Brathay’s Model of Youth Development for Social Justice
Welcome!

• We are on a journey together...
• Clarity, confidence and join-up
• Integration of Catalyst materials
• DfE case study
• Walking through process in interactive way, co-constructing meaning
• Feedback at end 😊
• Filming for people who are not here (and the DfE)!
• Buckle your seat belts.....
OUR MISSION

• Our mission is to inspire children and young people to engage positively in their communities.
• Our mission is informed by a core set of values.....that we developed from the ESRC Practice Development Conference.
OUR CORE VALUES

1. To treat young people with respect, valuing each individual and avoiding negative discrimination.

2. To 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. To promote and ensure the welfare and safety of young people, while permitting them to learn through undertaking challenging educational activities.

4. To 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. By recognising 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. By recognising 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. By developing and maintaining the required skills and competence to do the job.

8. By working for conditions in Brathay where these principles are discussed, evaluated and upheld.
• These core values underpin our work, which is organised around four main strands of work...
FOUR STRANDS OF WORK

• **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.

• **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.

• **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.

• **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.
Activity 1

• Here is a page of project details.
• Here is a commissioner.
• Come up with a sentence from your commissioner / funder / client that states what they typically want from the programme.
• ....this may not be something that you can easily deliver, lets explore why with the help of the Catalyst Outcomes Framework...
• .....the what?
Catalyst Consortium

• A DfE strategic partner (NCVYS, NYA, Social Enterprise UK and the Young Foundation)
• “Part of a skills development strategy for the youth sector’s workforce”
• “Designed to support understanding and measurement of the connection between intrinsic personal development outcomes and longer extrinsic outcomes”
Aims and intended outcomes

Distal, extrinsic and societal outcomes such as: success in education, career success, being healthy, having positive relationships.

Distal, extrinsic and individual outcomes such as: literacy and numeracy, qualifications, attendance at school, employment, appropriate behaviour.

Proximal, intrinsic and societal outcomes such as: positive parenting, community cohesion, functioning families and civic participation.

Brathay's core proximal, intrinsic and individual outcomes: communication, managing feelings, resilience and determination, creativity, relationships and leadership, planning and problem solving, and confidence and agency.
...outcomes from the Catalyst framework
• Commissioners / funders pay for these programmes, that then get populated with young people.....
A STRENGTHS BASED APPROACH

• We learn about and meet the young people and design the detail of programmes from a strengths (assets) based approach, following the abilities, needs and interests of the group.
Trajectories

• We work out what is likely to happen to the young person at the moment (current trajectory).....
• .....and think about how they, and we would prefer it to look... the outcomes represent the things that they need to achieve to get from the current trajectory to the desired trajectory. The intended outcomes may need amending at this point.
Activity 2

• What are the assets, needs and trajectories from the story you have?
• What is the desired trajectory?
• And so what are the outcomes, using the framework above?
• Do you need to change the outcomes at all to meet the needs of the young people?
• Let your commissioner know.
Experiential learning

• This is central to everything that we do....

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

- Experience
- Review what happened
- Find Meaning
- Apply in a new situation
Activity 3

• Your Brathay Practitioner now needs to explain experiential learning to the young person.
Brathay’s Model of Youth Development

• We use the SAME experiential learning and youth development approach with all young people, but the exact balance of each of the segments of the approach will vary depending on the needs of the young people.

• We can say that we use each of the segments with each young person, but the extent to which we focus on each varies (same but tailored).
OUR MODEL OF YOUTH DEVELOPMENT

- Develop empowerment and agency
- Foster secure attachments
- Promote self-esteem, self-efficacy and confidence
- Support identity formation
- Build self-awareness and critical consciousness
• **We foster secure attachments** with the young people, relationships that are founded on mutual respect and trust, and that allow us to challenge them in a non-confrontational way.

• **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 and self-confidence. 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.

• **We support identity formation and development.** Within the safety of a secure professional relationship and valuing environment, the 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 – we engage them in identity formation.

• **We build 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 – this raises their self-awareness and critical consciousness.

• **We foster empowerment and agency.** The use of experiential learning, challenge and dialogue leads to young people realising for themselves that things can be better. The empowerment model (Maynard, 2011) shows how we can support young people in this process.

• Experiential learning is central.
Segments, models and practice

Core approach
Underpinning models
Practice
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<th>Daily practice</th>
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Activity 4.

- Assemble your model of youth development
- Star the three words that represent what you do most accurately.
- Add anything that is missing
- Get your Brathay Practitioner to explain the model to your young person.
• Experiential learning and the approach to youth development lead to the achievement of personal development outcomes......we can evidence these.
OUTCOMES ACHIEVED

- Communication: Explaining; expressing; presenting; listening; questioning; using different ways of communicating.
- Planning & Problem Solving: Navigating resources; organising; setting & achieving goals; decision-making; researching; analysing; critical thinking; evaluating risks; reliability.
- Creativity: Imagining alternative ways of doing things; applying learning in new contexts; enterprising; innovating; remaining open to new ideas.
- Relationships & Leadership: Motivating others; valuing and contributing to teamwork; negotiating; establishing positive relationships; interpreting others; managing conflict; empathising.
- Resilience & Determination: Self-disciplined; self-management; self-motivated; concentrating; having a sense of purpose; persistent; self-controlled.
- Managing Feelings: Reviewing; self-awareness; reflecting; self-regulating; self-accepting.
• You MUST use the feedback forms with young people, visiting staff and for Brathay staff.
• We have eight core tools and 53 wider tools to use – these are partly Brathay tools and partly Catalyst tools....chose one of these to use alongside the feedback form.
• We have added some example indicators to the outcomes table to help you think about what you want to observe.
Activity 5.

• Get your Brathay Practitioner and young person to talk about which tool they would most like to use to evaluate the changes that have happened.
• The proximal outcomes **contribute to** young people achieving distal outcomes (this may be whilst they are with us or some time later). We will need partners to help evidence these....
Distal, extrinsic and societal outcomes such as: success in education, career success, being healthy, having positive relationships.

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Activity 6.

• Get the Brathay Practitioner and commissioner to discuss how they are getting on and how they will evidence the more distal outcomes.

• See if the commissioner will share any data.
• Yet these are often what we end up selling...and are reflected in the four stands of work / programmes. We need to be open about what we can **attain** and what we can **contribute to** at the point of sale.
SOCIAL ACTORS AND SOCIAL JUSTICE

• We work with young people to explore who they are and who they want to be, support them to have agency in their life, navigating their own futures. It is these young people we believe, that will be ‘successful’, ‘happy’, ‘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 shape it to be a more democratic place.
Activity 7.

• Explain social justice from the perspective of your three characters.
Activity 8.

• Feedback forms.
• Interviews with Bethia and Mahrie
Next steps...

- Youth version by young people 10\textsuperscript{th} Nov
- DfE case study
- Integrated into induction / staff handbooks / resources
- Integrate into marketing collateral
- Support with practice development materials