims to demonstrate the importance and effectiveness of youth work practice in supporting young people to develop self-efficacy (Hudd, 2026), build resilience, and create a sense of belonging through shared experiences and association among home educated young people (Jeffs and Smith, 2009), while also contributing to wider community wellbeing.

The proposed programme for Evolve Youth Service Swansea has been developed in response to the growing number of young people deregistering from formal education and entering home education across Wales. Welsh Government data

reported approximately 7,176 known home educated learners during 2024/2025 (Welsh Government, 2026) (WG), highlighting an increasing need for alternative support services for young people outside mainstream education settings.

The programme aims to provide informal learning opportunities, social connection, and personal development support for young people who may otherwise experience isolation, reduced engagement, or limited access to youth provision.

Chapter One uses the NAOMIE Framework to plan, assess, and evaluate the proposed youth work programme in response to the identified needs of home educated young people.

1. Programme Proposal

Chapter One demonstrates the proposed programme's response to the identified need for targeted youth provision for home educated young people in Swansea, outlining its aims, intended outcomes, methods, and evaluation processes through the NAOMIE planning framework set out by the Council for Wales of Voluntary Youth Services (CWVYS, n. d) providing a logical and systematic approach to youth work practice.

Application of the NAOMIE Planning Framework

Need

There is an identified need for targeted youth provision for home educated young people in Swansea who may experience reduced access to structured social opportunities, informal learning environments, and peer interaction. Increasing numbers of young people being deregistered from formal education and entering home education has highlighted gaps in existing youth provision, particularly in relation to inclusion, social isolation, and access to youth work support (YWWRG, 2022).

Welsh Government data reports approximately 7,176 known home educated learners across Wales during 2024/2025 (WG, 2026), indicating a growing cohort of young people outside mainstream education settings.

Home educated young people may experience limited opportunities to develop social networks, participate in group-based activities, and access structured youth work provision. This can impact on their sense of belonging, confidence, and overall wellbeing. Youth work intervention is therefore needed to provide safe, informal

spaces where young people can build relationships (CLDSCS, 2019), develop self-efficacy (Hudd, 2026), and engage in positive social experiences.

This highlights the importance of youth work as an inclusive, voluntary space that can complement home education by providing opportunities for social development and informal learning.

Aim

The aim of this programme is to provide targeted youth work provision for home educated young people in Swansea, creating safe, inclusive, and supportive spaces where young people can engage in informal learning and social development opportunities. The programme seeks to complement home education by offering structured yet voluntary youth work sessions that promote personal and social growth.

A key aim is to reduce social isolation by facilitating positive peer interaction and creating opportunities for young people to develop meaningful relationships through shared experiences. In doing so, the programme intends to foster a sense of belonging, enhance self-efficacy (Hudd, 2026), and build resilience through consistent engagement in youth work practice.

The programme also aims to support the holistic development of young people by encouraging participation, increasing confidence, and promoting emotional wellbeing within a youth work setting that reflects the principles of inclusion, empowerment, and voluntary engagement (CLDSCS, 2019).

The programme will offer youth club style provision, mirroring the open access youth work model delivered by Evolve Youth Service Swansea, while also incorporating a targeted referral and multi-agency approach to identify and engage home educated young people who may not otherwise access mainstream youth provision.

Outcomes

Through participation in the programme, home educated young people in Swansea will have increased opportunities for social interaction, leading to reduced feelings of isolation and improved peer relationships. Young people are expected to develop a stronger sense of belonging through regular engagement in a supportive youth work environment, which reinforces the importance of consistent, relationship-based practice.

The programme will contribute to the development of self-efficacy as suggested by Hudd (2026) youth work works by enabling young people to take part in activities that build confidence, independence, and decision-making skills fostering the development of young people's belief in their own abilities. Through consistent participation, young people will also develop greater resilience and improved emotional wellbeing, supporting their overall personal and social development (CLDSCS, 2019).

The programme also facilitates learning through social interaction, aligning with Bandura's social learning theory (1977), which emphasises that individuals acquire behaviours through observation and modelling of others (Cherry, 2024), particularly within peer-led and group based settings, while also strengthening Kolb's experiential learning theory (1984) through concrete experiences, highlighting the

value of group work, meaningful engagement, and active participation in the learning process (Cherry, 2025).

In addition, the programme aims to enhance social and communication skills through group-based activities and informal learning experiences. Young people will be more connected to their local community and will have improved access to positive youth work provision that supports their holistic development (CLDSCS, 2019).

Method

The programme will run weekly during term time on Tuesdays from 11am–1:30pm at the Townhill Early Help Hub, delivered by Evolve Youth Service Swansea. Sessions will mirror Evolve’s existing youth club provision currently operating within the Hub, creating a familiar, accessible, and safe environment for the young people the programme aims to engage. The use of a neutral community setting outside of formal education is intended to reduce barriers to engagement for young people who may find school environments overwhelming. This reflects findings identified by Clarke (2026), Headteacher of a secondary school in South West Wales, who highlighted that many young people deregistered from formal education present with Additional Learning Needs (ALN) that are perceived as not being adequately met within mainstream school settings, potentially contributing to negative school experiences.

The programme will incorporate a range of group based activities including team building exercises, discussion groups, creative activities, wellbeing workshops, life-skills sessions, and recreational opportunities. Activities will be youth- led, encouraging young people to participate in decision making processes and shape

elements of the programme through consultation, in line with youth work principles of participation and empowerment (YWWRG, 2022).

A key method of delivery will be group work, recognising its value in supporting peer learning, relationship building, and social development. This approach aligns with Bandura's social learning theory (1977) (Cherry, 2024), where young people learn through observing and interacting with others, while also reflecting Kolb's experiential learning theory (1984) (Cherry, 2025), through active participation and shared experiences. Furthermore, Bronfenbrenner's ecological systems theory (1979) (Evans, 2025), highlights the importance of social relationships and environmental influences on young people's social and emotional development, reinforcing the value of positive association, peer connection, and supportive group environments within youth work practice.

Implementation

The programme will be delivered by qualified youth workers from Evolve Youth Service Swansea. All staff will be appropriately trained in safeguarding, child protection, and trauma-informed practice to ensure the safety and wellbeing of all young people attending. The programme benefits from existing staffing capacity within Evolve Youth Service, allowing delivery to be integrated within current working structures and supporting efficient use of established workforce provision. Utilising existing staffing structures and resources promotes cost efficiency, strengthens sustainability, and supports the long-term continuity of the programme.

Resources for delivery are already situated within the Townhill Early Help Hub, supporting continuity and reducing the need for significant additional infrastructure.

However, additional resources may be required to facilitate extended youth provision sessions, including materials for planned activities and stock for the tuck shop.

These costs are considered as part of programme delivery to ensure a high quality, safe, engaging, and inclusive environment (CLDSCS, 2019). This strengthens the Welsh Government's strategy to provide young people in Wales with accessible, high quality, and sustainable youth work provision (WG, 2026), further aligning with the Well-being of Future Generations (Wales) Act (2015) in promoting a more equal and resilient Wales.

Referral and Access to the Programme

Access to the programme will be through a targeted referral process rather than open access provision. Referrals may be made by parents and carers, schools, local authorities, and other youth or support services. This multi-agency approach (CLDSCS, 2019) ensures that the programme effectively reaches home educated young people who may benefit from additional youth work support but may not independently access provision. It also supports a coordinated response to identified need, ensuring appropriate signposting and engagement in line with wider support systems.

Evaluation

The evaluation of the programme will be an ongoing and reflective process, recognising that effective youth work practice requires continuous review and improvement. Critical reflection will be used to assess both the strengths and limitations of the programme, enabling practitioners to identify what is working well

and what may need to be adapted to better meet the needs of home educated young people in Swansea.

A range of evaluation methods will be used, including feedback forms, reflective practice notes, observation records, end of session staff debriefs, informal group discussions with young people, scaling questions at the start, middle, and end of engagement to measure changes in wellbeing over time, and session registers to monitor levels of attendance and ongoing engagement. These methods will allow both qualitative and quantitative data to be gathered, providing a holistic understanding of the programme's impact, aligning with Dr John Rose's emphasis on reflective and participatory evaluation within youth work practice, where continuous reflection and learning from practice are essential in improving future provision (Jeffs and Smith, 2010).

All evaluation data collected throughout the programme will be collated and presented to the local authority on a monthly basis to monitor progress, assess levels of engagement, and evaluate the overall effectiveness of the provision. This process will enable the identification of strengths, areas for improvement, and any emerging needs among participating young people. Regular reporting will also support accountability, reflective practice, and the ongoing development of the programme to ensure it remains responsive, effective, and aligned with the identified needs of home educated young people in Swansea, reflecting the importance of continuous evaluation and professional practice outlined within the National Occupational Standards for Youth Work (CLDSCS, 2019).

The NAOMIE planning framework has provided a structured approach to identifying need, planning delivery, and evaluating the proposed programme for home educated young people in Swansea. Building upon this programme proposal, Chapter Two will now explore the intended wider social impacts of the provision and its potential contribution to young people, communities, and youth work practice.

2. Impact Report

This chapter provides a report on the anticipated aims and outcomes of the proposed youth work programme and its support for the social, emotional, and educational development of home educated young people in Swansea through informal educative opportunities developed through young people's engagement with youth work practice, which values education at its core (CLDSCS, 2019). It also explores the wider social impacts of the programme, including its potential contribution to families, community connection, social inclusion, and overall wellbeing through youth work practice.

Reducing Social Isolation Through Youth Work Practice

The proposed programme aims to reduce social isolation among home educated young people in Swansea by providing regular opportunities for social interaction, peer engagement, and relationship building within a safe and supportive youth work environment. Although home education can provide positive and personalised learning experiences, some young people may experience reduced opportunities for consistent peer association, group activities, and informal social development outside of the family environment.

Youth work practice plays an important role in addressing social isolation by creating inclusive spaces where young people can develop a sense of belonging through shared experiences and positive association with others (Jeffs and Smith, 2009). Through regular participation in group-based activities, young people are provided with opportunities to build friendships, strengthen communication skills, and increase confidence within social settings.

This reflects the core principles of youth work identified by the Youth Work National Occupational Standards (CLDSCS, 2019), which recognises the importance of voluntary engagement, relationship based practice, and informal education in supporting young people's personal and social development. By encouraging meaningful participation and peer connection, the programme has the potential to positively impact young people's emotional wellbeing and reduce feelings of exclusion or isolation.

Furthermore, Bronfenbrenner's ecological systems theory (1979) (Evans, 2025), highlights the significance of social environments and interpersonal relationships in influencing young people's development. The programme therefore seeks to provide a positive social environment that supports healthy social and emotional development through consistent engagement with peers and youth workers.

The Importance of Association and Belonging

Bronfenbrenner's Ecological Systems theory (1979) (Evans, 2025) highlights the significance of social environments, relationships, and community influences in shaping young people's social and emotional development. For home educated young people, access to positive peer networks and supportive social environments can play an important role in reducing isolation and strengthening their sense of belonging within the wider community. This is further supported by Bandura's Social Learning Theory (1977) (Cherry, 2024) which suggests that young people learn behaviours, values, and social skills through observing and interacting with others within their social environment.

Through meaningful engagement in group-based youth work activities, young people are provided with opportunities to develop confidence, communication skills, and positive social behaviours through peer interaction and relationship-based practice. This aligns with the purposes of youth work, which strive to encourage and support young people to fulfil their full potential and empower them as individuals as well as members of groups and communities, while supporting young people to become active, respected, and integrated members of their communities (YWWRG, 2022).

In addition, strengthening young people's sense of belonging and social connection may also positively impact families and the wider community by encouraging greater community participation, improving social relationships, and supporting young people to engage more confidently within wider social environments, while also developing the confidence and potential to access and participate within wider youth work services.

Creating Opportunities Through Meaningful Engagement

The proposed programme aims to create meaningful opportunities for engagement through youth-led activities, group-work, and informal learning experiences that encourage active participation and personal development. By involving young people in decision making processes and consultation within the programme, young people are empowered to shape aspects of the provision and actively contribute to their own learning and development. This reflects Hart's Ladder of Participation (1992) (UNICEF, n.d.), which highlights the importance of meaningful youth participation and shared decision making rather than tokenistic involvement.

Through participation in activities, discussions, and shared experiences, young people are provided with opportunities to learn through active engagement and reflection. This aligns with Kolb's experiential learning theory (1984) (Cherry, 2025), which emphasises learning through concrete experiences, reflection, and active participation. Group-based youth work activities therefore provide opportunities for young people to develop confidence, communication skills, problem solving abilities, and interpersonal relationships through direct involvement in the learning process.

Furthermore, Freire's concept of critical pedagogy (1970) (Freire Institute, 2024) supports the importance of dialogue, empowerment, and collaborative learning within informal education. Rather than viewing young people as passive recipients of knowledge, youth work practice encourages young people to become active participants within their own development through discussion, reflection, and shared experiences. Through meaningful engagement in youth work provision, home educated young people may therefore develop increased confidence, self expression, and greater participation within wider social and community settings (YWWRG, 2022).

Rights, Voice and Participation in Youth Work

Youth work plays a central role in advocating for young people's rights and voice, ensuring that their perspectives are heard, valued, and acted upon within decision making processes. In line with youth work values to promote inclusion, equality, participation, and advocacy for young people's rights and voice (CLDSCS, 2019), the proposed programme recognises young people as key stakeholders in shaping the services and opportunities that affect them. Youth work meets young people where they are, respecting each young person as on an individual journey through

voluntary engagement, and recognising their right to withdraw from and re-engage with provision at any time (CLDSCS, 2019).

Youth work supports young people to understand and exercise their rights, as well as to challenge oppression and inequality (YWWRG, 2022), aligning closely with the United Nations Convention on the Rights of the Child (UNCRC) (UNICEF UK). This reinforces the role of youth work in promoting equality, empowerment, and social justice, ensuring that young people are supported to develop awareness of their rights and the confidence to express their views within society.

This commitment to rights-based practice is reflected in a number of key UNCRC articles, including:

Article 2 – Non-Discrimination

Article 3 - Best Interests of the Child

Article 12 - Respect the Views of the Child

Article 13 - Freedom of Expression

Article 15 - Freedom of Association

Article 28 - Right to Education

These articles collectively reinforce the central role of youth work in upholding children's rights by promoting inclusion, participation, voice, and equality. They highlight the importance of ensuring that home educated young people are supported to express their views, engage freely in social and educational

opportunities, and access provision that acts in their best interests. This rights-based approach underpins the programme's commitment to empowering young people as active participants within their communities, reinforcing youth work values of advocacy, equality, and social justice (YWWRG, 2022). Overall, this demonstrates the wider social impact of youth work in promoting young people's rights, agency, and meaningful participation in society.

Having explored the wider social impacts of the programme, the report now turns to a communications plan which sets out how the work will be promoted and how its outcomes will be communicated.

3.Communications Plan

This chapter outlines the communications plan for the proposed youth work programme, detailing how the work will be promoted and how its outcomes will be shared with relevant stakeholders. It considers the importance of sustainable and cost-efficient practice in the delivery and communication of the programme, ensuring that resources are used effectively to support long-term impact. The plan also sets out how both qualitative and quantitative data will be used to produce progress reports, providing a balanced understanding of the programme's effectiveness. In addition, it outlines the referral process and how key partners, including parents, carers, schools, and local authorities, will be informed and engaged to support appropriate access and ongoing communication.

Referral and Access

Access to the programme will be through a targeted referral process specifically designed for home educated young people in Swansea. The programme is not open access and is intended to ensure that support is directed towards those who have been identified as most likely to benefit from additional youth work provision outside of formal education settings. Referrals may be received from parents and carers, young people themselves, schools, youth services, formal education systems, and local authorities, ensuring a multi-agency approach to identifying need and supporting appropriate engagement.

By limiting access through a referral-only process, the programme can provide a safe, supportive, and appropriate environment for home educated young people, ensuring that provision is responsive to their individual needs. This approach reflects

findings from Clarke (2026), a secondary school headteacher in South West Wales, who highlights that many young people who enter home education do so due to anxiety and feelings of being overwhelmed within busy and highly structured school environments. This model also helps to maintain participant numbers at a manageable level, ensuring that the programme remains safe, well supported, and effective in meeting the needs of all young people attending (CLDSCS, 2019).

Monitoring & Evaluation/Reporting

A marketing mix approach will be utilised to support the ongoing monitoring, evaluation, and communication of the programme, ensuring that engagement strategies, accessibility, and delivery methods remain responsive to the needs of home educated young people. This approach enables the programme to be reviewed and adapted in line with participation levels, stakeholder feedback, and overall effectiveness.

Young people will be asked at the start, middle, and end of each term to reflect on their subjective wellbeing in order to measure changes over time. This process supports a reflective and participatory approach to evaluation, aligning with Dr John Rose's emphasis on the importance of involving young people in evaluating youth work practice and using their experiences to inform ongoing development (Jeffs and Smith, 2010).

In addition to qualitative evaluation methods, quantitative data will be collected through routine club registers, recording attendance, participation levels, and overall engagement within sessions. This provides measurable data on programme uptake and consistency of attendance over time. The combination of quantitative data from

club registers and qualitative data from ongoing subjective wellbeing scaling exercises ensures a balanced evaluation approach, allowing both numerical trends and young people's lived experiences to be analysed in order to assess the overall impact and effectiveness of the programme, as noted by Creswell and Creswell (2018).

All data collected through both qualitative and quantitative methods will be analysed on a termly basis to identify key trends, outcomes, and areas for development. This information will then be used to produce structured progress reports for the local authority, ensuring ongoing accountability and service improvement. Findings will be presented in a clear and accessible format, utilising visual tools such as Canva to effectively communicate the impact and outcomes of the programme in a way that is engaging and easy to interpret for stakeholders.

The programme will also utilise Evolve Youth Service's existing social media platforms to share regular updates following weekly sessions. Posts will provide brief summaries of activities, themes, and positive engagement from each session, offering parents and carers insight into the experiences and opportunities being delivered (CLDSCS, 2019). This approach supports transparency, strengthens communication with families, and promotes ongoing engagement with the programme by highlighting its weekly impact in an accessible and engaging format. This also represents a cost-effective, modern approach to communication and engagement, reflecting the National Youth Agency's view that social media is one of the most commonly used and effective forms of digital youth work for engaging young people, highlighting the need for youth work practice to continually adapt to

modern contexts by incorporating digital approaches into service delivery (NYA, 2025).

Reflective Practice

Reflective practice will be embedded throughout the programme to support continuous evaluation and professional development. This will include regular end of session debriefs, enabling staff to reflect on delivery, identify strengths and areas for improvement, and adapt practice accordingly. This ongoing reflective approach supports continuous improvement and ensures the programme remains responsive and effective in meeting the needs of young people. This approach aligns with youth work values of reflective practice, continuous professional development, and improving outcomes for young people (CLDSCS, 2019).

This communications plan outlines a structured and varied approach to promoting, monitoring, and evaluating the proposed youth work programme for home educated young people in Swansea. It ensures that communication with key stakeholders is clear, consistent, and effective, while also supporting accessibility and engagement through both traditional and digital methods. The use of qualitative and quantitative data, alongside regular reporting and reflective practice, ensures that the programme remains evidence-based, accountable, and responsive to the needs of young people. Overall, this approach supports sustainable, cost-effective delivery and contributes to the ongoing development and improvement of high-quality youth work provision.

Conclusion

This proposed youth work programme has been developed in response to the identified need for targeted provision for home educated young people in Swansea who may experience reduced access to structured social opportunities and peer interaction. The programme provides a structured yet flexible youth work offer that operates within a safe, supportive, and inclusive environment, delivered through Evolve Youth Service Swansea at the Townhill Early Help Hub.

The programme will be delivered by qualified and appropriately trained youth workers, ensuring that safeguarding, trauma-informed practice, and professional standards are embedded within delivery (CLDSCS, 2019). A targeted referral process involving parents, carers, schools, youth services, and local authorities ensures that access is appropriate, needs-led, and focused on those most likely to benefit. Through group work, informal learning, and youth-led activities, the programme supports young people to develop confidence, communication skills, and positive relationships (YWWRG, 2022).

The use of both qualitative and quantitative evaluation methods, including wellbeing scaling tools, feedback, and attendance data, ensures that the programme is continuously monitored and developed. Regular reporting to the local authority, supported by visual presentation tools, ensures transparency, accountability, and evidence-based practice. In addition, the use of social media communication strengthens engagement with families and supports modern, cost-effective approaches to youth work delivery.

Overall, the programme aligns with key youth work principles, including participation, empowerment, inclusion, and rights-based practice. It reflects Welsh Government priorities for accessible and sustainable youth work provision for all young people in Wales (WG, 2026) and aligns with the Well-being of Future Generations (Wales) Act (2015), promoting a more equal and inclusive Wales. Ultimately, the programme aims to reduce social isolation, promote wellbeing, and support home educated young people to become confident, connected, and active members of their communities.

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