

The Islington Outcomes Framework for Young People

March 2013

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1. Forward

In January 2012, I was pleased to be asked, as an Islington resident, to chair the project board that has been steering Islington's review of its youth strategy. I was motivated to get involved as I saw the project as an opportunity to create radical change to the ways that young people are viewed within the context of a local authority-funded youth work offer; moving from a perception of need and of consuming services to a position in which young people are an integral part of the solution and viewed as assets and as having capabilities.

This Outcomes Framework is a key component of the new approach that will be taken in Islington to shaping, securing and delivering outcomes by and for young people through youth work. This document outlines the outcomes that we have agreed; a set of social and emotional capabilities whose acquisition are key to young people thriving.

These social and emotional capabilities are not new; all good youth work has been, and continues to be concerned with supporting young people's social and emotional development. The approach that Islington is now taking through the Framework is to give these outcomes proper prominence and to support those services working with young people to make these capabilities their starting point.

In the challenging financial position that public services will continue to experience in the coming period, it is vital that we clearly understand and can articulate how and why good youth work changes young people's lives and futures for the better. We will need to be able to make the case consistently and based on good evidence as to why youth work should continue to be invested in by the council and other funders. This Outcomes Framework is a further step towards us being able to gather the evidence consistently and genuinely as it invites service providers to co-produce solutions with young people to their shared interests and concerns, design the opportunities and activities that will best deliver these solutions and then encourages the gathering of evidence about how and how far the solutions worked.

This is an exciting period of change for Islington's young people and those who are engaged at all levels in supporting them, both professionals and those from the wider Islington community. Change brings challenge and it also brings opportunity. This Outcomes Framework represents a significant opportunity both for the present and the future of Islington's young people and I commend it to you.

Charles Leadbeater, Chair of Islington's Review of Youth Strategy

2. About Vision Islington

Since mid-2011, Islington Council and a range of key partners, such as young people and service providers, have been undertaking a review of the Islington youth strategy. The aim of this has been to review the current governance, funding and commissioning arrangements for youth opportunities and youth work in order to secure a sustainable and high quality offer for Islington's young people beyond the end of the current funding cycle in March 2015.

The youth strategy review has involved a great deal of stakeholder engagement, which has now been formalised into 'Vision Islington'. Vision Islington is the name given to the stakeholder engagement work undertaken as a core part of the review of youth services. It has involved young people in Islington, youth workers and youth service providers, as well as the youth council, politicians and commissioners since January 2012.

Stakeholder engagement has been co-produced throughout the Vision Islington process, with equal numbers of young people and adults taking part in a number of activities to shape the youth strategy. Vision Islington has sought to ensure that young people, current and potential service providers and other key partners, including schools, have been kept up to date with, and had a range of opportunities to be engaged in, the process of the review. In addition there has been a series of linked workshops which began in January 2012, numerous individual conversations and debates, briefings at existing forums, including the ward partnership youth providers' meetings and sessions held by the Islington Voluntary Sector Forum, all of which have been supported by a twitter feed, on line survey and an e-bulletin.

Through Vision Islington, a huge amount of work has gone into discussing what is important to young people in Islington and what they want to get from services. A summary of the main outputs from this work is presented in the table below. In particular much work has been done on identifying the sorts of outcomes that young people want from youth work in Islington, and how they feel youth work should best be delivered. The *Islington Outcomes Framework for Young People* reflects the insights from all these conversations, and has been tested out with mixed groups of young people, providers and commissioners to make sure it reflects the Vision Islington process.

Table 1

Vision Islington outputs to date
A co-produced Quality Assurance Framework to assess existing provision. This has been implemented from December 2012 for all quality assurance assessments being undertaken (by young or adult quality assessors or commissioners) which feed into decision making processes
An agreement that future investment in the youth offer will be based on evidence of service provider performance;
A commitment to consistently maintaining the emphasis on outcomes for young people rather than service activities or outputs
A mandate to explore partnerships and relationships with funders in order to maximise the use of existing and future resources for the benefit of young people
A continued commitment to operating transparent and open processes for securing service provision
A commitment to explore and implement robust tools for measuring the impact of youth work on the lives of young people in order, in due course, to build a 'manifesto' for the importance of retaining investment in youth work.

3. Glossary of terms

Youth work

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

Islington Council’s priority is to fund a universal offer that provides youth work or positive activities in a youth work context. The council believes the aim of youth work is to support the personal and social development of young people through informal education.

Youth work is young person centred and is based upon voluntary engagement. The relationship between the staff and young person is fundamental to the process to help young people learn about themselves, others and their community through activities that combine enjoyment, challenge, learning and achievement. As such, positive activities within a youth work context are different to positive activities on offer through leisure and recreational provision.

The council believes that youth work is at its most effective when: young people are actively involved in planning, developing and delivering provision alongside skilled adults; it is led by young people’s needs and interests and is responsive; it has clear outcomes that are achieved through innovative and stimulating projects and activities; and it is continually informed by regular monitoring, evaluation and critical reflection with staff and young people.

Co-production

“Co-production is about young people and professionals (and others) working in an equal partnership to plan, deliver and review services for and by young people. It involves young people and adults acknowledging different kinds of knowledge, understanding and expertise; sharing their skills with one another to achieve valued outcomes. This requires young people and adults sharing responsibility, ensuring there is mutual respect between young people and staff, and negotiating with one another to make collectively owned decisions” **Vision Islington definition**

Outcomes

An outcome is the meaningful and valued impact or change that occurs as a result of a particular activity or set of activities. For example, improved confidence is an outcome and could be achieved as young people develop mutually supportive relationships with one another and youth workers through working together to develop, plan and implement a range of activities and opportunities which are of interest to them.

Islington's future commissioning will focus on a specific set of outcomes known as social and emotional capabilities. These social and emotional capabilities are explained in more detail later in this document on pages 8 to 10.

Indicators

Indicators are ways of knowing that an outcome has been achieved, or show progress against an outcome. For example, indicators for an increase in confidence might include a young person trying new things, making new friends, or taking on new challenges. All of these are related behaviours that indicate an increase in confidence.

Outputs

Outputs are a quantitative summary of an activity. For example, the number of youth work sessions delivered or the number of young people attending a youth centre are outputs. An output tells you an activity has taken place.

Commissioning

The Lambeth Living Well collaborative defines commissioning as:

*“Commissioning is about enabling an effective dynamic with communities and individuals to understand their **needs**, their **assets** and their **aspirations**, in order to fund and guarantee effective, meaningful and efficient support”*

Well-being

Wellbeing concerns people's subjective experiences, feelings and perceptions of how their lives are going. It involves two main dimensions; a hedonic dimension, which focuses on how happy and satisfied with their lives people are, and eudaimonic dimension, which is best described as people's ability to flourish and function well. For more information about wellbeing, what it means and how it can be measured see the new economics foundation's ([nef](#)) [centre for wellbeing](#)

4. The future of the Islington Youth Offer

This section introduces the two main elements of the Islington Outcomes Framework for Young People:

- **The outcomes** themselves, a set of *social and emotional capabilities*, against which Islington will be commissioning its future youth offer, and which will be used to direct youth funding to have the greatest impact;
- And **the quality characteristics** that underpin all services.

Together they clarify the agreed desired direction of travel – *what* youth work will achieve with and for young people and *how* youth work will achieve it.

At the heart of this outcomes framework is a set of seven outcomes known as social and emotional capabilities. These capabilities were drawn together from a large body of international evidence that demonstrates their intrinsic and extrinsic importance to young people, their future life chances and, as such, to the communities in which they live. These capabilities are the outcomes that there is a collective responsibility to achieve in Islington through the youth work that is developed and implemented.

In addition to these seven outcomes, this section also presents five quality characteristics. The intention is that these will shape and come to define all youth work in Islington. These are that all youth work should:

- 1) ensure that every young person in Islington is entitled to expand their horizons and discover what they can achieve now, and in the future;
- 2) be coproduced with young people;
- 3) be financially sustainable;
- 4) be delivered through partnerships wherever possible;
- 5) be regularly reviewed and evaluated to ensure quality and relevance.

4.1 About commissioning for outcomes

Commissioning for outcomes is an increasingly popular approach to commissioning in local government. It focuses commissioning on the **change** that will occur as a result of particular activities and interventions. Done well, it can build a system that promotes, values and measures the change that matters to people, rather than being overly focussed on tightly defined and highly specified services from the start. It moves away from commissioning specific interventions, and measuring basic outputs, and opens up room for providers and young people to innovate and suggest which activities might best meet the outcomes.

Commissioning for outcomes has been piloted in a number of local authorities, including in mental health and supporting people services in Camden, youth services in Surrey and is a key part of many [Social Impact Bonds](#). Essentially, it shifts the focus of commissioning away from overly-prescribed services and

towards describing the outcomes that are desired and asking providers to identify how they will achieve those outcomes.

Commissioning for outcomes involves changing many parts of the commissioning cycle so that outcomes are embedded in all processes, from needs assessment and prioritising outcomes through to drawing up contracts with providers that are focussed on outcomes, and monitoring progress against these outcomes throughout the contract.

Stakeholders and commissioners build up a comprehensive picture of the outcomes which are important for the community and young people themselves and use this to develop an outcomes framework, from which specific tenders are issued, and services are purchased. It is important to keep these outcomes up to date as local and national conditions change, and different outcomes become more/less important to people.

4.2 Social and emotional capabilities

At the heart of the Vision Islington Outcomes framework is a set of seven key outcomes, known as social and emotional capabilities. These outcomes have always been at the centre of good youth work; however their importance has not always been explicitly valued in the way that they now will be in Islington's future commissioning arrangements. They are:

Communication	The ability of a young person to express themselves; present; listen, and question
Resilience and determination	The ability of a young person to bounce back from difficult episodes in their lives; to have a sense of purpose and meaning; to be self-controlled and self-aware
Relationships and leadership	The ability of a young person to develop mutually positive relationships with different people, their peers and adults; to motivate others; to negotiate with others; to understand and empathise with others; to question and challenge others
Planning and problem solving	The ability of a young person to organise; set goals; make decisions; think critically; analyse; evaluate; question; and achieve
Managing feelings	A young person's ability to be self-aware and reflective; to accept themselves and challenge their points of view critically; to effectively manage emotions and behavior
Confidence and agency	Self-reliance, self-esteem, self-efficacy, self-belief, the belief that you can change things in your life for the better, that you can influence events beyond your immediate person
Creativity	Imagining alternative ways of doing things; being open to new ideas; thinking outside of the box; taking on new challenges; innovating; challenging

These social and emotional capabilities are what we would call intrinsic outcomes. That is to say that they are outcomes valued by and primarily for individuals, young people in this instance. In and of themselves they are good capabilities to possess. It is good for young people to be confident and creative. However these capabilities are also valuable for young people in the long term because, as is discussed below, the evidence shows that they have long term impacts on the range and quality of young people's life choices;

their future relationships, educational achievements, job and career prospects. In this way, social and emotional capabilities also lead to what we would call extrinsic outcomes – which are outcomes that make a difference beyond the individual – to for example whole communities. We believe that the value of these outcomes is three fold:

- First, these outcomes have intrinsic value; that is to say that they are important in and of themselves and will help young people to fully enjoy their lives in the present;
- Secondly, these outcomes are important to the future life chances of young people. There is a well-established, robust and growing body of international evidence that points to the importance these social and emotional capabilities play in the long-term life chances of young people; improving young people’s positive outcomes, such as their relationships, educational attainment and future career prospects, and reducing the likelihood that they will experience negative outcomes, including teenage pregnancy and anti-social behaviour;
- Finally, when taken as a whole, these outcomes will contribute to broader change within Islington as a whole, helping to reduce poverty and inequality, improve social cohesion and foster higher wellbeing for all. The flow diagram (Figure 1) demonstrates this idealised process.

The exact relationship between the social and emotional capabilities presented above and longer term impacts for young people and the community is far from simple and linear. Young people do not move passively through life. A range of informal and formal relationships and institutions affect them, such as: their friends, family and neighbourhoods; their schools and colleges; and the ‘wider learning platform’, which includes social media and the internet more broadlyⁱⁱ. This being said, this model does reflect a great deal of evidence that shows how good youth work, when it develops social and emotional capabilities, plays a very important role in young people’s lives and that of the community (see Table 2, page 11).

Figure 1: Theory of Change

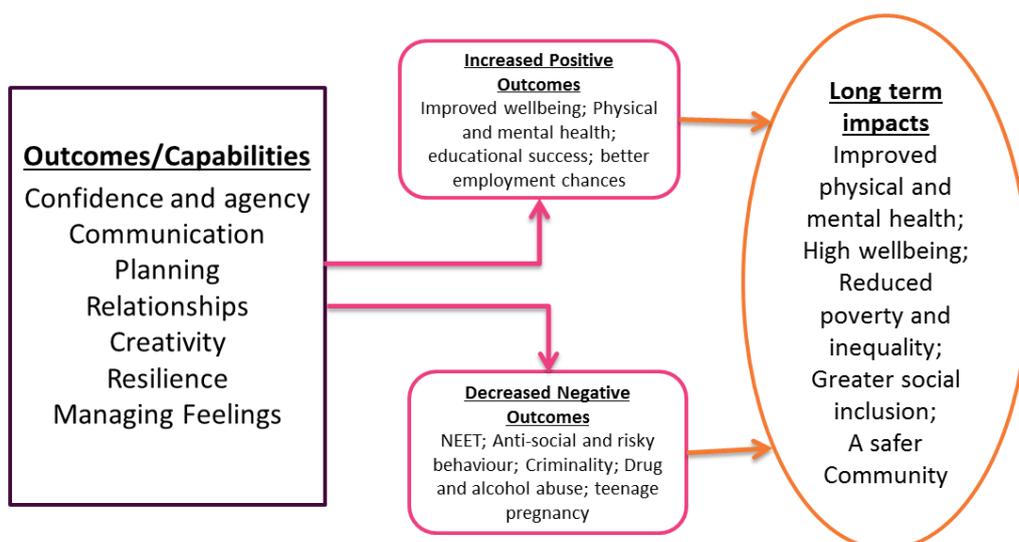


Table 2

Young People's Outcome defined as a 'Capability'	Description / Indicator	Evidence
Communication	Explaining; expressing; presenting; listening; questioning; articulating; engaging; interacting	Research from the University of Sheffield ⁱⁱⁱ shows that good communication is needed to progress in education and employment
Confidence and agency	Self-reliance; self-esteem; self-efficacy; self-belief; ability to shape your life and the world around you; challenging their own opinions and assumptions; take initiative; try new things	Carol Dweck's ^{iv} work shows that young people do better in life when they feel that they can make a difference in their personal lives
Planning and problem solving	Navigating resources; organizing; setting and achieving goals; decision-making; researching; analyzing; questioning and challenging; evaluating risks; reliability	Michael Turner's research ^v suggests that problem solving skills provide young people with a 'positive protective armour' against negative outcomes
Relationships and leadership	Motivating others; valuing and contributing to team work; negotiating; interpreting others; supporting others; empathizing; managing conflict; trustworthy and trusting; respected and respectful; inspiring others; inclusive and considering	Pamela Quarter's ^{vi} work has shown a strong link between emotional intelligence and positive school transitions and academic success
Creativity	Imaging alternative ways of doing things; applying learning in new contexts; innovating; enterprising; open to new ideas and doing new things; expressive; imaginative; thinking outside of the box	Research ^{vii} suggests that there is a link between creativity and wellbeing, resilience, self-esteem and overall achievement
Resilience and Determination	Self-disciplined; self-management; self-motivated; concentrating; having a sense of purpose; persistent; self-controlled; learn from mistakes; bounce back well; they are motivated	Several researchers ^{viii} point to self-discipline as a more important determinant of success than IQ
Managing Feelings	Reviewing; self-awareness; reflecting; self-regulating; self-accepting; expressive of feelings	Daniel Goleman's research ^{ix} cites mood management as a critical component of emotional intelligence and it has been linked to improved employment outcomes ^x

4.3 The Vision Islington quality characteristics

The quality characteristics detailed below show a range of different qualities that have been developed from the core principles which Vision Islington agreed should shape Islington's youth services in the future. Alongside the outcomes detailed above, these quality characteristics will be a key component against which services are commissioned and evaluated. They are intended to ensure that we are not just delivering good outcomes for young people, but that we are doing so in the best way possible.

These quality characteristics will be applied across the full range of activities from shaping and securing the youth offer to providing it and monitoring its quality.

1. Ensuring that every young person in Islington is entitled to expand their horizons and discover what they can achieve now, and in the future

- Services actively look to include all young people; ensuring there are different ways in which young people can participate
- Services challenge young people's perceptions and assumptions, and encourage them to be creative and ambitious
- Services are delivered at times and in places that work for young people
- Services are universal, being inclusive of, and accessible to, all young people
- Services should be provided for free wherever possible, or at the lowest possible price
- The youth offer is promoted widely and accurately, and information will be co-produced with young people so they have a role in communicating the offer with their friends and contacts
- Young people are able to get involved in local democracy, including the Islington Youth Council, activities, campaigns and projects that contribute to the broader community

2. Coproducing services with young people

- Fully involving young people in designing and delivering services
- Recognizing and sharing the skills and assets that everyone has to contribute
- Services working with young people to build up their skills and capabilities as a core part of day to day work
- Working side by side and sharing responsibility equally
- Openness to challenge and negotiation

3. Developing a financially sustainable youth offer that will ensure high quality and continuous provision now and in the years to come

- Everyone prioritizing value for money at all levels
- Investigating different ways of planning, delivering and reviewing youth work with sustainability and value for money in mind
- Moving beyond accounting for what is currently delivered to considering how we can do things differently and effectively meet the needs of young people

4. Encouraging partnership working between providers, local employers and the council to make the best use of local resources and enhance the youth offer

- Youth services identify where additional resources can be brought in to complement services, for example; the time, skills and resources of local people and businesses
- Services support young people to access opportunities in Islington, across London and beyond

5. Together, regularly reviewing our principles and the impact and outcomes of our work to keep them relevant, fresh and effective

- The measurement of impact and evidencing of outcomes is common practice across services
- Young people have a role in sharing their insight from services with providers and commissioners
- Young people are involved in monitoring and evaluating services

There are three of these which are particularly important; co-production, sustainability and partnerships. These three quality characteristics are closely linked and will combine to create added capacity for us to create consistently excellent services for young people that deliver the very best outcomes; services that engage more and different young people; lever in additional resources of all types; and contribute to the evidence base. Each of these three characteristics is described in more detail below.

4.3.1 Co-production in Islington

The quality characteristics detailed above show a range of different qualities that will shape Islington's youth services in the future. One important quality characteristic is **co-production**. Young people will play a central role in how all youth work is commissioned, designed, delivered and reviewed. We believe that this approach is the best way to ensure that we collectively achieve the best outcomes possible for young people in Islington.

Islington's Play and Youth Commissioning Team has adopted co-production as a set of values shaping its own way of working. As well as this being stimulated by the Vision Islington process, this is also in response to the Islington Youth Council's priority for young people to have a shared role in defining and delivering services for themselves and their peers. The Play and Youth Commissioning team has worked with a number of young people through Vision Islington to determine the core principles and vision for the future youth offer outlined in the previous section. Young people have also been recruited into more formal roles as Young Quality Assessors and will have a strong role in future monitoring and evaluation of services.

Vision Islington has worked with the [new economics foundation \(nef\)](#) to develop a local definition of co-production that will be used in future commissioning and procurement activity, and to ensure that we all have a common understanding. This definition is below, with three key principles that young people, commissioners and providers have identified as essential ingredients of co-production.

“Co-production is about young people and professionals (and others) working in an equal partnership to plan, deliver and review services for and by young people. It involves young people and adults acknowledging different kinds of expertise, sharing their skills with one another to achieve valued outcomes. This requires young people and adults sharing responsibility, ensuring there is mutual respect

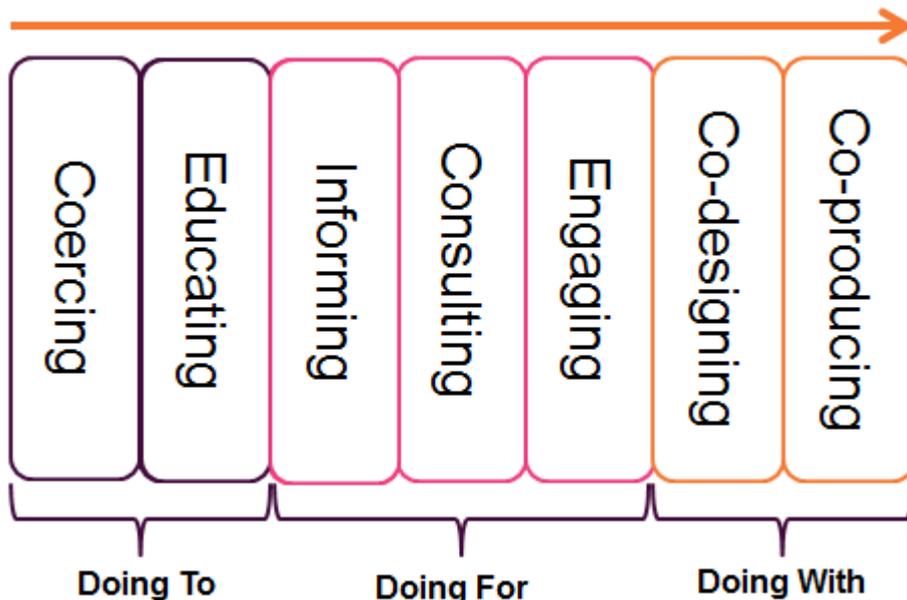
between young people and staff, and negotiating with one another to make collectively owned decisions”
Vision Islington

This definition of coproduction is underpinned by three core principles:

- **Recognising and sharing the skills and assets that everyone has to contribute**; we all have something of value to give, just as we all have something that we can receive and learn. Coproduction recognises this, and nurtures everyone’s potential to play a part and contribute in ways that are meaningful to them. In practice this means that young people are enabled to take on a variety of different roles in the planning and running of projects and activities. They may also be encouraged to support one another through peer support networks. Adults, within the youth work context and also in the wider community, are also encouraged to use and develop their skills in new ways. It is also important to ensure that assets within the local area are being used effectively, including local places, people, skills and resources. Using these can dramatically increase the resources available to youth services.
- **Working side by side and sharing responsibility equally**; coproduction involves an equal partnership between all of those involved in youth work. This means young people, youth work professionals, commissioners, volunteers, family, friends and the wider community. Coproduction recognises that outcomes cannot be delivered *to* young people: they need an equal stake in how the services they access are developed and run over time.
- **Openness to challenge and negotiation**; a commitment to working side by side and sharing responsibility requires new ways of working with young people. If it is to be meaningful, coproduction necessitates open collaboration between young people and youth work professionals and volunteers. There will always be practical limits to what can be done, these may be financial in nature or due to health and safety regulations, but rather than using these to close down opportunities, coproduction leads people to collaborate and negotiate their way around them.

This vision of a coproduced youth offer will not be achieved overnight. Coproduction requires a genuine culture change, and this can take time to come about even for the most dedicated practitioners. Nor is it desirable to move directly from a state of not coproducing to one of transformative coproduction. It is more helpful to think of a transition towards coproduction, with everyone working from where they are now towards the goal of coproduction. This transition is captured in the “pathway to coproduction” below. Following Sherry Arnstein’s ladder of participation, it explains the different stages of young people’s participation in youth work activities. Ultimately it is important that the collective direction of travel is towards a future where young people are actively involved in designing, delivering and evaluating youth work in Islington.

Figure 3: The pathway to coproduction



Doing To: The first two stages of the pathway represent traditional services at their coercive worst. Here services are not so much intended to benefit the recipients, but to educate and cure them so that they conform to idealised norms and standards. Unsurprisingly recipients are not invited to participate in the design or delivery of the service; they are simply supposed to agree that it will do them good and let the service ‘happen to them’.

Doing For: The next three stages move us away from coercion towards tokenism. Here services are often designed by professionals with the recipient’s best interests in mind, but people’s involvement in the design and delivery of the services is constrained. Professionals might for example ‘inform’ people that a change will be made to how a service is to be run, or they may even ‘consult’ or ‘engage’ them to see what they think about these changes. However, this is as far as it goes. People are only invited to be heard; they are not given the power to make sure that their ideas or opinions shape decision making.

Doing With: The last two stages of the pathway represent a much deeper level of service user involvement than the previous four. They require a fundamental shift in how we work with service users by recognising that positive outcomes cannot be delivered to or for people. They can only be achieved with people, through equal and reciprocal relationships. Co-designing a service involves sharing decision making power with people. This means that people’s voices must be heard, valued, debated and then – most importantly – acted upon. Co-production goes one step further by enabling people to play roles in delivering the services that they have designed. In practice this can take many forms, from peer support and mentoring to sitting on the service’s management board. What really matters is that people’s assets and capabilities are recognised and nurtured, and that people share roles and responsibilities to run the service, that

professionals and services users work together in equal ways, respecting and valuing each other's unique contributions.

4.3.2 Sustainability in Islington

Ensuring the sustainability of the youth offer in Islington means making best use of all local resources, and planning for aspects of the offer to continue beyond the lifetime of specific contracts.

Sustainability is important for several reasons. Many voluntary sector providers have excellent track records of attracting additional resources which have been implemented to support the youth offer in the borough over many years. However it is the case that the majority of the youth provision that is currently funded through the council's £2million investment is totally reliant on that investment. This means that there would be a high level of risk to the overall offer for young people should this budget be reduced in the future. One of the key areas of agreement through Vision Islington is the importance of sustaining the youth offer now and in the future. It is also important to young people that youth work activities and support do not suddenly finish, without any continuity. Co-producing support with young people and the wider community, will provide opportunities to sustain support in different ways, for example, through peer or mutual support programmes or complementing paid staff roles with volunteers.

There is a need to ensure sustainability across the commissioning cycle. As well as commissioners, it is important that providers of youth services keep constantly in mind the need to draw in and implement as many additional resources as possible.

Additional resources may be in the form of cash or match funding, however there is a range of opportunities to make the most of the rich and varied resources in Islington which could enhance the youth offer, either directly in offering resources and opportunities directly to young people, or indirectly, such as via reducing operating costs or sharing facilities. Young people of course are resources themselves and there is agreement that implementing co-produced approaches more widely and deeply is likely to have a positive effect on providers' value for money.

All youth provision funded through the council from 2013 onwards will be expected to consider and develop its sustainability. This will include plans for using local resources and maintaining aspects of the offer beyond the duration of the contract.

4.3.3 Partnerships in Islington

Creating the conditions for sustainability post 2014 and 2015 is a key priority and this quality characteristic, partnerships, will be a key contributor to this. Historical factors such as the year-on-year grant aiding of organisations, have failed to encourage partnership and consortia approaches in relation to service delivery. Where procurement processes in Islington for youth services have required providers to work together, these have resulted in lead partner and sub-contractor approaches in the main. Whilst welcome, lead provider arrangements have not yet delivered significant forward movement in relation to joint service planning, sharing of resources, market development and cost reduction.

With these factors in mind, as well as the previously stated risks around the youth offer's vulnerability should there be a future reduction to council funding, further stimulation of the market of providers to form partnerships or consortia will be prioritised. It is anticipated that this will have a positive effect on bringing

in new ideas, innovation, added resources and capacity, whilst at the same time mitigating against the risks associated with new providers entering a local market. Furthermore, commissioners are interested in hearing from partnerships of all kinds, including between service providers which specialise in youth work and other sorts of organisations, private businesses, social enterprises or corporate organisations.

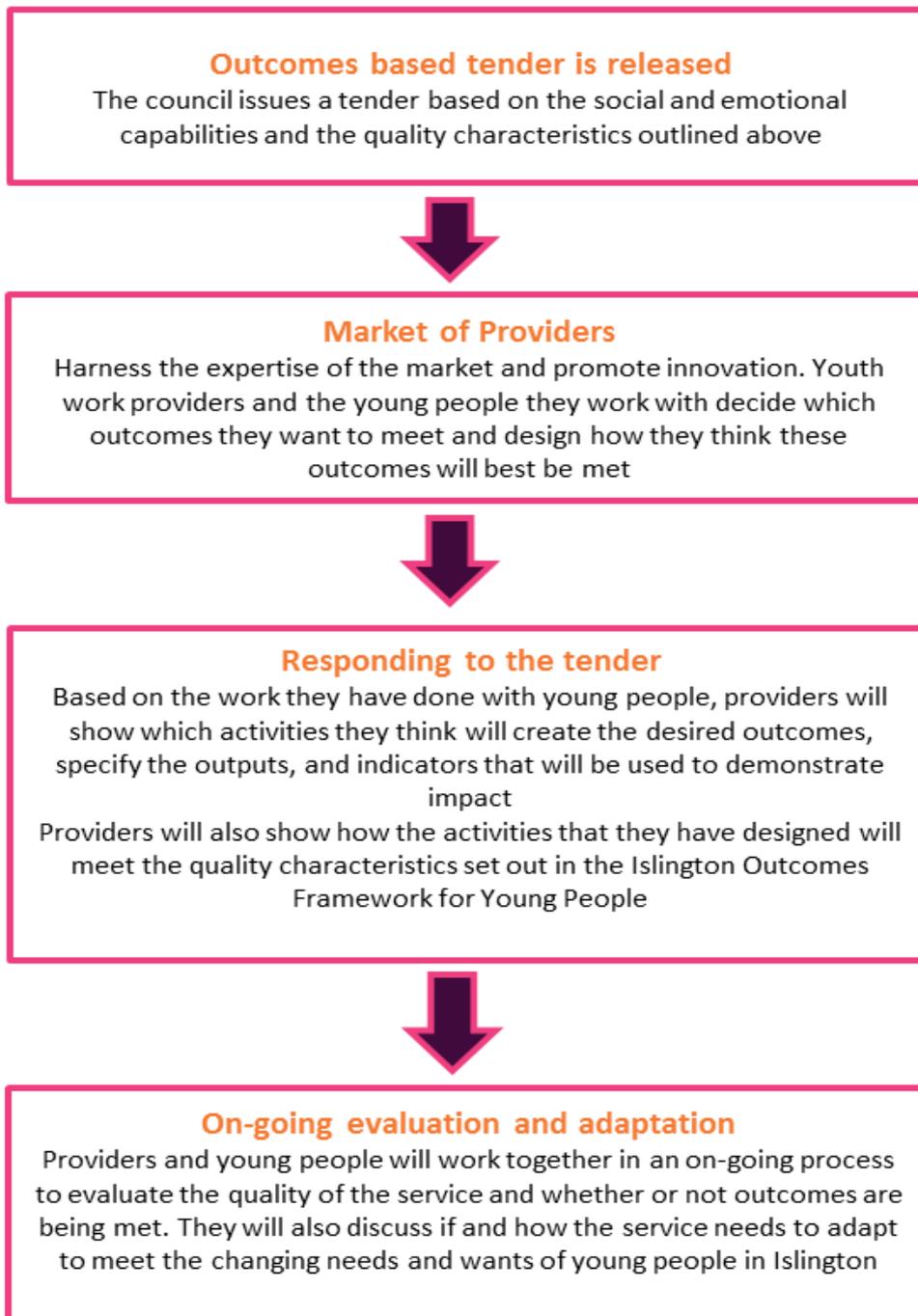
Providers may want to explore place based partnerships with other providers, employers, community groups and businesses based in the same area or ward. Another opportunity could be in identifying which other local organisations share the same values that could form local consortia.

If a provider works on very niche activities – such as photography, or horticulture, it may be productive to explore partnerships with other providers who can complement and expand the range of activities offered.

One example of thinking differently about partnerships and resources comes from Camden, where the [Camden Shares](#) network has been set up. This is a membership network of local public, private and third sector organisations who want to make better use of local resources, and exchange spare capacity (whether meeting rooms, training spaces or tickets) for resources which they need. Instead of paying for goods and services, organisations are able to trade and use underused resources, working in partnership to make the most effective use of these.

The key is that the partnerships should focus on outcomes for young people and drawing in the resources to achieve this, of whatever type. Many providers will already be working in close partnership with other organisations, and these approaches will need to be strengthened and spread in future provision.

4.4 Commissioning for outcomes: how services will be procured from the outcomes framework



Responding to the tender

When responding to the tender, providers will be expected to begin demonstrating the theory of change that connects the outcomes, activities, and outputs, and which indicators and ways of measuring impact they will use. This will be done through free text responses, as well as using the table below.

Table 3

Outcome / capability	Activities	Outputs	Indicators	Measurement tools and methods
Improved communication Improved confidence and agency	Youth led campaign delivered through 8 week programme of personal and skills development culminating in 3 events in Islington schools	15 young people design campaign with staff 15 young people trained in presentation skills Campaign reaches at least 250 young people in Islington	Number of young people self reporting improved confidence Level of fluency and positive open body language	Outcomes star (using to benchmark at start of activity and at end to measure change) Staff and peer observation Young person's video diary

5. Further Resources

There is a wide range of resources that are useful in exploring the ideas of co-production and outcomes. Some of the most relevant are listed here

5.1 On co-production

- The co-production practitioners' network: www.coproductionnetwork.com
- In this together: <http://www.neweconomics.org/publications/in-this-together>
- Stories of co-production: <http://www.youtube.com/watch?v=aKATrzUV2YI>
- Public Services Inside Out: <http://neweconomics.org/publications/public-services-inside-out>
- The co-production self-assessment framework: <http://coproductionnetwork.com/page/measurement-and-evaluation>
- The ladder of co-production (with an explanation on the co-production practitioners website)

5.2 On national youth policy

- Positive for Youth <http://www.education.gov.uk/childrenandyoungpeople/youngpeople/Positive%20for%20Youth>
- Catalyst framework and resources: <http://youngfoundation.org/projects/catalyst/>

5.3 Islington Council relevant documents

- A Fair Chance in Life for All: Islington Children and Families Strategy 2011-2015 [http://www.islington.gov.uk/publicrecords/library/Education-and-skills/Quality-and-performance/Reporting/2011-2012/\(2012-03-03\)-Children-and-Families-Strategy-2011-2015.pdf](http://www.islington.gov.uk/publicrecords/library/Education-and-skills/Quality-and-performance/Reporting/2011-2012/(2012-03-03)-Children-and-Families-Strategy-2011-2015.pdf)
- Islington's curriculum policy and framework: available on request from the Play and Youth Commissioning Team
- Towards a Fairer Islington: Islington's Corporate Plan [http://www.islington.gov.uk/publicrecords/library/Management/Business-planning/Plans/2012-2013/\(2012-08-31\)-Corporate-Plan-2012-13.pdf](http://www.islington.gov.uk/publicrecords/library/Management/Business-planning/Plans/2012-2013/(2012-08-31)-Corporate-Plan-2012-13.pdf)
- Closing the Gap: the final report of the Islington Fairness Commission June 2011 [http://www.islington.gov.uk/publicrecords/library/Democracy/Quality-and-performance/Reporting/2011-2012/\(2012-03-03\)-IFC-Final-Report-Closing-The-Gap.pdf](http://www.islington.gov.uk/publicrecords/library/Democracy/Quality-and-performance/Reporting/2011-2012/(2012-03-03)-IFC-Final-Report-Closing-The-Gap.pdf)

5.4 On outcomes and monitoring and evaluation

- Charities Evaluation Service: <http://www.ces-vol.org.uk/tools-and-resources>
- **nef** consulting resource library: <http://www.nef-consulting.co.uk/sroicfx/library/> useful for theory of change and social value resources.
- Catalyst Consortium matrix of measurement tools: <http://youngfoundation.org/publications/framework-of-outcomes-for-young-people/>

- Project Oracle research placement to work with youth organisations to work on evaluation tools and techniques: http://www.project-oracle.com/about_academics_students_researchers?sub_id=find_out_more_for_researchers
- Welsh Government and DWP (2003) *A practical Guide to Measuring Soft Outcomes and Distance Travelled*. Several of the examples above are taken from this document. It should be noted that this document focuses on targeted work to support people back into work. However, the tools and questionnaires can be creatively adapted for youth work settings
- Eldred, J et al. (2006) *Catching Confidence: the nature and role of confidence - ways of developing and recording changes in the learning context*, NIACE: <http://www.niace.org.uk/sites/default/files/documents/publications/catching-confidence-summary-report-en.pdf>
- Lang, J et al. (2008) *Approaches, frameworks and tools for monitoring and evaluating psychosocial programs for young people: a scoping study*, CanTeen Australia. This provides a good theoretical summary of the main approaches to evaluation and is strong on participatory models in particular
- Stewart-Brown, S and Janmohamed, K (2008) *Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) User Guide Version 1* <http://www.healthscotland.com/uploads/documents/7551-WEMWBS%20User%20Guide%20Version%201%20June%202008.pdf>
- Sharp, C (2000) *START Do-it-Yourself Evaluation Manual*. This has helpful tips on designing an evaluation process and specific examples of how to construct surveys, such as the self-esteem questionnaire, and group consultation exercises, such as best liked/least liked.
- new economics foundation (2000) *Prove It! Measuring the Effect of Neighborhood Renewal on Local People*, <http://www.proveit.org.uk/downloads.html>
- Copps, J (2011) *Measuring Soft Outcomes – what you need to know*: <http://wellbeingmeasure.files.wordpress.com/2012/06/npc-soft-outcomes-event-160612.pdf>
- Comfort, H (2006) *Capturing the Evidence: tools and processes for recognizing and recording the impact of youth work*, National Youth Agency (NYA) www.younglancashire.org.uk/webfm_send/9

6. Endnotes

ⁱ The National Youth Association <http://www.nya.org.uk/about-nya/what-is-youth-work>

ⁱⁱ Pp. 14: McNeil, B, Reeder, N and J, Rich (2012) *A Framework of Outcomes for Young People*, The Young Foundation; London.

ⁱⁱⁱ Clegg, J, Hollis, C and Rutter, M (1999) 'Life sentence: what happens to children with developmental language disorders in later life?' in RCSLT Bulletin. Royal College of Speech and Language Therapists.

^{iv} Carol Dweck (2000) *Self-theories: Their role in motivation, personality and development*, Psychology Press, USA.

^v Turner, M (2000) *Good kids in bad circumstances: a longitudinal analysis of resilient youth* Rockville, MD: National Institute of Justice

^{vi} Pamela Qualter has written a range of publications that demonstrate the importance of emotional intelligence. You can see these on her University page here;

<http://www.uclan.ac.uk/schools/psychology/staff/qualterp.php>

^{vii} Bernard, B (2004) *Resiliency: What we have learned*, WestEd: San Francisco, USA.

^{viii} See for example, Heckman, J and Krueger, A (2004) *Inequality in America: What role for human capital policies?*, MIT Press, USA.

^{ix} Daniel Goleman has written extensively on emotional intelligence. His website is a good place to start <http://danielgoleman.info/topics/emotional-intelligence/>

^x For example, see Cawley, J et al (2001) Three observations on wages and measured cognitive ability *Labour Economics* 8(4) 419-442.