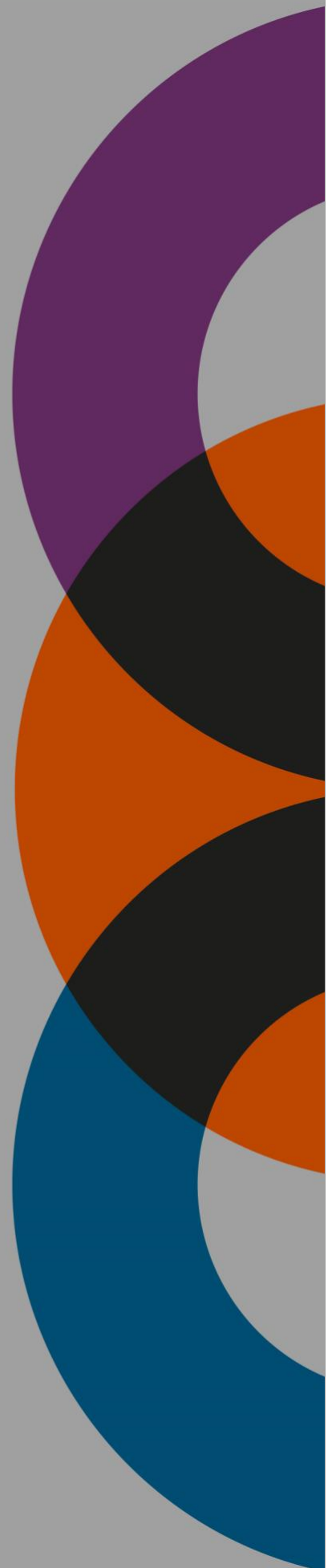




**A Framework of Outcomes for  
Young People 2.0:  
Executive Summary**

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# Outcomes Framework 2.0

## Executive Summary

### Background and Approach

During 2017, LGA consulted on the future of services for young people, and youth work in particular, across local authorities in England, with a view to developing an up to date youth policy/strategy statement. *Bright Futures: our vision for youth services* was launched in December 2017. In the summer of 2018, the Local Government Association (LGA) commissioned the Centre for Youth Impact to produce an outcomes framework to help partners across the youth sector to develop and agree mutual aims to support young people in their local areas in support of this vision.

When LGA designed the specification for a new framework of outcomes, they encouraged the revision of the Catalyst Consortium's *Framework of Outcomes for Young People* (2012) as a starting point. This Framework was initially well received by the sector, but a combination of changes in the position and status of youth policy, funding cuts to local government, and an absence of key champions amongst leaders in the sector meant that it was not adopted as widely as it could have been. The Centre for Youth Impact has welcomed this opportunity to revisit and update the thinking that underpinned the Catalyst Framework.

Through a combination of desk-based research and widespread consultation with practitioners, commissioners and managers from across the sector, the Centre for Youth Impact and its regional network leads have revised the Catalyst Framework taking into account the latest research into young people's development, and new thinking on understanding quality relationships and settings for young people. The new framework is designed to introduce a common language and models that can be easily understood and used at a local level by both commissioners and practitioners in order to create the conditions in which young people can develop key capabilities.

### Updating the Catalyst Framework: Components Beyond Capabilities

The focus of the original Catalyst Framework was on the social and emotional capabilities that enable young people to navigate choices and challenges and create valuable outcomes in their lives and communities. It drew heavily on research from the US, which continues to lead the way in research in this field. Reviewing the latest US-based work on social and emotional learning highlights the importance of elements *beyond* capabilities. The most thorough, recent youth development framework led by the University of Chicago Consortium on School Research (CCSR) includes a continued focus on **social, emotional and 'intellectual' capabilities** but also identifies other key factors that interact with the development of capabilities and can be affected by provision for young people. These are: the **foundational component** of agency, which is the ability to shape your own life and the world around you and is the component that enable capabilities to 'thrive'; and **attitudes and dispositions**, which are the way in which a person expresses or applies their values about what is important in life. Values and the associated attitudes emerging from these values develop predominantly through adolescence and are distinctly different from capabilities. Some of the capabilities in the original Catalyst Framework may be better expressed as attitudes and dispositions.

Change, or the achievement of positive outcomes, is brought about or enabled by specific experiences, which are processed by young people in a cycle of action and reflection. This action and reflection cycle is a critical aspect of high quality provision for young people.

## A Framework of Outcomes 2.0

Using the CCSR research, the original Catalyst capabilities, and unpublished work by Generation Change and the Dartington Service Design Lab, and also by developing a list of attitudes based on current research evidence from positive psychology and OECD work on social and emotional learning, the list of capabilities from the original framework has been updated in the following ways:

Categorising the original list of capabilities as either social, emotional, or 'intellectual' (i.e. skills)

Making a distinction between 'concepts' that can be understood by young people and practitioners, and 'constructs' that research shows contribute towards

the concepts, are malleable (there is evidence they can change over time), have a relationship to positive outcomes and can be the focus of measurement activity

Adding new constructs that complement some of the concepts presented in the original framework, and removing some of the others that are too narrow or that are better described as attitudes

Adding a set of values, attitudes and dispositions that were not present in the original Catalyst Framework. These are not intended to be exhaustive but provide some examples that will be relevant in different settings.

The revised list of capabilities now looks like this:

Element / Type of concept	Concept	Constructs / specific capabilities
Foundational concept	Agency	
Emotional capabilities	Self-management	<ol style="list-style-type: none"> <li>1. Resilience</li> <li>2. Self-control</li> <li>3. Perseverance / Grit</li> </ol>
	Self-awareness	<ol style="list-style-type: none"> <li>1. Self-efficacy</li> <li>2. Self-esteem</li> <li>3. Emotional literacy</li> </ol>
Social Capabilities	Social awareness	<ol style="list-style-type: none"> <li>1. Empathy</li> <li>2. Compassion</li> </ol>
	Relationship skills	<ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Teamwork</li> <li>3. Leadership</li> </ol>
Intellectual Capabilities (Skills)	Responsible decision making	<ol style="list-style-type: none"> <li>1. Critical thinking</li> <li>2. Solving problems</li> <li>3. Goal-setting</li> </ol>

<b>Attitudes / dispositions</b>	<ol style="list-style-type: none"> <li>1. Meaning &amp; purpose</li> <li>2. Citizenship &amp; participation</li> <li>3. Optimism</li> <li>4. Open Mindedness</li> <li>5. Trust</li> </ol>
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## Thinking About Experiences

By thinking about the experiences of young people in youth provision we can include a focus on the nature and quality of provision, and its relationship to impact. We can include the type of experiences or ‘mechanisms of change’ that are most likely to contribute to changes in positive outcomes for young people. There is emerging research evidence about what these types of experiences are.

A thorough look at experiences that support capability development is beyond the scope of this initial phase of work, but we do know that young people develop capabilities through a cycle of action and reflection as they engage in different experiences. Therefore, all provision for young people needs to play an intentional and explicit role in enabling and supporting cycles of action and reflection.

Some insight into the features of effective social and emotional learning provision, that are valued by young people, and form the ‘mechanisms of change’ by which positive outcomes are achieved can be found in:

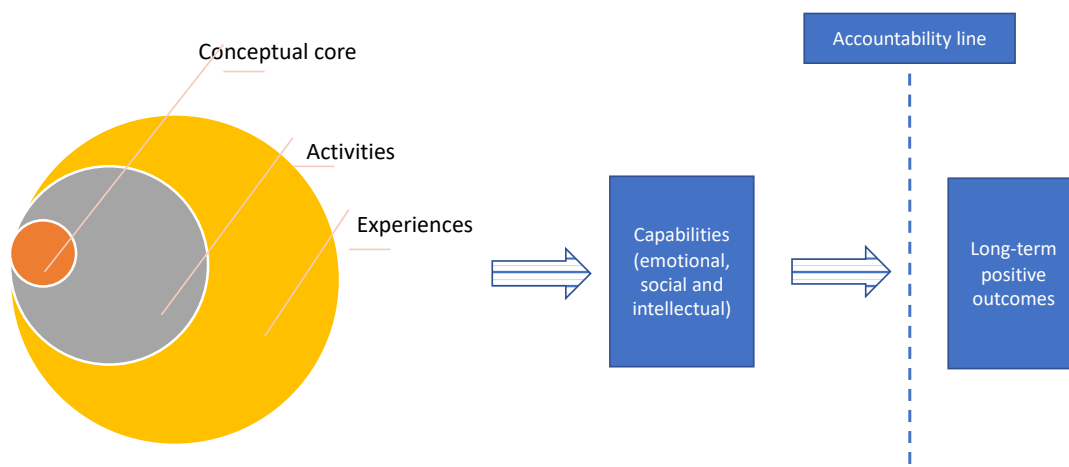
1. Recent research by the Wallace Foundation and Harvard School of Education

2. The work of the David P. Weikart Center, in particular *Deconstructing Social Emotional Learning Practice: A Thought Leader Conversation* (2015)
3. Research with Talent Match partnerships in the UK in 2017/18
4. The work of the Youth Investment Fund Learning Project on mechanisms of change.

Across all of these pieces of work there is widespread agreement about the important features of practice that relate to young people’s experience: safe, trusting and consistent relationships with adults; working collaboratively with others, making valued contributions, being supported to move out of one’s comfort zone and reflect upon it.

## Bringing Capabilities, Attitudes and Experiences Together

It is helpful to bring all the elements of the framework together, and consider them as components in a theory of change:



A conceptual **core** that informs attitudinal objectives: the explicit set of beliefs and values about the rationale for the provision – the ‘why’

**Activities** – the content of the provision (e.g. participating in sport, building an outdoor shelter, attending mentoring sessions). These are the activities that prompt young people to go through action and reflection cycles.

**Experiences** – the ‘how’ that underpins the activities taking place for young people. The ‘active ingredients’ or ‘mechanisms’ of change that are essential for enabling positive change and are key for quality.

**Capabilities** – the 14 different constructs outlined in the revised Framework of Outcomes. They are most likely to arise when activities are high quality experiences for young people that are planned with the intention of developing these capabilities.

**Impact** – the longer-term outcomes related to the development of different capabilities. They are

beyond the ‘accountability line’ – beyond the sphere of influence and ability to measure of youth provision, but of interest nonetheless.

Through this updated framework, we begin to make the case to shift the focus from outcomes or capabilities measurement, and instead encourage a sharp focus on elements of the framework which are more within practitioners’ sphere of influence and can create the conditions in which young people learn and develop.

## Next Steps

The second phase of this work will focus on how this framework can be used and embedded into practice. This will include further exercises to understand the implications of the Framework within commissioning, service design, quality improvement, and evaluation. This phase will take place between November 2018 and March 2019. This document will remain in final draft until that phase is complete.



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The Centre for Youth Impact is a community of organisations that work together to progress thinking and practice around impact measurement in youth work and services for young people. Our vision is for all young people to have access to high quality programmes and services that improve their life chances, by enabling embedded approaches to impact measurement that directly inform practice. Our work, therefore, is dedicated to three objectives, together with our expanded networks and other organisations from across the youth sector: curating the debate, building the movement and shaping the future.

Find out more about the Centre for Youth Impact at [www.youthimpact.uk](http://www.youthimpact.uk) and follow us on [@YouthImpactUK](https://twitter.com/YouthImpactUK).

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