A Framework of Outcomes for Young People 2.0

Revisiting and revising the Catalyst Framework of Outcomes 2012

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THE **CENTRE** FOR **YOUTH** **IMPACT**

Local **Government** **Association**

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Section 1: Introduction

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. The work was in response to LGA's consultations that fed into its vision statement, *Bright Futures: our vision for youth services,* published at the end of 2017. *Bright Futures* notes:

> "A clear outcomes framework can help to effectively monitor the impact of a service at key milestones to spot where things aren't working and provide opportunities to make changes where needed. It can also support evidence of collective impact across the system."

The proposed framework was intended to support partners to track and understand the short- and medium-term impact of their work on the lives of young people, and the relationship to longer-term outcomes. The framework needed to be simple for all partners to use, and adaptable across provision for different groups of young people through diverse approaches. We particularly welcome the recognition of the importance of monitoring, feedback and adaptation, and the focus on collective impact.

This document is the result of the initial five-month phase of work, including desk research and widespread consultation with practitioners, commissioners and elected members. The work was undertaken by the Centre's network of regional impact leads, and its central team.

This document is for everyone working with and for young people. It is particularly designed for practitioners – to support their thinking about planning, designing, delivering and evaluating their provision for young people – and commissioners – to support their local mapping, planning, commissioning, monitoring and evaluation activity. It is intended to be used collectively and collaboratively: the primary goal is to connect and strengthen provision for young people at a local level, rather than drive the agenda of a single organisation acting alone.

The framework is focused on young people, rather than the provision in which they engage/participate. It is a framework for young people, not for youth services. It starts with a focus on young people's development, and considers the capabilities, skills, attitudes and dispositions that research suggests support positive and healthy development through adolescence and into adulthood. The framework also seeks to go further, to consider the conditions and experiences through which young people develop these capabilities, and in which they grow and thrive.

This framework is not a measurement tool or approach; nor is it an evaluation plan or theory of change. We have taken a deliberate decision not to include recommendations of individual measurement tools in this updated framework at this stage.

This is a document designed to:

1. Draw together and share the latest and most compelling research into young people's personal and social development
2. Develop a common language and shared understanding about the terminology relating to outcomes, capabilities, attitudes and experiences
3. Bring clarity to debates about outcomes for young people through a focus on 'measurability' (the extent to which change in a specific construct can be meaningfully captured) and 'malleability' (the extent to which a specific construct can be changed through participation in youth provision)

The second phase of this work will focus on how this framework can be used and embedded into practice. This phase will take place between November 2018 and March 2019. This document will remain in final draft until that phase is complete.

We are particularly grateful to Louise Smith and colleagues at LGA for their support in framing the work and speaking with local authority colleagues, and to UK Youth for hosting a dedicated consultation with its members.

Section two: Background and context

During 2017, LGA consulted on provision 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.

The LGA's consultation process highlighted the value of a common outcomes framework for provision for young people, to inform both commissioning and provision through local authorities and their partners, and to ensure that their work with young people is focused on long-term positive change in their lives. *Bright Futures* encourages local authorities and their partners to use a clear and common outcomes framework as the basis for developing, monitoring and evaluating effective youth provision in their areas. LGA subsequently commissioned the Centre for Youth Impact to develop this framework.

Understanding the local context for youth work and provision for young people

A wide range of agencies and actors contribute to provision for young people (defined here, broadly, as young people between the ages of 11 and 19, or up to 25 for those with special education needs and/or disabilities). They include local authorities, public health and clinical commissioners, voluntary and community organisations, faith groups, criminal justice agencies, youth-led organisations, private and social enterprises, schools and colleges. The nature of provision differs dramatically – it can include open-access youth work in community settings and spaces; youth social action, campaigning and participation in decision-making; one to one support for young people with specific needs; uniformed youth provision; group work with young people who share particular backgrounds or experiences (such as young carers, LGBTQI young people, or young people with specific disabilities); structured programmes aimed at getting young people into work or developing financial capability, for example; youth arts provision; sport for development; the provision of housing support; advice, guidance or counselling; outdoor and environmental education and much more.

In each local authority area, the pattern of this work (how much is available, who provides it, where and when, for example) is different. It is affected by local authority leadership, resourcing and commissioning strategy; the presence and support of voluntary organisations and local and national charities; the willingness of local people to volunteer and contribute to work with young people; and the effectiveness of partnership approaches in work with young people. Networks between providers exist, though they can be random and may not be appropriate vehicles for collaboration. Finding ways to develop local and national strategies for work with young people in this context has some real challenges, and a well-researched, coherent framework of outcomes for young people, owned across the sector, has the potential to play an important role.

Previous work on outcomes frameworks

This document is far from the first attempt to produce a framework of outcomes for young people. Multiple such frameworks exist, many relating to a specific field of practice or area of work with young people. Most frameworks take a broadly similar approach, but differ slightly in the language used, the importance attached to different outcome areas, and the extent to which they draw from specific bodies of research. Frameworks also differ in their origins and intent: some are produced by funders or commissioners seeking to standardise approaches to delivery and monitoring; others by providers hoping to better communicate about and advocate for their particular approach or area of work. This proliferation of frameworks is unhelpful. Providers are left unclear about which framework to use or follow, and even end up producing their own in frustration. Funders and

commissioners are nervous about recommending one framework over another, and so avoid being definitive, or again, produce their own. Individual providers may end up working to multiple, slightly overlapping frameworks. Along the way, clarity over terminology gets eroded, and language becomes muddled.

There has been one notable attempt to produce an overarching framework of outcomes for young people. The *Catalyst Framework of Outcomes for Young People* was produced in 2012. It was developed by the Young Foundation as one element of the work programme of the DfE-funded Catalyst Consortium. Although originally intended to be an impact framework to support a hoped-for expansion of social investment into youth provision, the Catalyst Framework of Outcomes coincided with (and eventually came to be defined by) a widespread concern that organisations working with young people, and particularly those that identified as offering 'youth work', were not able to give a clear account of the impact of their work on the young people who participated in it. Extensive evidence on this topic was given to the Select Committee Inquiry into services for young people in 2010/11, and the Catalyst Framework of Outcomes for Young People was position as part of Government's response.

The Catalyst Framework took as its starting point the (at the time) emerging evidence that social and emotional capabilities play a key part in young people's ability to make successful transitions to adulthood and achieve positive life outcomes including educational attainment, employment and good health. It was an attempt to make clear connections between what are often considered to be the short-term or 'soft' outcomes of provision for young people and longer-term impact. The seven 'clusters of capabilities' identified in the framework were seen as providing a common basis (and to some extent language) for work with young people to help them build their capacity and resilience. That the framework was based on an extensive review of academically rigorous research gave it sufficient value and status to be applied across a wide range of provision for young people in informal and non-formal settings, as well as targeted support for young people facing particular challenges.

The framework was well-received by the youth sector initially, and many practitioners started to use it as the basis for defining and measuring the outcomes they hoped to achieve with young people, assisted by the matrix of measurement tools included with the framework. However, the Catalyst Framework ultimately failed to make as great an impact on the sector as had been hoped, for a number of interlinked reasons.

1. *Policy shifts*

The Catalyst Framework for Outcomes was developed during a time of great change for services for young people. The Labour Government's pre-2010 strategy for children and young people, *Every Child Matters: change for children*, sought to provide pathways of identification of need, referral and support amongst local services, often driven by partnerships including different statutory agencies and voluntary sector organisations. A common outcomes framework for all young people was seen as valuable aspiration in driving appropriate commissioning and provision under Every Child Matters: however, the changes made to policy on children's services and education by the incoming Coalition Government created a less supportive environment for the widespread uptake of an outcomes framework that applied to all young people, across diverse provision.

Youth work and much of wider work with young people was to a large extent disregarded by the re-named Department for Education under Michael Gove – indeed, in 2013, youth policy was shifted away from the DfE, initially to the Cabinet Office's Office for Civil Society, and later from there to the Department for Digital, Culture, Media and Sport (DCMS). This effectively separated consideration of

youth work and provision for young people from 'education' and the rest of Children's Services at central government level, and meant that at local level, the key policy, funding and inspection drivers for Children's Services failed to acknowledge the role of youth work and services for young people. Local commissioners and Children's Services managers concentrated on approaches to work with children and families without a core focus on young people in their teenage years. As a result of this growing policy vacuum for work with young people, the Catalyst Framework for Outcomes never really gained traction within local authorities, and as yet, with a few exceptions, rarely informs their commissioning approaches.

2.   Funding cuts

The lack of focus on youth policy has mirrored a lack of public funding. Local authorities, which had a lead role in both provision and planning of local young people's services, faced dramatic year-on-year cuts in their budgets as a consequence of central government's austerity measures from 2010 onwards. This led to a sharper focus on provision for young people in most need of support, with significant reductions in provision of open-access services such as youth work, which focussed more on prevention than 'treatment' or therapeutic intervention.

The weak statutory base of local authority youth services is well recognised, and this limited protection has failed to defend them against drastic cuts as a result of austerity budgets. Youth service budgets have fallen by 62 per cent or £737million since 2010[1]. Many local authority youth services have disappeared altogether, leaving a fragmented and much-reduced array of youth provision, much of it organised on a voluntary basis and largely within the charitable sector. Funding from trusts and foundations was also greatly reduced in the aftermath of the financial crisis of 2008 onwards, meaning that the youth work (in particular) that has survived is doing so with significantly less resource, with many organisations living a 'hand-to-mouth' existence. One side effect of these changes was that evaluation began to take on particularly negative connotations, associated both with the move away from open access/informal provision, and the perceived pressures to 'prove' value.

Few local authorities now have a senior officer with responsibility for leadership of services for young people. The time and capacity to engage with new initiatives, and invest in new ways of understanding and measuring impact has been a significant casualty of austerity amongst youth organisations, compounding the growing negativity around impact evaluation. This, combined with the demise of many local, regional and national infrastructure support organisations in the youth sector, largely because of lack of funding for anything other than frontline delivery, made it more difficult for the Catalyst Framework of Outcomes to gain recognition in the sector.

3.   Leadership and champions

The environment into which the Catalyst Framework emerged was fraught with challenges. Unfortunately, the Catalyst Framework also lacked key champions amongst national influencers in the youth sector in the period after its publication. The Catalyst Consortium did not survive the end of its funding from Government, and the individual organisations within it did not fully embrace the opportunities the Framework presented. While some local and regional enthusiasts promoted it, without a national champion it was difficult to gain the attention of funders, commissioners and national representative bodies beyond the youth sector. Some provider organisations developed

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1 See YMCA (2018) *Youth and Consequences* https://www.ymca.org.uk/wp-content/uploads/2018/04/Youth-Consequences-v0.2.pdf

their own personalised outcomes frameworks, many of which were informed by the Catalyst Framework, though it was rarely credited.

An obvious champion for the Framework was the Centre for Youth Impact, created in 2014. The Centre has made significant inroads into engaging with the youth sector through national and regional networks, events, training and publications. The Catalyst Framework of Outcomes is a core part of the Centre's introductory training package for youth organisations, and through this medium a wide range of public, voluntary and private sector organisations working with young people are gaining an understanding of the value of the Framework and how it could be used to design and evaluate their work.

Section three: Our approach

Contributors to the LGA consultation in 2017 praised the work that was done on the Catalyst Framework and its relevance to their work with young people, and when LGA designed the specification for work on an updated framework of outcomes, they encouraged a revision of the Catalyst Framework as an option. The Centre for Youth Impact has embraced this as a positive evolution for the original Catalyst Framework, and a new opportunity to revisit and update the thinking that underpinned previous work.

In undertaking this piece of work, the Centre has listened to practitioners, commissioners and managers from across the youth sector who have welcomed the opportunity to revise and refresh the Catalyst Framework. Those who are familiar with that framework recognise that it continues to provide a clear explanation of the key 'capabilities' that help young people make successful transitions and respond to challenges along the way, and that it has the potential to underpin commissioning and provision of services for young people.

This piece of work has focused on three key areas:

1. Updating the research base that underpins the Framework of Outcomes
2. Bringing precision to the original focus on 'capabilities': focusing on capabilities that are malleable, measurable and connected to long-term outcomes, and differentiating between 'concepts' and 'constructs'
3. Going beyond capabilities to think about attitudes and experiences

The development process

In undertaking work on this revised outcomes framework, the Centre for Youth Impact has listened to practitioners, commissioners and managers from across the youth sector and across the English regions. Contributors to the consultation highlighted features that they felt were important in an outcomes framework, including:

1. Clear presentation of the outcomes that are most important for young people;
2. Applicability to a range of forms of work with young people, including open-access youth work in particular;
3. Able to unite agencies, providers and professionals around shared goals for young people;
4. Helpful to commissioners in moving from 'service-based' to 'outcomes-based' commissioning;
5. Simple and easy to use, with language that everyone can understand;
6. Providing guidance on ways of measuring the achievement of positive outcomes;
7. Sustainable, having enduring relevance and avoiding being tied to specific political viewpoints or policy initiatives.

This feedback has directly informed our work on developing the outcomes framework.

For the purposes of this document, we are following the scope set out by the LGA. This framework will focus on young people aged 13-19 (or up to 25 for young people with special educational needs and/or disabilities) and will take 'provision for young people' to mean provision to support young people that is not part of the formal education curriculum, but is nevertheless creating educational opportunities for and with young people and developing their skills, awareness and personal and social capabilities in non-formal and informal settings. It is relevant to open access work with young people in communities, youth voice and social action projects, and to targeted work with young

people experiencing a wide range of needs and challenges. This includes both one-to-one and group-based approaches.

An outcomes framework in practice

An outcomes framework should help commissioners, practitioners and funders by:

1. Providing a robust and up-to-date analysis of research into young people's development and transitions to identify key outcomes and capabilities which help them to fulfil their potential
2. Using common language and models that can be easily understood by practitioners, commissioners and, hopefully, by young people themselves
3. Providing a framework that can be used by local and national commissioners to inform effective and more collaborative outcomes-based commissioning with an equal focus on the quality of provision
4. Enabling agencies and providers at local level to work collaboratively to create the conditions in which young people can develop key capabilities
5. Encouraging youth sector organisations to reflect on how they individual and collectively enable young people develop key capabilities, contribute to positive outcomes, and how they can continuously improve the quality of their work.

There are, however, limits to what can be achieved through an outcomes framework on its own. By definition, an outcomes framework focuses on 'the result': an outcome is simply a consequence of something else. An outcomes framework does not focus on the methods or process followed to achieve or contribute to the outcome, whether positive or negative. Equally, an outcomes framework (particularly one that takes a deliberately broad approach) says little about 'need' or demand. A framework cannot, by itself, be used to evidence or prove the effectiveness of a single approach, for example, youth work, or residential experiences. Organisations will need to explain to themselves and others, possibly through a Theory of Change, how their methodology is intended to lead or contribute to young people achieving particular outcomes, and why this is something that young people both need and want. Further evaluation will be needed to explore the extent to which provision then achieves its aims.

It is neither feasible nor desirable for this framework to recommend any one specific tool to measure young people's achievement of or progress towards particular outcomes. No single tool will be relevant to all the different settings in which practitioners work with young people, nor well aligned to very different approaches to provision. Providers and commissioners should start with what evidence they want to gather and why, rather than being guided by the recommendation of a particular tool.

Finally, there is also no guarantee that an organisation that can demonstrate the efficacy of its approach in enabling young people to achieve key outcomes and capabilities will be successful in gaining funding for its work. Neither should this be a key driver in an organisation's decision to explore and reflect on the quality and impact of its work. Whilst we hope that a range of funding bodies and local authority commissioners will use this framework to inform the way they make decisions about resourcing, we know that other factors will also affect those decisions. However, we strongly believe that organisations that embed meaningful approaches to evaluation and learning at the heart of their culture, and strive to gather a rich body of evidence of how their approach supports young people's development, are much better placed to enable young people to achieve positive change in their lives and the communities in which they live.

Section four: Updating the Catalyst Framework - components beyond capabilities

The original Catalyst Framework focused on social and emotional capabilities: the ability to function in important ways, to create valuable outcomes, and to navigate choices and challenges. The Catalyst Framework drew heavily on research emerging from the United States, and it remains the case that the US continues to lead the way in research into young people's development, and has recently published several significant studies that draw together historical research in this area.

Reviewing US-based work on social and emotional learning highlights the importance of elements *beyond* capabilities – the development of capabilities alone does not lead to a long-term improvement in outcomes for young people.

The most thorough and recent youth development framework comes from work led by the University of Chicago Consortium on School Research (CCSR), presented below. This framework reviews the way in which children and young people develop into adulthood. It is important to note that this is not a framework about youth work, or any particular provision for young people. Instead, it reviews information arising from different disciplines, including theories of learning, neuroscience and child development. Insights arising from the CCSR research are applicable across a variety of settings, including home, school, and informal/non-formal learning activities.

Source: Nagaoka, J et al (2015) *Foundations for Young Adult Success*

UChicago CCSR Framework for What Youth Need to Make a Successful Transition to Adulthood

The CCSR model presents a detailed, rich understanding of how different factors interact to support young people's development (including their interaction with the world around them). The CCSR model offers a clear way forward in refining the Catalyst Framework, including a continued focus on capabilities, but going beyond this to include other key factors that interact with the development of capabilities and can be affected by provision for young people:

1. **Foundational components**. These are components that enable capabilities to 'thrive' and have long-term positive effects, and are addressed separately because they develop in a different way to capabilities (through earlier childhood experiences, for example).
2. **Social and emotional and 'intellectual' capabilities**. Capabilities remain at the core of the framework, and are also referred to as competencies in the research literature. Capabilities enable people to perform roles and undertake tasks. 'Intellectual' capabilities are often also referred to as skills. In this revised framework, we will follow the tripartite approach to classifying the different types capabilities (social, emotional and skills).
3. **Attitudes / dispositions**. An attitude or disposition is 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 during adolescence and can be enduring over time. They are distinctly different to capabilities.

These three elements are important to bring about long-term positive change in youth development. Change is brought about or enabled by specific experiences, which are processed by young people a cycle of action and reflection. This Framework also begins to outline developmental experiences that can support positive change for young people with regards to their foundational components, capabilities and attitudes.

Section five: A framework of outcomes 2.0

The first step in updating the original Catalyst Framework is to provide a clearer distinction between different elements of youth development that are important for long-term positive impact in the lives of young people.

The Catalyst clusters of capabilities, which were originally presented as all being the same type of concept (that is, the framework did not distinguish capabilities from attitudes, for example), can be differentiated according the tripartite approach taken by the CCSR research as follows:

Foundational factors	Agency: ability to shape your own life and the world around you
Emotional Capabilities	Resilience and determination 1. Self-discipline 2. Self-management 3. Self-motivated 4. Concentrating 5. Having a sense of purpose 6. Persistence 7. Self-control Managing feelings 1. Reviewing 2. Self-awareness 3. Reflecting 4. Self-regulating 5. Self-accepting
Social Capabilities	Communication 1. Explaining 2. Expressing 3. Presenting 4. Listening 5. Questioning 6. Using different ways of communicating Relationships and leadership: 1. Motivating others 2. Valuing and contributing to team-working 3. Negotiating 4. Establishing positive relationships 5. Managing conflict 6. Empathising
Intellectual Capabilities (Skills)	Planning and problem solving: 1. Navigating resources 2. Organising 3. Setting and achieving goals
Attitudes / dispositions	1. (remaining open to new ideas) 2. (creativity)

Reviewing the Catalyst clusters again, in the light of more recent research, prompts two particular amendments:

1. **Self-confidence** - this featured in the Catalyst Framework, but does not fit within the CCSR framework because it is effectively a combination of self-esteem (a feeling of self-worth) and self-efficacy (a belief on one's capacity to succeed at a particular task). These two individual constructs are emotional capabilities that need to be added to the framework, but need to be considered separately from agency, which is a foundational element (that is, it enables capabilities to grow and thrive – it is not a capability in and of itself).
2. **Creativity** - some frameworks classify creativity as a skill, although there is debate as to whether this is a construct that is specific in and of itself, as opposed to a construct that is domain specific e.g. creativity in music versus creativity in science. Instead, we propose to split the content of the 'creativity cluster' in the Catalyst Framework into attitudes or dispositions (e.g. being open to new ideas).

Based on the CCSR research, the original Catalyst capabilities, wider research on social and emotional development, and unpublished work by Generation Change and the Dartington Service Design Lab, we have further streamlined the table above to provide a new framework of outcomes for young people.

In this framework process, we are using 'outcome' according to the dictionary definition: a consequence or something that happens as a result. We deliberately do not refer to the content of the framework as 'outcomes' individually, and instead have chosen to focus on differentiating foundational components, different types of capabilities, and attitudes and dispositions. This matters in understanding and assessing need, in designing provision, in understanding quality, and in monitoring or assessing impact.

Our revised Framework of Outcomes in particular includes the following changes to the original Catalyst Framework:

Bringing precision to the capability constructs that are important for youth development, and focusing on specific capabilities that:

    1) are malleable - by this we mean capabilities where there is evidence that there can be change over time;
    2) have a relationship to long-term positive outcomes; and
    3) can be measured.

As a result, we further **split the list of capabilities into general *concepts*** (e.g. self-management) that can be understood by young people and practitioners, **and then break those down into individual *constructs*** backed up by research evidence. In measurement terms, the construct would be the area of focus.

We then classify the list of capabilities included in the Catalyst Framework as 'concepts' or 'constructs'. This involves:

1. The addition of new constructs (e.g. resilience) that complement some of the concepts presented in the original framework
2. Discarding some of the original capabilities that are too narrow (e.g. we classify communication as a construct, and do not include specific elements of communication such as listening)
3. Discarding some of the original capabilities that are attitudinal (e.g. having a sense of purpose or being open to new ideas)

4.   Changing language to fit in with research-based constructs (e.g. we propose to use grit rather than perseverance)

Overall, introducing these changes means that we have significantly streamlined the list of capabilities:

	Catalyst Framework	Framework 2.0
Number of clusters (concepts)	7	5 (plus agency)
Number of capabilities (constructs)	46	14

Element / Type of concept	Concept	Constructs / specific capabilities
Foundational concept	Agency	
Emotional capabilities	Self-management	1. Resilience 2. Self-control 3. Perseverance / Grit
	Self-awareness	1. Self-efficacy 2. Self-esteem 3. Emotional literacy
Social Capabilities	Social awareness	1. Empathy 2. Compassion
	Relationship skills	1. Communication 2. Teamwork 3. Leadership
Intellectual Capabilities (Skills)	Responsible decision making	1. Critical thinking 2. Solving problems 3. Goal-setting

In this revised Framework, we also begin to develop a list of attitudes that are connected to long-term positive change for young people. These are based on current research evidence from the area of positive psychology, and the OECD work on social and emotional learning built around the model of the 'big five' personality traits. Attitudes cannot be disconnected from values, which form a critical element of much provision for young people. Youth work and youth social action, as just two examples, have specific and well-articulated values-bases and critics of the original Catalyst Framework highlighted the limits of any outcomes framework that did not explicitly address attitudes, values and dispositions.

The attitudes or dispositions included below are not intended to be exhaustive, but provide some examples that will be relevant in different settings.

Within this area, there is scope to differentiate between different approaches to provision for young people, depending on the focus of the experiences.

Attitudes / dispositions	1. Meaning & purpose 2. Citizenship & participation 3. Optimism 4. Open Mindedness 5. Trust

We provide further information about how attitudes interact with the different components of the framework below.

Section six: Thinking about experiences

Experiences of young people in youth provision were not taken into account in the Catalyst Framework. This was mainly a reflection of policy and practice context at that time: it mainly spoke to the overwhelming focus on outcomes over quality or process. The focus was on the articulation and measurement of outcomes (or capabilities), instead of a focus on understanding which experiences can best support the development of young people, and how. By including a link with experiences in this revised Framework, we can begin to make links to the nature and quality of provision. In particular, this then enables practitioners to draw on emerging evidence about the type of experiences and 'mechanisms of change' that are most likely to enable or contribute to changes in positive outcomes for young people.

Overall, it is far easier (and arguably more ethical and meaningful) to evidence that young people have had or recognise particular experiences on a programme than demonstrating change in their capabilities. Further insight into which experiences can bring about development in capabilities can support youth organisations to design programmes for impact, and enable practitioners to focus on creating high quality experiences rather than focusing on more transactional and difficult measurement of specific capabilities.

A thorough look at experiences that support capability development is beyond the scope of this initial phase of the work, but we can begin to introduce particular experiences that are developmental and support young people to progress in different ways.

Firstly, we know young people develop capabilities through an action and reflection cycle as they engage in different experiences. This means that all provision for young people needs to play an intentional and explicit role in enabling and supporting such action and reflection cycles.

Additionally, work by the Wallace Foundation and Harvard School of Education2 provides some insight into common features of effective social and emotional learning provision, including:
1. Setting reasonable goals
2. Partnering with family and community
3. Sequencing activities that lead in a coordinated and connected way to skills
4. Providing active forms of learning
5. Occurring within supportive contexts
6. Building adult competencies

The David P. Weikart Center, also in the US, has undertaken several years of focused research into social and emotional learning 'practice', having recognised that much of the focus of social and emotional learning was on skills and outcomes amongst young people rather than curriculum features and practitioner behaviours. The Weikart Center's work (see appendix 2) provides extensive insight into 'quality experiences' with and for young people, many of which will resonate with practitioners working in youth work and provision for young people in the UK.

In the UK, there is further insight arising from the Talent Match research into quality mentoring relationships and the mechanisms of change identified by the Youth Investment Fund evaluation and learning programme.

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2 See the work of the EASEL Lab at Harvard University:
https://easel.gse.harvard.edu/taxonomy-project

Research with Talent Match partnerships during 2017/18 suggested that there were particular and identifiable qualities in the relationships that young people had with mentors or key workers, which emerged as being critical to the 'success' of the relationship. Young people said they needed to feel:

1. they have the power to shape how they work with their key worker
2. they are understood and respected as an individual
3. their key worker cares about how they're doing
4. able to turn to their key worker for support if they need to
5. the goals they're setting are realistic and achievable
6. motivated and inspired to achieve those goals
7. able to access practical, relevant help to achieve those goals.

It is important to recognise that most experiences in youth work and provision for young people are rooted in relationships (with practitioners or peers), but there are also other aspects of the experience of being involved in youth provision that matter. The work of the Youth Investment Fund on mechanisms of change provides three different areas of focus:

1. **Environment and relationships**: young people trust and feel trusted; young people feel respected; young people don't feel judged or punished; young people feel safe and secure.
2. **Nature and delivery of activity**: young people feel positively challenged, young people feel a sense of enjoyment (including fun and a deeper satisfaction); young people feel a sense of purpose, achievement and contribution.
3. **Empowerment and community**: young people are empowered to create change in their lives and in the world around them; young people feel included and a greater sense of connection with their community.

The different types of experiences presented in this section are not intended to provide a comprehensive list of 'what matters' for youth work and provision for young people to 'bring about' positive outcomes. This is an emerging area of research that we and many others are hoping to progress. However, this framework is able to highlight areas where there is widespread agreement about important features of practice and young people's experiences – 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 on it. This research also reinforces the importance of focusing on process as much as (if not more than) outcomes.

Section seven: Bringing capabilities, attitudes and experiences together

This framework is intended to be applicable across diverse provision for young people, but the research that has informed the updated content is largely agnostic about sector or setting. A strong feature of more recent work on development experiences and capabilities is the recognition of the importance of integrated identity and the interaction of young people's lives and relationships across home, family, community, peer groups and learning environments.

The new distinction between attitudes, experiences and capabilities that is set out in this Framework creates flexibility and greater opportunities for collaboration and common language. This will enable different agencies and actors in the lives of young people to have a shared approach to outcomes, while also differentiating their focus depending on the type of provision.

The second phase of this project will focus on putting this Framework into practice, and understanding implications within commissioning, service design, quality improvement and evaluation.

It is helpful to bring all the elements of the framework together, and consider them as components in a theory of change:
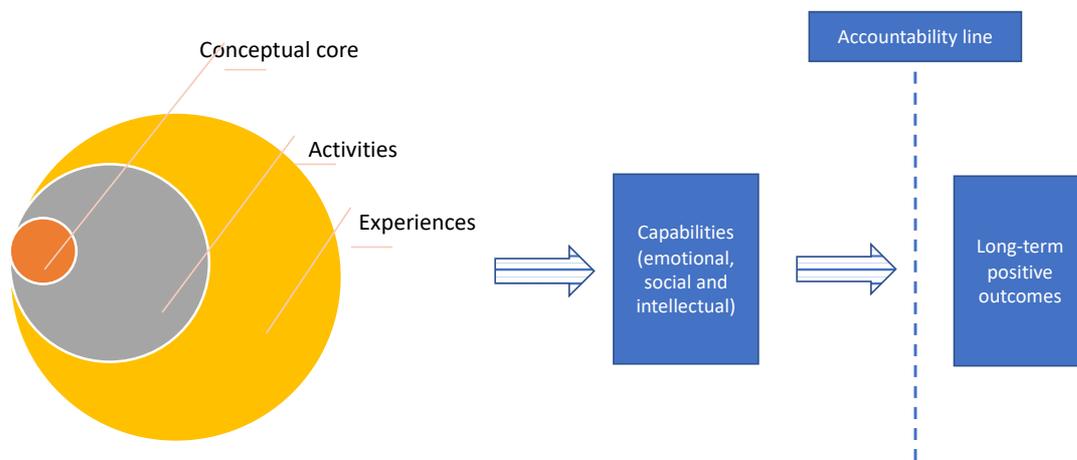
Imagining this Framework as part of a theory of change sets out:

A conceptual core that informs attitudinal objectives. This is the set of beliefs, values and ethics about the rationale for the provision. It sets the 'why' for the provision, and makes the values base explicit.

Activities. These are the 'content' of the provision, whether participating in sport, learning to build an outdoor shelter, or attending mentoring sessions. This is the area of programme design that creates activities that prompt young people to go through action and reflection cycles.

Experiences for the young people involved in the provision. This is the 'how' that surrounds the activities taking place for young people. It is key for quality, and essential to enabling positive change through 'active ingredients' or mechanisms of change.

Development of capabilities. Through youth work and provision for young people, young people can develop attitudes and capabilities when activities are delivered or facilitated to a high quality standard. These capabilities are the 14 different constructs outlined in this revised Framework of Outcomes, and are shared across all types of provision for young people. The development of these capabilities may or may not be directly pursued, but it is *most* likely to arise when activities are high quality experiences for young people are planned with intentionality. The focus of practitioners is not on *measuring* this, but creating and reflecting on the conditions in which capabilities develop and thrive.

Long term impact. There are long term positive outcomes related to the development of the different capabilities. These outcomes are beyond the 'accountability line' – they are far beyond the sphere of influence of youth provision, and are likely to come about through a complex interplay of individual and system relationships.

Overall, this framework highlights that there is progressively less influence over the different elements, progressing towards long-term impact. While practitioners can be explicit about their conceptual core and how they relate to young people, there are factors around activities and experiences which may be beyond their control, and this is increasingly the case for the development of capabilities and certainly the long-term impact. 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.

Appendix 1: Further detail about the final list of 14 capabilities

Unpublished work by Generation Change and the Dartington Service Design Lab provides a review of the literature in order to define the different constructs, provide evidence of their relationship to long term outcomes, and highlight the validated tools that track progress for each of their constructs.

A summary table arising from this work is provided below.

	DEFINITION	LINK TO LONG-TERM OUTCOMES	TOOLS & SCALES
Resilience	A range of skills and strategies that are deployed by an individual in response to stress, to manage internal or external demands that are perceived as exceeding personal resources.	+ Academic achievement + Happiness and life satisfaction - Hyperactivity - Internalising & externalising behaviour	Resiliency scales for children and adolescents The resilience scale
Self-control	Ability to resist short-term impulses in order to prioritise longer-term goals.	+ Educational attainment + Physical health + Personal finances + Interpersonal relations + Psychological & social adjustment - Substance dependence - Criminal offending	Strengths and Difficulties questionnaire
Perseverance / Grit	The pursuit of a task in spite of obstacles, discouragement or difficulties.	+ Optimism + Self-esteem + Academic achievement - Career changes - Television-watching	Grit Scale
Self-efficacy	The belief or expectation that an individual has the capability to succeed at a particular task in the future.	+ Academic achievement + Academic persistence/ determination + Job satisfaction & job performance	General Self-Efficacy Scale (GCE)
Self-esteem	A personal judgement of the worthiness that is expressed in the attitudes the individual holds towards himself/herself.	+ Academic achievement + Job satisfaction & job performance + Behaviour - Anxiety & depression ? Delinquency	Rosenberg Self-Esteem Scale
Emotional literacy	The ability to monitor one's own and others' feelings and emotions, to discriminate among them and use this information to guide one's thinking and action.	+ Coping mechanisms + Academic achievement + Physical health, psychosomatic health - Psychological distress, internalising and externalising symptoms	Strengths and Difficulties questionnaire
Empathy	The ability to understand and share in another's emotional state or context.	- Offending behaviour, delinquency	Adolescent Measure of Empathy and Sympathy (AMES)
Compassion	The ability to relate to the	x No evidence	Dispositional Positive

			Emotion Scales (DPES) questionnaire
Communication	The ability to convey information effectively so that it is received and understood.	? Employability	Youth Life Skills Evaluation
Teamwork	The ability to work collaboratively and productively with others	x No evidence	Teamwork Scale for Youth
Leadership	The ability to significantly influence the thoughts, behaviours, and feelings of other people.	x No evidence	Youth Life skills evaluation
Critical thinking	The ability to make a judgement through cognitive processes, and using it to affect one's beliefs and actions.	+ Educational attainment	Critical Thinking Disposition Scale
Solving problems	To use abilities of reasoning, evaluating and decision making in order to reach a goal.	+ Resilience + Adaptation - Stress - Anxiety - Depression	Youth Life Skills Evaluation
Goal-setting	The ability to set objectives and plans to achieve them.	+ Educational attainment + Resilience	

Appendix 2: Standards for Social and Emotional Learning Practice and Practice Indicators in six Social and Emotional Learning domains, taken from *Deconstructing Social Emotional Learning Practice: A Thought Leader Conversation* (2015) David P. Weikart Center for Youth Program Quality

Emotion Management - Abilities to be aware of and constructively handle both positive and challenging emotions.

1. Young people's key experiences:
    1. Young people experience a range of positive and negative emotions in a safe context.
    2. Young people have opportunities to practice and develop healthy and functional emotion skills.
2. Staff practices
    1. Staff create and adjust the structure of daily activities to accommodate young people's processing of emotion.
    2. Staff model healthy emotion strategies within the context of caring, mutually-respectful relationships with young people.
    3. Staff provide coaching to youth about handling and learning from their ongoing emotional experiences.

Empathy - Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

1. Young people's key experiences:
    1. Young people explore social structure and power in relation to themselves and others.
    2. Young people share their stories and listen to the stories of others.
    3. Young people practice relating to others with acceptance and understanding.
2. Staff practices
    1. Staff provide activities with appropriate structure for sharing experience and promoting equity.
    2. Staff model empathy skills with young people.

Teamwork - Abilities to collaborate and coordinate action with others.

1. Young people's key experiences:
    1. Young people develop group cohesion and trust.
    2. Young people participate in successful collaboration.
    3. Young people manage challenges to creating and maintaining effective working relationships.
2. Staff practices
    1. Staff provide activities with norms and structure.
    2. Staff model teamwork skills with young people.
    3. Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration.

Responsibility - Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.

1. Young people's key experiences:
    1. Young people take on roles and obligations within activities.

2. Young people encounter difficult demands.
   3. Young people draw on resources to fulfil challenging roles and internalize accomplishment.
2. Staff Practices
   1. Staff provide structured but open-ended roles for young people.
   2. Staff model and fulfil their own roles.
   3. Staff promote high expectations, respect young people ownership of their roles, and provide help only as needed.

Initiative - Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.

1. Young people's key experiences:
   1. Young people set ambitious and realistic goals.
   2. Young people develop and sustain motivation by doing activities that matter to them.
   3. Young people have experiences persevering through the ups and downs of difficult activities or challenges.
2. Staff practices
   1. Staff provide ongoing assistance to help young people develop motivation within the activities.
   2. Staff encourage youth to persist through challenging activities, making sure that the effort behind young people's achievement is recognised.

Problem-Solving - Abilities to plan, strategise, and implement complex tasks.

1. Young people's key experiences:
   1. Young people engage in projects that involve organising actions over time.
   2. Young people learn through cycles of strategic planning, execution, responding to emergent problems, trial and error, and reflection on outcomes.
   3. Young people reflect on how outcomes of their activities provide information that helps build and verify their skills.
2. Staff practices
   1. Staff provide sufficient structure to youth-driven projects.
   2. Staff create opportunities for young people to observe models of successful activity or challenge.
   3. Staff provide assistance, as needed, to help young people learn and solve problems on their own.
   4. Staff offer young people opportunities for reflection on outcomes.

Further reading

The Impact of Youth Work: A Study of Five European Countries, Erasmus+, 2018
Navigating SEL from the Inside Out, Harvard School of Education with funding from the Wallace Foundation, 2017
Active Ingredients, The Aesop planning and evaluation model for Arts with a Social Purpose, BOP Consulting & Aesop, 2018.
Social and Emotional Skills Well-being, connectedness and success, OECD, 2018
Can you bottle a good relationship? Learning about mentoring in the Talent Match programme, Centre for Youth Impact, 2018
Foundations for Young Adult Success, UChicago CCSR, 2015
Social & Emotional Learning Teaching & Learning Toolkit, Education Endowment Foundation, 2018
A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children, Park et al, Contemporary Educational Psychology, 2017
The Taxonomy Project, Stephanie M. Jones EASEL Lab, Harvard University, 2018
Social and Emotional Learning: Feedback and Communications Insights from the Field, Wallace Foundation, 2016