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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Cymry Ifanc
Young Wales

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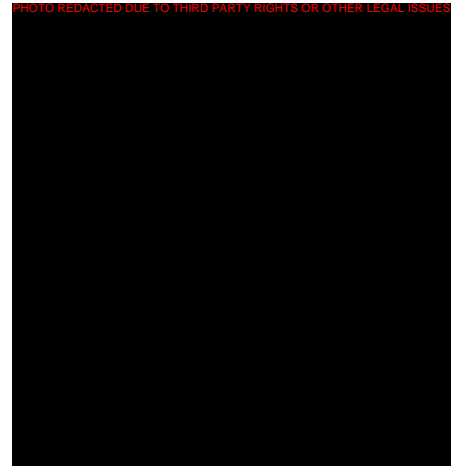
Consultation Document

Cymry Ifanc Young Wales

Statutory Guidance for Youth Support Services 11–25
and Learner Support Services 14–19

Date of issue: **9 December 2009**

Action required: Responses by **31 March 2010**



Cymry Ifanc Young Wales

- Audience** Local authorities must have regard to this guidance in respect of youth support services; governing bodies of maintained schools and institutions within the further education sector must have regard to this guidance in respect of learner support services; and headteachers of maintained schools and principals of further education institutions must have regard to this guidance in respect of the learning pathway document.
- Overview** This guidance replaces that issued in 2002 under Extending Entitlement which set out the requirements on local authorities under Section 123 of the Learning and Skills Act 2000 and the 10 entitlements for young people (as set out in *Extending Entitlement: support for 11 to 25 year olds in Wales – Direction and Guidance, July 2002*). It sets out the legal Direction and responsibilities for youth support services and makes clear the type of support and opportunities young people should expect. This guidance will strengthen current arrangements for youth support services in response to evidence from inspections and research. It also sets out guidance for governing bodies of maintained schools and further education institutions as specified under Section 40 of the Learning and Skills (Wales) Measure 2009, and on headteachers of maintained schools and principals of further education institutions as specified under Section 43 of the same.
- Action required** Responses by **31 March 2010**.
- Further information** Responses should be sent to:
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- Related documents** See Annex A.



Ministerial Foreword

Together with my fellow Ministers on the Children and Young People's Cabinet Committee, I am committed to consolidating and aligning policy and practice for 0-25 year olds in Wales in the context of a rights-based approach. We believe we have the basis to make a significant difference for all children and young people, and we are determined to ensure our policies work to alleviate the impact of poverty on their lives so that they can all achieve their potential in their communities.

Young people need support to be able to participate effectively in education and training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities. The type and extent of services giving such support will vary according to the young person's individual needs and circumstances. These services, in whichever policy area they fall, in whichever setting they are provided, and whether targeted or universal, are youth support services.

This Guidance reinforces the Welsh Assembly Government's commitment to young people, first set out in *Extending Entitlement: Supporting Young People 11-25 in Wales* in 2000 and 2002, which still receives wide approval and admiration in the UK and across Europe.

It is set in the new context of the Welsh Assembly Government's explicit commitment to the United Nations Convention on the Rights of the Child, which we formally adopted in 2004 as the basis for all policy for children and young people. In order to align policies for 0-25 year olds more closely and eliminate any confusion, the 10 Entitlements for 11-25 year olds as set out in the 2002 Guidance have been incorporated within the new overall description ***Cymry Ifanc: Young Wales***.

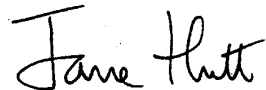
This document focuses on the provision and delivery of youth support services under section 123 of the Learning and Skills Act 2000 which should already be reflected in the activity planned within each local Children and Young People's Plan. There is considerable variation in the extent to which these first Plans (2008-11) reflect the full requirements for young people. Estyn inspections across Wales have found too many partnerships provide unsatisfactory strategic leadership and management of youth support services. The publication of this Guidance will clarify expectations to inform the annual review of Children and Young People's Plans and the revised planning guidance for the next round.

The Guidance also sets out the requirements for learner support services for 14-19 year-olds in maintained schools and further education institutions under section 40 of the Learning and Skills (Wales) Measure 2009. The inter-relationship between youth support services and learner support services will be a crucial factor in ensuring our young people achieve their potential through 14-19 Learning Pathways. The development of 14-19 Learning Pathways policy is built firmly on the foundation of Extending Entitlement.

In keeping with our commitment to an outcome focused relationship with our partners, this Guidance is centred on what young people should expect as a result of the activities, services and support to which they are entitled.

It will help all partners to work together to secure the outcomes for our young people which enable them to take part effectively in education and training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

This Guidance sets out what 11-25 year olds should expect from youth support and learner support services. I believe this is a critical success factor in ensuring the future personal, community and economic well being of Wales. Our young people deserve no less.

A handwritten signature in black ink that reads "Jane Hutt". The signature is written in a cursive style with a large initial 'J' and 'H'.

Jane Hutt AM
Minister for Children, Education, Lifelong Learning and Skills

Contents

	Page No.
Background	1
Part 1 What is meant by Youth Support and Learner Support Services	5
Part 1A Youth Support Services	5
Part 1B Learner Support Services	8
Part 2 Statutory Requirements	10
Part 2A Youth Support Services	10
2A.1 Local Authorities	10
2A.2 Direction	12
Part 2B Learner Support Services	15
2B.3 Governing Bodies of Secondary Schools and Further Education Institutions	15
2B.4 Head teachers of Secondary Schools and Principals of Further Education Institutions	16
Part 3 Explanatory Notes and Good Practice Guidance	17
Part 3A Youth Support Services	17
3A.1 Promoting Access to Provision	17
3A.2 Participation in Decision Making	19
3A.3 Enabling Young People to Participate in Education and Training	21
3A.4 Enabling Young People to Take Advantage of Opportunities for Employment	24
3A.5. Enabling Young People to Participate Effectively and Responsibly in Community Life	25
Part 3B Learner Support Services for 14-19 Year Olds	27
Part 4 Measuring Outcomes	33
Part 5 Youth Support Services in the Context of Children and Young People's Plans	36

Part 6	Consultation Questions	38
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Annexes

Annex A - Wide range of organisations/individuals providing Youth Support Services	40
Annex B - Welsh Assembly Government policies and initiatives	41
Annex C - Clarification of current responsibilities of Children and Young People's Partnerships in relation to youth support services	44
Annex D - Statutory Guidance on Local Youth Service Provision in Wales	46
Annex E - Young people who may be in need of greater support	49

Summary

This Statutory Guidance underpins section 123 of the Learning and Skills Act 2000 and the Learning and Skills (Wales) Measure 2009 in terms of the provision of support services for young people which encourage, enable or assist them to:

- participate effectively in education and training;
- take advantage of opportunities for employment; and
- participate effectively and responsibly in the life of their communities.

It should be read alongside the statutory *Shared Planning for Better Outcomes (2007)* for Children and Young People's Partnerships which incorporates the planning requirements for 11-25 year olds set out in *Extending Entitlement*.

Extending Entitlement: supporting young people in Wales (2000) and the Direction and Guidance (2002) set out 10 entitlements for all young people aged 11-25, with the aspiration that access to these entitlements would ensure all young people had the services, support and experiences to achieve their potential. Youth support services include any service providing support, opportunities or experiences which in the opinion of the Welsh Ministers contribute to encouraging, assisting or enabling young people to participate effectively in education or training, take advantage of opportunities for employment or participate effectively and responsibly in the life of their communities.

Much has already been achieved for young people in youth support services through Young People's Partnerships (YPPs) and Children and Young People's Partnerships since the first YPP Plans were produced in 2002. However, there have also been significant policy developments which have implications for such services in Wales.

The Welsh Assembly Government has developed a range of strategies which address, in detail, with some of the barriers faced by 11-25 year olds. These are part of the overall approach to youth support services. A full list of these strategies is included in Annex A. Some major barriers include sexual health, substance misuse, youth offending, mental health, family stress, bullying, disengagement, behaviour and attendance.

Putting this into practice requires a collaborative effort, with local authorities and their partners playing an essential role in making the difference for all children and young people in their areas.

One of the major contextual influences is the commitment made by the Welsh Assembly Government to the United Nations Convention on the Rights of the Child (UNCRC)¹, including Article 12 on participation. Participation in the UNCRC context means young people having the right to have their voices heard in decisions on issues which may affect their lives.

¹ <http://www2.ohchr.org/english/law/crc.htm>.

The organisational framework for Children and Young People's Plans is set out in 7 Core Aims which summarise the relevant Articles of the UNCRC and provide a policy context for Wales. The 7 Core Aims state 0-25 year olds should:

1. have a flying start in life;
2. have a comprehensive range of education and learning opportunities;
3. enjoy the best possible health and be free from abuse, victimisation and exploitation;
4. have access to play, leisure, sporting and cultural activities;
5. be listened to, treated with respect, and have their race and cultural identity recognised;
6. have a safe home and community; and
7. not be disadvantaged by poverty.

In addition, section 124(3) of the Learning and Skills Act 2000 requires a local authority to have regard to the expediency of co-operation with voluntary organisations. Section 125(2) of that Act requires local authorities where they consider it appropriate, to consult voluntary bodies providing services for young persons in their area. Together these sections recognise the significant contribution of voluntary bodies to youth support services in Wales.

The development of 14-19 Learning Pathways has been built firmly from the platform of *Extending Entitlement* and the Welsh Assembly Government's commitment to youth support services. 14-19 Learning Pathways Guidance (2004 and 2006) sets out the policy framework. This has been reinforced by the Learning and Skills (Wales) Measure 2009 which underpins the delivery of 14-19 Learning Pathways, including access to an individual learning pathway document and the provision of learner support services. The legislative basis for learner support services contained in section 40 of the Learning and Skills (Wales) Measure 2009, is similar to and runs in parallel with sections 123-129 of the Learning and Skills Act 2000 relating to youth support services.

The Welsh Assembly Government's vision is for a network of services, support and opportunities for young people aged 11-25 at local level to ensure that **all** young people develop the wider skills and achieve the qualifications they need to meet the aspiration set out for 14-19 Learning Pathways that:

By 2015 95% of young people by the age of 25 will be ready for high skilled employment or higher education.

This Guidance seeks to:

- retain and reinforce the key values and principles which were set out in *Extending Entitlement: Supporting Young People 11-25 in Wales (2000 and 2002)*;
- align youth support services for 11-25 year olds and learner support services for 14-19 year olds for coherence and consistency;

- reinforce the Youth Service in Wales as part of youth support services (Annex C);
- set out the support and encouragement available to young people to participate in education or training past the age of 16; and
- clearly state where youth support services and learner support services fit within Children and Young People's Partnerships and planning arrangements.

This vision is widely shared across Wales and is reinforced in this Guidance. All partners need to focus on the provision of appropriate youth support and learner support services for 11-25 year olds in their area. Co-operation and collaboration to secure a strategic approach is vital to achieving this and ensuring that the right support is available and accessible. It is imperative to eliminate duplication and to share resources and information in order to achieve maximum efficiency and effectiveness if we want to make provision for all young people in Wales where and when they need it.

All young people in Wales should have access to the sorts of services, support and opportunities set out in this document. Engagement in activities and experiences, together with appropriate health and other services, are what all young people need to develop their wider skills for life, work, family and community and achieve improved wellbeing.

This is more important than ever in the current economic climate, where competition for university places and jobs is greater. We know that as things improve the future Welsh economy will need high skilled, well rounded, flexible and versatile employees to secure economic sustainability.

There are major social, emotional and economic benefits to be gained from full implementation of youth support and learner support services. These benefits include:

- contributing to the economic wellbeing of Wales by developing a highly skilled workforce for 21st century employment;
- playing a part in the eradication of child poverty in Wales;
- setting out what all young people should expect and the additional support provided for those who need it, showing a strong commitment to social justice and equality;
- providing support that enables the early identification of problems to assist young people to achieve their potential and wellbeing; and
- supporting parents and carers to nurture fulfilled, healthy young people who in turn become good parents and make a significant contribution to their families, communities and the social and economic prosperity of Wales.

In the long term there will be significant savings for health, social care, welfare, the criminal justice system and other services from the provision of appropriate youth support and learner support services. But the most important saving will be the human cost of unfulfilled lives and damaged communities.

Part 1: What is meant by Youth Support Services and Learner Support Services

Part 1A: Youth Support Services

1.1 Youth support services are services which in the opinion of the Welsh Ministers directly or indirectly encourage, enable or assist young people aged 11-25 to participate effectively in education or training; take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

1.2 Local authorities must work with a range of professionals and organisations in the statutory, voluntary and in the private sectors to provide, take part in or secure the provision of youth support services. The diagram at Annex A provides further detail on the types of provision this includes.

1.3 Youth support services are provided in a wide range of settings. The Welsh Ministers consider that activities associated with a wide range of services may encourage, enable or assist young people directly or indirectly to participate in education or training, take advantage of opportunities for employment and to participate effectively and responsibly in the life of their communities, activities such as: community, play and intergenerational activities; volunteering; participation in youth forums, shadow councils and school and college councils. Diversity and variety of provision should be encouraged to meet the individual needs of 11-25 year olds.

1.4 Young people get information to make decisions about their lives from many sources. The provision of impartial, accurate and readily available information about things which inform their decisions is a vital part of youth support services at Wales-wide (CLIC Online)² and local area levels.

1.5 Other partners contribute by enabling young people to take part in and access activities and services. Examples of such activities and services include health services such as hospitals, clinics and school nurses and safety services such as the police, fire services and Youth Offending Teams, leisure services, music, arts, drama, sporting and fitness activities. These can be delivered in health centres or in schools, colleges or community settings or through detached work on streets where this makes them more relevant and accessible. There is also more specific support from health and social care services for those in greater need.

1.6 Social and emotional skills are an important factor in the ability of young people to take advantage of any opportunity in their lives and are a crucial indicator of their wellbeing. These skills include: the ability to interact with others and developing appropriate respect for other people; the ability to make their own decisions based on impartial, accurate information; developing the motivation and the skills to take part in activities and access services which may be outside their current experience. The development and consolidation of these skills should underpin all youth support and learner support services.

² CLIC is the National Information and Advice Service for young people in Wales 11 to 25 www.cliconline.co.uk.

1.7 Education, with good youth support and learner support services, is the key to emotional resilience, social stability and economic sustainability. Helping young people to stay in learning and achieve greatly reduces their need for more intensive and expensive personal and family support later on³.

1.8 The Welsh Assembly Government must encourage all young people to undergo post-16 education and training. There is no intention at the current time to make participation in education and training beyond the statutory school leaving age compulsory. The critical success factor is not compulsion but motivation to remain in education and training voluntarily through the provision of appropriate opportunities and encouragement and support through relevant youth support and learner support services.

1.9 Young people of statutory school age are in formal learning settings for only a limited time during their week. A holistic approach must take account of the contribution of learning and experiences outside these settings. This is where the biggest gap can occur between those who are advantaged and those growing up in poverty, including poverty of service, access, participation, expectation and education.

1.10 This Guidance identifies five aspects of provision which encourage, enable or assist young people to participate effectively in education and training:

- **high quality learning provision in a learning setting** Curriculum/School Effectiveness Framework/Quality and Effectiveness Framework for post-16 learning including work based learning⁴;
- **wider opportunities, activities and experiences** occurring outside formal learning settings;
- differentiated **support** to access and remain in learning and overcome barriers;
- high quality, accessible **information and advice** on a range of areas to enable young people to make informed decisions; and
- **participation** in decision making on issues that affect their lives including all of the above.

1.11 This Guidance makes a significant contribution towards implementing elements of the United Nations Convention on the Rights of the Child (UNCRC) in Wales, specifically:

- education (Articles 28 and 29);
- information (Articles 13 and 17);
- participation (Article 12);

³ Youth Crime Prevention in Wales – Strategic guidance (YJB 2008); Tired of Hanging Around: Using sport and leisure activities to prevent anti-social behaviour by young people (Audit Commission 2009, p. 24). Barriers to engagement in education, training and employment (YJB 2006).

⁴ See Annex A.

- healthcare and an adequate standard of living (Articles 24 and 27);
- play and recreation (Articles 15 and 31);
- a child using their own language (Article 30);
- fair treatment in the criminal justice system (Articles 37 and 40); and
- a child knowing what their rights are (Article 42).

Part 1B: Learner Support Services

1.12 14-19 Learning Pathways policy⁵ comprises 6 key elements, designed to enable maximum flexibility to meet the needs of individual learners aged 14-19. The key elements fall into two categories - Learning Provision and Learner Support:

Learning Provision

1. Individual learning pathway to meet the needs of each learner.
2. A wide choice of courses leading to qualifications from a local curriculum⁶.
3. Wider learning from the Learning Core including skills, knowledge, attitudes, values and experiences that all 14-19 year-olds will need, whatever their pathway.

Learner Support

4. Learning coach support.
5. Access to personal support.
6. Impartial careers information, advice and guidance.

1.13 Learner support services are services which in the opinion of the Welsh Ministers encourage, enable or assist young persons (directly or indirectly) to participate effectively in education or training; take advantage of opportunities for employment; or participate effectively and responsibly in the life of their communities. The Welsh Ministers consider that services which provide the wider activities and experiences which make up the Learning Core⁷ and the blend of learning coaching, careers information, advice and guidance, and access to personal support, will enable all young persons to receive the support they need to make informed choices, overcome barriers to participation in education or training and realise their potential.

1.14 Impartial careers information, advice and guidance is a combination of Careers Education and Guidance delivered to all 14-19 year olds in schools and colleges, and impartial careers advice from careers advisers delivered in schools and colleges and through Careers Wales venues.

1.15 Under section 43 of the Learning and Skills (Wales) Measure 2009, all 14-19 year-old learners in a maintained school or further education institution are entitled to an individual learning pathway (a learning pathway document). Learners choose, with support and guidance, options that best suit their interests, abilities and

⁵ http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/learningpathways1419/lastpublications/guidanceii/?lang=en.

⁶ Regulations governing the local curriculum will be issued in Autumn 2009.

⁷ <http://wales.gov.uk/topics/educationandskills/learners/learningpathways1419/learningcore/?lang=en>.

learning styles, to help them realise their potential. A learning pathway should also ensure access to a broad and balanced range of learning experiences, recognise wider experiences from all aspects of their lives to develop wider skills, and identify the support that will help them to overcome any barriers to learning. Work based learning is not covered by the Measure but it is intended that future contractual arrangements with work based learning providers will include a similar requirement.

1.16 Access to the experiences, activities and opportunities provided by the Learning Core are key to personal fulfilment, motivation, attainment and employability. The Welsh Assembly Government expects Children and Young People's Partnerships and 14-19 Networks to work together to ensure that all 14-19 year-olds have access to services which provide a range of appropriate wider activities, opportunities and experiences. They should also work together to ensure any support is given where needed to access services, which will enable young persons to gain the skills, knowledge and understanding, attitudes and values and common experiences which underpin their chances of a successful life.

1.17 The Learning Core is particularly important to securing equality of opportunity where young people are living in poverty or have other disadvantages. Children and Young People's Partnerships have an overall responsibility to plan to ensure that wider provision and differentiated youth support services are available to enable all young people in their area to access the Learning Core.

1.18 The learning coach function provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathway, self-reflect, make decisions, identify goals and become independent learners. It also supports their ongoing progress⁸.

1.19 The provision of personal support is the most significant common area between learner support and youth support services. All 14-19 year olds should be entitled to personal support both as part of youth support services and learner support services. Some will never need it, others will need support at key points in their lives and some may need more consistent support over a longer period.

1.20 The Welsh Baccalaureate Qualification (WBQ) is aligned to Learning Pathways and should become available as an option in all areas of Wales.

⁸ http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/learningpathways1419/latestpublications/guidanceii/?jsessionid=2jhTKQ2hJyWMPTILZJS7yMIGBRnzdv9W5YvcbHk1KdP5k2q8pf10!1298896870?lang=en.

Part 2: Statutory Requirements

Part 2A: Statutory Guidance for Youth Support Services

2.1 Local Authorities must have regard to the direction to:

Provide, secure the provision of or participate in the provision of services which encourage, enable or assist young people to participate effectively in education or training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

2.1.1 In respect **of targeted youth support services for young people with higher levels of need**, local authorities (in conjunction with their local partnership structure for youth support services) will provide, secure the provision or participate in the provision of:

- a range of targeted youth support services that enables young people with higher levels of need to participate effectively in education, training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities based on the level of need and personal circumstances of young people.

Such services will include:

- making arrangements for information sharing both to ensure young people know what is available to them and to ensure that young people in need do not fall through the net; and
- systems and information that facilitate the provision of youth support services which are available and up to date; including keeping in touch arrangements and local audits of youth support services.

2.1.2 To encourage effective **participation** and in conjunction with local partnership structures, local authorities will provide, secure the provision or participate in the provision of:

- opportunities that ensure young people participate in the planning, delivery, monitoring and reviewing of local youth support services [including decisions made on budgets]; in adherence to the Wales National Standards for Children's and Young People's Participation; and
- local structures for participation in decision making in line with the guidance set out for Local Participation Strategies.

2.1.3 For youth support services that aim to **encourage, enable or assist participation in education and training** and in conjunction with local partnership structures, local authorities will provide, secure the provision or participate in the provision of the following services:

- a wide range of information and advice services for young people to assist them in decision making and overcoming barriers to education and employment. This will include information on rights, housing, health, education, local plans, local youth support services available etc.;
- local information services linked to the national information and advice project (CLIC⁹);
- a wide range of personal support;
- support to access formal education and training opportunities;
- access to a wide range of learning opportunities within and outside a formal learning setting;
- services which provide play and recreation activities with opportunities for young people to meet and interact with others;
- a local Youth Service (see Annex D);
- support for young people to overcome barriers to participation in education or training; and
- services focused on outcomes for 11-25 year olds including the development of basic skills and skills for life which help them access education, training and employment.

2.1.4 For youth support services aimed at **encouraging, enabling or assisting young people to take advantage of opportunities for employment** and in conjunction with local partnership structures, local authorities will provide, secure the provision or participate in the provision of the following services:

- preparing young people for employment;
- support for access to opportunities for employment;
- personal support and services that enable young people to access and sustain employment e.g. transport, pre-entry support; and
- advice and guidance on local and wider opportunities for employment.

2.1.5 For youth support services which aim to encourage, enable and assist young people to **participate effectively and responsibly in the life of their community** and in conjunction with local partnership structures, local authorities will provide, secure the provision or participate in the provision of the following:

- services which provide a wide range of opportunities for young people to play an active role in their communities and positively contribute to community life; and
- encouragement and support for young people to take advantage of opportunities for employment in a community setting and recognise and acknowledge the learning and skills they have gained.

⁹ www.cliconline.co.uk.

2.1.6 In respect **of targeted youth support services for young people with higher levels of need**, local authorities (in conjunction with their local partnership structure for youth support services) will provide, secure the provision or participate in the provision of:

- a range of targeted youth support services that enables young people with higher levels of need to engage in education, training, employment and the life of their communities based on the level of need and personal circumstances of young people;
- arrangements for information sharing both to ensure young people know what is available to them and to ensure that young people do not fall through the net; and
- systems and information that facilitate the provision of youth support services being available and up to date, which should include keeping in touch arrangements and local audits of youth support services.

2.1.7 To ensure that youth support services **focus on improving the outcomes achieved by young people** who receive them, local authorities will provide, secure the provision or participate in the provision of:

- youth support services in its local area which focus on improving outcomes for the young people that they support;
- arrangements that will recognise and celebrate the positive achievements of young people receiving youth support services; and
- systems that scrutinise and challenge outcomes.

2.1.8 Each Local Authority has a Lead Director and Lead Member for Children and Young People's Services¹⁰, and the requirements for strategic direction and planning of youth support services are part of the responsibilities of the Children and Young People's Partnership and the Children and Young People's Plan. The Welsh Ministers expect the local authority to comply with the direction relating to the provision of youth support services for 11-25 year olds as set out in this Guidance, working in cooperation and collaboration or making arrangements with such other persons such as health, police, the voluntary sector, education and training providers as set out in the Learning and Skills Act 2000.

2.2 Direction for Youth Support Services

2.2.1 The National Assembly for Wales issued the Youth Support Services (Wales) Direction in exercise of powers conferred by Section 123(1) of the Learning and Skills Act 2000. The Direction, issued on 18 July 2002 to come into force on 1 September 2002, directed local authorities to provide, secure or participate in the provision of youth support services.

¹⁰ As required in the Children Act 2004.

Section 123 of the Learning and Skills Act 2000

123.-(1) The National Assembly for Wales may direct a local authority:

- (a) to provide youth support services;
- (b) to secure the provision of youth support services;
- (c) to participate in the provision of youth support services.

(2) In this section “Youth Support Services” means services which in the opinion of the National Assembly will encourage, enable or assist young persons (directly or indirectly):

- (a) to participate effectively in education or training;
- (b) to take advantage of opportunities for employment; or
- (c) to participate effectively and responsibly in the life of their communities.

(3) In this section “young persons” means persons who have attained the age of 11 but not the age of 26.

(4) A direction under subsection (1):

- (a) may include provision for grants, loans and other kinds of financial assistance to be provided by the National Assembly (whether or not on conditions);
- (b) may require local authorities to have regard to guidance issued by the National Assembly; and
- (c) may require local authorities when making arrangements with other persons to require those persons to have regard to guidance issued by the National Assembly.

(5) A direction under subsection (1):

- (a) may relate to a particular class of young person;
- (b) may make different provision for different classes of young person;
- (c) may be revoked or varied by a later direction.

2.2.2 Whilst the Direction remains in place, this Guidance supersedes the associated 2002 Extending Entitlement Guidance.

2.2.3 This guidance should be read in conjunction with regulations made pursuant to and guidance associated with the Learning and Skills (Wales) Measure 2009.

2.2.4 The All Wales Youth Offending Strategy (AWYOS) clearly sets out the Welsh Assembly Government's view that young people in the criminal justice system are young people first and offenders second. Despite this, far too many young people who have offended do not receive the youth support services they need to prevent them from reoffending. The estimated social cost of juvenile and adult crime arising from educational underachievement in Wales is £122–227 million per year¹¹ (YJB 2008)*.

The Audit Commission (2009) calculated that a young person who starts showing behavioural problems at age five, and is dealt with through the criminal justice system will cost the taxpayer around **£207,000 by the age of 16**. Alternative interventions to support changes in behaviour would cost around £47,000. **Over £113 million a year would be saved** if just one in ten young offenders was diverted towards effective support¹². Evidence from the Youth Justice Board¹³ suggests that education and training is the single biggest protective factor in preventing reoffending.

The Welsh Assembly Government expects local authorities and their partners to work together as part of the work of the CYP Partnership in developing the single Plan to ensure that YOTS, 14-19 Networks, FEI institutions, careers services, the Youth Service, voluntary organisations and work based learning providers collaborate effectively so that young people who have offended can access the youth support services they need to turn their lives around. For some young people, this will include collaboration to work with the young person to put in place an Individual Learning Plan (ILP) setting out clearly what their needs are and how those needs will be met. This may include arrangements to secure delivery of intensive personal support and learning at pre-entry level to assist them to access mainstream provision in due course.

New duties on local authorities in Wales under the Apprenticeships, Skills, Children and Learning Act 2010 (details at Annex E) will reinforce this expectation.

¹¹ (YJB 2008).

¹² (YJB 2008).

¹³ (2006)*.

Part 2B: Statutory Guidance for Learner Support Services

Part 2.3: Governing Bodies of Maintained Secondary Schools and Further Education Institutions must have regard to the Direction to:

Provide, secure or participate in the delivery of services which encourage, enable or assist young people to participate effectively in education or training, take advantage of opportunities for employment and participate effectively and responsibly in the life of their communities.

2.3.1 Local authorities are responsible for coordinating with partners the provision of 14-19 Learning Pathways policy. Governing bodies should work with local authorities to secure wider learner choice, wider learning opportunities and learner support services.

2.3.2 The term “learner support services” is defined in the Learning and Skills (Wales) Measure 2009. Section 40(1) gives power to the Welsh Ministers to direct the governing bodies of maintained schools and further education institutions to provide, secure the provision of or participate in the provision of learner support services.

2.3.3 For learner support services that encourage, enable or assist learners to **participate effectively in education or training** the governing bodies of maintained schools and further education institutions will provide, secure the provision or participate in the provision of services which:

- provide high quality impartial information, advice and guidance which enables young people to make informed and realistic choices and help them to remain in learning;
- help the young person to identify goals and develop a Learning Pathway to meet them;
- support the young person in the learning related aspects of their Learning Pathway with a focus on maximising their ability to learn; and
- support the young person to develop solutions to personal, social, emotional and physical problems.

2.3.4 For learner support services that aim to encourage, **enable or assist young persons to take advantage of opportunities for employment** the governing bodies of maintained schools and further education institutions will provide, secure the provision or participate in the provision of services which:

- provide high quality impartial information, advice and guidance which enables young people to make informed and realistic choices and help them to access employment;
- prepare young people for employment; and
- offer access to opportunities for employment.

2.3.5 For learner support services that ***enable young persons to participate effectively and responsibly in the life of their communities*** the governing bodies of maintained schools and further education institutions will provide, secure the provision or participate in the provision of services which:

- provide a wide range of opportunities for young persons to play an active role in their communities and positively contribute to community life; and
- provide encouragement and support for young persons to take advantage of opportunities in a community setting and recognition and acknowledgement of the learning and skills gained.

Part 2.4: Head teachers of Secondary Schools and Principals of Further Education Institutions must¹⁴:

2.4.1 Provide to 14-19 year olds in their respective settings:

- a learning pathway document for each individual learner setting out the courses of study (if any) that the pupil or student is entitled to follow; the impartial information, advice and guidance they receive; how their entitlement to Learning Coach support will be realised; and how their relevant personal support needs will be met; and
- learner support services including advice which promotes the best interests of the learner and does not seek to promote contrary to the young person's best interests, the interests or aspirations of the school or institution or other person.

¹⁴ Section 43 (2)(b) Learning and Skills (Wales) Measure 2009.

Part 3: Explanatory Notes and Good Practice

Part 3A: Youth Support Services

3.1 Promoting Access to Provision

3.1.1 The scope of local youth support services should encompass **all** 11-25 year old young people in a local authority's area. Some young people need a greater degree of support¹⁵, sometimes on a short term basis but often over a long period of time. Examples of those who may fall into this category are set out in Annex D.

3.1.2 It is impossible to prescribe the exact services, support and opportunities they should receive, but local authorities working with their partners, must show how they have worked with young people to identify needs and how they have provided youth support services which take proper account of their needs and circumstances.

3.1.3 All young people are entitled to support and a range of opportunities. The level and type of support and opportunities they need varies. For example:

- some well motivated, high achieving young people with supportive families, carers or guardians may need minimal intervention to make sure that they are equipped to deal effectively with issues that arise in their lives;
- those with physical, learning or communication difficulties may need help to access services as will those who are not in education, employment or training (NEET)¹⁶;
- some will need intensive support at key times at different periods, for example, there is evidence that young people leaving a custodial environment¹⁷ or those leaving care can get significant benefit from 24-hour access to intensive personal support from highly skilled and qualified youth workers; and
- those living in poverty may also need more specific support and opportunities.

3.1.4 All provision should be inclusive, actively involve young people in decisions about what activities are provided and how the service operates, and where appropriate be delivered in the language of the young person's choice such as Welsh and other languages spoken in Wales, or bilingually¹⁸.

¹⁵ delivering commitments within the UNCRC to equality (Articles 2 and 3), looked after children (Articles 9, 19, 20, 21 and 25), refugee children (Article 22) and children with disabilities (Article 23) within the context of youth support services.

¹⁶ KIT arrangements involve local multi-agency identification and preventative support for vulnerable young people who are or at risk of becoming NEET. Original detail was provided at Annex 12 of the 2002 guidance. This will be updated in due course.

¹⁷ Evidence supporting developments in this area is provided from *Dancing through the Gaps* (2008), *Youth Crime Prevention in Wales – Strategic guidance* YJB 2008, *Tired of Hanging Around: Using sport and leisure activities to prevent anti-social behaviour by young people*. Audit Commission, 2009, p. 24), and *Barriers to engagement in education, training and employment* YJB 2006.

¹⁸ Article 30 of the UNCRC.

3.1.5 Access to provision is a key issue for many young people, including those who live in rural areas and many of those mentioned in this section. This is a vital consideration in achieving inclusion and equality of opportunity for all.

3.1.6 *Reducing the proportion of young people not in education, employment or training in Wales – Delivering Skills that Work for Wales (2008)* provides an increased emphasis on the type of actions required to reduce the proportion of young people aged 16-18 not engaged in education, employment or training. This strategy sets out requirements that youth support services 11-25 and 14-19 Learning Pathways providers outline clearly how they will engage and support those who are NEET, including through Keeping in Touch (KIT)¹⁹ arrangements at local level.

3.1.7 Young people at risk of being NEET may face multiple issues and challenges. Bespoke solutions involving more intensive support and guidance are likely to be required with robust programmes of support. These should identify individuals' needs, motivations and aspirations linked to providing personalised mentoring and support. Improved access to employment opportunities should be made available through the development of stronger links to employers.

3.1.8 *Keeping in Touch* arrangements have been part of the local requirements for youth support services since 2002. Local authorities should review their current KIT arrangements to ensure they take full account of developments in information sharing, the above strategy for reducing the number of young people who are NEET, and the requirements set out in this Guidance for youth support and learner support services.

3.1.9 The All Wales Youth Offending Strategy (AWYOS) sets out the Welsh Assembly Government's view that young people in the criminal justice system are young people first and offenders second. Far too many young people who have offended do not receive the youth support services they need to prevent them from reoffending. This has a high social cost²⁰ (YJB 2008). Research²¹ tells us that an individual who starts showing behavioural problems at age five and is dealt with through the criminal justice system will cost the taxpayer around £207,000 by the age of 16. Alternative effective support could save over £113 million a year (if one in ten young offenders were diverted towards such effective support). Evidence²² suggests that education and training is the single biggest protective factor in preventing reoffending.

¹⁹ KIT arrangements involve local multi-agency identification and preventative support for vulnerable young people.

²⁰ The estimated social cost of juvenile and adult crime arising from educational underachievement in Wales is £122–227 million per year (YJB 2008). Youth Crime Prevention in Wales – Strategic guidance YJB 2008.

²¹ Tired of Hanging Around: Using sport and leisure activities to prevent anti-social behaviour by young people. Audit Commission, 2009, p. 24).

²² Barriers to engagement in education, training and employment YJB 2006.

3.1.10 Youth support services can help young people turn their lives around.

Young people with **greater level of need** should expect:

- support to be provided based on their level of need and personal circumstances;
- more help to engage and succeed particularly for young people with specific needs or disadvantage;
- support from adults who know about young people's rights and who show respect for them; and
- to be treated fairly regardless of their age, racial background personal or family services or their beliefs.

BOX 1

3.1.11 Proposed new duties on local authorities in Wales under the Apprenticeships, Skills, Children and Learning Bill 2009 (if enacted) would reinforce this expectation for young people who have offended.

How youth support services can impact on poverty and deprivation amongst young people

3.1.12 Poverty and deprivation are not mutually dependent or exclusive, but both have a major impact on young people's lives. Youth support services directly contribute to eradicating poverty and deprivation amongst young people by:

- **alleviating/mitigating the impact of poverty** by improving access, participation, self-esteem and raising expectations;
- **raising awareness amongst young people of their rights and the rights of others**, providing them with the tools to lift themselves out of the cycle of poverty and deprivation;
- **breaking the cycle of poverty and deprivation**, by encouraging young people to acquire qualifications, skills and experiences, together with the attitudes, values, skills and knowledge to be employable; and
- providing them with **social and emotional skills and dispositions**²³ to help them in interaction and respect for others, to develop motivation and their ability to take part effectively, and to achieve independence.

3.2 Participation in Decision Making

3.2.1 The Welsh Assembly Government is committed to ensuring that young people have a say in decisions that affect them, in line with Article 12 of the UNCRC. In 2005, young people developed a sound-bite to express what that means for them:

²³ www.demonstratingsuccess.co.uk.

“Participation means that it is my right to be involved in making decisions, planning, and reviewing an action that might affect me. Having a voice, having a choice”.

3.2.2 The Welsh Assembly Government has worked with partners to develop the Wales National Standards for Children and Young People’s Participation²⁴, as well as Regulations on School Councils²⁵ and advice on pupil and student participation in decision making more broadly.

3.2.3 Pupil participation will become part of mainstream provision through the School Effectiveness Framework, and student participation through the Quality Effectiveness Framework²⁶. The Quality and Effectiveness Framework for post-16 learning will incorporate a stronger emphasis on learners’ rights, including their participation in decision making as well as the extent to which providers act on student feedback.

3.2.4 Guidance on Local Participation Strategies is in place and it is proposed that this will become a statutory requirement²⁷. A National Participation Strategy for Wales is being developed to provide an overarching framework to help move towards widespread and coherent implementation of Article 12 across Wales.

3.2.5 Youth support services should include opportunities for all young people to develop their social and emotional skills through participation. This could be through:

- involvement in school or college councils and local youth forums, voluntary organisations, Communities First Partnerships;
- involvement in management committees of organised activities;
- mainstream involvement as a pupil or student in decisions about, for example, teaching and learning approaches in formal settings, organisation of classroom activities, policies for behaviour and attendance;
- pupil and student perception questionnaires or focus groups; or
- decisions on budgeting, financial planning, prioritising and spending in school, college, non-formal learning settings, recreational provision, healthcare settings etc.

²⁴ <http://assembly/education/groups/cypse/childrenandyoungpeoplesstrategy/rightsandentitlements/participationproject/nationalstandards.htm>.

²⁵ www.schoolcouncilswales.org.uk.

²⁶ <http://wales.gov.uk/topics/educationandskills/publications/guidance/qualityframeworkpost16/?lang=en>.

²⁷ Proposed Children and Families (Wales) Measure.

As part of youth support services in Wales with regard to **participation**, young people aged up to 18 should expect:

- to learn about their rights and how to access them;
- to be listened to and to have their opinions considered when decisions are made, including spending decisions which are relevant to them;
- widespread opportunities to get involved in service planning, delivering, monitoring and reviewing the effectiveness of youth support services;
- information about local Children and Young People's Plans including local youth support services; and
- opportunities to assess the extent and quality of participation in relevant organisations through the Wales National Standards for Children's and Young People's Participation.

BOX 2

3.2.6 In some cases young people will need support to have their voice heard when they want something stopped, started or changed. The Assembly Government's vision is that access to advocacy²⁸ becomes an entitlement for all children and young people. Advocacy is an important part of youth support services for the most vulnerable young people to ensure they have a say in matters that affect their lives, safeguard them and protect them from harm and poor practice.

3.3 Enabling Young People to Take Part In Education and Training

3.3.1 This section provides information on participation in education or training for the purposes of section 123(2)(a) of the Learning and Skills Act 2000. It covers Core Aims 2, 3, 4, 5, 6 and 7²⁹.

3.3.2 High quality learning provision has an important part to play in youth support services (e.g. school, college, training providers or work based learning). This will be delivered under the revised school curriculum, the School Effectiveness Framework, and the post 16 Quality Effectiveness Framework.

3.3.3 Together with our partners, the Welsh Assembly Government has developed a statement of national purpose for schools³⁰, to:

- enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners;

²⁸ Annex 2 of A Guide to the Model for Delivering Advocacy Services for Children and Young People (June 2009) provides definitions of Advocacy.

²⁹ Delivering the Welsh Assembly Governments commitment to the UNCRC Articles 28 and 29 which relate to education. See page 8 of this document for a full list of the 7 Core Aims.

³⁰ <http://wales.gov.uk/topics/educationandskills/publications/guidance/schooleffectivenessframework/?lang=en>.

- promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning;
- establish strong professional learning communities in schools where practitioners can develop and share their professional knowledge in learning and teaching;
- offer children and young people a curriculum that engages and motivates them to learn and to achieve their potential;
- provide a learning community for all engaged in school life, with children and young people and their families at the centre, and including governors, teachers, other school staff and adults training to work in schools;
- be a key player with other schools and partner service providers in planning and delivering integrated services for children and young people to improve their wellbeing; and
- provide or facilitate education so that schools contribute to meeting the needs of the community and engage the community as partners to ensure that all schools are community focussed.

3.3.4 For young people after the age of 16, a key priority of the employment and skills strategy, *Skills that Work for Wales (StWfW)*, is to ensure that post-16 learning delivery is fundamentally transformed, since the evidence suggests that current arrangements for post-16 learning delivery are unlikely to support learner and employer needs in the 21st Century.

3.3.5 Consequently the *Transforming Education and Training Provision in Wales* policy seeks to ensure that all providers plan provision collectively; direct more of the funding available to teaching and learning and learner support; and transform the network of providers to:

- provide a full range of learning opportunities for students at 14-19 in a way that prepares them for the full range of pathways open to them as adults, and secures appropriate progression opportunities for those above the age of 19;
- remove unnecessary duplication of provision; and
- achieve standards of excellence, across all learning networks.

3.3.6 High quality information and advice relating to education options and choices also forms a key component of services supporting young people in this area. Young people need accurate information to help them to make informed and effective decisions. All relevant providers of youth support services should consider how they contribute to:

- developing the learner's skills in accessing, retrieving and using information effectively and in making realistic and well-informed decisions;

- helping young people access appropriate support, information, advice and guidance in a way which is discrete, confidential, but easily accessible; and
- information on issues such as housing, health, careers, benefits, financial management, childcare and local opportunities linked to the national (CLIC) project and local information projects to help to inform the decisions that they make.

3.3.7 Access to more specific careers information, advice and guidance is an important aspect of youth support services. Careers Wales provides all-age (excluding higher education) impartial careers guidance. Specialist Careers Advisers work with young people and their Learning Coaches to help them to make learning and career plans, choices and decisions based on their interests, abilities and values. Careers information, covering learning and career opportunities, is available in written and electronic formats, and is supported by careers advice. To ensure that people can access support as and when they need it, Careers Wales has developed an extensive website, Careers Wales Online³¹.

3.3.8 The Higher Education Careers Service Unit offers a range of services to their own students and graduates including individual advice, career information and planning.

3.3.9 The learning that takes place outside the formal learning setting makes a major contribution to the extent to which young people can take advantage of formal learning and is where the greatest differences occur between those who are advantaged and disadvantaged. Youth support services should include opportunities, activities and experiences to enable young people to develop wider skills, and should make particular efforts to ensure those who are disadvantaged in any way have the chance to develop these essential wider skills.

3.3.10 All providers of youth support services should consider how they target less advantaged young people. In particular they need to consider access and inclusion of those who may be vulnerable or disadvantaged by poverty.

³¹ <http://www.careerswales.com/>.

As part of youth support services to encourage, enable and assist young people to **participate effectively in education and training**, young people should expect:

- support to access high quality formal education and training in a learning setting;
- a wide range of enrichment opportunities, activities and experiences outside the learning setting to choose to engage with;
- opportunities to participate in maintained and voluntary Youth Service activities, including uniformed youth services;
- opportunities for a wide range of play and recreation activities;
- opportunities to meet and interact with other young people in a safe, secure and healthy environment;
- support to develop and strengthen skills for life, including confidence and self-esteem to assist them access education, training and employment;
- impartial careers information, advice and guidance services;
- local information and advice on a wide range of issues;
- a wide range of help and personal support to overcome barriers to participation in education or training including peer support, counselling and advocacy; and
- support during transition periods in their lives.

BOX 3

3.4 Enabling Young People to Take Advantage of Opportunities for Employment

3.4.1 This section provides information mainly on taking advantage of opportunities for employment for the purposes of section 123(2)(b) of the Learning and Skills Act 2000. It covers Core Aims 2 and 7.

3.4.2 Any provision for unemployed or economically inactive young people must operate in tandem with Department for Work and Pensions (DWP) programmes and provide a holistic approach to employment opportunities.

3.4.3 Young people should be offered choice and, in line with best practice in learning, they should be the key partner in determining what opportunities they wish to undertake.

3.4.4 All services working with young people can support them in looking for work by making them aware of how employment opportunities are advertised and signposting people to practical help in applying for jobs, for example filling in application forms, sending CVs, applying online and speaking to employers on the telephone.

As part of youth support services in enabling 11-25 year olds to take advantage of **opportunities for employment**, young people should expect:

- appropriate preparation for employment including work experience;
- high quality education and training related to employment;
- wider opportunities, activities and experiences related to employment;
- opportunities for employment with training and development;
- a guarantee for 16-18 year olds of a training, learning or employment offer;
- a statutory right to time off to study or train for 16 and 17 year olds in employment without a level 2 qualification³²;
- impartial careers information/advice including relevant labour market information;
- personal and learning support to access and remain in employment;
- support from Job Centres and careers advisers; and
- access to facilities, services and opportunities that enable young people to access and sustain employment.

BOX 4

3.5 Enabling Young People to Participate Effectively and Responsibly to Community Life

3.5.1 This section provides information mainly on participating in the life of a community for the purposes of section 123(2) (c) of the Learning and Skills Act 2000. It covers Core Aims 4, 5 and 7.

3.5.2 Youth support services have a key role in ensuring that 11-25 year olds can take advantage of opportunities to participate responsibly and effectively in the life of their communities. This will enrich their lives and experiences and the skills required for future learning and employment and will encourage citizenship and intergenerational understanding, contribute to overcoming negative perceptions associated with young people and benefit the communities in which they live. This can also make a contribution to community cohesion by encouraging young people to make a contribution across communities.

3.5.3 Young people need to know and understand their rights, develop a range of skills for life, understand the contribution they can make in their communities and the world (through for example Education for Sustainable Development and Global Citizenship) and know how to access services such as health, housing, sporting, leisure and cultural opportunities.

³² Section 63a Employment Rights Act 1996.

3.5.4 Youth support services also deliver community-based education, training and employment including opportunities to take part in voluntary activity and volunteering as part of community life.

3.5.5 Communities First Partnerships provide an important vehicle for encouraging and supporting participation in community life among children and young people in the most deprived areas in Wales. The Communities First Programme recognises that children and young people have a key role to play in these processes and Partnerships are required to engage and involve them – in consultations, activities and the organisation of the Partnership itself.

3.5.6 Other organisations such as the police hold youth community safety meetings to encourage young people to come together to make their area safer and to establish better relations between the Police and the community.

As a result of youth support services which enable them to **take part effectively and responsibly in the lives of their communities**, young people could expect:

- a wide range of opportunities to play an active role within their communities and gain experiences and skills;
- to have the support and encouragement they need to enable them to take up such opportunities; and
- to have the learning and experience from such activities in the community acknowledged, for example through their individual learning pathway document.

BOX 5

Part 3B: Learner Support Services For 14-19 Year Olds

3.6.1 The provision of learner support services will be a legal requirement for all 14-19 year-olds in a maintained school or further education institution in Wales. They are not a legal requirement for young people outside maintained schools and further education institutions, but should apply as part of Learning Pathways policy wherever possible. The provision of youth support services applies to all 11-25 year-olds in Wales, and will include aspects common to youth support and learner support services for those 14-19 year olds not in a maintained school or college.

3.6.2. Section 40 (6) of the Learning and Skills (Wales) Measure 2009 requires any direction made pursuant to section 40(1) in relation to the provision of advice or information services, to be framed so that it relates only to information presented in an impartial manner and only to advice which promotes the best interests of the young person concerned and does not promote contrary to the young person's best interests, the interests or aspirations of any school, institution or other person.

Learning Pathway Document (14-19)

3.6.3 Section 43(3) of the Learning and Skills (Wales) Measure 2009 sets out the entitlement of learners in a maintained school or further education institution to a *learning pathway document*, setting out their entitlement to courses of study from 14-19. This plan can be a paper document, electronic or online and further guidance will be issued in due course. A useful template will be provided on Careers Wales Online³³.

3.6.4 The learning pathway document should be a live document allowing the learner to add, amend and record as their experiences grow, their decisions or goals are amended, and they change their place of learning. It should be the major personal planning and self-reflection tool for the learner and should include, where relevant, experiences, activities or support in any part of a young person's life. It should be a vital record of aspiration, intention, self-reflection, experience and achievement.

3.6.5 The learning pathway document also has an important role in enabling effective learning coach and careers adviser support as part of learner support services. The plan should be a key tool in enabling the various contributors to the learning coach function to ensure a coherent, consistent and developmental approach. The plan is about learner's choices and involving the learner in decisions about their learning. Learners should be encouraged to feel ownership of their plan and to be active contributors in its construction and development as their learning and achievements develop.

³³ <https://www.careerswales.com/employers/content.asp?id=706>.

The individual learning pathway document must make provision to include:

- the curriculum choices the learner makes as the formal strand of their learning pathway, and how these contribute to the Learning Core;
- impartial information, advice and guidance on careers, employment, further and higher education;
- how learning coach support from a variety of sources will be provided to meet the differentiated learning needs of the individual learner; and
- where relevant how personal support needs will be met.

It may also include:

- the learner's goals and aspirations;
- information about learning preferences and developing learning skills;
- the non-formal experiences, activities and opportunities the learner seeks to engage in, and how the skills acquired contribute to the Learning Core;
- at the learner's discretion, learning obtained from informal opportunities rather than planned activities, including family and community; and
- how any gaps in experience or skills might be met.

3.6.6 Other plans for 14-19 year olds, for example Individual Learning Plans (ILPs) for those young people in the criminal justice system; those who are looked after; or those with additional learning needs should be aligned to include the aspects listed above.

Learning Core

3.6.7 Each individual's learning pathway should be planned to offer ready access to all aspects of the Learning Core³⁴ through a combination of qualifications, non-formal and informal learning, inside and outside their learning setting. The Learning Core also includes areas of learning which are part of young people's statutory education from 14-16 such as Personal and Social Education, and Religious Education for those of statutory school age, but also includes a wide range of experiences and activities which help learners develop Essential and Key Skills and enhance their social and emotional development.

3.6.8 Careers education and guidance is also part of the Learning Core for 14-19 year olds and is a statutory requirement in all schools and colleges in Wales. The DCELLS Framework *Careers and the World of Work*³⁵ provides clear guidance on what should be provided.

³⁴ Wider skills, knowledge, attitudes, values and wider experiences which form part of the six key elements of a learning pathway.

<http://wales.gov.uk/topics/educationandskills/learners/learningpathways1419/learningcore/?lang=en> .

³⁵ <http://wales.gov.uk/topics/educationandskills/parents/whatwillchildlearn/learningpathways1419/learningcore/?jsessionid=TH5VJF1R14Zpsv12KnsJLryCkfVn4nBhf9Rx3JQQQ6xFCpVJF86t!1614610361?lang=en>.

Learner Support

3.6.9 The provision of information, advice and guidance to young people in schools and colleges is vitally important to their education. It must be impartial and focused on the best interests of the learner not the interests of the school or institution. It should include advice on:

- learning choices and learning techniques;
- examination entries, managing transitions and progression routes to employment/further and higher education;
- careers information, advice and guidance/assistance with applications etc.;
- overcoming barriers to learning;
- behaviour, personal organisation, moral and social issues;
- well being including physical and sexual health; and
- personal and domestic issues, crisis management.

3.6.10 These learner support services should be provided by a combination of Learning Coach, personal support and careers advice and guidance, balanced to meet the needs of the individual learner. They would be provided by a number of members of staff including form teachers and heads of year in schools and a variety of staff in colleges including personal tutors.

Learning Coach

3.6.11 Section 40 of the Learning and Skills (Wales) Measure 2009 sets out the entitlement of all 14-19 year old learners in maintained schools and further education institutions to learner support services, which under Learning Pathways policy includes learning coach support. Wherever practicable, learning coach support provided to 14-19 year olds outside maintained schools or further education institutions as part of a 14-19 Learning Pathway should mirror the Guidance set out below.

3.6.12 Learning coach support is a function which can be provided by an individual or a team. The role of the learning coach function is to support learners to:

- help them develop learning skills, motivation and engagement;
- make best use of and develop their learning styles;
- help them make effective choices which enable them to achieve their potential;
- extend their expectations, aspirations and set goals and targets;
- provide appropriate transition support at key points of change during the 14-19 phase including managing the transition from more directed to self-directed learning;

- take account of skills, attributes and experience in all aspects of their lives;
- take account of additional needs including learning difficulty or disability, exclusion from a learning setting or involvement with the criminal justice system;
- give due consideration to cultural transitions including those for whom English is an additional language, refugees, asylum seekers, gypsy travellers; and
- maximise their development in a variety of areas of intelligence, including emotional and social skills.

3.6.13 The learning coach provides support, guidance, coaching and mentoring to learners to help them plan their individual learning pathway, self-reflect, make decisions, identify goals and become independent learners and then supports their progress. Learning coaches will usually work as part of a team and will generally work with groups of learners as well as individuals as appropriate, concentrating on their learning.

3.6.14 Learning coach support should be differentiated according to the needs of individual learners, so that more individual time can be provided for those needing the greatest support. This should be based on learning support need not directly related to ability. One-to-one support for those in greatest need, including those outside maintained schools and further education institutions, is likely to be available as part of personal support. For most young people, personal support will be accessed intermittently in response to particular events in their lives and will be separate to learning coach support.

3.6.15 The vision for the learning coach role is for a greater emphasis on support for learning. Many existing professionals will already carry out elements of this function. Evidence shows that increasing the support for learning in this way pays dividends in learners' achievement even though they may have less direct taught curriculum time as a result.

3.6.16 Further information on good practice in implementing the learning coach function will be provided in the Autumn of 2009.

Access to Personal Support

3.6.17 The ages of 14-19 are a time of significant transition for all young people. Emotional and social pressures compete with high expectations in performance and achievement. For many young people aspects of their personal life create real barriers to learning. Access to personal support is intended to enable young people to overcome barriers as they occur, enabling them to stay in learning, achieve their potential and gain employment.

3.6.18 All 14-19 year olds are entitled to access to personal support as part of both Learning Pathways and youth support services. Issues they might face include bullying, relationships, sexual health, racism, bereavement, nutrition, substance misuse, caring responsibilities, homelessness, emotional wellbeing, anger

management, developing emotional and social skills. Local arrangements should include easily accessible provision to enable more intense support for those who are more vulnerable for any reason.

3.6.19 Within learning settings, pastoral support dealing with personal issues will be part of the wider range of personal support and may be the first point of contact for a young person. However, others will choose to access personal support outside the learning setting. 14-19 Networks must collaborate with Children and Young People's Partnerships to ensure that support can be accessed by learners both within and outside the learning setting.

3.6.20 Partners within the Children and Young People's Partnership will already be providing much of the existing personal support, but there is a need to coordinate a strategic approach to the provision of personal support within a local area which will help young people access appropriate support, information, advice and guidance in a way which is discreet and confidential but easily accessible.

3.6.21 High quality, timely and impartial careers information, advice and guidance is an important element of learner support for 14-19 Learning Pathways. Teaching staff, Learning Coaches and Careers Wales advisers will need to agree collaborative working arrangements that clearly set out roles and responsibilities to ensure that advice on learning and longer term career goals is fully joined up and meets the individual needs of the learner.

14-19 Learning Pathways and the Children and Young People's Plan

3.6.22 The Children and Young People's Plan should refer to the high level strategic framework for the development and implementation of 14-19 Learning Pathways in their area. 14-19 Learning Pathways as an identified priority within the plan should ideally include more specific action, accountability, SMART outcomes and costs at that level.

3.6.23 The Annual Network Development Plan (ANDP) for 14-19 Learning Pathways is a requirement of the additional grant funding available to support the implementation of 14-19 Learning Pathways locally. Whilst the ANDP covers a three year period it must be submitted annually to enable 14-19 Networks to access the additional 14-19 funding. ANDPs will no longer be required if the additional funding is mainstreamed. The Welsh Ministers will expect governing bodies of maintained schools and further education institutions to work together with the local authority to secure the phased introduction and the continuous improvement of provision under the Learning and Skills (Wales) Measure 2009.

3.6.24 The local authority, working with its partners in the Children and Young People's Partnership, has the overarching responsibility to secure the coordination of the high level strategic planning of all aspects of provision and support for all 11-25 year-olds. It is for the Children and Young People's Partnership and 14-19 Network in each local authority area to clearly define how they will work together, and where relevant with other local authority areas to avoid duplication of effort, align priorities and share resources to secure the particular requirements for 14-19 year-olds set out in this Guidance.

As part of 14-19 Learning Pathways young people could expect:

- a wide choice of options from a local curriculum;
- an individual learning pathway, including appropriate coverage of the Learning Core, tailored to meet their needs;
- a guarantee for 16-18 year olds of a training, learning or employment offer;
- a range of learner support including learning coach, personal support and careers advice;
- financial guidance to help with access to funding to help young people stay in education and training; and
- support in finding further opportunities for education, employment or training.

BOX 6

Part 4: Measuring and Demonstrating Outcomes

4.1 Young people need to be able to value the progress they have achieved or the difference made to their lives. Those taking part in any activity or service should receive feedback or be supported to reach the conclusion themselves. This is an important factor in helping to motivate young people and helping them plan future progress.

4.2 Young people receiving youth support and learner support services must play a central role in monitoring and evaluating them. Their assessments of the quality and value of services are crucial to judging quality and service outcomes and outputs. Wherever possible, they should be involved in determining the quality standards and objectives of services (individual and overall) as well as judging the extent to which the services they receive, or are eligible to receive, meet those standards and objectives.

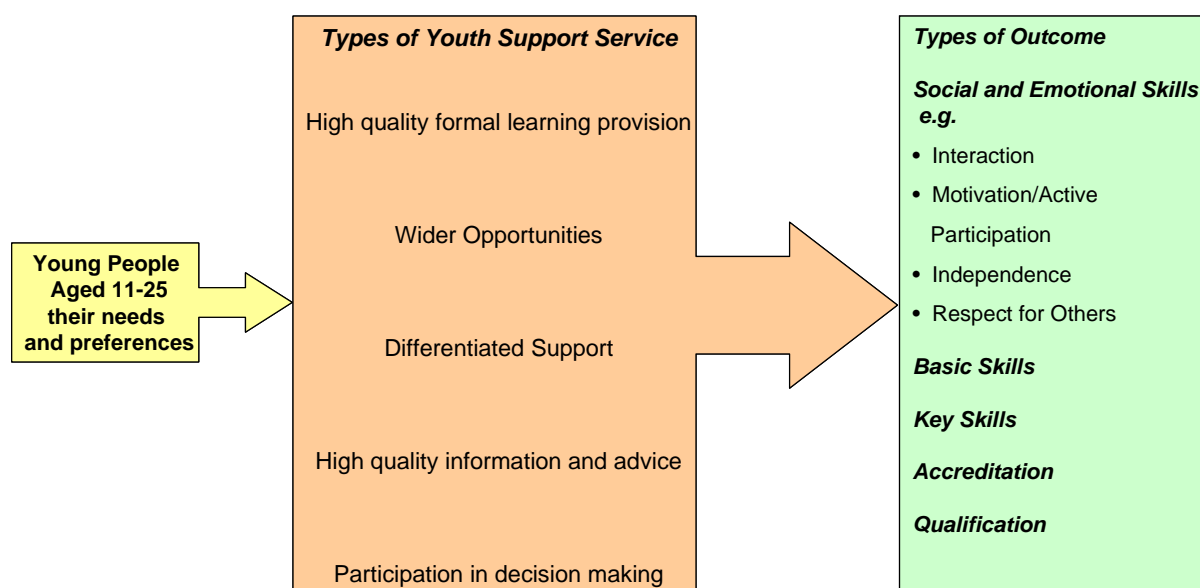
4.3 Monitoring and evaluation underpins review and evidence-based service planning and will draw upon a range of sources, including young people's assessment of services. Local authorities and their partners, and schools and colleges and their governing bodies should provide the essential evidence of how they are collectively improving the conditions of wellbeing for all 11-25 year olds and of the impact of specific youth and learner support services on the lives of those who access them. Local authorities should also demonstrate the efficiency and effectiveness of the leadership and management arrangements at local level and show how their decisions on which youth support services to provide are based on evidence.

4.4 The focus of monitoring and evaluation should be upon **outcomes** for young people, with output, throughput or compliance with process as subsidiary evidence. Outcomes should be young person-focused where they are showing, self-reporting or being observed to have a positive improvement using the outcomes and tools such as those being developed in the *Demonstrating Success* project³⁶ and models such as *Results Based Accountability*³⁷ being used in a number of Children and Young People's Partnerships in Wales. This may also include more formal accreditation and qualifications achieved by young people where appropriate. Partnerships must identify where outcomes should be related to specific projects or where they can be expected to result from a combination of a variety of experiences to result in a joint outcome for an individual or a contribution to population level information.

³⁶ <http://demonstratingsuccess.co.uk/site/>.

³⁷ <http://www.resultsaccountability.com/>.

Types of Outcome Achieved from Youth Support Services



4.5 Where Children and Young People’s Plans have taken full account of youth support services they will already include useful local performance indicators which will inform evaluation of impact and future progress. The *2008 Children and Young People’s Well Being Monitor* provides useful national data, much of which is available on a local basis to provide baseline data and inform impact on youth support services.

4.6 From 2010 Estyn will use its powers under section 127 of the Learning and Skills Act 2000 to inspect the local authority youth support services and Youth Service. Estyn will work with other inspectorates and regulators as appropriate. They will also include the provision of learner support services through inspections of individual schools and colleges. Estyn inspections of local authority education services for children and young people, from 2010 onwards will also include inspection of Children and Young People’s Plans under section 30 of the Children Act 2004 led by the Chief Social Services Inspector for Wales (CSSIW).

4.7 The Welsh Assembly Government will commission an all Wales survey to assist in monitoring and evaluating the implementation of this revised Guidance on youth support and learner support services.

4.8 Additional information about outcomes is outlined in the Welsh Assembly Government Guidance, *Shared Planning for Better Outcomes* and there will be further pilot development of a revised national outcomes framework for children and young people during the course of 2009, linked to local authority Key Performance Indicators (KPIs).

Demonstrating Success/Social and Emotional Dispositions

4.9 Social and emotional dispositions and skills are an important factor in the ability of young people to take advantage of any opportunity in their lives, and are the crucial indicator of their wellbeing. We have identified the need for a common

framework to describe these dispositions and their development and to enable young people and those who work with them to share a common language to identify young people's skills and their development.

4.10 The Demonstrating Success model is a new approach to measuring the progress and outcomes of children and young people in Wales. It is based on the recognition that young people achieve far more through their involvement with programmes and policies than is currently measured by more traditional approaches that focus largely on assessment and attainment measures. Demonstrating Success involves all major partners, including academic input, in developing a toolkit which is being piloted until March 2010 and should help provide the basis for a comprehensive, coherent approach to the identification and development of social and emotional dispositions and skills and wellbeing in Wales, wherever young people are learning or gaining wider experiences.

4.11 Within the Demonstrating Success Model, Social and Emotional Dispositions and Skills (SEDS) have been grouped into four areas which include:

- interaction;
- independence;
- motivation and taking part; and
- respect for others.

Young people should expect **outcomes** from youth support services including:

- the opportunity to have their outcomes and their achievements clearly identified;
- to be able to identify and have recognised by others the social and emotional development gained through engagement in youth support services e.g. through use of the *Demonstrating Success* approach; and
- to have their achievements, outcomes and skills gained recognised and celebrated.

BOX 7

Part 5: Youth Support Services in the Context of Children and Young People's Plans

5.1.1 Youth support services fit into the existing planning requirements set out in *Shared Planning for Better Outcomes (2007)* listed in more detail at Annex B. This guidance does not replace or add to the requirements, though some Children and Young People's Partnerships will need to revisit their plans to ensure that all the requirements for youth support services are reflected fully.

5.1.2 Evidence provided by Estyn's inspections of youth support services across Wales supports the need for this approach. Children and Young People's Partnerships are required to review and evaluate their plans on an annual basis, and where their youth support services have been subject to recent Estyn inspection, will be working towards a specific action plan to address the recommendations made. The clarification set out in this Guidance will be fully reflected in the new guidance on Children and Young People's Plans for the new planning round starting in 2011. The planning guidance will be subject to consultation later in 2009.

5.1.3 Under *Shared Planning for Better Outcomes (2007)*, the local authority, working with its partners in the Children and Young People's Partnership, is required to prepare and publish a plan setting out the authority's strategy for children and young people aged 0-25 in its area. The Children and Young People's Plan is a 3-year strategic plan developed by the Children and Young People's Partnership.

5.1.4 The Children and Young People's Partnership is a coordinating body in relation to the plan for 0-25 year olds but operational responsibility and accountability for the quality and impact of services remains with the responsible organisation.

5.1.5 The wide ranging Children and Young People's Plan should be a high level strategic document setting out the main priorities for 0-25 year olds living within the local authority area against each of the 7 core aims.

5.1.6 In order for the plan to be a meaningful and useful document, it must of necessity concentrate on high level priorities, action and outcomes. Specific service areas will have plans and strategies to inform their work which should align with and feed into the plan, but not replicate it.

5.1.7 Chapter 8 of *Stronger Partnerships for Better Outcomes* sets out the importance of local authorities and their partners putting in place and having regard to the importance of protecting children and young people in all their planning. This also applies to activities relating to youth support services in line with Articles 34, 36 and 39 of the UNCRC.

Young People's Partnerships and the Children and Young People's Plan

5.2 In 2007 the statutory requirement for a separate Young People's Partnership and a distinct Young People's Partnership Plan was removed, and discretion allowed at local level on how collaboration of multi-agency partners would be coordinated to secure delivery of youth support services.

The Youth Service and the Children and Young People's Plan

5.3 Potentially, the maintained and voluntary Youth Service has a significant contribution to make to the provision of youth support services. The Children and Young People's Plan should include high level strategic direction, and where the activities of the Youth Service contribute to an identified local priority may also wish to include more detailed action, accountability, SMART outcomes and costs. Every Youth Service should have an operational development and improvement plan in place to inform service provision and action, aligned with the high level statements in the Children and Young People's Plan and demonstrating how the Youth Service fulfils the requirements set out in Annex D of this Guidance.

Part 6: Consultation Questions

6.1 This Guidance is a revision of the Statutory Guidance issued in July 2002. However, in light of the considerable developments, this revised Guidance contains greater detail and clarification, and includes new and more specific duties on schools and further education institutions in relation to 14-19 year olds.

6.2 The consultation period will run for 14 weeks **from 9 December 2009 – 31 March 2010** to provide time for all those involved in the provision of youth and learner support services to engage.

6.3 Part 2 sets out the statutory duties on the relevant bodies and is **not** subject to consultation. It would be helpful if respondents to the consultation on **Parts 3, 4 and 5** could address the following questions, adding additional information where relevant:

1. Do the statements in Box 1 on what young people should expect promote access to youth support services for young people with higher levels of need?
2. Do the statements in Box 2 support young people's right to participate in decisions which affect them?
3. Do the statements in Box 3 set out what young people should expect from youth support services which will enable them to participate in education and training?
4. Do the statements in Box 4 set out what young people should expect from youth support services which will enable them to take advantage of opportunities for employment?
5. Do the statements in Box 5 set out what young people should expect from youth support services which will enable them to participate effectively and responsibly in the life of their communities?
6. Does Box 6 explain sufficiently clearly what 14-19 year olds should expect from learner support services?
7. Does Box 7 explain clearly what young people should expect in terms of outcomes from their active involvement in youth support and learner support services?
8. Does the diagram in Annex A demonstrate the breadth of people and organisations who contribute to youth support services form 11-25 year olds in Wales?
9. Do Part 5 and Annex C make clear the relationship between youth support services and Children and Young People's planning arrangements?

10. Does this Guidance provide appropriate information on the basis for the Youth Service in Wales (Annex D)?

6.4 Engagement with key stakeholders has been a key factor in the development of youth support services in Wales from its inception with the original *Extending Entitlement* document in 2000, and the development of 14-19 Learning Pathways since 2004. The consultation is intended to encourage widespread discussion and engagement with all partners, and also with young people themselves to establish how the Guidance can help meet the aspirations set out in these policy statements.

6.5 Responses should be sent to:

RightsandEntitlementsBranch@Wales.GSI.Gov.UK or to:

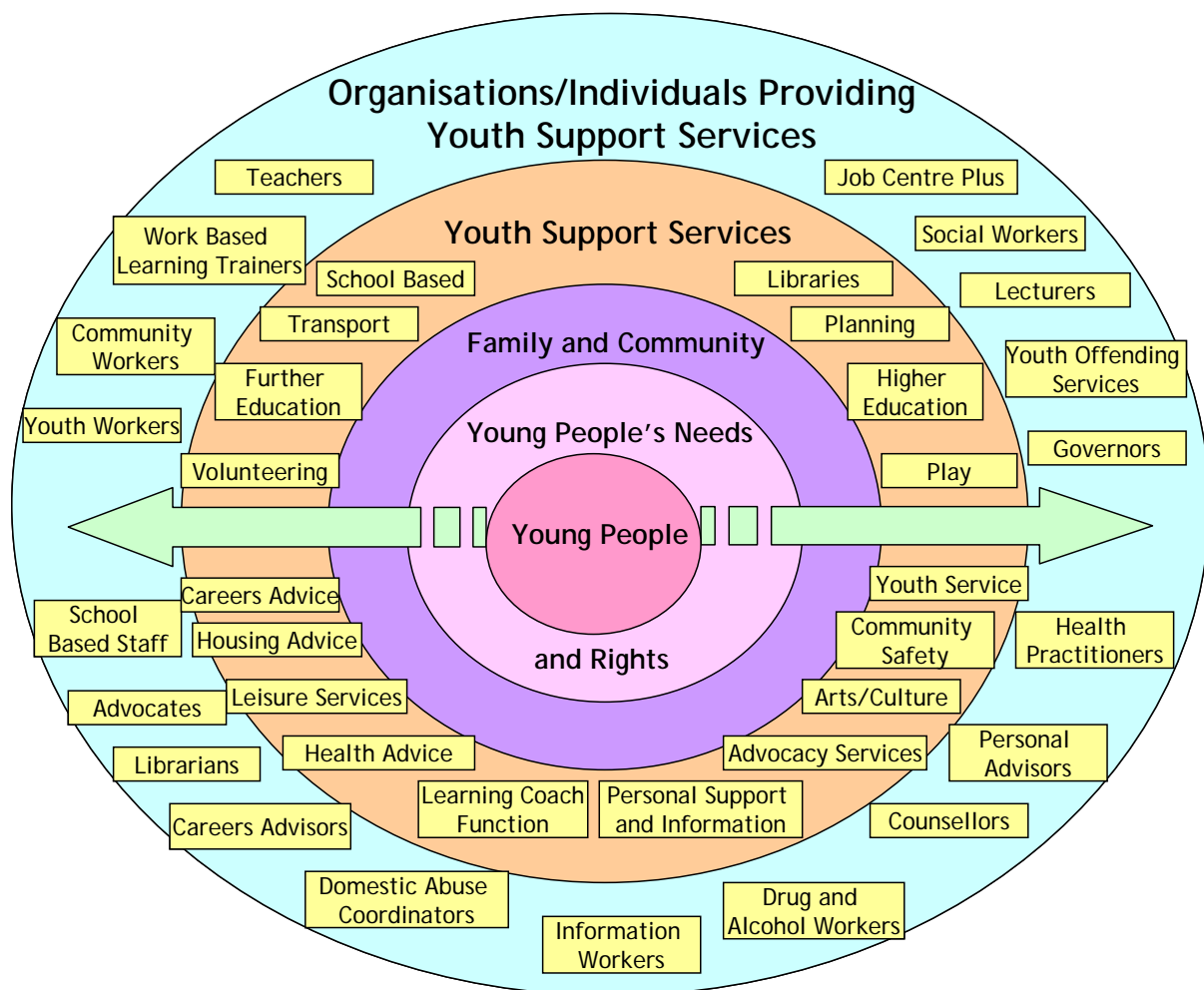
Helen Freese
Children and Young People's Strategy Division
DCELLS
Welsh Assembly Government
Cathays Park
Cardiff
CF10 3NQ

by 31 March 2010.

Annex A

The provision of a network of an adequate youth support services in each local authority area requires strategic collaboration and planning between all services working with young people aged between 11 and 25, whatever sector they are in and wherever their funding originates. Only by being truly inclusive will youth support services in Wales realise the aspirations for young people set out in Extending Entitlement in 2000.

This diagram sets out a wide range of organisations and individuals with a major contribution to make to youth support services.



Annex B: Welsh Assembly Government policies and initiatives

[One Wales](#)

[Making the Connections](#)

[Delivering Beyond Boundaries](#)

[The Learning Country: Vision into Action](#)

[Extending Entitlement: Services and Support for 11-25 year olds in Wales](#)

[Youth Support Services: Directions and Guidance on Extending Entitlement 2002](#)

[Rights to Action](#)

[Young People; Youth Work: the Youth Service: the National Youth Service Strategy for Wales 2007](#)

[The School Effectiveness Framework \(SEF\)](#)

[Learning Pathways 14-19](#)

[Quality and Effectiveness Framework for post-16 learning in Wales: Delivering Skills that Work for Wales](#)

[Skills that Work for Wales: A skills and employment strategy and action plan](#)

[Reducing the proportion of young people not in education, employment and training in Wales: Delivering Skills that Work for Wales](#)

[Reaching Higher](#)

[National Behaviour and Attendance Review \(NBAR\) Action Plan](#)

<http://wales.gov.uk/topics/educationandskills/publications/guidance/focusonpedagogy/?lang=en>

[The European Social Fund \(ESF\) Reach the Heights Project](#)

[The Child Poverty Implementation Plan \(2006\)](#)

[Children and Young People's Partnerships and Children and Young People's Plans and associated guidance](#)

[Community Focused Schools](#)

[The review of special educational needs](#)

The development of a new annual census collecting information on children and young people educated otherwise than at school (EOTAS)

[The Parenting Action Plan](#)

Specific approaches being developed for specific groups of pupils with additional learning needs (for example looked after children, pupils with English as an additional language and young offenders)

[Anti-bullying approaches](#)

[Plans for primary to secondary school transition](#)

[The development of community-focused schools](#)

[The introduction of the revised National Curriculum from September 2008, particularly Personal and Social Education](#)

[Raising Attainment and Individual Standards in Education \(RAISE\)](#)

[Forced Marriage Action Plan](#)

[The Welsh Network of Healthy School Schemes](#)

[Health and Well Being Strategy](#)

[The All Wales Youth Offending Strategy](#)

[All Wales Schools Liaison Core Programme](#)

[The Safeguarding Vulnerable Children Review](#)

The Inclusion Quality Mark currently being developed by the inclusion group of the Association of Directors of Education in Wales (ADEW)

[The review of the National Service Framework for Children, Young People and Maternity Services](#)

[The School-Based Counselling Strategy](#)

[The Common Assessment Framework](#)

[The Integrated Specialist Advocacy Services](#)

<http://wales.gov.uk/topics/health/publications/health/reports/nursing/?lang=en>

[Suicide Prevention Action Plan](#)

[Working Together to Reduce Harm: The Substance Misuse Strategy for Wales 2008-2018](#)

[Child and Adolescent Mental Health Services: Everybody's Business](#)

[Children and Young People Workforce Development Strategy](#)

[Children First](#)

[Towards a Stable Life and a Brighter Future](#)

[Learner Travel \(Wales\) Measure 2008](#)

[Learner Travel Operational Guidance \(Published April 2009\)](#)

[All Wales Guidance for Educational Visits and Outdoor Learning 2009](#)

Annex C: Clarification of current responsibilities of Children and Young People's Partnerships in relation to youth support services

From 2007 the responsibilities previously ascribed to the Young People's Partnership in each area could, if desired, be subsumed into the Children and Young People's Partnership. The requirement for a specific plan for youth support services became part of the single Children and Young People's Plan in each area from that date.

However, there has been no change in the legislative requirement set out in section 125 of the Learning and Skills Act 2000 which requires local authorities to consult and co-ordinate with partners to provide, participate in the provision of secure the provision of youth support services in their area.

This guidance seeks to clarify the expectations with regard to youth support services. It should not add to the requirements set out in *Shared Planning for Better Outcomes* (2007).

Local authorities working with their partners in Children and Young People's Partnerships should:

- set out explicitly how youth support services are included in the Children and Young People's Plan and how this will be managed and monitored to ensure young people get the services they should expect;
- set out clearly how the Children and Young People's Partnership and the 14-19 Network will work together to ensure that all key elements of 14-19 Learning Pathways are available to all learners;
- ensure in each annual review of their Children and Young People's Plan and in subsequent planning rounds that they reflect more specifically the high level strategic direction and priorities for youth support services as set out in this guidance, including the Youth Service as described in Annex C;
- monitor and evaluate the scope of youth support services provision against the wide range of demographic and other data available on 11-25 year-olds in their area to ensure efficiency, effectiveness and coverage of services provided, including monitoring take up from priority groups as defined in their local needs assessment;
- monitor and evaluate the extent to which youth support services in their area deliver what young people can expect as set out in this Guidance;
- monitor and evaluate the outcomes for young people aged 11-25 against the developing outcomes frameworks and *Demonstrating Success*;
- show how services, support and opportunities in their area are inclusive of young people living in poverty, and clarify how compensatory provision will be made within universal provision to alleviate the impact of poverty on young people 11-25, and help them gain the skills, knowledge, attitudes and values to break the cycle;

- reduce the risk that young people will suffer from social exclusion by enabling and securing support for young people to participate in all aspects of community life;
- ensure different services and organisations work together to offer a local menu of provision which is sufficiently varied, flexible and responsive to meet individual young people's needs;
- ensure agencies work collaboratively so that that each young person receives a consistent message and consistent support from across the full range of settings and provision they encounter in their lives; and
- ensure the outcomes framework set out for the Children and Young People's Plan appropriately reflects the expectations and aspirations for young people 11-25 set out in this Guidance.

Annex D: Guidance on Local Youth Service Provision in Wales

This Guidance reinforces the Youth Service in Wales as an intrinsic element of youth support services and sets out what the Youth Service in Wales should include.

The Welsh Assembly Government expects to see a service that provides personal and social learning opportunities both during and out of school hours. The Youth Service provides an essential platform for the engagement of young people in informal and non-formal learning programmes which assist young people to access their rights and entitlements and realise their full potential. The Youth Service has a significant role in underpinning the rights-based ethos and philosophy of policy for young people as defined in UNCRC and reflected in the 7 Core Aims.

Each local authority's circumstances vary and it is not appropriate for the Welsh Assembly Government to state categorically that we expect all Children and Young People's Partnerships to secure delivery of all of the elements listed below. However, we do expect local Partnerships to liaise closely with the Youth Service and with young people in order to ensure that young people receive a service that responds to their needs as part of the overall needs assessment undertaken for the Children and Young People's Plan.

In order to achieve this, the Youth Service will need to provide a balance of universal and targeted programmes through a broad and progressive youth work methodology that should engage a minimum of 25% of the population of young people within the specific age range of 11-25. Good youth work provision should include a menu of activities, developed in collaboration with young people themselves, which include:

- a. Youth Centres: places for young people to socialise which are safe, accessible, where there is professional youth worker support, and which are open at hours when young people are most in need of provision. Far more provision is needed at times which fit in with young people's lives, and consideration should be given to arranging provision at times such as weekdays during school term-time: 6.30pm-9.00pm; weekdays during school holidays: 9.00am-9.00pm; and Sat-Sun: 5.00pm-9.00pm;
 - i. these need not necessarily be dedicated "youth" provision; use could be made of other community buildings including school based "youth wings". There may also be opportunities for buildings which are currently designed solely for use by young people to broaden their reach and in so doing to generate revenue which could then be used to support additional services for young people;
 - ii. there may be opportunities to identify other buildings which with relatively small capital investment can be developed through social enterprise to provide suitable settings for work with young people;

- iii. in all centre-based provision, young people need to be actively involved in planning, implementing, evaluating and reviewing the provision to ensure its continuing relevance to meeting their needs;
- b. street/outreach youth work;
- c. detached youth work;
- d. school based youth work (11-18) (funded via school budgets);
- e. mobile youth work provision;
- f. accredited learning opportunities which include the Duke of Edinburgh Award scheme;
- g. an information shop and/or information service including mobile provision and info points in other buildings, for example community centres, youth centres, schools, colleges and libraries should provide effective information, guidance, advice and support;
- h. hospital-based youth work (funded via health budgets);
- i. youth work support for young people with housing needs (funded via housing budgets);
- j. Youth Offending Teams based youth work (possibly accessing community safety partnership funding) including but not exclusively intensive youth work to support the effective reintegration into the local community of young people who are nearing the completion of a custodial sentence;
- k. a good mix of voluntary sector provision including scouts, guides, special interest networks, Yr Urdd, Young Farmers, Duke of Edinburgh, uniformed youth services and substance misuse prevention activity, etc.;
- l. provision through the medium of both Welsh and English languages. Consideration also needs to be given to provision in minority languages where there is significant evidence of need for this;
- m. senior member training and apprentice youth work opportunities should be available in order to assist young people to seek leadership qualifications and aid career advancement within the field;
- n. opportunities for outdoor and leisure activities including adventure activities e.g. kayaking, sailing, rock-climbing, white water rafting etc;
- o. residential opportunities;
- p. national and international experiences;

- q. supported volunteering by young people;
- r. opportunities within 14-19 Learning Pathways provision, for young people to study and gain experience/qualifications in youth and community work leading to possible future career options.

The National Youth Service Strategy for Wales: Young people, youth work; the Youth Service (2007) sets out the Welsh Assembly Governments vision and strategic goals for the Youth Service in Wales³⁸.

³⁸ http://wales.gov.uk/dcells/publications/policy_strategy_and_planning/extendingentitlement/youthservice/youthservice/nationalyouthstrategie.pdf?lang=en

Annex E: Young people who may be in need of greater support from youth support services include those who:

- are disabled or have a limiting illness;
- are in need of protection, on the periphery of care, in care, or who have left care;
- have mental health problems or illness;
- have communication needs;
- are young carers;
- are not in education, employment or training (NEET);
- have offended (this may include young people who are serving their sentence in England due to lack of provision in Wales) or who are at risk of offending³⁹;
- live in low income families;
- are homeless or at risk of becoming homeless;
- have additional learning needs;
- are gifted or talented;
- are young/single/teenage parents;
- have substance misuse problems;
- belong to certain cohorts of black and minority ethnic (BME) groups including gypsy travellers;
- are asylum seekers and refugees; or
- are living in poverty.

³⁹ delivering commitments within the UNCRC to equality (Articles 2 and 3), looked after children (Articles 9, 19, 20, 21 and 25), refugee children (Article 22) and children with disabilities (Article 23) within the context of youth support services.