Youth Service Curriculum Framework
May 2013

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Legislation behind the Youth Service

*Positive for Youth (November 2011)* – This statement sets out all of the Government’s policies for young people aged 13 to 19 in England within the context of a vision for a ‘society which will enable all young people to succeed’. It sets out a new partnership approach for giving young people more opportunities and better support. A cornerstone of this statement is the engagement of young people in local democratic processes – so that young people have a sense of belonging, communities become stronger, and the services that are offered locally have the best chance of making an impact.

’Statutory Guidance on Section 507B Education Act 1996 published in March 2008’ – This statutory guidance sets out the requirements for local authorities to provide youth work in three areas: positive activities, decision making by young people and 14-19 learning.

Section 507B of the Education Act 1996, introduced through Section 6 of the Education and Inspections Act 2006, ensures that the local authority working in the context of the Children’s Trust holds the lead responsibility for securing young people’s access to positive activities.

This duty applies to the 13 to 19 age range, extending to 25 for young people with learning difficulties. The duty is qualified by the term “reasonably practicable”

The duty sets out two forms of activity (not mutually exclusive) to improve wellbeing. The first activity is “educational leisure time activities”. The legislation also includes sufficient educational leisure time activity and associated facilities that are for the improvement of young people’s personal and social development. This sub-set relates to activities that are delivered using youth work methods and approaches.

The second activity is “recreational leisure time activities” which includes sports and informal physical activities as well as a wide range of cultural activities including music, performing and visual arts.

In the Statutory Guidance on Section 507B the legislation creates requirements that place young people at the heart of decision making on the positive activity provision available to them (paragraph 5). Supporting and facilitating the engagement of young people in decision making and ensuring their voices are heard and their influence felt is central to youth work approaches and methods.

The local authority will also need to ensure that young people are involved in determining what activities and facilities should be available to them. In particular, local authorities should ensure they ascertain and take into account the views of young people who face significant barriers to participation or are considered to be at risk of poor outcomes such as young people in care; young people from minority groups; and young people with disabilities (paragraph 31).
The legislation specifies that the local authority must ascertain and take account of young people’s views on current provisions, the need for new activities and facilities, and barriers to access. As well as dedicated youth provision, the local authority should seek young people’s views on leisure centres, libraries and any other activities and facilities which are intended to be accessible to young people and/or the wider community (paragraph 32).

Further to the above, the Public Service Agreement 14 sets out key indicators which youth provision can and should impact upon:

<table>
<thead>
<tr>
<th>Indicator 1</th>
<th>Reduce the % of 16-18 year olds not in education, employment or training</th>
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</thead>
<tbody>
<tr>
<td>Indicator 2</td>
<td>More participation in positive activities</td>
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<tr>
<td>Indicator 3</td>
<td>Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances</td>
</tr>
<tr>
<td>Indicator 4</td>
<td>Reduce the under-18 conception rate</td>
</tr>
<tr>
<td>Indicator 5</td>
<td>Reduce the number of first time entrants to the Criminal Justice System aged 10 – 17</td>
</tr>
</tbody>
</table>

Coupled to this, *Aiming high for young people* (2007), introduced reforms and commitments intended to secure an offer for young people, and particularly the most disadvantaged:

1. A wide range of attractive, structured, positive activities available throughout the week at times that suit young people

2. Co-located multi-agency services delivered from within places that young people want to go to, and on an outreach basis

3. Opportunities for young people to build relationships with young people from different backgrounds, as well as with adults

4. Mobile resources to reach out to areas without dedicated youth facilities

5. Access to activities, opportunities and services through extended schools work.
What is youth work?

As defined by the National Youth Agency, youth work aims to support

“young people in learning about themselves, others and the society in which they live, through activities combining enjoyment, challenge, learning & achievement. It is a developmental process that starts in places and at times when young people themselves are ready to engage, learn and make use of it.”

The relationship of trust built between the youth worker and the young person is central to this process and all learning is grounded in the experience and ‘here & now’ of that young person. It takes place not just in youth centres but wherever young people gather, including the streets, and the methods employed by youth workers include one-to-one work, group work, issue based work, project work, peer mentoring, arts work, sports work and outdoor education. The work enables young people to make more informed choices, experience better life outcomes and lead happier, more fulfilling lives, as well as make a deeper contribution to society and their own communities.

Youth workers see vulnerable or challenging young people as those most needing support with problems, and not as problem young people.
## Four cornerstones of youth work

Youth work is underpinned by a set of practice values, which are expressed by the “Four Cornerstones of Youth Work”:

<table>
<thead>
<tr>
<th>Cornerstone</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Personal and social education</strong></td>
<td>Young people are helped to make informed and constructive choices about their personal well-being regarding health, education and training, employment, recreation and legal issues as well as making and maintaining positive personal relationships</td>
</tr>
<tr>
<td><strong>Participation and empowerment</strong></td>
<td>Good youth work practice puts young people at the centre of its programmes – young people voluntarily participate in the planning and direction of programmes as decision makers as well as consumers. This encourages the development in young people of critical faculties and promotes the confidence with which to take control of their own lives – at unit, local, community, City, national and international levels</td>
</tr>
<tr>
<td><strong>Equality of opportunity</strong></td>
<td>Youth workers are expected to challenge oppression and inequality as well as encouraging young people to do the same. The Youth Service seeks to deliver both universal provision as well as targeting particular groups of young people who are marginalised and oppressed. It also works to ensure that any barriers affecting a young person’s ability to access a service, as a result of their individual differences, are reduced as effectively as possible</td>
</tr>
<tr>
<td><strong>Voluntary engagement</strong></td>
<td>The service provides a range of programmes which young people can engage with through choice and on their own terms</td>
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Principles of BHCC Youth Service

The Brighton & Hove Youth Service is dedicated to providing, developing and supporting programmes of youth work across the city and seeks to meet young people’s personal, emotional, social and spiritual developmental needs.

- The Youth Service works with young people between the ages of 13-19 years (and up to 25 years for those young people who have Special Educational Needs).
- The Youth Service is proactive in ensuring that it reaches those young people most in need and it will challenge oppression and inequality.
- The Youth Service works in partnership with voluntary youth work organisations, other Council departments and a broad range of agencies.
- Work with communities is a key strategy for the Youth Service’s development. With this in mind, its staff will work with adults, especially parents and carers, in addressing the needs of local young people by developing sustainable local initiatives and projects.

In addition, the Youth Service’s curriculum and context recognises Brighton and Hove City Council’s own key corporate priorities:

1. Tackling inequalities
2. Making Brighton & Hove the most sustainable city in the UK
3. Involving residents, communities and community and voluntary organisations in everything we do

The Youth Service is also committed to supporting the Supporting Families continuum.
The methods and processes of youth work delivery

Target groups
All young people have needs and benefit through access to the youth work curriculum. However, we recognise that there are certain groups of young people who are excluded from or do not engage with mainstream services. These groups of young people will be targeted in line with BHCC’s priority of addressing need in vulnerable communities and meeting the needs of priority groups within the city. The Common Assessment Framework is central to ensuring joined up effective service delivery.

Delivery sites
Brighton & Hove Youth Service works in partnership with voluntary sector organisations, schools, businesses, other council departments, health authority services and local community groups. We want to maximise opportunities to meet the needs of young people in Brighton & Hove. To achieve this we provide a range of delivery methods to reach out to a wide range of young people. Work with young people is delivered in a variety of settings and contexts including sports, leisure and residential centres, libraries, and schools and colleges. This forms a continuum of services and pathways for young people which has youth work at its heart.

Youth centres
Youth centres and projects across Brighton and Hove provide activities for young people throughout the year, mainly in the evenings and during holiday periods. There is a varied programme of structured activities, often leading to a certificate, qualification or award (e.g. the Duke of Edinburgh’s Award). Centres are staffed by youth workers and youth support workers. All are well-equipped, friendly and with a welcoming atmosphere – they offer an opportunity for young people to engage in group work, one to one activities, meet their friends, take part in positive activities, ‘chill out,’ socialise and enjoy themselves in a safe environment.

Detached and outreach youth work
There will always be a proportion of the youth population who will choose not to attend any permanent youth facility. Nonetheless, the young people concerned have individual and group needs which should be addressed. Detached youth workers make contact with young people wherever they choose to meet – in the streets, the parks, and shopping arcades – on their territory and their terms. Using youth work methods, they seek to engage such young people and make curriculum opportunities available for them.
**Mobile youth work**
The Youth Service has a converted vehicle which acts as a 'mobile youth club', going out to housing estates and community sites where there is no youth centre provision to meet young people and provide activities and opportunities. Detached and mobile youth workers can also respond quickly and effectively to local community concerns about anti-social behaviour and provide constructive responses to engage those teenagers involved.

**Voluntary organisations**
The Youth Service works in partnership with the Brighton & Hove Youth Collective and other agencies. This helps to expand the range of provision to young people and to harness the skills and professional expertise of the voluntary sector in the city. Under the [Services for Young People Joint Commissioning Strategy 2012-15](#), co-production and joint delivery has been strengthened.

**Schools and colleges**
The Youth Service works closely with schools to support the delivery of the core Personal, Social and Health Education programme. We provide programmes for targeted young people on sex and relationships (TP3) and substance misuse (REFLECT). We can provide 'bespoke' programmes of support to vulnerable young people as requested (subject to availability of resources). The current development (spring 2012) of the BHCC Children & Families Directory of Interventions contains evidence based interventions which aim to deliver positive outcomes. TP3 and REFLECT are part of this along with other youth work based programmes.
One of the strengths of youth work is its dynamic nature which allows youth workers to respond appropriately to the needs of young people through a range of both pre-planned and reactive approaches. Delivering the youth work curriculum requires the selection and application of the most appropriate method or combination of methods. It is recognised that any of the techniques mentioned below can be used in response to any situation in both a pre-planned or reactive way.

**Group work**
Most youth work is delivered in groups. Friendship and peer groups naturally occur and provide opportunities for learning. In developmental group work, where the strength of the group dynamic is used, experiential learning benefits the individuals within the group. Group work is therefore part of the core skills for working with young people.

**One to one work**
Youth workers are often placed in a position where they are enabling young people to make decisions about their lives. This can be encouraged by the establishment of a safe, non-judgemental and private environment, which creates a space where young people feel that they can ask for help or information outside their normal circle of friends or family. Basic listening skills are therefore an essential part of the repertoire of skills when working with young people in a one to one setting.

The BHCC Youth Service takes referrals from Social Care, schools and other agencies. These are then allocated to a youth worker who will provide one to one support to the young person. This support is carried out within the framework of the CAF process and recorded on Aspire (the management information system used locally by youth work providers).
The curriculum framework

Brighton & Hove Youth Service has developed a curriculum outlining the personal and social needs of young people. It is used to clarify the service’s role and aims, and guide the planning, delivery, monitoring and evaluation of youth work, in accordance with standards set by OFSTED and the recently produced Youth Service Quality Assurance Framework, to make for better lifelong outcomes for young people in the city.

The youth work curriculum outlines a holistic programme of informal learning for young people, geared towards meeting their developmental needs. Youth work ultimately aims to facilitate the empowerment of young people, these aims are prioritised and met in cooperation with the young person using a “bottom-up”, person-centred approach, working to support the young person in supporting themselves.

The two key outcomes

Brighton & Hove Youth Service has prioritised learning outcomes for young people across the city currently focused on two key outcomes:

- Constructive use of leisure time
- Building resilience

Also supporting the following outcomes:

- Young people, families and community stability will be improved
- Transitions for young people will be improved
- Citizenship amongst young people will be increased

The progress made by young people engaged with the curriculum will be measured against these, with each individual outcome achieved by a young person being supported by physical evidence. We want:

- Young people participating in high quality positive activities which build resilience, social and emotional skills.
- Young people who are empowered to have greater influence over services for them, with parents and communities playing their part.
- To foster a more positive approach to young people across society and in particular in communities.

The youth work curriculum in a variety of settings, from buildings and on streets/public place using a range of methods including group work and individual support. This curriculum framework is central to the planning and delivery of youth work, focusing on educational content and learning outcomes.
Learning outcomes

The progress made by young people engaged with our youth work curriculum will be measured against the following outcomes. Each individual outcome achieved by a young person will be supported by physical evidence.
Intermediate Outcome:
Raising Aspirations, Participation and Empowerment

Intermediate Outcome:
Emotional, Physical and Social Well-being and Independence

Indicator:
Overcome Personal Challenge

Indicator:
Community Contribution

Indicator:
Leadership

Indicator:
Social Participation

Indicator:
Physical Participation

Indicator:
Independent Living Skill

Measures:
- % of YP reached by YS in targeted areas
- % of these that receive an outcome (indicators above)
Overall Outcome:

**Building Resilience and Constructive Use of Leisure Time**

Intermediate Outcome:

**Education – Sex and Relationships**

**Education – Substance Misuse**

**Education – Risky and Challenging Behaviours**

**Indicator:**
- K & U – Contraception
- K & U – Support and Services
- K & U – Effects
- K & U – Law
- Risk Screened
- Learning – Minimisation/Reduction
- Awareness – Impact

Measures:

- Number of YP identified as in need of intermediate outcome
- % of those identified that achieve an indicator

*K & U = knowledge and understanding*
The learning outcomes explained

The outcomes for young people are explained here in more detail, specifying how a successful outcome will be evidenced.

Sex and Relationships

Knowledge & Understanding – Contraception
- Can show increased knowledge about a wide range of contraception methods, and the risks of unprotected sex
- Can show they know about their rights & responsibilities with regard to sexual relationships, and responsibilities towards others

Knowledge & Understanding – Law
- Can show clear understanding about the law around having sexual relationships

Self-evaluation
- Can show they have explored their feelings and attitudes sexual activity and relationships, and take responsibility for their own sexual health, including communicating with a partner about sex

Knowledge & Understanding – Support & Services
- Can describe what support and services are available to get free contraception (including emergency), sexual health checks, termination and relationship advice, and know how to access them

Risk screened
- Has completed the You and Sex Tool
- Has been issued with a c-card

Substances

Knowledge & Understanding – Effects
- Can show increased knowledge about the effects, risks & consequences of using a wide range of substances, and how to minimise the risks

Knowledge & Understanding – Law
- Can show clearer understanding about the law concerning the use of a wide range of substances

Self-evaluation
- Can show they have explored their feelings and attitudes about using substances
- Can show they recognise the benefits of living a healthy lifestyle

Knowledge & Understanding – Support & Services
- Can describe what support and services are available to help people who want to stop using a wide range of substances

Risk screened
- as completed the substance misuse screening tool
Risky and Challenging Behaviours

Knowledge & Understanding
  o Can show clear understanding about the law and consequences concerning their risky behaviours
  o Can express an understanding of their social rights & responsibilities

Awareness - Impact
  o Can show they have explored the impact of their behaviour on those around them

Awareness - Motivation
  o Can show they have explored their reasons for participating in risky behaviours

Learning – Minimisation/Reduction
  o Can show they have explored methods to minimise the negative consequences of or stop their risky behaviours

Knowledge & Understanding – Support & Services
  o Can describe what support and services are available for them for positive participation and to minimise the negative consequences of or stop their risky behaviours

Raising Aspirations, Participation and Empowerment

Overcome personal challenge
  o Can show they have taken part in & overcome something challenging for them and be able to apply this learning to future challenge

Increased Skill
  o Can show they have learned or developed a skill

Leadership
  o Can show they have been involved in leading an activity

Volunteering
  o Can show they have volunteered over a period of time

Community Contribution
  o Can show they have contributed to or influenced their community
Emotional, Physical & Social Well Being and Independence

Learning – Personal Issue
  o Can show they have received information, guidance or support about an issue that was troubling them

Social participation
  o Can show they have engaged in social activities

Physical participation
  o Can show they have engaged in an activity involving physical exercise

Personal reflection
  o Can show they have reflected on their own attitudes and behaviour

Personal reflection (Challenged)
  o Can show they have had their attitudes and behaviour challenged

Increased Skill – Independence
  o Can show they have learnt or developed a skill for independent living e.g. cooking
Every Child Matters

This curriculum framework does not exist in isolation from current national policy on youth work. Local authority youth services have been critically influenced by the publication of ‘Youth Matters 2005’ and ‘Aiming High (2007)’ and by the five key outcomes of ‘Every Child Matters (2003)’. Services are now working in the context of the inspection regime represented by the Ofsted framework.
Planning and evaluation

The monitoring and evaluation of the curriculum and its impact on outcomes for young people is key to the continuous identification of the needs of young people. All youth work needs to be planned and evaluated. Good planning and evaluation is intrinsic to good youth work. The Curriculum Development Model and the process of planning, evaluation, review and accreditation provides the tools to support the evidence for the progression of young peoples learning.

Monitoring and evaluation should be both formative (ongoing) and summative (taking place at the end of piece of work).

Planning cycle
How well young people engage with services and the effectiveness of service delivery will be measured by the extent to which young people show evidence of:

- Increased confidence, self-esteem and autonomy; the ability to make informed choices and influence programmes and events; develop problem solving skills and the ability to advocate for themselves
- Taking responsibility for themselves and other people; making positive relationships with adults and peers; forming, sustaining and ending relationships
- New skills and interests, gaining knowledge, understanding and awareness; a sense of achievement and enjoyment; appropriately using information and resources and the ability to discuss and debate issues

The level of participation of young people will be measured by:

- The frequency and length of their attendance
- The level of their involvement in programme planning and decision-making
- Their uptake of quality information and advice

Outcomes for young people who take part - YP will know…YP will understand…YP will have knowledge of…YP will be able to… can show…

The Youth Service will monitor against the youth outcomes framework and will

1. Monitor progression through individual and group development plans
2. Initiate CAF process (where one does not exist) and identify a Lead Professional where needed
3. Provide accreditation routes to all young people in contact with the Youth Service through local and national schemes, such as the ‘Brighton & Hove Youth Award’, the ‘Duke of Edinburgh’s Award’ and the ‘Youth Arts Award’.
4. Develop Youth Participation Forums with clear links to the citywide Youth Council to be the influencing voice of young people
5. Record contact, participation and accreditation using the Aspire management information system.

The Curriculum Development Model on the following page helps youth workers to analyse their work and provides a useful tool to evidence that youth work does work. What we do is to provide curriculum opportunities in programmes of proactive youth work which allow young people to develop.
<table>
<thead>
<tr>
<th>Levels of activity</th>
<th>Stage 1: contact</th>
<th>Stage 2: meet again</th>
<th>Stage 3: socialise</th>
<th>Stage 4: take part</th>
<th>Stage 5: involved</th>
<th>Stage 6: organise</th>
<th>Stage 7: lead</th>
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<tbody>
<tr>
<td>• leadership or peer education role taken</td>
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<td></td>
<td>Young people take full responsibility and control their action Independence achieved</td>
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<tr>
<td>• intensive group work, initiated by young people</td>
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<td>• residentials are planned and run by young people</td>
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<td>• take responsibility for planning &amp; running activities &amp; programme</td>
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<td></td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
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<tr>
<td>• group work, led by young people</td>
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<tr>
<td>• explore issues in depth</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td></td>
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<tr>
<td>• take active part in planning &amp; running activities &amp; programme</td>
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<td></td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
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<tr>
<td>• young people set agenda re: issues and responses</td>
<td></td>
<td></td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td></td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td>Stage 1: contact Young people have access to information and opportunity. Relationship level is low Young people dependent</td>
</tr>
<tr>
<td>• take part in activities developed from interests and needs</td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td></td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
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<tr>
<td>• introduce participation</td>
<td></td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
<tr>
<td>• regular discussion based on trust</td>
<td></td>
<td></td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
<tr>
<td>• some activities &amp; referrals</td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td></td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
<tr>
<td>• meet regularly</td>
<td></td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
<tr>
<td>• learn names</td>
<td></td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
<td>Stage 5: involved Young people begin to assist in taking action and responsibility.</td>
<td>Stage 6: organise Young people begin to demand a share in the process and take responsibility</td>
<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
<tr>
<td>• initial contact</td>
<td></td>
<td>Stage 2: meet again Youth workers and young people make contact, engage with each other Trust and sharing begins</td>
<td>Stage 3: socialise Young people begin to express opinions, test ideas and seek responses.</td>
<td>Stage 4: take part Programme developed to meet expressed and identified needs</td>
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<td>Stage 7: lead Young people take full responsibility and control their action Independence achieved</td>
</tr>
</tbody>
</table>
Appendix

http://www.legislation.gov.uk/ukpga/2006/40/section/6
http://www.c4eo.org.uk/
http://www.nya.org.uk/quality/hear-by-right/about-hear-by-right
http://www.nya.org.uk/quality