



## VALUING YOUNG PEOPLE

Principles and connections to support young people achieve their potential

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# **VALUING YOUNG PEOPLE**

Principles and connections to support young people achieve their potential

## SCOTLAND VALUES ITS YOUNG PEOPLE

As successful learners, confident individuals, responsible citizens and effective contributors (National Outcome 4), the vast majority of young people make a valuable contribution to our communities today and will play a leading role in building the more successful Scotland we all want to see in the future. Nurturing and supporting those qualities in young people will help them navigate the challenges of adolescence and the transition into adulthood, as well as strengthening the role they can play in making Scotland smarter, healthier, wealthier & fairer, safer & stronger and greener.

*Valuing Young People* has been designed to support partners deliver positive outcomes for all young people, while recognising that some need more help than others to realise their potential. It is founded on the principle of partnership: partnership with young people that offers them participation in their communities and local services; but also partnership across national and local government and the voluntary sector to provide the right kind of access to services that meets the diverse needs of young people.

The principles and connections outlined in this paper have been developed with the constructive input of young people across Scotland who responded to a survey and participated in a set of focus groups designed specifically for them and conducted by Young Scot. It also reflects the experience and understanding of many partners, including local government, as to what works best for young people.

The National Performance Framework underpins delivery of the Scottish Government's agenda, supporting the outcomes-based approach to performance. Within the Framework, the national outcomes describe what the Government wants to achieve over the next ten years. The aim of this paper is to provide a resource that looks across all the services and supports that work for young people and in doing so it provides a simple set of principles that can be used to support delivery across all 15 of the National Outcomes but which are particularly relevant to National Outcome 4.

These principles draw on those that have been established in a range of related policies, most notably *Getting it right for every child*, distilling those into something that is concise, easy to understand and, we hope, readily transferable



into a range of services and plans. We are grateful to the many partners who have helped to shape that work.

Whether underpinning policy for delivery at a national level or providing a reference for local delivery by councils and their community planning partners, we are confident that, by working to these principles, any organisation or partnership can contribute to supporting young people to develop their potential. The number and range of organisations who have agreed to sign up as partners to this document reflects a strong commitment across sectors, and across Scotland, to doing so.



A handwritten signature in black ink that reads "Fiona Hyslop".

Fiona Hyslop  
Cabinet Secretary for  
Education and Lifelong Learning



A handwritten signature in black ink that reads "Isabel Hutton".

Councillor Isabel Hutton  
COSLA Spokesperson on Education,  
Children and Young People



## INTRODUCTION

Since May 2007, there have been fundamental changes in how Government works with its partners in local government and beyond to develop policies and deliver services for the people of Scotland. The Concordat between central and local government sets out the terms of a new relationship between the Scottish Government and local government, based on mutual respect and partnership. It also sets out a National Performance Framework with high level targets and national outcomes and indicators; setting the scene for delivering on the Scottish Government's purpose (see page 9: Government's Economic Strategy and Purpose).

While these changes have an impact on services for young people, they should also be seen in the context of a fresh approach to how we view and value young Scots. This focuses on:

- ensuring that all young people have the support they need to achieve their potential;
- positive opportunities for, and positive engagement with young people; and
- early intervention to nurture potential and offer support at an earlier stage in a young person's life.

The new approach can be seen across a range of recent policy developments in Government: from the *Early Years framework* to the *Equally Well Implementation plan*; and from the *Achieving Our Potential framework*, tackling poverty and income inequalities, to the new approach aimed at preventing offending by young people outlined in the *Youth Justice framework*.

This approach is further supported by the continued development of *Curriculum for Excellence*, the *More Choices, More Chances* agenda and the *16+ Learning Choices programme*.

This paper has been developed with input and advice from a range of partners who deliver for young people. It is set out in 3 sections:

1. Context
2. Common Principles
3. Connections



It is intended as a practical resource for anyone making decisions that affect the support we give young people or anyone involved in delivering services to them. It can provide a point of common reference and a tool for making connections. Partners have agreed the common principles on page 16 which are at its core.

# 1. THE CONTEXT – NATIONAL AND INTERNATIONAL

## United Nations Convention on the Rights of the Child (UNCRC)

The Scottish Government supports the provisions of the United Nations Convention on the Rights of the Child (UNCRC). We believe it is important that children and young people understand what it means for them and, working in partnership with young people and Scotland's Commissioner for Children and Young People, have developed resources designed for young people to help them know their rights.

In delivering opportunities to support young people achieve their potential, the key reference points in the UNCRC are:

- **Article 2:** The UNCRC applies to everyone whatever their race, religion, abilities, whatever they think or say, no matter what type of family they come from.
- **Article 3:** All organisations concerned with children should work towards what is in their best interests.
- **Article 4:** The Government should do everything possible to implement children's rights.
- **Article 12:** Children have the right to express their views freely and have their opinions listened to in all matters affecting them.
- **Article 13:** Children have the right to get, and to share, information as long as the information is not damaging to them or others.
- **Article 15:** Children have the right to meet with other children and young people and to join groups and organisations as long as this does not stop other people from enjoying their rights.
- **Article 17:** Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that they can understand and should not promote materials that could harm them.
- **Article 23:** Children who have a disability should receive special care and support so that they can live a full and independent life.
- **Article 29:** Education should develop a child's personality and talents to the full. It should encourage them to respect their parents, their own and other cultures.
- **Article 31:** Children have a right to relax, play and join in a wide range of activities.



## Government's Economic Strategy and Purpose

The Economic Strategy sets out how Government intends to work collaboratively with the private, public and third sectors in pursuit of increasing sustainable economic growth. Its purpose is defined as:

**'focusing Government and public services on creating a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth'.**

Our young people will flourish if they develop confidence and skills and can grow up as motivated young citizens who contribute to their communities. By supporting every young person to achieve their full potential, we can create a more successful country for now and for the future.

## Outcome 4 and the National Performance Framework

The Concordat provides a set of national outcomes and indicators for local and national government to focus on alongside other partners, including the voluntary sector.

The common principles outlined in this paper are intended primarily to support the delivery of National Outcome 4:

**Our young people are successful learners, confident individuals, effective contributors and responsible citizens**

and National Indicator 7:

**Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)**

But it also has the potential to contribute directly or indirectly to the success of all 15 National Outcomes:

1. We live in a Scotland that is the most attractive place for doing business in Europe
2. We realise our full economic potential with more and better employment opportunities for our people
3. We are better educated, more skilled and more successful, renowned for our research and innovation
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens
5. Our children have the best start in life and are ready to succeed
6. We live longer healthier lives
7. We have tackled the significant inequalities in Scottish society
8. We have improved the life chances of children, young people and families at risk
9. We live our lives safe from crime, disorder and danger
10. We live in well-designed, sustainable places where we are able to access the amenities and services we need
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others
12. We value and enjoy our built and natural environment and protect it and enhance it for future generations
13. We take pride in a strong, fair and inclusive national identity
14. We reduce the local and global environmental impact of our consumption and production
15. Our public services are high quality, continually improving, efficient and responsive to local people's needs

Investing in young people's success now will bring both short and long-term benefits. For example, if young people achieve the 4 capacities, they are more likely to make healthy life choices leading to longer healthier lives. They will take pride in a strong, fair and inclusive national identity because they have an influential part in shaping it and know they are valued for their contribution. Their confidence and capabilities as future employees will contribute to a Scotland which is an attractive place to do business and that can realise its full economic potential. In years to come, they are more likely to give their own children the best start in life.

They will contribute to the growth of strong, resilient and supportive communities and turn away from crime and disorder as they have high aspirations and positive activities to fill their lives.

### Delivering National Outcome 4

The diagram overleaf shows how a wide range of services and programmes are supporting young people to achieve the 4 capacities, underpinned by the UNCRC principles and the Getting it right for every child (GIRFEC) approach. There are many links and overlaps between the 9 delivery 'pillars':

- Curriculum for Excellence
- Supporting transitions
- Youth-friendly health services
- Services for young people
- Preventing offending by young people
- Information and accessible, youth-friendly services
- Youth work opportunities and approaches
- Young people's voice and communications
- Workforce development

It does not represent a comprehensive presentation of all delivery but provides a visual reference to assist partners see where they can contribute to the success of other programmes, particularly *Curriculum for Excellence*. It can also help education managers and headteachers find partners who can work with them to deliver *Curriculum for Excellence*.

A supporting reference paper expanding on the pillars is available on line at <http://www.scotland.gov.uk/ValuingYoungPeopleRef>.

# SUCCESSFUL LEARNERS, CONFIDENT INDIVIDUALS, EFFECTIVE CONTRIBUTORS AND RESPONSIBLE CITIZENS



## CURRICULUM FOR EXCELLENCE

CfE – personalised learning experiences for all involving a range of partners

Raising achievement & attainment

Skills

Qualifications that support the Principles of Curriculum for Excellence

Recognition of achievement

## SUPPORTING TRANSITIONS

More Choices, More Chances

16+ Learning Choices

Determined to Succeed

Information, advice & guidance (Skills Development Scotland)

## YOUTH-FRIENDLY HEALTH SERVICES

General health services

Mental health services

Support with ongoing physical health problems

Health improvement incl, physical activity, eating, drugs, alcohol, smoking, sexual health

Social marketing approaches

Young people's influence on health services

Health Inequalities/Equally Well

## SERVICES FOR YOUNG PEOPLE

Young people with Additional Support Needs

Looked after Young People – We Can and Must Do Better

Children affected by parental substance-misuse

Young asylum seekers

Young runaways

Young carers

## PREVENTING OFFENDING BY YOUNG PEOPLE

Youth Justice Framework

Anti-Social Behaviour Review

Violence Reduction Measures

Campus Police and Firefighters

Offender Learning Strategy

## INFORMATION AND ACCESSIBLE YOUTH-FRIENDLY SERVICES

Information – Young Scot + WOW (What's on Where)

Entitlement card/rewards

Young Scot Active

Safe accessible transport

Housing

Regeneration

## YOUTH WORK OPPORTUNITIES AND APPROACHES

Youth Work – universal and targeted

- Outdoor
- International
- Sports
- Arts

Cashback

Youth space/places to go

Youth Work Strategy sector capacity-building

Peer-led approaches/volunteering

Role models for young people

## YOUNG PEOPLE'S VOICE AND COMMUNICATIONS

National engagement – Govt. consultations

Scottish Youth Parliament (SYP)

Local engagement – Dialogue Youth/Community Planning Partnerships

Media perceptions

Young Scot Active

Anti-ageism campaign

## WORKFORCE DEVELOPMENT

Social Services – Continuous Learning Framework

Social Services Leadership Framework

Infrastructure Support – Centres for Excellence

Teacher training and CPD

CLD Standards Council

NHS workforce training

Skills Strategy



## 2. COMMON PRINCIPLES

We expect partners who have signed up to the common principles outlined in this paper to adopt and promote a range of common approaches in delivering services for young people. These include the *Getting it right for every child* approach, UNCRC and the principles of early intervention. In relation to delivering learning opportunities and experiences, the *Curriculum for Excellence* principles of curriculum design would apply.

The following existing common principles and values have relevance and value across delivery areas:

### *Getting it right for every child: values and principles*

The *Getting it right* approach is underpinned by common values and principles which apply across all aspects of working with children and young people. **A Guide to *Getting it right for every child***, published in September 2008, provides an overview of the approach and developments so far. It sets an expanded version of the following values and principles:

- Promoting the well-being of individual children and young people
- Keeping children and young people safe
- Putting the child at the centre
- Taking a whole child approach
- Building strengths and promoting resilience
- Promoting opportunities and valuing diversity
- Providing additional help should be appropriate, proportionate and timely
- Supporting informed choice
- Working in partnership with families
- Respecting confidentiality and sharing information
- Promoting the same values across working relationships
- Making the most of bringing together each worker's expertise
- Co-ordinating help
- Building a competent workforce to promote children and young people's well-being.

## The Early Intervention Principles

The Early Intervention Principles set out in *Early Years and Early Intervention: A joint Scottish Government and COSLA policy statement* and now published in the Early Years Framework are relevant across delivery for young people. These provide a bridge between what the Scottish Government and local authorities want to achieve in terms of the Purpose, outcomes, indicators and targets and how they will achieve it through specific policies and actions. These principles are:

- Our ambitions are universal – we want to reduce inequalities in a variety of policy areas, to have the same outcomes for all and for all to have the same opportunities
- We take action to identify those at risk of not achieving these outcomes or having these opportunities and take action to prevent that risk materialising
- We make sustained and effective interventions in cases where these risks have materialised
- We shift the focus from service provision as the vehicle for delivery of outcomes to building the capacity of individuals, families and communities to secure outcomes. And to address the external barriers which they may face in seeking to maximise their life chances, making use of high quality accessible public services as required.

## Curriculum for Excellence

The Principles of Curriculum Design set out in *Building the Curriculum 3* are already in line with best youth work practice and have relevance for all learning providers supporting young people achieve the 4 capacities:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

## New Common Principles for delivering the 4 Capacities

In developing this paper, a set of common themes emerged from partners on what key principles should drive any work or services which support all young people to fulfil their potential. Therefore, we would suggest a set of common principles which can be adopted by any local or national partners and that bring together and integrate the principles of existing policies (as outlined in the previous section) within the context of delivering for young people.

On the basis of discussion and feedback from partners, the principles below have been agreed.

- **It is our collective priority to support every young person achieve the 4 capacities, recognising that some will need early intervention measures or more intensive support to reach that goal.**

### We will work together to:

- **deliver services that reflect the reality of young people's lives** – supporting them through key life transitions, ensuring they are informed, and boosting their aspirations;
- **work with local partners to address barriers and gaps** – so that young people are not excluded from opportunities or have their capacity to achieve their potential limited;
- **recognise and promote young people's positive contribution** to their communities, and as national and global citizens; and
- **involve young people at an early stage**, along with the voluntary sector and other relevant partners, in developing services and opportunities in the context of community priorities.

The aim will be to promote these principles as the norm and embed them in how we all operate. For national partners, they can underpin policy developments and national delivery. For local partners, particularly those involved in Community Planning Partnerships, they can influence Single Outcome Agreements and local planning and provide a reference for local service delivery. And for young people, they should lead to better services which provide better value and improved long-term outcomes.

### 3. MAKING CONNECTIONS

The following links are grouped to reflect the 9 delivery pillars.

#### 1. Curriculum for Excellence

<http://www.curriculumforexcellencescotland.gov.uk>

Building the Curriculum 3

<http://www.ltscotland.org.uk/curriculumforexcellence/publications/buildingthecurriculum3/index.asp>

Amazing Things

<http://www.youthscotland.org.uk/news/volunteering-action-plan-resources.htm>

Association of Directors of Education in Scotland

<http://www.adescotland.org.uk>

#### 2. Supporting transitions

More Choices, More Chances

<http://www.scotland.gov.uk/Publications/2006/06/13100205/0>

16+ Learning Choices

<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/16581/newpage4>

Determined to Succeed

<http://www.determinedtosucceed.co.uk>

Prince's Trust Scotland

<http://www.princes-trust.org.uk>

CBI Scotland

<http://www.cbi.org.uk>

#### 3. Youth-friendly health services

NHS Health Scotland

<http://www.healthscotland.com>

Respect and responsibility

<http://www.scotland.gov.uk/topics/health/sexualhealth/respect>

Equally well

<http://www.scotland.gov.uk/Topics/Health/health/Inequalities/inequalitiestaskforce>

NHS Health Scotland's Youth Programme Walk the Talk

<http://www.walk-the-talk.org.uk>

Choose Life

<http://www.chooselife.net/home/Home.asp>

Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity

<http://www.scotland.gov.uk/Publications/2008/06/20155902/0>

Smoking Prevention Action Plan

<http://www.scotland.gov.uk/Publications/2008/05/19144342/0/>

Changing Scotland's Relationship with Alcohol

<http://www.scotland.gov.uk/Publications/2008/06/16084348/0>

Delivering a Healthy Future: An Action Framework for Children and Young People's Health in Scotland

<http://www.scotland.gov.uk/Publications/2007/02/14154246/0>

#### **4. Services for young people**

Looked After Children and Young People: We Can and Must Do Better

<http://www.scotland.gov.uk/Publications/2007/01/15084446/0>

Association of Directors of Social Work

<http://www.adsw.org.uk>

#### **5. Preventing offending by young people**

Youth Justice Framework

<http://www.scotland.gov.uk/Publications/2008/06/17093513/0>

Cashback for Communities

<http://www.cashbackscotland.com>

Drugs Strategy

<http://www.scotland.gov.uk/Publications/2008/05/22161610/0>

## **6. Information and accessible youth-friendly services**

Young Scot and Young Scot WOW

<http://www.youngscot.org.uk>

<http://www.youngscotwow.org.uk>

Childline

<http://www.childline.org.uk>

## **7. Youth work opportunities and approaches**

Youthlink Scotland

<http://www.youthlink.co.uk>

Youth Scotland

<http://www.youthscotland.org.uk>

Youth Work Strategy

<http://www.scotland.gov.uk/Publications/2007/03/08113759/0>

Volunteering Action Plan

<http://www.scotland.gov.uk/Publications/2007/11/26110321/0>

Volunteer resource bank

<http://www.youthscotland.org.uk/resource-bank/resource-bank.htm> -

Scottish Peer Education Network

<http://www.fastforward.org.uk/peernetwork.html>

The Scottish Government/COSLA joint statement on Community Learning and Development

<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections>

## **8. Young people's voice and communications**

Scottish Youth Parliament

<http://www.syp.org.uk>

Scotland's Commissioner for Children and Young People

<http://www.sccyp.org.uk>

GLOW

<http://www.ltscotland.org.uk/glowscotland/>

Dialogue youth website

<http://www.dialogueyouth.org>

See the Person, Not the Age

<http://www.seetheperson.info>

Advice on involving children and young people in community planning –

<http://www.scotland.gov.uk/Publications/2006/11/09140609/0>

Young Scot – Commonwealth Games 2014 Consultation

<http://www.youngscot.org/images/imageGettr.asp?id=13183>

National standards for community engagement

[http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs\\_010771.hcsp](http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/cs_010771.hcsp)

## **9. Workforce development**

The Standards Council for Community Learning and Development in Scotland

<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/StandardsCouncil>

**GIRFEC – Getting it right for every child**

Guide to getting it right

<http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec/publications/GuideToGettingItRight>

GIRFEC Learning Community:

<http://www.scotland.gov.uk/topics/people/young-people/childrensservices/girfec/practitioners/LearningCommunity/>

**UNCRC – United Nations Convention of the Rights of the Child**

<http://www.scotland.gov.uk/Topics/People/Young-People/Childrens-Rights>

**The Early Years Framework**

<http://www.scotland.gov.uk/Publications/2009/01/13095148/0>

## PARTNERS

The Scottish Government

<http://www.scotland.gov.uk>

Convention of Scottish Local Authorities (COSLA)

<http://www.cosla.gov.uk>

NHSScotland

<http://www.scotland.gov.uk/topics/health>

NHS Health Scotland

<http://www.healthscotland.com>

YouthLink Scotland – The National Agency for Youth Work

<http://www.youthlink.co.uk>

Young Scot

<http://www.youngscot.org.uk>

Association of Chief Police Officers in Scotland (ACPOS)

<http://www.acpos.police.uk>

Chief Fire Officers Association Scotland (CFOAS)

<http://www.cfoas.org.uk/>

Skills Development Scotland

<http://www.skillsdevelopmentscotland.co.uk/>

Prince's Trust Scotland

<http://www.princes-trust.org.uk/>

Scotland's Colleges

<http://www.sfeu.ac.uk/>

<http://www.scotlandscolleges.ac.uk/>

Scottish Children's Reporter Administration

<http://www.scra.gov.uk>

The Scottish Youth Parliament

<http://www.syp.org.uk/>

Learning and Teaching Scotland

<http://ltscotland.org.uk>

## SUPPORTING ORGANISATIONS

HMIE

<http://www.hmie.gov.uk>

Scotland's Commissioner for Children and Young People (SCCYP)

<http://www.sccyp.org.uk>

CBI Scotland

<http://www.cbi.org.uk/scotland>



 Scotland's Colleges



# Valuing Young People: The common principles

National Outcome 4: Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

It is our collective priority to support every young person achieve the 4 capacities, recognising that some will need early intervention measures or more intensive support to reach that goal.

We will work together to:

- **deliver services that reflect the reality of young people's lives** – supporting them through key life transitions, ensuring they are informed, and boosting their aspirations;
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