



IMPACT, OUTCOMES & CO-PRODUCTION STRATEGY

Date created: September 2021

Date of next review: 31st August 2023

Kiki Youth Education C.I.C Impact & Outcomes Strategy

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1. Overview

This Impact and Outcomes Strategy is a key component of the approach that Kiki Youth will use in the shaping, securing and delivering outcomes and measuring the impact for young people through youth work. This strategy outlines the outcomes that have been agreed; a collection of social and emotional capabilities which are key to young people's development.

These capabilities are not new to youth work and continues to be a concern with young people's development, socially and emotionally. Kiki Youth's approach is take forward a strategy giving these outcomes proper standing in the field of youth work and services for young people.

This Impact and Outcomes strategy is a step to ensure we are able to gather evidence consistently and authentically to measure the outcomes for young people, measure distance travelled and evaluate how far solutions worked. This strategy will be used to co-produce solutions with young people, meeting their concerns, creation of opportunities and activities that will be able to meet the needs of young people.

This is an opportunity for young people who are experiencing social, emotional and economical deprivation to engage at all levels with support from professionals and their communities. Change is an exploration of new challenges and opportunities. This strategy represents an opportunity for the future of young people who work with Kiki Youth.

2. About

2019 is an exciting time for Kiki Youth, it is developing a range of key partners, such as young people and other service providers. The aim is to take advantage of funding and commissioning arrangements for opportunities to work with young people creating sustainable and high quality offers for young people.

This strategy is to ensure young people, existing and new potential key partners, including schools, have a range of opportunities provided by Kiki Youth that are delivered in accordance to its mission statement of 'engaging with young people, enhancing them and having a positive impact on their lives.'

Through this strategy a large amount of work has been discussed of what is important to Kiki Youth and what young people needs to get from its services. Work has been undertaken to identify outcomes that young people will take from Kiki Youth and how best it should be delivered .

Kiki Youths proposed outcomes
An agreement that future investment in the youth offer will be based on delivery and achievement of outcomes for young people.
A commitment to consistently and concisely maintain importance of outcomes for young people in place of service activities or outputs.
To develop partnerships and relationships with funders and other youth service providers to maximise existing and future resources for benefit of young people.
A commitment to function in an open and transparent process for securing provisions for youth.
Committed to explore and put into practice tools for measuring impact of work undertaken with young people and evidence to highlight the importance of investing in youth work.

3. Glossary

Youth Work

"The purpose of Youth Work is to facilitate and support young people's growth through dependence to interdependence, by encouraging their personal and social development and enabling them to have a voice, influence and place in their communities and society... It is a development process that states in places and at times when young people themselves are ready to engage, learn and make use of it. The relationship between youth worker and young person is central to this process." (National Youth Agency, England).

"...Youth Work is an intrinsic element of youth support services which seek to ensure that all 11 to 25-year-olds have the services, support and experiences they need to achieve their potential" (Welsh Government).

"Youth work is commonly understood as a tool for personal development, social integration and active citizenship of young people. Youth work is a 'keyword' for all kinds of activities with, for and by young people of a social, cultural, educational or political nature. It belongs to the domain of 'out-of-school' education, most commonly referred to as either non-formal or informal learning. The main objective of youth work is to create opportunities for young people to shape their own futures." (Council of Europe)

Kiki Youth's youth work is young person centred and is entirely based upon voluntary engagement. Relationships developed between staff and young people are essential to this process so that young people are able to learn about themselves, others and the communities they are involved with through activities that will challenge, encourage learning, gain achievements and enjoyment. Activities undertaken through youth work are in a context different to those taken up through leisure or other recreational activities.

Youth work is effective when young people are actively involved in the planning, developing and implementation of services when provision is delivered alongside professionally qualified and skilled adults. The underpinning core of the work undertaken is it is needs led and responsive to young people's interests. Outcomes are achieved through creative, innovative and stimulating activities that are evaluated by regular monitoring and critical reflection with young people and staff involved.

Co-production

"Co-production is the equal partnership between young people, professionals and others to plan, deliver, implement and evaluate services for and by young people. It is the acknowledgement by young people and adults of the knowledge gained, expertise and understanding, sharing of skills gained with others and achieving outcomes. The responsibility is a shared requirement and mutual understanding of the respect involved between young people and adults when negotiating with one another to make jointly owned decisions" (Kiki Youth Definition).

Outcomes

An impact that is meaningful and valued or change that occurs from the participation in an activity or group of activities. For example, improved confidence could be achieved through young people taking ownership and responsibility of projects where a sense of self-achievement is established.

Indicators

A way of knowing an outcome has been achieved or progression has been attained against an outcome. For example, indicators showing confidence might be a young person willing to take on new challenges or leading their own projects, developing new friendships etc...These behaviours are indicators of an increase in confidence.

Well-being

The concerns of well-being and people's experiences, perceptions and feelings of how good or bad their lives are. It focuses on two main aspects; focusing on how happy and satisfied they are with their lives and, the aspect described as an ability to flourish and function well.

4. The Youth Offer.

This section introduces the main elements of the Impact & Outcome Strategy.

- The outcomes, a set of social and emotional capabilities which Kiki Youth will use to measure the impact of its work.
- Quality Characteristics which underpin the service that Kiki Youth provides.

Collaboratively these clarify the needed direction of travel - What achievements will youth work have for young people.

At the centre of this impact and outcomes strategy are our social and emotional capabilities. They have been drawn together from international, national and local evidence demonstrating their importance to young people, their chances in the future and into the communities in which they live and participate. These capabilities are the outcomes which Kiki Youth aims to achieve as its responsibility throughout the youth work that is developed and implemented.

In addition to the social and emotional capabilities, we have our quality characteristics which aim to shape and define all youth work within Kiki Youth. These are:

1. ensure that all young people accessing Kiki Youth services have an opportunity to expand their horizons and discover the possibilities they can achieve now, and in the future;
2. co-production and implementation of services and projects with young people;
3. be financially sustainable;
4. be delivered in partnership with other youth providers and community groups where possible;
5. regularly evaluated and critically reflected upon ensuring excellent quality and significance.

4.1 Social and Emotional Capabilities

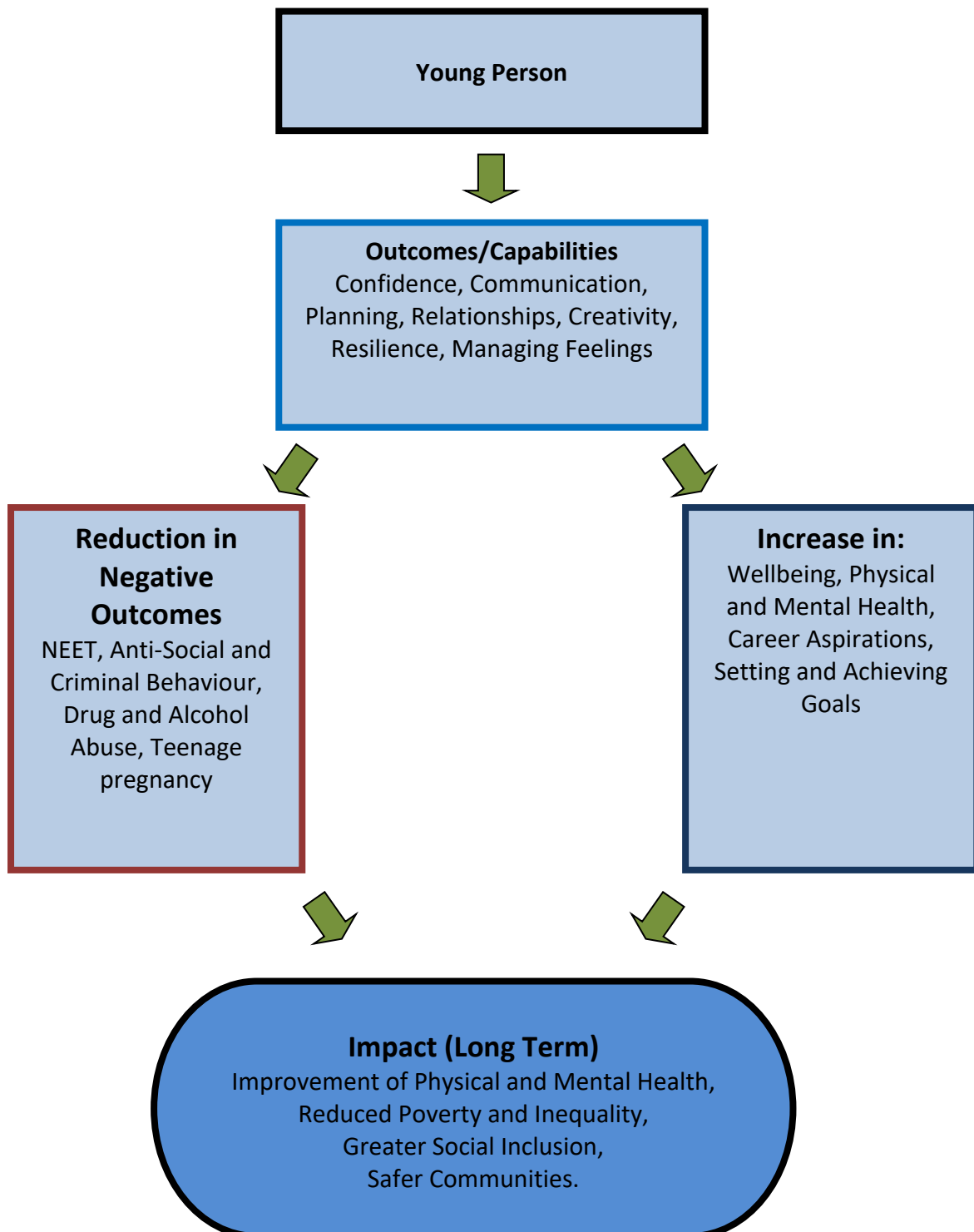
The core of this Impact and Outcomes strategy is our set of social and emotional capabilities. These outcomes are at the centre of good youth work; however their importance has not been previously been explicitly valued in the way youth work is commissioned by funding bodies.

Communication	An ability to listen, question, present and express themselves to others.
Relationships & Leadership	Develop a mutual and positive relationship with different people, peers and adults with the ability to negotiated and motivate others; ability to understand and have empathy; to be able to question and challenge
Planning and Problem Solving	The ability to organise one self and others; ability to set goals, think critically, analyse and evaluate; ability to make achievements.
Confidence	The belief that you have the ability to make changes for the better and that you have an influence in the choices presented to you. Self-esteem, self-reliance.
Creativity	Being open to new ideas; taking on new challenges; imagining alternative paths and
Resilience and Determination	Ability to take on board difficult situations in their lives and have a sense of purpose, meaning and self-awareness.
Managing feelings	Ability to be self-aware, reflective of themselves and be able to manage their emotions and behaviour.

Social and Emotional capabilities are what we call intrinsic. They are valued by and primarily for individuals themselves and for the purpose of Kiki Youth, Young people. These capabilities are good for young people to possess as they have a long term impact on the quality of young people's choices and their ability to identify what those choices may be with the goal being, their full potential.

- These outcomes have an intrinsic value and are important to help young fully enjoy their lives in the present.
- These outcomes are especially important to the future lives of young people and an established set of evidence pointing that social and emotional capabilities have a part in the long-term prospects of young people.
- The improvement of positive outcomes for young people such as relationships, attainments and career prospects, will likely reduce young people experiencing negative outcomes such as anti-social behaviour, unemployment, homelessness, teenage pregnancy.
- These outcomes will contribute to helping to reduce poverty and inequality and improve social cohesion whilst fostering wellbeing for all.

The relationship between social and emotional capabilities as present and the longer term impacts for young people and the community is not so simple or straight forward. Young people do not move through life in a passive manner and a range of formal, non-formal and informal relationships and institutions have an effect on them. Formal identified as educational establishments such as Schools, Colleges, Universities; Non-formal such as Youth Workers, Sports clubs etc; and informal, family, friends and the local area/neighbourhood and including a wider learning platform that is inclusive of social media and the internet. This model below reflects the evidence that demonstrates good youth work and the social and emotional capabilities it develops in its scope.



Social and Emotional Capability	Indicator	Evidence
Communication	An ability to listen, question, present and express themselves to others.	Research undertaken by University of Sheffield ¹ has informed that good communication is needed for progress within education and employment
Relationships & Leadership	Develop a mutual and positive relationship with different people, peers and adults with the ability to negotiated and motivate others; ability to understand and have empathy; to be able to question and challenge	Evidence shows there is a strong link between emotional intelligence and the transition from school and academic success (Qualter ²)
Planning and Problem Solving	The ability to organise one self and others; ability to set goals, think critically, analyse and evaluate; ability to make achievements.	An ability to problem solve offers a level of protection against negative outcomes (Turner, 2000 ³)
Confidence	The belief that you have the ability to make changes for the better and that you have an influence in the choices presented to you. Self-esteem, self-reliance.	Evidence shows that young people do better in life when they believe that they are able to make a difference in their lives (Dweck, 2000 ⁴)
Creativity	Being open to new ideas; taking on new challenges; imagining alternative paths and	Research ⁵ indicates a link between creativity and overall achievement
Resilience and Determination	Ability to take on board difficult situations in their lives and have a sense of purpose, meaning and self-awareness.	Researchers ⁶ point to self-discipline as more important to success in place of IQ
Managing feelings	Ability to be self-aware, reflective of themselves and be able to manage their emotions and behaviour.	Mood management is a critical component of emotional intelligence and has been linked the improvement of employment opportunities (Goleman ⁷)

4.2 Kiki Youth's quality characteristics

The quality characteristics detailed below are a range of different qualities that Kiki Youth have agreed that will shape the service it delivers. Alongside the social and emotional outcomes detailed above, these quality characteristics will play an important part on the service delivery of Kiki Youth. It is the intention that alongside delivering good outcomes for young people but that it is done in the best way possible.

These quality characteristics will be applied through the full range of services provided by Kiki Youth in the shaping, implementation and the evaluation of its quality.

1. Ensure that all young people accessing Kiki Youth services have an opportunity to expand their horizons and discover the possibilities they can achieve now, and in the future

- actively look to include all young people and ensuring there are different ways young people can participate
- challenge young people's perceptions and assumptions with encouragement to be creative and determined
- deliver at times and in locations that are of benefit to young people
- should allow young people to feel the service is of value, provided free where possible or at the lowest cost available.
- service is promoted to a large audience and accurate with information being co-produced with young people enabling to develop a value in the service they access
- facilitate young people's engagement into democracy through projects, European work and local councils (youth and government) that aim to contribute to the broader community.

2. Co-production and implementation of services and projects with young people

- Young people involved in the designing and implementation of services provided by Kiki Youth
- Recognition and ability to share skills and assets that everyone can contribute
- Work with young people to build up skills and capabilities as a core part of day-to-day working
- Working in collaboration with responsibility shared equally
- Not be afraid of challenge and negotiation

3. Be financially sustainable;

- Prioritise value for money at levels.
- Exploration of planning, implementation and evaluation of sustainable youth work with value for money in mind.
- Consider how Youth Work can be adaptive and meet the needs of young people effectively.

4. **Be delivered in partnership with other youth providers and community groups where possible**
 - Kiki Youth will identify where additional resources can be brought in from other providers to complement services, for example; time, skills of people, resources of other organisations.
 - To link in with other providers and support young people accessing other opportunities that promote and develop them.

5. **Regularly evaluated and critically reflected upon ensuring excellent quality and significance.**
 - Measure the impact, distance travelled and recording of outcomes.
 - Allow young people to have a role in evaluating services they receive.

Three of these characteristics are particularly important; co-production, partnerships and sustainability. They are closely linked and combine for added capacity to create a consistent and excellent service for young people delivering the best outcomes and ability to engage and enhance more young people and contribute to the evidence base of youth work practice.

4.2.1 Co-Production in our Youth Offer

An important quality characteristic for Kiki Youth is co-production. In the service we provide young people will play a central part in how we develop, implement and evaluate the services we offer. We believe this is the best approach to ensure the best outcomes for young people are met.

Kiki Youth has adopted Co-production as a set of values shaping the way we work with young people. This is our response to Article 12, UN Convention on the Rights of the Child "Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously." Young people will be involved with the monitoring and evaluation of the service provided by Kiki Youth and input into the planning of the projects it intends to implement.

Kiki Youth has developed its own definition of co-production that it will use in the procurement of funding and commissioning activities. Ensuring that there is a common understanding the definition is below.

"Co-production is an equal partnership of young people and professionals (and others) working together to plan, deliver and review services for and by young people. It acknowledges the sharing of skills with others and expertise to achieve valued outcomes. Responsibility is shared equally between adults and young people, ensuring an understanding of mutual respect."

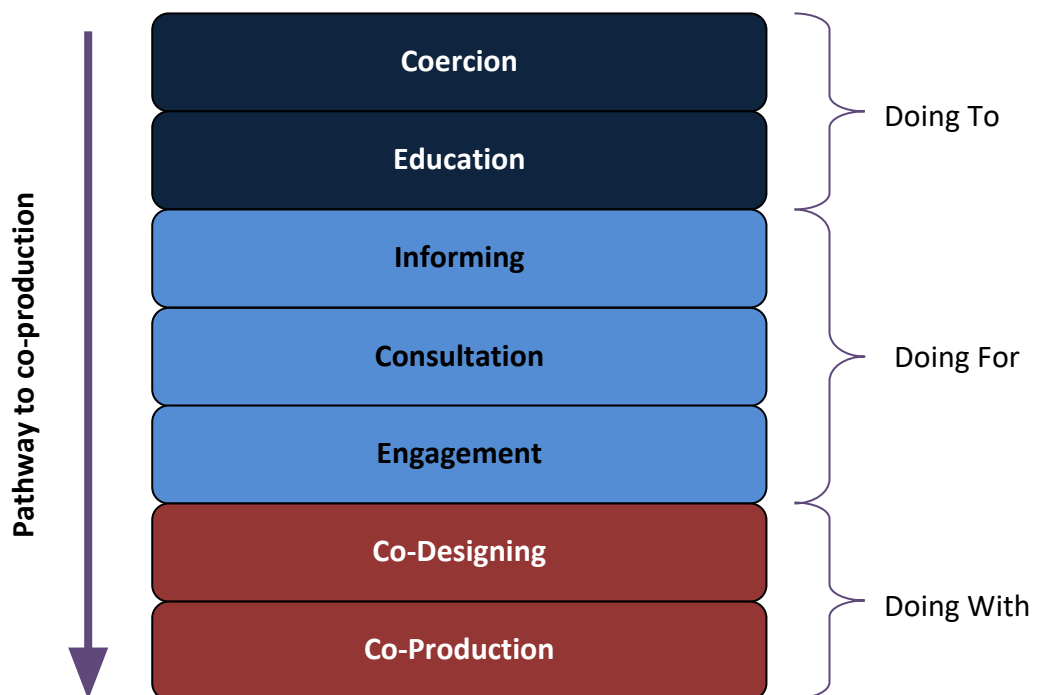
This definition is underpinned by three core principles:

- **Recognise the contribution that everyone has to make with sharing skills.**
Everyone has something of value to give and we all have something to learn. Co-production recognises everyone's potential to have a part to play and contribute in a meaningful way. This means young people have the ability to take on a variety of different roles in the planning, implementation and delivery of projects and activities conducted in the scope of Kiki Youth. Young people will also be encouraged to support each other through peer support networks. Adults who are working on behalf of Kiki Youth with young people and the wider community will be encouraged to use and develop skills in creative and innovative ways. It is vital that Kiki Youth seek to use assets within local areas such as buildings, people, skills and resources as they can increase resources that are available to young people.
- **Share responsibility and work side by side equally.**
Co-production is about an equal partnership between those involved in youth work. This includes young people, youth workers, funders, volunteers, family, friends and wider community. Co-production is about the recognition that young people's outcomes cannot be delivered to them' they need a responsibility and equal stake in the service that is offered to them and a role in the future development.

- **Ability to negotiate and challenge**

Kiki Youth is committed to working in equal partnership with young people and sharing responsibility. It is an open collaboration between Kiki Youth staff and young people. There are practical limits as to what can be collaborated on such as financial procedures and health and safety regulations. This will not be used as a barrier to prevent young people being involved in those areas but coproduction is about negotiating to over those barriers.

Kiki Youth's co-produced youth offer will not occur overnight but will require dedication from those working in its scope. Young people will have the opportunity to building capacity within themselves to be able to co-produce the youth offer within their communities. This building capacity has been captured in Arnstein's ladder of participation and explains the stages at which young people participate in youth work activities. Ultimately the direction of travel Kiki Youth is towards a youth offer where young people are active in the planning, implementation, delivery and evaluation of its youth offer.



Doing To: The first two stages of this co-production pathway represent old ways of working with young people, coercing young people to participate in education and giving them directions so they can conform to idealised norms and standards. Young people are to agree that it is in their best interests of participating and 'let it happen'.

Doing For: These next three stages move us towards the tokenistic stage of youth work where services are often designed and implemented by professionals with the best interests in mind for young people. Young people have had little involvement in the design and delivery is controlled. Young people might be informed, consulted or engaged on what they think about the service for possible changes, however that is as far as it goes.

Doing With: The last two stages is the ideal goal of Kiki Youth. It represents the involvement and participation of young people working in equal partnership with adults and that positive outcomes can only be achieved through equal and reciprocating relationships. The projects which take place involves sharing decision making power and that young people's voices must be heard, respected and acted upon.

Kiki Youth's Co-produced projects with young people allow young people to play roles in the delivery of its services, with the intended outcome of young people being enabled to participate in peer support, mentoring and sit on management committees of their own social enterprises.

5. Recording Impact & Outcomes

Recording of impact and outcomes for young people requires a flexible approach so it can include the full range of progress that young people can make. The recorded outcomes are the result of identifiable progression that has been made whilst participating in a project in the scope of Kiki Youth. The outcomes need to identify the achievement and learning gains for individuals and describe any roles that the young person has taken in their learning process. Kiki Youth Staff need to make sound, productive and meaningful positive relationships with young people and engage in important conversations and processes which will help them to reflect on their learning, their lives and their future prospects.

Evidence gathered should be signed by Kiki Youth staff and by young people as part of its Co-production strategy and to reflect the learning. Young people will take many small steps on their path to achieve their goals and each step is an achievement to that goal and is worthy of it being recorded.

5.1 Information, Support & Guidance

ISG is monitored every session. Discussions which take place with young people and groups are monitored on a proforma (see appendix). These are used to indicate further topics of discussion and identify the needs of the young people which Kiki Youth works with.

5.2 Social & Emotional Capabilities

The STAR Outcomes model is used with young people in 1-2-1 sessions to determine if there is any progress on the development of Social & Emotional capabilities, it is completed at the beginning & end of sessions. A proforma is found in the appendix.

5.3 Case Studies

Case studies are completed if and when needed i.e. when a young person feels like they no longer need support. A report of their journey from the moment they accessed Kiki Youth Services and what levels of intervention were provided and what the outcomes were.

5.4 Attainment: Qualifications, Training and Employment.

Information, Support & Guidance



Name of Youth Worker:		Date:	
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Project Location:	
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Name of Young Person	Age	D.O.B.	/	/	Gender	S/O
1. Provide details of the level of interaction with the young person. Be specific, concise and include any details such as websites used, where young person was referred to & if any follow up required.	Topic Covered					Level of Intervention
	Environment	Wales/UK/Euro/World	B			
	Health	Sports/Leisure				
	Relationships/Lifestyle	Law/Rights	C			
	Finance	Housing				

Name of Young Person	Age	D.O.B.	/	/	Gender	S/O
2. Details of interaction with young person. Be specific, concise and include details such as websites used, referral to organisations and if any follow up is required.	Topic Covered					Level of Intervention
	Environment	Wales/UK/Euro/World	B			
	Health	Sports/Leisure				
	Relationships/Lifestyle	Law/Rights	C			
	Finance	Housing				

Level of Intervention		
A	B	C
<ul style="list-style-type: none"> Discussed issues Raising concerns Discussion options and choices Assessing need Providing information 	<ul style="list-style-type: none"> Provided leaflets Research using Internet Provided contact details i.e. Tel No, Email, Address Provided website address 	<ul style="list-style-type: none"> Ongoing Continuous Support Advocating on behalf of young person Referral to another organisation.

6. References

- 1 Clegg, J. Hollis, C. & Rutter, M. 1999. *Life sentence: what happens to children with developmental language disorders in later life* in RCSLT Bulletin.
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- 3 Turner, M. 2000. *Good kids in bad circumstances: a longitudinal analysis of resilient youth*. National Institute of Justice. Rockville.
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- 7 Goleman, D. Extensive written work on emotional intelligence [WWW] <http://danielgoleman.info/topics/emotional-intelligence/>