

# Brathay's Meta Model of Youth Development for Social Justice

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## **We believe that 'being a young person' is quite tricky today.**

Young people today face unprecedented challenges. They are bombarded by media images of the perfect body and yet are also seduced by junk food adverts that sell unhealthy eating habits. They are pressurised to achieve and be successful in school, yet face poor job prospects. They are expected to conform to society's norms on one level, remaining young and dependent, whilst having increased responsibilities and earlier sexualised behaviour is normalised. They are expected to individually navigate 'being adult' at an earlier and earlier age, with fewer positive role models.

The circumstances that some young people grow up in are more demanding and complex too – families are increasingly complex; communities, in some areas, are no longer safe; childhood poverty remains high; materialism can seem a distraction to everyday misery. As a result of these challenging times, young people may present with a range of issues - symptoms of these circumstances. Perhaps the most prevalent and most profound is a lack of self-esteem, and a lack of self-efficacy – they are not at ease with themselves, and do not believe that they can do anything to improve their lives.

## **Our overall approach.**

Brathay Trust works with a range of young people such as those described above, in community and residential youth development settings across the country. Our work is localised, contextual and contingent on young people's needs. This means that our work starts in the community with the young people. We seek to understand the unique circumstances and needs of young people and design programmes from this starting point. Our approach is 'psychosocial' in that we believe young people's psychological development occurs in, and in interaction with, the social environments in which they live. We ensure that our programmes are engaging for some of the most disengaged young people, ensuring that there are opportunities for all. We understand that some current youth provision such as 'after school clubs', 'Scouts and Guides', and 'the National Citizenship Service (NCS)' do not appeal to the diversity of young people..

Community youth development is vital for building and understanding the circumstances and needs of groups of young people. It offers the opportunity to build secure attachments and relationships with professionals where young people live. It provides the support framework for dealing with the day to day successes and crises of their lives, and ensures that a sustainable network is built up around the young person. Our work in the community also allows us to engage with partners in multi-agency work, and to encourage parents and peers into the work that we do. The more support that we can build for change and growth; the more sustainable it will be for the young person. We therefore believe that youth work needs to be embedded in communities and delivered by and with people who can build relationships with a breadth of young people – this will involve some universal, some targeted and some specialist services across all of our strands of work. One size does not fit all.

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Residential youth development is the opposite – it is de-contextualised, offering young people a neutral space away from home in which to learn. The learning is short, intense and powerful. Young people are challenged by different experiences, which interrupt the status-quo and offer new ways in which to understand themselves.

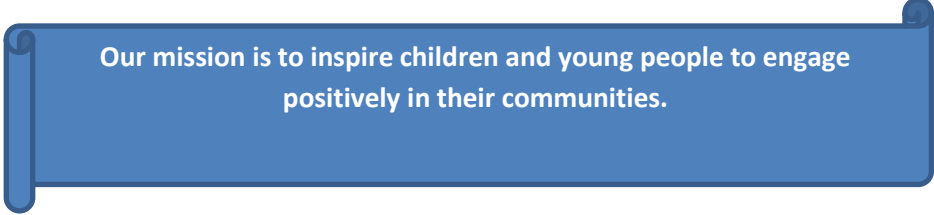
We believe that the combination of the community and residential youth development are optimum for sustained and transformational change as the day to day community based youth development enables the transfer of residential learning into real life. We have a unique framework for the planning, delivery and evaluation of programmes to ensure that the young people can become socially active and contribute to a more socially just world. We call this our 'meta model of youth development' as it is our large scale theoretical model that meets the needs of young people. Each programme has a micro level (or small scale) theory of change, informed by this meta model.

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## Brathay's Meta Theory of Change

### 1. BRATHAY'S MISSION



Our mission is to inspire children and young people to engage positively in their communities.

To achieve our mission, we deliver work from the basis of a core set of values.

### 2. VALUES FOR PEOPLE WORKING WITH CHILDREN AND YOUNG PEOPLE.

Brathay holds true to its values when designing, delivering and evaluating work with young people. These values underpin our practice and are congruent with youth work and non-formal education. We aim to:

1. Treat young people with respect, valuing each individual and avoiding negative discrimination.
2. Respect and promote young people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened.
3. Promote and ensure the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities.
4. Contribute towards the promotion of social justice for young people and in society generally, through encouraging respect for difference and diversity and challenging discrimination.
5. Recognise the boundaries between personal and professional life and being aware of the need to balance a caring and supportive relationship with young people with appropriate professional distance.
6. Recognise the need to be accountable to young people, their parents or guardians, colleagues, funders, wider society and others with a relevant interest in the work, and that these accountabilities may be in conflict.
7. Develop and maintain the required skills and competence to do the job.
8. Work for conditions in Brathay where these principles are discussed, evaluated and upheld. We believe that these values represent high quality youth work that has the optimum return on investment for commissioners and impact for young people. These core values underpin our work, which is organised around four main strands of work.

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## 3. BRATHAY'S FOUR STRANDS OF YOUTH PROGRAMMES

Our programmes fall into four broad areas:

1. **Reducing Offending and Anti-social behaviour.** We work with young people to develop their pro-social behaviour, contributing to lower rates of antisocial behaviour and offending in the areas where we work.
2. **Improving Learning, Attainment and Employability.** We work with young people to increase their attainment, attendance and engage them in life-long learning and employment. This contributes to higher levels of attainment, engagement in education and employment in the areas where we work.
3. **Increased Well-being and Empowerment for Vulnerable Young People.** We work with young people with specific needs to increase their well-being and empowerment. These groups of young people typically have specific needs in response to the situations in which they find themselves. They may be sexually exploited, self-harm, alcohol and substance misusers, young carers, looked after young people, etc.
4. **Improved families, communities and services.** We work with young people to develop their engagement with communities. This includes work with young people in families – developing family functioning, and participatory work with young people shaping services, for example as Young Inspectors, Youth Councillors and Young Researchers. This work contributes to community cohesion and service design.

These programmes all focus on increasing the agency of young people to attain better outcomes for themselves.

We do not aim to mass produce young people who all think and behave in the same way. We are less concerned with organisational indicators of success and we do not have a set of normative behaviours that mark success. Therefore, we do not have 'off the shelf' programmes or packages. As we work with unique young people, in unique settings, each programme will be unique, whilst falling into these four broad categories.

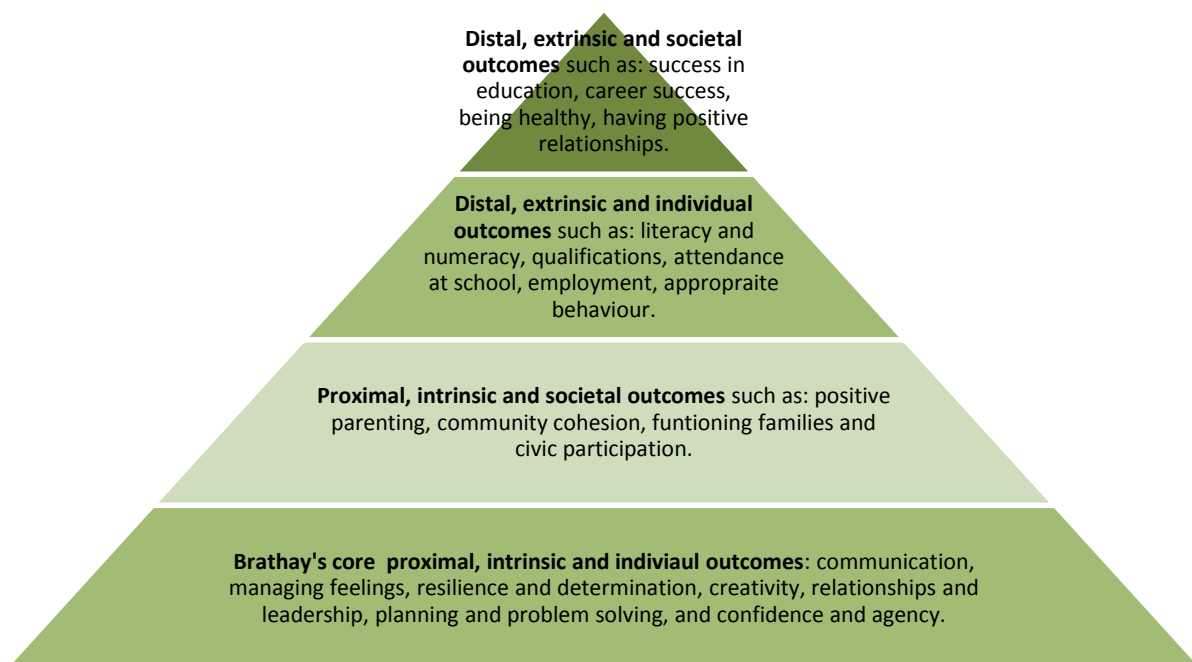
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## 4. INTENDED AIMS AND OUTCOMES

When we 'sell' or are funded to deliver work, we agree a set of aims, and intended outcomes. These are what the commissioners, funders, and ourselves, think are the most likely aims and outcomes at the point of sale.

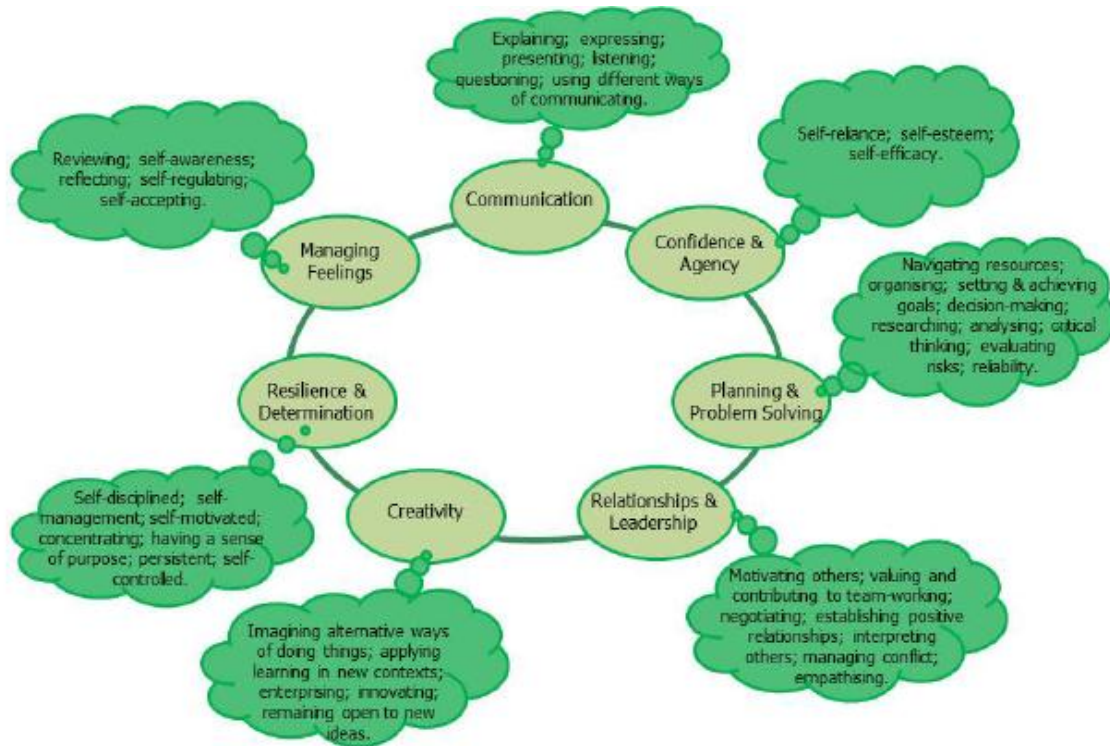
Clients often focus on distal outcomes that show benefit to society. These are shown at the top of the pyramid (below). However, practice based evidence and evidence based practice consistently shows that working on proximal outcomes (shown at the bottom of the pyramid) are the foundations underpinning distal outcomes. We can only attain what is at the top of the pyramid by working through outcomes from the bottom up. We can confidently sell personal development starting with proximal outcomes.



The outcomes in the bottom of the pyramid are the Catalyst (2012) outcomes. They are reproduced below in more detail, and are intended as an aide memoire to sales staff, thinking about the range of outcomes that a programme might achieve.

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## 5. STARTING WITH THE YOUNG PEOPLE'S STENGTHS



Despite the challenging circumstances of young people's lives, and the issues that they present, all young people have strengths, or positive assets – qualities that are drivers for positive growth and change. Brathay's work is founded on the principle of recognising people's assets. We value and respect young people for who they are, and start where they are, with the assets that they already possess. We design programmes based on young people's interests, needs and strengths. We hope to always talk to the young people themselves about their strengths, needs and interests, but this is not always possible, and sometimes other adults such as commissioners, talk about them on their behalf. We are aware that this can create a tension for us in practice and do all that we can to reconcile it by amending programmes to young people's needs when we do meet them.

We discuss with young people and/or the practitioners working closest with them, what their current trajectory is. This is what is likely to happen to them in the future and is heavily based in assumptions about the life-course of the young person and what is known about various risk factors.



We also identify what they would prefer it to look like, i.e. a more positive trajectory.

The outcomes of the programme represent the things that practitioners and young people think need to be achieved to get from the current trajectory to the desired trajectory.

**Examples of questions that might help you find out about the young people:**



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How old are the young people?

What is the gender mix?

What is the ethnic mix?

Are they all from the same geographic area?

Are there any special needs of any kind?

Are there any risk assessments that you should be aware of?

Do the group know each other already, or will they be meeting for the first time?

How long has the group been known to the person that you are speaking to, and in what capacity?

What are the characteristics of the group, what stands out about them?

What are the group good at?

What weaknesses do they show?

What has the groups' recent history been?

What type of activities do they usually engage with?

Do the group have any particular interests that you could build on?

Are the group on track academically?

Do the group have any police involvement?

Do the group misuse any substances?

Are the group vulnerable in any specific ways?

How do they usually respond to a challenge?

How do they deal with conflict?

What are their futures looking like at the moment, what is your best guess at where they will end up?

Do you have any data or information that you could share with us to help us further understand this group, or other groups like them?

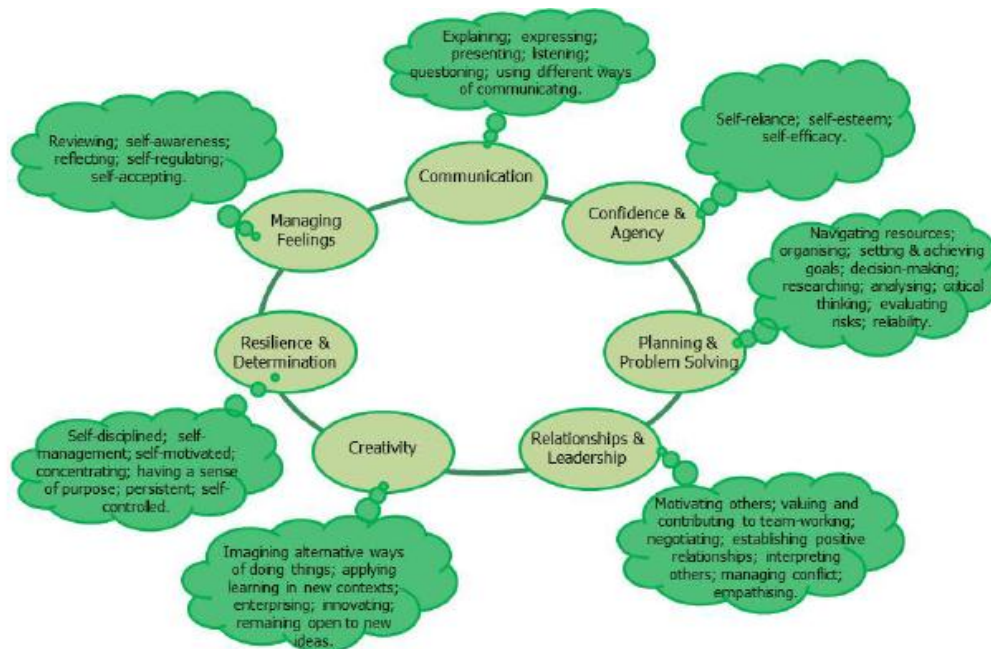
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## Revisiting outcomes

At this point, the Brathay practitioner revisits the outcomes that were sold and check what and how they will work with the young people. The intended outcomes may need amending as more information may have come to light when meeting the young people – this happens in consultation with the commissioner.

There is no intention to work through all of the Catalyst outcomes. Only some of them will be relevant as young people may already have some well-developed strengths. Rather, the notion is to use the outcomes as a stimulus to ensure that we plan holistically, considering a whole breadth of possible outcomes.

These are the outcomes that are meaningful to young people and are needed to achieve other more distant outcomes. These are the outcomes that we focus on in our daily work with young people. The value of these skills is well documented in the Catalyst Outcomes Framework (2012).



The table below shows the way smaller outcomes or capabilities contribute to larger outcomes. The outcomes are now referred to in this way in the Brathay youth data base, IYSS.

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Core outcome	Contributing outcomes or capabilities
1. Communication	<ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Self-expression</li> <li>3. Presentation skills</li> </ol>
2. Managing feelings	<ol style="list-style-type: none"> <li>1. Reflection</li> <li>2. Self-awareness</li> <li>3. Self-managing</li> <li>4. Emotional well-being</li> </ol>
3. Resilience and determination	<ol style="list-style-type: none"> <li>1. Self-discipline</li> <li>2. Self-management</li> <li>3. Self-motivated</li> <li>4. Focus</li> <li>5. Aspirations</li> <li>6. Persistent</li> <li>7. Sense of purpose</li> <li>8. Independence and autonomy</li> </ol>
4. Creativity	<ol style="list-style-type: none"> <li>1. Imagine alternatives</li> <li>2. Remain open to new ideas</li> <li>3. Enterprising</li> <li>4. Innovative</li> </ol>
5. Relationships and leadership	<ol style="list-style-type: none"> <li>1. Empathising</li> <li>2. Interpreting others behaviour</li> <li>3. Managing conflict</li> <li>4. Establishing positive relationships</li> <li>5. Motivating others</li> <li>6. Negotiating</li> <li>7. Trust</li> <li>8. Secure attachments</li> </ol>
6. Planning and problem solving	<ol style="list-style-type: none"> <li>1. Managing resources</li> <li>2. Organisational skills</li> <li>3. Setting and achieving goals</li> <li>4. Decision making</li> <li>5. Researching</li> <li>6. Analysing</li> <li>7. Critical thinking</li> <li>8. Evaluating risks</li> <li>9. Reliability</li> </ol>
7. Confidence and agency	<ol style="list-style-type: none"> <li>1. Self-reliance</li> <li>2. Self-esteem</li> <li>3. Self-efficacy</li> <li>4. Confidence</li> <li>5. Internal locus of control</li> <li>6. Empowerment</li> <li>7. Critical consciousness</li> <li>8. Positive identity</li> </ol>

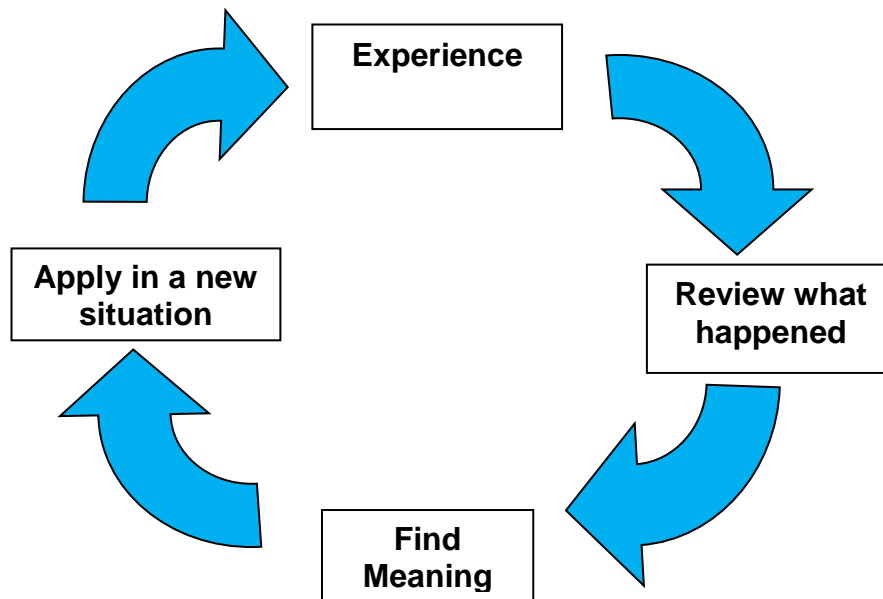
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## 6. EXPERIENTIAL LEARNING

Experiential learning draws from young people's own previous experiences, from other people's experiences, or from new first hand experiences. These experiences are reflected on, meaning and understanding made and applied to new situations. We support young people to understand how they learn and become life-long learners, able to draw from past experience into present day situations.

A simplified version of Kolb's (1984) experiential learning cycle is shown below:



Please refer to the practice development paper on experiential learning for a full version of the model.

Young people should have on-going opportunities to engage in different experiences in an upward virtuous spiral of experiential learning. This would grow from a position of relative personal self-interest and unawareness towards a position of political interest, community awareness and altruism. These trajectories will vary enormously for individual and groups of young people. Brathay use experiential learning to approach the five elements of the youth development model.

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## 7. BRATHAY'S MODEL OF YOUTH DEVELOPMENT

Brathay take a non-formal learning approach to youth development. Non-formal learning is organised learning outside of the formal education system. Broadly speaking, this tends to be short-term, voluntary and have few, if any, prerequisites. However, it can have a curriculum and a facilitator. Non-formal learning can also include learning in the formal arena when concepts are adapted to the unique needs of individual young people. Within this, Brathay use an experiential learning methodology to work towards five components key to non-formal learning. These can be worked towards simultaneously rather than being a hierarchy and as such are shown in the wheel below.



The exact balance of each of the segments of the approach will vary depending on the needs of the young people. Each segment is explained further below.

- a) We **foster secure attachments** with young people. These are relationships that are founded on mutual respect and trust, and that allow us to challenge them in a non-confrontational way.
- b) We **promote self-esteem, self-efficacy and self-confidence**. Providing positive experiences, realising strengths and receiving unconditional positive regard through engagement with challenging activities promotes self-esteem, self-confidence and self-efficacy. Self-esteem is the extent to which young people's image of themselves matches the image of who they think they want to be. We have good self-esteem when there is a good match between the two. Self-efficacy is the belief that young people have in their own capability, having an internal locus of control, where they take responsibility for their own behaviour. This is developed by offering young people real opportunities and responsibilities.
- c) We **support identity formation and development**. Within the safety of a secure professional relationship and valuing environment, young people can start to explore what it is that they want for themselves. They can think about future possibilities and who they want to be.

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- d) We **support self-awareness and critical consciousness**. We build dialogue with young people at their own level, developing their understanding of themselves, the world around them and their place within it.
- e) We **develop empowerment and agency**. The use of experiential learning, challenge and dialogue leads to young people realising for themselves that they can be in charge of their own lives. The empowerment model (Maynard, 2011) shows how we can support young people in this process. Empowerment is the process by which people develop a positive sense of their ability to act, develop awareness of themselves and the world, and develop the skills necessary to act in the ways that they want to. As young people become empowered and develop a sense of self-efficacy they become effective agents. This is to say that they develop the ability to be aware, to make decisions and to take intentional actions for themselves and others.

We believe that these five components are fundamental to the development of a young person who is able to fulfil their potential.

The associated models, theories and activities that we regularly use to promote the process of youth development are shown below. There is some duplication as these are not discrete stages.

Model of Youth Development	Core theories and models used	Daily practice
Foster secure attachments	Maslow's hierarchy of needs Bowlby's, Pearce, Sunderland on attachment theory NLP - rapport Trust theory (generic) Psychological distance theory (generic) Communication theory (generic)	Contracts Boundaries Icebreakers Rapport exercises Trust exercises Team building exercises Communication triangle
Promote self-esteem, self-efficacy and confidence	Unconditional positive regard (Rogers / Roberts) Multiple intelligences (Gardener) Choice theory Action and consequence theories (generic) Challenge by choice / peak adventure (Mortlock) / flow (Csikszentmihalyi)	Opportunities for success Strengths and weakness mapping (verbal / shields / body maps) Offer real choices and consequences Decision making and feedback
Support identity formation	Feedback (Johari) NLP - Limiting Beliefs Stereotypes (generic) Discrimination (generic) Self-awareness (generic) Theories of culture and kinship (Lawler) Personal Construct Theory (Kelly)	Johari window Values and beliefs mapping Analysis of media messages Stories and narratives Journey maps Mask making Inclusion / exclusion activities
Build self-awareness and critical consciousness	The 4 P's (Brathay model) Amygdala hijack NLP - logical levels	Four P's exercise Johari window NLP levels exercises

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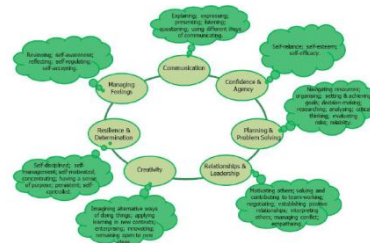
	<p>Emotional Intelligence (Goleman)  Cognitive Behaviour Approaches  Stress management  Feedback (Johari)  Challenge by choice / peak adventure (Mortlock) / flow (Csikszentmihalyi)  Philosophy for children / socratic dialogue (Lipman or Fisher)  AMBIT (Bevington and Fuggle)  Empowerment (Maynard)  Team roles (Belbin), stages of development (Tuckman) and leadership styles (Goleman, Tannenbuam and Shmidt)  Dealing with conflict (Thomas Kilmann)  Power matrix (Ledwith)  Participation models (Arnstein, Hart)  The change curve (Hopson, Scally &amp; Stafford)  Learning Styles (Honey and Mumford)  ELLI the Effective life-long learning inventory (Claxton)  Transactional Analysis models</p>	<p>Feelings discussions  Mapping thoughts, feelings, actions.  Challenge by choice  Discussion / group work  Discussion of media images, messages, stories, films etc.  Comfort, stretch, panic model  Thinking together  Why we sometimes lose the plot (simple amygdala)  Empowerment model (youth version)  Team role assessment / session  Team building  Leadership tasks  Conflict management exercises  Discussion and analysis of power and models of participation  Read between the lines  Discuss the change curve  Discuss / map learning styles  Transactional analysis exercises</p>
<p>Develop empowerment and agency</p>	<p>Empowerment (Maynard)  Locus of control (Rotter)  Team roles (Belbin), stages of development (Tuckman) and leadership styles (Goleman, Tannenbuam and Shmidt)  Power matrix (Ledwith)  NLP goal setting  Social action and change</p>	<p>Empowerment model (youth version)  Team role assessment / session  Team building  Leadership tasks  Discussion and analysis of power and models of participation  Goal setting  Discuss the locus of control  Discuss opportunities / styles of influence and change</p>

These will be complemented with life skill development appropriate to the young people's needs and programme's distal outcomes (e.g. employability). They can be delivered through any format, community or residential work, outdoor and adventurous or creative.

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## 8. PROXIMAL OUTCOMES ACHIEVED

Using experiential learning and the youth development model in tailored programmes supports the young people to achieve proximal outcomes. These are also called 'personal development outcomes'. These outcomes are meaningful to the young people and are vital to achieving distal outcomes. The value of these skills is well documented in the Catalyst Outcomes Framework (2012).



We have developed a range of indicators that help practitioners think about what each of these might look like in practice. They are shown in the table below:

Core outcome	Suggested capabilities	Possible Indicators
1. Communication	<ol style="list-style-type: none"> <li>1) Listening</li> <li>2) Self-expression</li> <li>3) Presentation skills</li> </ol>	Makes more eye contact Will speak in company Expressed opinions Takes turns in conversation Can listen to other opinions Asks open and closed questions Can present a line of argument Can speak in public
2. Managing feelings	<ol style="list-style-type: none"> <li>1) Reflection</li> <li>2) Self-awareness</li> <li>3) Self-managing</li> <li>4) Emotional well-being</li> </ol>	Can name a range of emotions Able to identify own emotions Aware of causes of own emotions Can express emotions Can identify emotions in others Can identify appropriate and inappropriate contexts for various expressions of emotions Has strategies to manage emotions
3. Resilience and determination	<ol style="list-style-type: none"> <li>1) Self-discipline</li> <li>2) Self-management</li> <li>3) Self-motivated</li> <li>4) Focus</li> <li>5) Aspirations</li> <li>6) Persistent</li> <li>7) Sense of purpose</li> <li>8) Independence and autonomy</li> </ol>	Gets up in the morning Will engage passively Will participate in activities Will suggest activities Can participate until fails Can re-engage after failure Can motivate self Shows determination
4. Creativity	<ol style="list-style-type: none"> <li>1) Imagine alternatives</li> <li>2) Remain open to new ideas</li> <li>3) Enterprising</li> <li>4) Innovative</li> </ol>	Can copy Can identify a way of doing things Generates a range of ideas Can select from a range of ideas Can listen to others ideas
5. Relationships and leadership	<ol style="list-style-type: none"> <li>1) Empathising</li> <li>2) Interpreting others behaviour</li> </ol>	Can get on with known peers Can get on with known adults Can get on with people who are new

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	<ul style="list-style-type: none"> <li>3) Managing conflict</li> <li>4) Establishing positive relationships</li> <li>5) Motivating others</li> <li>6) Negotiating</li> <li>7) Trust</li> <li>8) Secure attachments</li> </ul>	<ul style="list-style-type: none"> <li>Understand boundaries and disclosure</li> <li>Can disagree and not get angry</li> <li>Can calm down after being angry</li> <li>Can de-escalate a situation</li> <li>Can follow a leaders decision</li> <li>Can act as a member of a team</li> <li>Can lead a team</li> </ul>
4. Planning and problem solving	<ul style="list-style-type: none"> <li>1) Managing resources</li> <li>2) Organisational skills</li> <li>3) Setting and achieving goals</li> <li>4) Decision making</li> <li>5) Researching</li> <li>6) Analysing</li> <li>7) Critical thinking</li> <li>8) Evaluating risks</li> <li>9) Reliability</li> </ul>	<ul style="list-style-type: none"> <li>Can do as instructed</li> <li>Can manage limited resources / responsibilities</li> <li>Can think logically</li> <li>Can plan</li> </ul>
5. Confidence and agency	<ul style="list-style-type: none"> <li>1) Self-reliance</li> <li>2) Self-esteem</li> <li>3) Self-efficacy</li> <li>4) Confidence</li> <li>5) Internal locus of control</li> <li>6) Empowerment</li> <li>7) Critical consciousness</li> <li>8) Positive identity</li> </ul>	<ul style="list-style-type: none"> <li>Can do things for self</li> <li>Has positive self-image</li> <li>Takes responsibility for own actions</li> <li>Is able to do tasks needed to thrive</li> <li>Understands self-responsibility</li> <li>Is able to be proactive</li> <li>Aware</li> <li>Has positive identity</li> </ul>

We can evidence these outcomes with our evaluation tools (see section 10).

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## 9. DISTAL OUTCOMES

The cumulative gains of proximal outcomes contribute to longer term or distal outcomes. These are often the things that commissioners, funders and society are looking for, rather than the things that young people would necessarily say that they want in life.

To reflect this, we have drawn on the Catalyst (2012) materials to create this pyramid of outcomes, showing how proximal personal development outcomes contribute to other distal and perhaps societal outcomes. The young people may have achieved outcomes at any of these levels. However, it is very difficult, if not impossible, for us to evidence the outcomes beyond the base level of core proximal, intrinsic and individual outcomes. Instead, we need to engage project partners, or the young people's host youth organisation to share data with us to help us to evidence them, e.g. Bradford YOT shared youth offending data with us to help us evidence the success of the Alternatives to Custody programme.

Brathay staff need to be aware of this when they are selling work, as it is easy to be pressed into selling outcomes that we cannot evidence.



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Achieving these outcomes, ultimately leads to the young people being able to contribute to social justice, as shown by the star on the top of the pyramid (see section 11 for more). A theory of change logic model is helpful to map progress from proximal outcomes to distal outcomes, linking activities, outcomes and impact.

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## 10. EVALUATION

Brathay evaluate all programmes. Our approach to evaluation is based on the following principals:

- a) We try to establish a baseline, or where the young people are when we start to work with them.
- b) We track what is happening on programmes through the data in IYSS.
- c) We ask young people and staff what they think through the use of feedback forms.
- d) We collect data on the proximal outcomes using our evaluation toolkit.
- e) We ask partners to help us evidence the distal outcomes using their data.
- f) With all this we try to establish a distance travelled from the baseline.

Catalyst have a tool kit of evaluation tools to help us notice the positive changes that are happening for young people. There is a strong quantitative or statistical bias to this toolkit, which on its own is not congruent with youth work. Brathay have added our collection of creative tools to the toolkit to balance out the bias with a qualitative approach. There are 49 tools altogether (26 Catalyst and 23 Brathay), and we think that the first six are core tools that everyone should regularly use.

The Brathay Research and Evaluation Tools Matrix combines all the tools mentioned and highlights core tools in yellow for ease of reference. The evaluation tools that are core are:

- 1. Programme feedback forms – whether used as forms or creatively, for all programmes residential and community.**
2. Line outs
3. Body maps
4. Your story
5. Outcomes wheels or stars
6. The empowerment survey
7. The Warwick / Edinburgh mental well-being survey
8. The Wakefield Risk and Resilience Framework
9. AQA Mental toughness (MTQ48)

All these are saved in: Brathay/Research Hub/Research tools.

Optimal value is gained from effort spent on evaluation when it is used for a range of purposes including:

- Enhancing youth development as participatory evaluation is a good youth work tool for feedback, coaching and growth
- Promoting practice development as they highlight strengths and weaknesses
- Enhancing product development and programme design as they show what works and what does not
- Informing sector development as we share our understanding with others.

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## 11. SOCIAL ACTORS WHO CAN CREATE SOCIAL JUSTICE



Brathay contributes to social justice at a grassroots level. We work with young people to explore who they are and who they want to be. We support them to have agency in their life, navigating their own futures as engaged and critically conscious individuals. It is these young people we believe, that will be 'successful', 'happy', and 'resilient' individuals who can participate fully in the world, as successful social agents. We believe that this leads to greater social justice as they are able to engage with and promote democracy and the pursuit of fairness, in the form of equity, diversity, inclusion and human rights.

Ultimately we support people to develop the capabilities that enable them to have agency in their lives contribute to a more socially just world.