

National Youth Information Framework Partners

Young Scot and the Scottish Library and Information Council

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National Youth Information Framework Acknowledgements

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All our Dialogue Youth Partners

European Youth Information and Counselling Agency (ERYICA)

Learning Teaching Scotland

Scotland's Commissioner for Children and Young People

Scottish Government

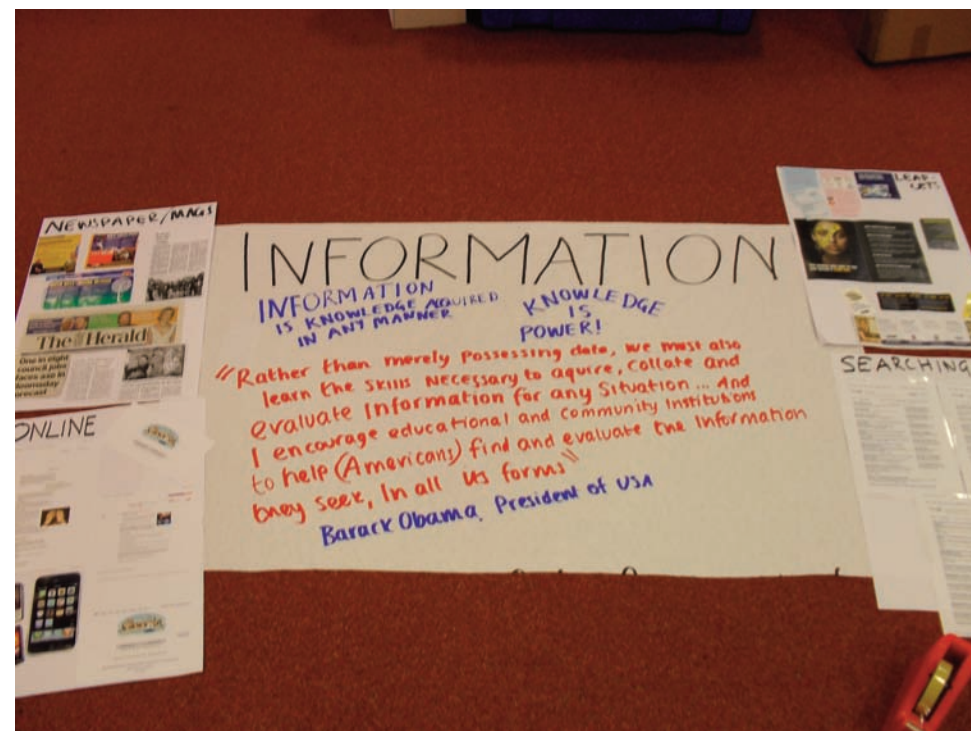
Scottish Information Literacy Project

Scottish Youth Parliament

YouthLink Scotland

"The National Youth Information Framework brings together partners and agencies to deliver an even more effective service for young people. It makes it easier for organisations to communicate with young people and be confident that their materials and approaches will be effective."

Keith Brown, Minister for Skills and Lifelong Learning.



Executive Summary

If we are to build a future in which Scotland is wealthier, fairer, healthier, safer and stronger, smarter and greener, we need to support young people to be involved and see themselves as active citizens. We need to ensure our young citizens are well informed and confident in their ability to explore, find, research, and evaluate the information they need, when they need it, and to use information to reach their full potential, and overcome any barriers preventing them from doing so.

Young Scot has developed the National Youth Information Framework in partnership with the Scottish Library and Information Council (SLIC) and a range of other organisations.

The Framework has at its heart the UN Convention on the Rights of the Child and offers those who develop and provide information for and with young people, the opportunity to ensure that young Scots are able to access high quality, accurate and up-to-date information on issues of interest to them. It recognises the need for information to be in a variety of formats and to provide opportunities to develop the understanding and skills required to find and evaluate the appropriateness and quality of the information they seek.



Introduction

In November 2007, the Scottish Government, in partnership with the Convention of Scottish Local Authorities (CoSLA) and all 32 Scottish local authorities, signed a Concordat leading to the introduction of a National Performance Framework (NPF) and the adoption of Single Outcome Agreements (SOAs). These Agreements focus on key national and local outcomes and indicators and provide a mechanism for new innovative approaches to support local communities and enhance community engagement and empowerment.

The Scottish Government's key policies, including the Early Years Framework, Skills for Scotland Strategy; Getting it Right for Every Child More Choices, More Chances and A Curriculum for Excellence are focused on delivering all 15 National Outcomes with Outcome 4 enabling young people to be successful learners, confident individuals, effective contributors and responsible citizens.

The Scottish Government's Valuing Young People: principles and connections to support young people achieve their potential has been developed to support partners deliver positive outcomes for young people based on partnership approaches with both young people and the statutory and third sector agencies that support them and impact on their lives. The paper provides a resource that looks across the full range of services and support that young people need to live, work and learn and offers a set principles to be used to ensure consistency and co-ordinated approaches to help our young people reach their full potential.

These principles, in addition to the Getting it right for every child (GIRFEC) approach and the Early Intervention Framework, underpin this National Youth Information Framework.

If these priorities and policies are to succeed, we need to support young people, ensure their information needs are met and support service providers to be 'fit for purpose'. There is a growing recognition of the importance of relevant, accurate information, accessible by young people in formats they appreciate and at the times they need it. The Framework recognises the importance of quality holistic information services which provide universal services for all young people and which are sufficiently sensitive and sophisticated to offer personalised and specific services to identified groups (e.g. young people who require more choices and more chances) in a non-stigmatising way.

Young Scot: Active

Young Scot: Active is a Scottish Government and COSLA endorsed approach to new, innovative and cutting edge ways of engaging and supporting young people through coordinated approaches to youth information.

Through Young Scot: Active, Scotland will have:

- ❖ A nation of informed young people – using the latest technology young people will access quality youth-friendly information on the issues that impact on their lives, empowering them to make informed choices and decisions.
- ❖ Increased opportunities for young people – through harnessing, accessing and sensitising services young people will be able to turn information into positive opportunities and action.
- ❖ Increased participation levels in projects, activities and decision-making processes – through rewards, incentives and campaigns to stimulate greater participation as individuals and as members of families and communities.
- ❖ Young people as capacity builders and activists – confident and competent active citizens contributing towards economic growth, community cohesion and increasing social capital and civic engagement
- ❖ A step-change in the public, media perception and image of young people – challenging, through high profile events and balanced media representation, the negative portrayal of young people with a focus on positive contributions to society
- ❖ Scotland as leaders in Europe – at the cutting edge of European developments in youth information and engagement through its investment in building the capacity of young Scots to be confident, valued and active contributors in creating a stronger and sustainable future locally, nationally and globally.

‘We (COSLA) believe Young Scot: Active is a culture changing initiative which seizes a genuinely once in a lifetime opportunity to fundamentally change young people’s views of themselves, the rest of society’s view of them and Europe’s view of Scotland as a deliverer of excellence.’

**Cllr. Pat Watters CBE
President, Convention of Scottish local Authorities**

This National Youth Information Framework has been developed as one of the actions to deliver the above impacts, particularly towards a nation of informed young people.

Young Scot, as the national youth information agency for Scotland has developed the Framework in partnership with the Scottish Library and Information Council (SLIC). It has been informed by extensive desktop research and reflects the significant work of other key organisations such as Learning Teaching Scotland (LTS), Glasgow Caledonian University, NHS Education Knowledge Services, YouthLink Scotland, the Scottish Government, the European Youth Information and Counselling Association (ERYICA) and, of course, young people themselves.



SECTION ONE: CONTEXT

Purpose of the Framework

The Framework offers those who develop and provide information for young people the opportunity to ensure that young Scots are able to access high quality, accurate, up-to-date information on issues of interest to them in a variety of formats, and have the opportunity to develop the understanding and skills to find and evaluate the appropriateness and quality of the information sought.

Young Scot believes this can be better achieved through approaches that are collaborative, co-ordinated and coherent. The Framework brings together the experience and expertise of key information providers with an emphasis on:

- ❖ shared aspirations
- ❖ agreed outcomes
- ❖ continuous improvement
- ❖ sharing best practice
- ❖ co-ordination, collaboration and co-operation
- ❖ new innovative approaches
- ❖ ensuring quality

The Framework seeks to inform providers of current developments and approaches in the delivery of youth information services and how these contribute towards continuous improvement of service provision and continuing professional development of service providers. It enables service providers to reflect on their own policies and practices against a set of principles and key themes.

Who is the Framework for?

The Framework has been developed to support Scottish Government, Community Planning Partners, local authorities and other statutory and voluntary organisations who, as part of their responsibilities and services, provide information for young people. This may be as their sole purpose or they may provide community and public information within which young people are included.

The Framework will assist those involved in strategic planning, quality assurance and operational delivery to analyse, evaluate and reflect on the:

- ❖ information services and products they provide for and with young people
- ❖ learning opportunities and skills development afforded through effective youth information processes and practices.

Young people seek information from a variety of sources and people and as part of ensuring best value, it is important to be able to consider current policies and practices in order to effectively support young people not only to make informed choices but to take it a step further and support them in using information to bring about positive action and change in their own lives and as active local, national and global citizens.

At the Heart of the Framework

The right to information has been recognised in the Universal Declaration of Human Rights, in the Convention on the Rights of the Child, in the European Convention for the Protection of Human Rights and Fundamental Freedoms, and in the Recommendation No. (90) 7 of the Council of Europe concerning information and counselling for young people in Europe. This right is also the basis for youth information activities undertaken by the European Union.

Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers.

Article 11 – Freedom of Expression and Information, Charter of Fundamental Rights of the European Union

Children have the right to get and to share information, as long as the information is not damaging to others.

Article 13 – UN Convention on the Rights of the Child

Children have the right to say what they think should happen, when adults are making decisions that affect them and to have their opinions taking into account.

Article 12 – UN Convention on the Rights of the Child

The Importance of Youth Information

All citizens should have access, in their own language to information about the matters of public concern. This means information should be made widely available through a wide range of channels, including the mass media and new technologies such as the internet. It also means that people from all walks of life in all EU countries should be helped to develop the skills they need to access and use that information.

White Paper on a European Communications Policy Commission of the European Communities

In complex societies and in an integrated Europe that offers many challenges and opportunities, access to information and the ability to analyse and use information is increasingly important for young Europeans. Youth information work can help them to achieve their aspirations and can promote their participation as active members of society. Information should be provided in ways that enhance the choices available to young people, and that promote their autonomy and empowerment. Respect for democracy, human rights and fundamental freedoms implies the right of all young people to have access to complete, objective, understandable and reliable information on all their questions and needs.

EU Parliament Declaration March 2008

It is every child and young person's right to be able to access, understand and assess relevant and timely information. The National Youth Information Framework is a critical step in ensuring Scotland's young people have the tools and resources to enable them to realise their full potential through learning, exploring, developing and participating.

Tam Baillie, Scotland's Commissioner for Children and Young People

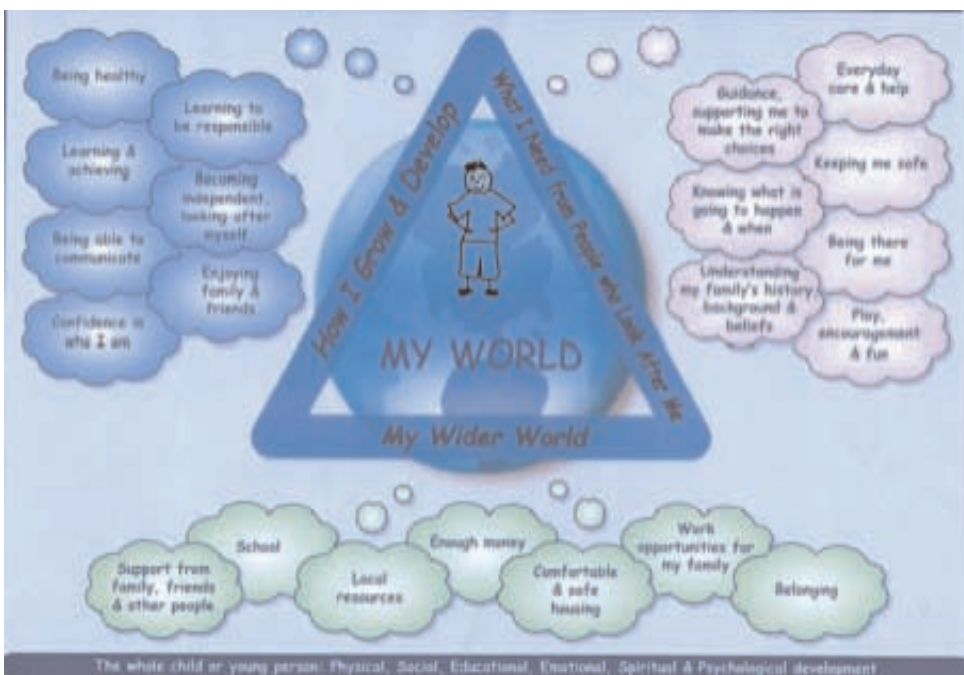
Understanding a young person's information needs

Children and young people need information at different stages and times in their lives in response to different situations. Young people can adopt a variety of complex roles as:

- ❖ **Individuals** – facing the everyday challenges of growing up, forming values, beliefs, characters etc
- ❖ **Learners** – at school, in a job, at college or university or in their everyday situation needed to survive and thrive
- ❖ **Members of a family** – where young people in some instances are the 'knowledge person' or are carers for both parents or siblings
- ❖ **Members of peer groups** – having to deal with peer pressure, making decisions, information and mis-information overload
- ❖ **Members of local, national and global communities** – with interests in the environment, safety etc

The nature of information and the times young people need to access it can vary depending on the particular role they may be fulfilling at that time. The need for specific information can be influenced by the **lifestyle** of the individual, whether in terms of entertainment, leisure, learning or chaotic challenges such as alcohol or drug misuse. It can also be related to **life events**, particularly transitions such as puberty, primary to secondary schooling, independent living, relationships, bereavement etc. Finally, the need for specific information can be influenced by **life circumstances** such as health, poverty, abuse, debt or the ability to grasp positive opportunities.

Information is not only important in helping young people in their own personal situation but also in assisting them to have the knowledge, skills and confidence to be citizens in their own communities and in building their feeling of belonging, in essence contributing towards building social capital and community cohesion.



The Girfec 'My Map Triangle' suggests three influences in terms of a young person's perspective on their world.

- ❖ How I Grow and Develop
- ❖ What I need from people who look after me
- ❖ My wider world

Access to reliable information and the development of the appropriate skills to find and evaluate information are fundamental in ensuring a young person can achieve their aspirations, dreams and full potential.

For some young people the need for information is in response to the need and ability to survive and thrive.

Youth Information and Policy Drivers

The Scottish Government, COSLA and local authorities have endorsed the aims of Young Scot: Active and acknowledged the importance of effective youth information across all policy areas. This Framework is informed by and consistent with the Getting it right for every child approach, Early Years Framework and the Valuing Young People framework published in April 2009

Getting it right for every child (GIRFEC)

Girfec is a national programme to change the way in which adults think and act to help all children and young people grow, develop and reach their full potential. It helps practitioners and organisations to remove obstacles that can block children's paths through various transitions. The overarching concept of Girfec is a coordinated approach across all agencies that support the delivery of appropriate, proportionate and timely information to help all children and young people, as they need it.

The following well-being and well-becoming indicators are the basic Girfec requirements for all children and young people:

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices

Achieving – being supported and guided in their learning and in the development of their skills, confidence and self esteem at home, at school, and in the community.

Nurtured – having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.

Active – having opportunities to take part in activities such as play, recreation and sport which contribute to healthy growth and development, both at home and in the community.

Respected – having the opportunity, along with carers, to be heard and involved in the decisions which affect them.

Responsible – having the opportunity and encouragement to play active and responsible roles in their schools and communities and where necessary, having appropriate guidance and supervision and being involved in decisions that affect them.

Included – having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

Safe – protected from abuse, neglect or harm at home, at school and in the community.

Early Years Framework

Although the Early Years Framework is focused on children, its principles are relevant in the context of youth information, particularly for young parents and have therefore been informed the National Youth Information Framework.

- ❖ 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.

Valuing Young People: Principles and connections to support young people achieve their potential

Valuing Young People has been designed to support partners to deliver positive outcomes for all young people. It is founded on the principle of partnership working in term of working with both young people and organisations as partners, fully involved and engaged in embedding the following principles in all aspects of work with young people. Whether underpinning policy for delivery at a national level or providing a reference for local delivery by councils and their community planning partners, a wide range of organisations can adopt the following principles. The National Youth Information Framework considers each of the nine pillars from a youth information perspective demonstrating the importance, across all policy themes of accessible high quality information and that the provision of meaningful information is the responsibility of all service providers.



Principles

It is our collective priority to support every young person to be successful learners, confident individuals, responsible citizens and effective communicators 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



Curriculum for Excellence (CfE) provides a framework for all young people to gain knowledge and skills for learning, life and work. Building the Curriculum 3: A Framework for Learning and teaching and Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work, published in 2008 and 2009 respectively, highlight that children and young people are entitled to a curriculum which includes opportunities for developing skills for learning, skills for life

and skills for work with a continuing focus on literacy, numeracy and health and well-being. The Experiences and Outcomes Report recognises the importance of the quality and nature of the learning experiences in developing attributes and capabilities to enable children and young people to be successful learners, confident individuals, effective contributors and responsible citizens. CfE includes sections on finding, organising and using information and also links closely to the Skills Strategy and the Bridging the Gap Report on improving outcomes for Scotland’s Young people through School and Youth Work partnerships.

Youth Information, including information literacy has an important contribution to make in helping young people make informed choices and decisions about life, learning or work and the ability to ‘survive and thrive’

“Literacy experiences and outcomes emphasise the development of critical literacy. Progress here can be seen as children move from dealing with straightforward information towards analysing, evaluating and being aware of the trust they should place on evidence.”

Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work, 2009



Supporting Transitions involves supporting some of our most vulnerable young people. In Scotland 32,000 young people are not in education, employment or training. This includes over 24,000 who have additional support needs in terms of living, learning or work. Information is vital for these young people if they are to be able to make informed choices and reach their full potential. Determined to Succeed and Skills Development Scotland have key roles

in supporting young people ensuring they have appropriate information and the skills and confidence to be able to use it. The importance of information is recognised in the 16+ Learning Choices Programme which includes information

within its three main elements and the pilot Activity Agreements could build on current examples of youth information being the basis for Modern Apprenticeship Schemes such as the Schools Connections project in North Ayrshire.

“The right information, advice and guidance must be available to make sure that young people know what opportunities are on offer, how those fit with their own needs and ambitions, and how they will progress.”

16+ Learning Programme 2009



Youth-Friendly Health Services –Across the wide range of health services, youth information is crucial, in formats that are appropriate for young people, accessible and delivered in ways to avoid discrimination such as judgemental attitudes and disrespect for confidentiality and anonymity. NHS Health Scotland’s Youth Programme has been at the forefront of using information to develop youth-friendly services. Walk the Talk and initiatives such The Corner in

Dundee, Borders Youth Health Forum and the Text4U text messaging service are all examples of how youth information is being used to meet young people health information needs.

Policies such as the Healthy Eating, Active Living: An Action Plan to Improve Diet, Increase Physical Activity and Tackle Obesity, The Smoking Action Plan and Changing Scotland’s Relationship with Alcohol: A Framework for Action, all recognise the importance of information if young people are to know the available opportunities for participation, prevention and their active involvement in the development and delivery of that information. The new Health Improvement Social Marketing Strategy will, in the future, also play a part in targeting priority groups complementing the significant role of existing information services.

“Local agencies should provide high quality, consistent information to young people in a whole range of settings, including easily accessible drop-in services, staffed by professionals and youth workers. These will support young people to make better decisions about things that affect their health.”

Equally Well, Ministerial Task Force on Health Inequalities, June 2008

“The strategy recognises the importance of effective drugs education and information delivered in school and youth work settings. The Government is determined that young people should receive credible information and education, so that they can make informed choices”

The Road to Recovery:
A New Approach to Tackling Scotland’s Drug Problem, May 2008

“Information is recognised as vital for young people and organisations such as Young Scot provide health information and signposting to NHS services”

Scottish Government – Valuing Young People, June 2009



Services for Young People recognises the need to target specialised provision for those young people with particular personal and life circumstances, life styles and life events. Youth information also needs to be targeted to make sure these most vulnerable young people can make informed choices and are aware of the opportunities available to them. The Additional Support for Learning (Scotland) Acts of 2004 and 2009, have resulted in increased multi-agency

working with agencies such as Barnardos and the Children in Scotland Enquire Initiative providing information to children and young people on their rights in relation to additional support. Access to information in appropriate formats is particularly crucial for those with learning difficulties such as Dyslexia who may need alternative formats including specialist software.

The *These Are Our Bairns: A Guide for Community Planning Partnerships on Being a Good Corporate Parent Report (part of the Looked After Children and Young People: We Can and Must Do Better publications)* provided a landmark policy to improve outcomes for young people who face considerable challenges being looked after by local authorities who act as corporate parents. Information delivered in positive ways is important as young people may be at their most vulnerable and at risk. The Road to Recovery drugs strategy highlights the importance of support to children and young people affected by parental substance misuse. This also raises the important need to support young people who are carers and youth information can make a significant contribution to the work of the Scottish Government Steering Group currently revising the National Carer Strategy for Scotland.

Access to appropriate youth information for young asylum seekers, particularly unaccompanied asylum seeker children, and young people who come to study and live in Scotland is vitally important if the integration support being developed by the Scottish Government is to be effective.

‘We will develop and publish a resource pack, including information on how to manage your money, where young people can get advice on money matters, and the financial support available to those who enter further and higher education.’

We Can Do Better, We Must Do Better: Action 14 Scottish Executive



Preventing offending by young people – The Youth Justice Framework focuses on the importance of prevention and early and effective intervention and recognises that support is needed to young people, who are the most likely victims of crime. Information has a role to play in helping young people know of the positive alternatives to offending and in helping young people stay safe. Personal safety was the most important issue

identified by young people in the Scottish Government’s National Conversation. The role of Campus Police Officers has potential as ‘information providers’ encouraging young people to take part in the wide range of positive activities and experiences within their local area. Youth information is an integral part of the Association of Chief Police Officer’s (ACPOS) Youth Strategy.

‘The strategy will provide information to communities and young people on their rights and responsibilities within the criminal justice system, as well as raising their awareness of services available to them.’

Association of Chief Police Officers (ACPOS) Youth Strategy



Information and accessible youth-friendly services – Young Scot as the National Youth Information Agency is at the forefront of working with young people and partner organisations to develop and deliver effective youth information services. Young Scot’s range of offline and online services and products has been recognised across Europe as cutting edge. Young Scot Active brings together a number of initiatives including the National Entitlement

Card and Rewards Scheme and initiatives to make 'Scotland a nation of informed young people'. Developed in partnership with the Scottish Library and Information Council, the National Youth Information Framework will provide a focus for future developments including the potential establishment of 200 youth information points in schools, colleges and retail outlets.

Youth information is used by Young Scot as a vehicle to engage young people and initiatives, with the Scottish Government Financial Inclusion Unit on financial information and services, the Youth Commission on Scotland's relationship with alcohol and potential future Youth Commissions on Transport, Obesity or Serious and Organised Crime as examples of innovative approaches. The positive reputation of Young Scot amongst young people, the extensive use of Young Scot's services including the national youth information portal (www.youngscot.org), Young Scot InfoLine enquiry service and social networking sites, all provide evidence of the strong foundations upon which Young Scot Active has been built.

Public libraries such as Sighthill Library in Edinburgh have also embarked on exciting developments in recent years to develop accessible youth-friendly services. By involving local young people in their service development and working with a number of partnership agencies, Sighthill Library are able to offer young people exciting projects to participate in. The focus of all activities is to develop young peoples' literacy and life-skills. As a result of their success Sighthill Library won the 2006 CILIP Libraries Change Lives Award.

"Young people who were active in Young Scot and Dialogue Youth at local level benefited considerably from their experience. They had enhanced their self-confidence, self-esteem and communication skills through engaging in projects in schools and communities that meant something to them and their peers. They were active and engaged young people who were learning important core skills, generic and specific skills for employment, and skills in motivating other young people to become active citizens."

Review and Audit of Voluntary Sector Organisations (Community Learning and Development): Young Scot. HMle Report, 2007

"The project successfully removed barriers that were contributing to the social exclusion of young people in Sighthill, giving them the opportunity to access services that have helped them to develop reading, literacy, learning and life skills."

CILIP Libraries Change Lives Awards Winners – Sighthill Library, 2006



Youth Work and Other Positive Opportunities for Young People are provided through local authorities and the third sector. The Scottish Government's *Community Learning and Development: Working and Learning Together to Build Stronger Communities* encourages partnerships to support young people through a range of opportunities and activities. The YouthLink Scotland/Learning Teaching Scotland report, *Bridging the Gap: Improving Outcomes for*

Scotland's Young People through School and Youth Work Partnerships illustrates the importance of community based learning in support of A Curriculum for Excellence. The report *Amazing Things 2: A Guide to the Youth Awards in Scotland* highlights the work of organisations such as the Duke of Edinburgh's Award, Youth Scotland and Prince's Trust Scotland in offering accredited learning opportunities for voluntary activities.

There is a clear recognition that youth work and the activities and guidance given through sports clubs and arts based organisations across Scotland and run in the main by volunteers contributes to the social fabric and capital of Scotland. The Scottish Government's *Youth Work Strategy Moving Forward: A Strategy for Improving Young People's Chances Through Youth Work* places significant importance on youth information.

'For all young people to be able to access high quality, up-to-date information on issues of interest to them and opportunities open to them, in a variety of formats.'

Moving Forward: A Strategy for Improving Young People's Chances through Youth Work, 2007



Youth Voice and Communications – The Community Empowerment Action Plan builds on the National Standards for Community Engagement and emphasises the importance of working in partnership with communities and, through effective consultation and engagement, communities will be more empowered and feel more confident, skilled, active and influential in the issues and decisions that impact on their own communities and lives.

Young people are citizens of today and are members of those same communities. The Dialogue Youth initiative, developed in partnership with COSLA and all 32 Scottish local authorities created 'citizenship experiences' to involve and engage

with young people and has provided the evidence and lessons upon which Young Scot: Active has been developed. The Scottish Youth Parliament is a unique organisation representing the views of young people through elected members. Quality consultation and engagement methods and tools have been developed by Young Scot and other organisations such as Save the Children, and can be used to ensure the views of young people are being considered in decision making structures.

Information is a vital component of effective community engagement and empowerment and the joint work of Young Scot, the Scottish Youth Parliament and YouthLink Scotland will play a significant part in delivering the Young Scot Active impact in relation to increasing young people's participation in decision-making structures and the development of young people as activists.

'Young people want to be part of the change process and it is our responsibility to create opportunities for them to experience and modernise our participatory and representative democracy.'

Young Scot: Active, Impact Four, 2008



Workforce Development – A number of initiatives are currently being developed to ensure staff in both the public and voluntary sectors have the confidence and capabilities to deliver the aims of key policy drivers such as A Curriculum for Excellence, the Skills Strategy and Better Health, Better Care. The Scottish Government Continuous Learning Framework and the establishment Centres for Excellence and the Standards Council for Community

Learning and Development are positive indicators of the commitment being made towards continuous professional development programmes.

Within A Curriculum for Excellence, there are significant opportunities to address training in youth information approaches and particularly in relation to information literacy as part of Experiences and Outcomes and within a health context, the move towards evidence-based practice as part of Agenda for Change

'Information literacy and ICT skills which are currently ranked 7th out of 12 in a list of skills needed for business success are set to jump to 2nd place by 2017'

Microsoft Survey, Information Age 2008

Youth Information as a catalyst and vehicle for learning, skills development and community empowerment

In addition to supporting young people to access, find, evaluate and use information, there are a growing number of examples of where youth information is providing a vehicle for learning and the development of a range of transferable skills e.g. building confidence and self esteem, presentation and communication skills through experiences such as peer projects, and consultation and engagement skills leading to increased involvement in local and national decision-making structures such as youth councils and the Scottish Youth Parliament.

North Ayrshire Schools Connections Programme

Schools Connections is a project run within nine secondary schools in North Ayrshire. Young people are given the opportunity to volunteer as Young Scot Reps within their schools. Reps are normally between first and third year due to possible interference with examinations, however one secondary school has a group of active sixth year pupils mentoring the first year pupils in their group.

The core purpose of the Young Scot Reps is to provide young people in the schools with information about Young Scot and the local community. Reps use information boards placed in schools to promote specific projects/events/activities and take full responsibility for the content on the boards. Reps also work on distributing active consultations throughout the year whilst also ensuring that all information gathered is passed back to Young Scot. This is done to ensure that as many voices as possible from their school are heard. Some Reps also represent the views of young people from their school at the North Ayrshire Youth Council meetings.

This year one group of Young Scot Reps have undertaken training allowing them to begin the process of negotiating Young Scot discounts in some of their local shops. Another group have produced a consultation looking into bullying in their school and ways to tackle this issue. As a reward for participating in the consultation, young people at the school were given the chance to experience the North Ayrshire Mobile Youth Centre. This was an exercise that benefitted both the young people and the school.

The Schools Connections Programme is an excellent opportunity for young people to gain confidence and work on their communication and presentation skills through the provision of youth information.

North Ayrshire Modern Apprenticeship Programme

The second round of the North Ayrshire Modern Apprenticeship Programme took place between August 2008 and March 2010. Four candidate trainees from varied backgrounds took part in the programme. The trainees worked with BME, young tenants and disability groups as well as looked after and accommodated young people to engage, empower and ensure these groups of young people were evenly represented in the youth council structure in North Ayrshire.

The trainees were also involved in larger projects such as organising the Schools Connection Programme, youth council events, consultations and Young Scot events. This work involved organising venues, liaising with schools for transport, parental consent, risk assessments, catering and program planning. The trainees assisted in the delivery of presentations and workshops around the theme of sharing personal information online and internet safety, the success of these presentations was attributed to being delivered by young people through a peer education approach. Through these presentations and workshops the trainees engaged with approximately 1300 young people.

Youth Commission on Alcohol

The National Youth Commission on Alcohol was a 12 month research project completely led and carried out by 16 commissioners aged between 14 and 21 years old from all over Scotland.

In March 2009 the Scottish Government asked Young Scot to support young people to investigate and make suggestions for policy and action to change Scotland's relationship with alcohol. During the year-long investigation the commissioners undertook a range of meetings with high profile industry experts, five residential events and two international study visits. They also consulted extensively with young people through surveys and focus groups and considered key documents surrounding the topic of alcohol.

Following their extensive research the commissioners produced a final report of thirty eight key recommendations focussed around education, accessibility and availability, social marketing and a number of other areas. The commissioners presented their report to the Minister for Public Health and Sport on 16 March 2010.

Following the launch of the report the commissioners were invited to present their recommendations at a number of conferences and seminars including the Youthlink Annual Conference, the Westminster Food and Nutrition Forum and the Alcohol in Scotland: Changing our Drinking Culture Conference in June. They also contributed to a variety of articles in key stakeholder publications.

SECTION TWO: THE FRAMEWORK

INTRODUCTION

This Framework has been developed to help service providers analyse, evaluate and reflect on the:

- ❖ information services and products they provide for and with young people; and
- ❖ learning opportunities and skills development afforded through effective youth information processes and practices.

It has been developed by Young Scot and the Scottish Library and Information Council and informed by research on the current thinking around youth information across Europe, through the European Youth Information and Counselling Agency (ERYICA), the work of the Scottish Government Information Management Unit, Scottish Information Literacy Project, North Ayrshire Education Services, The Scottish Government Curriculum Review Team, NHS Education Knowledge Services, Standards Council for Community Learning and Development and discussions with fieldwork staff within local authorities and the third sector.

European Principles

In 2004, The European Youth Information Charter was adopted at the 15th Annual General Assembly of ERYICA held in Bratislava, Slovak Republic. The Principles of the Charter provide a basis for minimum standards and quality measures as elements of a comprehensive, coherent and co-ordinated approach to youth information work. The principles seek to guarantee the right of young people to information within the terms of Article 11 of the Freedom of Expression and Information Charter of Fundamental Rights of the European Union.

The National Youth Information Framework has adopted the ERYICA principles and translated them into a Scottish context as follows:

Youth Information services and activities in Scotland should:

- ❖ be open to all young people without exception and with equality of access to information regardless of their situation, origin, gender, religion, sexual orientation or social status.

- ❖ be complete, up-to date and reach as many young people as possible in ways that are effective and appropriate for the different groups and needs, particularly those with special needs.
- ❖ reflect the identified needs of young people, be personalised, empowering users and enabling them to successfully find, analyse, and evaluate information sought
- ❖ respect users right to anonymity and be independent of religious, political, ideological or commercial influence.
- ❖ provide a range of offline and online services, methods and tools in youth-friendly environments conducive to maximising the opportunities for effective learning particularly in terms of information literacy.
- ❖ be structured and developed in a way that maximises opportunities for the active involvement of young people in the development, delivery and evaluation of youth information services and activities.
- ❖ work in partnership with other providers of information to young people
- ❖ make every effort to ensure the objectivity of the information provided through the pluralism and verification of the sources used



PRINCIPLES TEMPLATE

Principles Youth Information services and activities in Scotland should be:	Points to consider	How good are we now?	How good can we be?	Improvement Actions
Open to all young people without exception and with equality of access to information regardless of their situation, origin, gender, religion, sexual orientation, social status or geographic location.				
Complete, up-to date and reach as many young people as possible in ways that are effective and appropriate for the different groups and needs, particularly those with special needs.				
Reflective of the identified needs of young people, be personalised, empowering users and enabling them to successfully find, analyse, and evaluate information sought and use it in an ethical manner				
Respectful of users right to anonymity and be independent of religious, political, ideological or commercial influence.				

Principles Youth Information services and activities in Scotland should be:	Points to consider	How good are we now?	How good can we be?	Improvement Actions
Providing a range of offline and online services, methods and tools in youth-friendly environments conducive to maximising the opportunities for effective learning particularly in terms of information literacy.				
Structured and developed in a way that maximises opportunities for the active involvement of young people in the development, delivery and evaluation of youth information services and activities.				
Working in partnership with other providers of information to young people				
Making every effort to ensure the objectivity of the information provided through the pluralism and verification of the sources used				

Classification

Across Europe, youth information services have developed a range of methods to classify the types of information young people seek and need. This Framework has chosen to adopt a slightly different approach based on the model used by youth information services in Finland.

❖ **Young people who are able to find information independently**

This focuses on supporting young people who already know what kind of information they need and are able to find it on their own.

❖ **Young people who feel that they need/ want something**

Helping young people clarify their needs and then assist them to access the information they want

❖ **Young people who have problems and face challenges**

Supporting young people with information to help them resolve issues or seek help, particularly those who may have chaotic lifestyles or difficult life circumstances and where information is needed to survive and thrive.

Key areas of interest

Having adopted the above principles and the classifications based on the Finnish model, these are now considered against four key areas of interest

- ❖ **Quality of services and activities provided**
- ❖ **Quality of experience for the young person**
- ❖ **Information Literacy**
- ❖ **Workforce support and development**

Quality of Services and Products

- ❖ **Quality of services and products**
- ❖ **Quality of experience for young people**
- ❖ **Quality assurance and improvement frameworks**

In addition to the principles outlined earlier in the Framework, it is important that in providing information services and products, we are confident that we are providing the highest quality, best value for money and best value for young people and those who provide the services.

There are a wide range of quality improvement frameworks and schemes which are already in place within organisations who, as part of their functions, provides information for young people. The intention was not to create yet another but to design this framework to complement and work within the parameters of others such as The Public Sector Improvement Framework, Public Library Quality Improvement Matrix, HMIe – How Good is Our School and How Good is Our Community Learning and Development and the NHS Knowledge and Skills Framework.

The following elements are offered as key areas for consideration in terms of providing quality services and products and exploring quality assurance:

- ❖ **Access to information**
Location, availability, sufficiency, physical, additional support for learning
- ❖ **Environment**
Physical, culture, atmosphere, behaviours
- ❖ **Engagement in the process**
Young person involvement, development, delivery and evaluation
- ❖ **Young person's experience**
Consultation, customer satisfaction and feedback, support in terms of information literacy, support to use the information positively – signposting
- ❖ **People Resources**
Sufficiency, staff competences and expertise
- ❖ **Programmes and activities**
Varied approaches, online and offline,
- ❖ **Products**
Online, written materials, helplines, social marketing
- ❖ **Partnership working**
Relationships with partners, corporate working
- ❖ **Service planning**
Embedding into policy drivers and resource planning
- ❖ **Leadership**
Commitment, stakeholder engagement, motivation

❖ **Active Citizenship**

Good neighbourliness and community cohesion

❖ **Results**

What has been achieved in terms of your organisation's performance indicators?

Young people deserve to receive the highest quality services and products we can deliver. As youth information providers we need to be confident that organisations adopt and embed a 'whole' organisation approach to the development, delivery and evaluation of what we provide and deliver for our young people.



Quality of Services and Products: Template

Illustration

	Questions to consider	How good are we now?	How good can we be?	Improvement actions
<p>Access to information •</p> <p>Location, availability, sufficiency, physical, additional support for learning</p>	<p>Is information available in a range of formats?</p>	<p>We currently provide information in text format (through leaflets, information sheets etc) and through face-to-face contact with our Youth Information Workers</p>	<p>We would like to provide free internet access and through this guide young people to safe, reliable sources of online information in a variety of formats</p>	<ul style="list-style-type: none"> • Development of two internet stations, providing free access • Staff training on online information sources • Promotion to service users of various formats of information available online

	Questions to consider	How good are we now?	How good can we be?	Improvement actions
<p>Access to information</p> <p>Location, availability, sufficiency, physical, additional support for learning</p>	<p>Is information available in a range of formats?</p> <p>How do you ensure young people with differing abilities and capabilities have the best chance to access and understand the information provided?</p> <p>Is the location of the information easily accessible for young people?</p> <p>Can young people access the information at times best suited to meet their needs?</p> <p>Have necessary measures been taken to ensure all disability legislation is being met?</p>			

	Questions to consider	How good are we now?	How good can we be?	Improvement actions
	<p>Has consideration been given to meeting the information needs of young people with additional learning support needs?</p> <p>How do you promote and advertise access to your service in a variety of settings?</p>			
<p>Environment Physical, culture, atmosphere, behaviours</p>	<p>Is the physical environment conducive to positive learning?</p> <p>Is the culture of the facility and behaviours of staff and volunteers etc positive in the way they treat and build rapport with young people?</p>			
<p>Engagement in the process</p> <p>Young person involvement development, delivery and evaluation</p>	<p>How have young people been involved in developing information materials and services?</p> <p>How are young people involved in the evaluation of services and products?</p>			
<p>Young person's experience</p> <p>Consultation, Customer satisfaction and feedback, support in terms of information literacy, support to use the information positively</p>	<p>What mechanisms are in place to regularly secure the views of young people about your services and products?</p> <p>How do you evidence that these experiences and views have been considered and have influenced the future review and development of services?</p>			

	Questions to consider	How good are we now?	How good can we be?	Improvement actions
Young person's experience cont.	<p>What measures are in place to feedback to young people who have expressed views?</p> <p>How do you ensure young people have opportunities to develop information literacy skills?</p>			
<p>Resources</p> <p>Sufficiency, Staff competences and expertise</p>	<p>Are you confident your staff, volunteers etc are competent in developing and delivering your services and products?</p> <p>What training, continuous professional development opportunities do you offer/ access to ensure your staff are confident, motivated and skilled?</p>			
<p>Programmes and activities</p> <p>Varied approaches, online and offline Online, written materials, helplines, social marketing</p>	<p>Do you offer young people advice and information on 'Online safety'?</p> <p>How often do you review your materials and products to ensure you are adopting the most appropriate methods of delivery?</p> <p>If providing a telephone helpline, do you adhere to the standards of The Helplines Association?</p>			

	Questions to consider	How good are we now?	How good can we be?	Improvement actions
Partnership working	<p>Do you link with other youth information providers?</p> <p>How do you ensure consistency of content and complementary approaches?</p> <p>How do you ensure quality of services is maintained through partnership arrangements?</p>			
Service planning Embedding into policy drivers and resource planning	<p>Is youth information specifically included in your organisation's strategic planning and policy development processes and practices?</p> <p>Are sufficient and appropriate resources allocated to the planning of youth information services and products?</p>			
Leadership Commitment, stakeholder engagement, motivation	<p>Does the ethos and values of your organisation clearly show a commitment to ensuring all young Scots have the opportunity to access high quality information?</p>			
Active Citizenship Good neighbourliness and community cohesion	<p>How does your organisation support young people to use the information gained, in terms of positive action, signposting etc?</p>			
Results What has been achieved in terms of your organisation's performance indicators?	<p>How do you assess the impact of your youth information services and products on your organisation's stated outputs and outcomes?</p>			

QUALITY OF EXPERIENCE FOR A YOUNG PERSON

This section focuses on the experience of the young person.

It is important that in addition to accessing quality services and products, a young person feels that their information needs have been met and that the experience was positive. For some young people, we may never know as information may have been provided through a third party. As organisations, we need to be informed by young people in terms of both the information we offer, and the techniques and methods we use to disseminate it. We need to see, hear and feel things from a young persons' perspective.

Using the classification of: young people who can find information independently; young people who feel they need/want something; and young people who have problems and face challenges. We need to ensure organisations have mechanisms in place which acknowledge the different information needs and experiences young people may have and be in a position to consult, engage and empower young people to inform and evaluate the services and products we develop and deliver.

Quality of Experience for a Young Person: Template

Illustration

	Points to consider	In terms of: Young people who can find information independently	In terms of Young people who feel that they need/want something	In terms of: Young people who have problems and face challenges
Access	How do you ensure consistent and equitable access for all young people who seek information from your organisation?	All information is clearly laid out, labelled according to topic and accessible so that users can browse.	Our Youth Information Workers have knowledge of all information held by the service and can help users identify what they need and access what they are looking for.	Our Youth Information Workers are trained to assist all young people, regardless of their situation. They work to help them identify the information they need and where they can access it.

	Points to consider	In terms of: Young people who can find information independently	In terms of Young people who feel that they need/ want something	In terms of: Young people who have problems and face challenges
Access	<p>How do you ensure consistent and equitable access for all young people who seek information from your organisation?</p> <p>Will a young person have felt supported in accessing the facilities and information with minimal barriers/ restrictions?</p>			
Culture	<p>How will you evidence if a young person has found the experience positive in terms of the way they have been treated, and their impressions of the overall quality of the service?</p>			
Environment	<p>Will the physical environment have been the most conducive to the learning experience?</p>			
Consultation	<p>How do you identify the young people you want to consult?</p> <p>How do you decide on the most appropriate consultation methods?</p> <p>How do you feedback to young people the outcome of the consultation and the impact of their views?</p>			

	Points to consider	In terms of: Young people who can find information independently	In terms of Young people who feel that they need/ want something	In terms of: Young people who have problems and face challenges
Active involvement	How do you ensure young people have opportunities to develop a range of skills through active involvement in the development and delivery of services and products?			
Evaluation of services	Will a young person feel they have had the opportunity to comment on the quality of their experience and that it was received respectfully? Will a young person be confident that their feedback will be considered and influence future service and product development			
Learning opportunities and skills development	A young person feels they have the information literacy skills to find, evaluate and used information in an ethical manner. Would a young person have been made aware of, or offered a range of information formats? Has a young person gained knowledge, experience and transferable skills as result of their contact with your organisation?			

Points to consider	In terms of:	In terms of Young people who can find information independently	In terms of: Young people who feel that they need/ want something	Young people who have problems and face challenges
Resources	<p>Would a young person have found adequate choice of formats etc?</p> <p>How would you evidence that all the available resources were accessible?</p>			
Signposting etc	<p>Would a young person have felt encouraged and supported to use the information sought?</p>			
Accreditation	<p>Did the experience enable the young person to gain accreditation in recognition of their involvement and effort e.g. ASDAN qualifications, Youth Scotland Achievement Awards or a Duke of Edinburgh's Award?</p>			

Quality Assurance and Improvement Frameworks

There are a wide range of quality improvement frameworks and schemes which are already in place with organisations that, as part of their functions, provide information for young people.

This section of the framework aims to pull together relevant areas of existing frameworks linking to youth information, to provide a joined up approach.

	Links to other Quality Frameworks
<p>Access to information Location, availability, sufficiency, physical, additional support for learning practice</p>	<p>Charter Mark 2.2 You provide reliable and wide-ranging information for customers about all aspects of your organisation and services 2.3 Your information meets the full range of your customers’ needs, abilities and preferences 3.1 You widely publicise access to your services and their availability 3.2 Your services meet the needs of customers 3.3 You have responsive equal opportunities and disability policies for delivering your service, and you put these into practice</p> <p>PLQIM Quality Indicator 1 – Access to information Quality Indicator 3 – Meeting reader’s needs Quality Indicator 4 – Learner’s experience</p> <p>NHS Knowledge and Skills Framework Core Dimension 1: Communication: Levels 1-4 Core Dimension 6: Equality and Diversity Levels: 1-4</p> <p>Health Well-being Dimension: HWB1:Promotion of health and well-being and prevention of adverse effects on health and well-being HWB 4: Enablement to address health and well-being needs HWB 5: Provision of care to meet health and well-being needs</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 1.2 Fulfilment of statutory duties 2.1 Learners’ experiences 5.2 Teaching for effective learning</p> <p>How Good is our Community Learning and Development Improvements in performance Fulfilment of statutory duties 5.1 Opportunities for people in the community 5.9 Inclusion, equality and fairness</p>

<p>Environment Physical, culture, atmosphere, behaviours</p>	<p>Charter Mark 3.2 Your services meet the needs of customers 3.3 You have responsive equal opportunities and disability policies for delivering services and these are put into practice</p> <p>PLQIM Quality Indicator 5 – Ethos and Values Quality Indicator 6 – Organisation and use of resources and space</p> <p>NHS Knowledge and Skills Framework Core Dimension 1 – Communication Core Dimension 3 – Health, safety and security Core Dimension 5 – Quality: Level 4</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 2.1 Learners’ experience 8.3 Management and use of resources and space for learning</p> <p>How Good is our Community Learning and Development 5.2 Context for learning/ development 5.4 Facilitating learning/ development</p>
<p>Engagement in the process Young person involvement, development, delivery and evaluation</p>	<p>Charter Mark 2.1: Consulting customers, partners and staff is a central part of your organisation 2.4: You work effectively with other providers to improve access and services for customers from all sections of the community</p> <p>PLQIM Quality Indicator 4: Learners’ experience</p> <p>NHS Knowledge and Skills Framework Core Dimension 1: Communication Core Dimension 4: Service improvement</p> <p>How Good is our Community Learning and Development 5.5 Participant learning/ development 5.6 Engaging with communities and other stakeholders to identify and plan to meet their own learning needs 5.8 Assisting communities to exercise power and influence to achieve outcomes</p>

<p>Young person’s experience Consultation, customer satisfaction and feedback, support in terms of information literacy, support to use the information positively</p>	<p>Charter Mark 2.1 Consulting customers, partners and staff is a central part of your organisation 3.2 Your services meet the needs of customers 4.3 You deal effectively with complaints, compliments and suggestions, and act on them to improve your services</p> <p>PLQIM Quality Indicator 3 – Meeting readers’ needs Quality Indicator 4 – Learners’ experience</p> <p>NHS Knowledge and Skills Framework Core Dimension 4 – Service Improvement: Level 3 Core Dimension 5 – Quality: Level 3</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 2.1 Learners’ experience 6.2 Participation in policy and planning</p> <p>Public Sector Improvement Framework (PSIF) Theme 6: Customer Results</p> <p>How Good is our Community Learning and Development 2.1 Impact on learners 5.3 Planning learning/development 5.4 Facilitating learning/development 5.5 Participant learning/development 5.6 Engaging with communities and other stakeholders to identify and plan to meet their own needs 5.7 Developing skills and confidence for community engagement 5.10 Improving services</p>
<p>Resources Sufficiency, Staff competences and expertise</p>	<p>Charter Mark 2.1 Consulting customers, partners and staff is a central part of your organisation 5.1 You manage your resources effectively</p> <p>PLQIM Quality Indicator 1: Access to information Quality Indicator 6: Organisation and use of resources and space</p> <p>NHS Knowledge and Skills Framework Core Dimension 2: Personal and People Development: Levels 2 and 4 Core Dimension 4: Service Improvement: Levels 1-4</p>

	<p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 3.1 The engagement of staff in the life of the school 7.1 Staff sufficiency, recruitment and retention 7.2 Staff deployment and teamwork 7.3 Staff development and review 8.2 Management of finance for learning 8.3 Management and use of resources and space for learning</p> <p>Public Sector Improvement Framework (PSIF) Theme 3: People Resources Theme 4: Partners and other resources Theme 7: People Results</p> <p>How Good is our Community Learning and Development 7.1 Sufficiency, recruitment and retention 7.2 Deployment and teamwork 7.3 Development and support 8.3 Resource and risk management</p>
<p>Programmes and activities Varied approaches, online and offline</p> <p>Online, written materials, helplines, social marketing</p>	<p>PLQIM Quality Indicator 1: Access to information Quality Indicator 3: Meeting readers’ needs Quality Indicator 4: Learners’ experience</p> <p>NHS Knowledge and Skills Framework HWB1: Promotion of health and well-being and prevention of adverse effects on health and well-being HWB3: Protection of health and well-being HWB4: Enablement to address health and well-being needs HWB5: Provision of care to meet health and well-being</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 1.1 Improvements in performance 2.1 Impact on learners</p> <p>Public Sector Improvement Framework (PSIF) Theme 5: Service Processes: Activities and Initiatives</p> <p>How Good is our Community Learning and Development 5.3 Planning for learning/ development 5.4 Facilitating learning/ development 5.7 Developing skills and confidence for community engagement 5.9 Inclusion, equality and fairness 5.10 Improving services</p>

<p>Partnership working Informal and/or informal relationships and working arrangements with partners</p>	<p>Charter Mark 2.4 You work effectively with other providers to improve access and services for customers from all sections of the community</p> <p>PLQIM Quality Indicator 4: Learners' experience Quality Indicator 7: Leadership</p> <p>NHS Knowledge and Skills Framework Core Dimension 3: Health, safety and security Core Dimension 4: Service Improvement</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 7.3 Staff development and review 8.1 Partnerships with the community, educational establishments, agencies and employers 8.3 Management and use of resources and space for learning 8.4 Managing information</p> <p>Public Sector Improvement Framework (PSIF) Theme 4: Partners and other resources</p> <p>How Good is our Community Learning and Development 6.2 Participation of service users and other stakeholders 8.1 Partnership working 9.3 Developing people and partnerships</p>
<p>Service planning Embedding into policy drivers and expectations and rights of resource planning</p>	<p>Charter Mark You set precise standards and measurable standards for the main elements of your service that reflect the needs, your customers and the general public.</p> <p>2.1 Customers, partners and staff is a central part of your organisation 2.2 You provide reliable and wide-ranging information for customers about all aspects of your organisation and services 2.3 Your information meets the full range of your customers' needs, abilities and preferences 2.4 You work effectively with other providers to improve access and services for customers from all sections of the community 3.3 You have responsive equal opportunities and disability policies for delivering your service, and put these into practice 4.1 Continuous development is built into your organisation 5.1 You manage your resources effectively 6.1 You are aware of the impact and potential usefulness of your organisation in the communities you serve</p> <p>PLQIM Quality Indicator 5: Ethos and Values Quality Indicator 6: Organisation and use of resources and space</p>

	<p>NHS Knowledge and Skills Framework Core Dimension 4: Service Improvement: Levels 1-4 HWB1: Promotion of health and well-being and prevention of adverse effects on health and well-being HWB2: Assessment and care planning to meet health and well-being needs</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 6.1: Policy review and development 6.2: Participation of learners and other stakeholders 6.3: Operational planning</p> <p>Public Sector Improvement Framework (PSIF) Theme 2: Service planning</p> <p>How Good is our Community Learning and Development 5.10: Improving services 6.1: Policy review and development 6.2: Participation of service users and other stakeholders 6.3: Operational planning 8.4: Information systems</p>
<p>Leadership Commitment, stakeholder engagement, motivation</p>	<p>Charter Mark 1.1 You set precise and measurable standards for the main elements of your service that reflects the needs, expectations and rights of your customers and the general public 6.1: You are aware of the impact and potential usefulness of your organisation in the communities you serve and you have explored opportunities to enrich those communities</p> <p>PLQIM Quality Indicator 5: Ethos and Values Quality Indicator 7: Leadership</p> <p>NHS Knowledge and Skills Framework Core Dimension 4: Service Improvement Core Dimension 5: Quality: Level 4 Core Dimension 6: Equality and diversity</p> <p>HMIe – Quality Management in Education 2 – How Good is our School Quality Indicators 9.1: Vision, values and aims 9.2: Leadership and direction 9.3: Developing people and partnerships 9.4: Leadership of improvement and change</p>

	<p>Public Sector Improvement Framework (PSIF)- Theme 6: Customer Results</p> <p>How Good is our Community Learning and Development 9.1: Vision, values and aims 9.2: leadership and direction 9.3: Developing people and partnerships 9.4: Leadership or change and improvement</p>
<p>Active Citizenship Good neighbourliness and community cohesion</p>	<p>Charter Mark – 6.1: You are aware of the impact and potential usefulness of your organisation in the communities you serve and you have explored opportunities to enrich those communities</p> <p>PLQIM Quality Indicator 2: Personal and Community participation Quality Indicator 5: Ethos and Values</p> <p>HMIE – Quality Management in Education 2 – How Good is our School Quality Indicators 4.1: The school’s success in working with and engaging with the local community 4.2: The school’s success in working with and engaging with the wider community 9.1: Vision, values and aims</p> <p>Public Sector Improvement Framework (PSIF)- Theme 8: Community Results</p> <p>How Good is our Community Learning and Development 4.1: Impact on local community 4.2: Impact on wider community 5.6: Engaging with communities and other stakeholders to identify and plan to meet their own needs 5.7: Developing skills and confidence for community engagement 5.8: Assisting communities to exercise power and influence to achieve outcomes 5.9 Inclusion, equality and fairness 5.10: Improving services</p>

Information Literacy

Information Literacy plays an important part within Curriculum for Excellence, particularly within the Experiences and Outcomes priorities of Health and well-being across learning; Literacy across learning; and Numeracy across learning. Terms such as “use information”, “research” and “investigate” are used repeatedly across the subject areas. Significant research has been undertaken to analyse the information literacy skills and terminology used across Experiences and Outcomes and there is a need to ensure consistency of approach and vocabulary across subject areas in order to maximise the reinforcement of information literacy skills as transferable across subjects.

What is Information Literacy?

In the UK, information literacy is defined by the **Chartered Institute of Library and Information Professionals** as:

“Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.”

The use of the internet including social networking has brought significant changes to the way young people access and use information. These changes have revolutionised the provision of information and with these changes has brought challenges for information providers.

In January 2008, the University College London published its findings of a study into the ‘information behaviour of the researcher of the future’¹. The study considered how researchers, currently in their school or pre-school years are likely to access and interact with digital resources in five to ten years time. Defined as the ‘Google Generation’ i.e. those born after 1993 who have no recollection of life before the web, the study considered the untested assumption that this generation is different to what went before the web in terms of attitudes, aptitudes, experiences and information literacies.

The report findings concluded:

- ❖ Information literacy of young people, has not improved with the widening access to new technology;
- ❖ Internet research shows that the speed of young people’s web searching means little time is spent in evaluating information, either for relevance, accuracy or authority;

- ❖ Young people have poor understanding of their information needs and thus find it difficult to develop effective search strategies;
- ❖ Faced with a long list of search hits, young people find it difficult to assess the relevance of the materials presented and often print off pages with no more than a perfunctory glance at them;
- ❖ Young people have unsophisticated mental maps of what the internet is and as a result, Yahoo or Google, becomes the primary brand that they associate with the internet.

Information behaviour of the researcher of the future
University College London 2008

The UCL Report on the Google Generation suggests that there has been no improvement in information literacy skills over the past 25 years or as a result of the web. Although young people are more proficient at using the internet, there appears to be no evidence that they are ‘expert searchers’. If looking for material and information, young people appear to visit only a few sites, many of which do not contain any real content and they don’t stay long enough on the page to actually read the content. Online reading, the report suggests, is based on skimming titles, content pages and abstracts – Power Browsing. Young people also have difficulty in making relevant judgements about the pages they retrieve.

In August 2008, an article, influenced by the above findings, entitled ‘Is Google Making US Stupid? What the internet is doing to our brains’² raised issues and controversy around the potential detrimental effects of the internet on cognition, diminishing the capacity for concentration and contemplation. Despite the title the article was not specifically targeted at Google but more the cognitive impact of the whole internet and World Wide Web.

Research by Learning Teaching Scotland (LTS)³ identified a number of concerns about information literacy including:

- ❖ Problems of information overload
- ❖ Inappropriate use of internet material
- ❖ Failure to evaluate and synthesise information
- ❖ Neglect of non-digital sources of information

LTS has developed a range of learning materials to enhance information literacy skills. An online resource groups activities around the themes of **What, Look,**

Choose and Tell – logical steps of what someone needs to find out, where they find it, choosing what is appropriate and using it in context.

Both the UCL and LTS research identifies the need for early intervention of information literacy skills if we are to succeed in equipping our young people to maximise their use of digital resources. Intervention at upper school and university is deemed too late with many learning to ‘get by’ with Google. This issue is particularly relevant when considering those young people not in education, employment and training.

There is extensive information and guidance available from LTS in relation to information literacy focused around key elements of: Planning, Locating, Gathering and Evaluating, and Creating and Sharing⁴.

The Scottish Library and Information Council has funded research and developed learning programmes to encourage young people and others to improve their skills. This work resulted in Scottish Qualifications Authority qualifications which are now moving into their third edition. The work was a precursor to the Scottish Information Literacy Project at Glasgow Caledonian University⁵ which created the National Information Literacy Framework providing an approach to information literacy using the Scottish Credit Qualification Framework⁶.

The initial focus of the Scottish Information Literacy Project was to help produce secondary school leavers with a skill set which would be transferable into a further or higher education context or working environment. The project has subsequently expanded to include the primary school sector and lifelong learning. Its general aim is to promote the understanding and development of information literacy in all education sectors, in the workplace, the home and wider community in Scotland and beyond. The Project ended in April 2010 after five years of funding however the National Information Literacy Framework is still available on the Glasgow Caledonian University website.

The National Information Literacy Framework promotes the following approaches and methodologies for appropriate learning sectors:

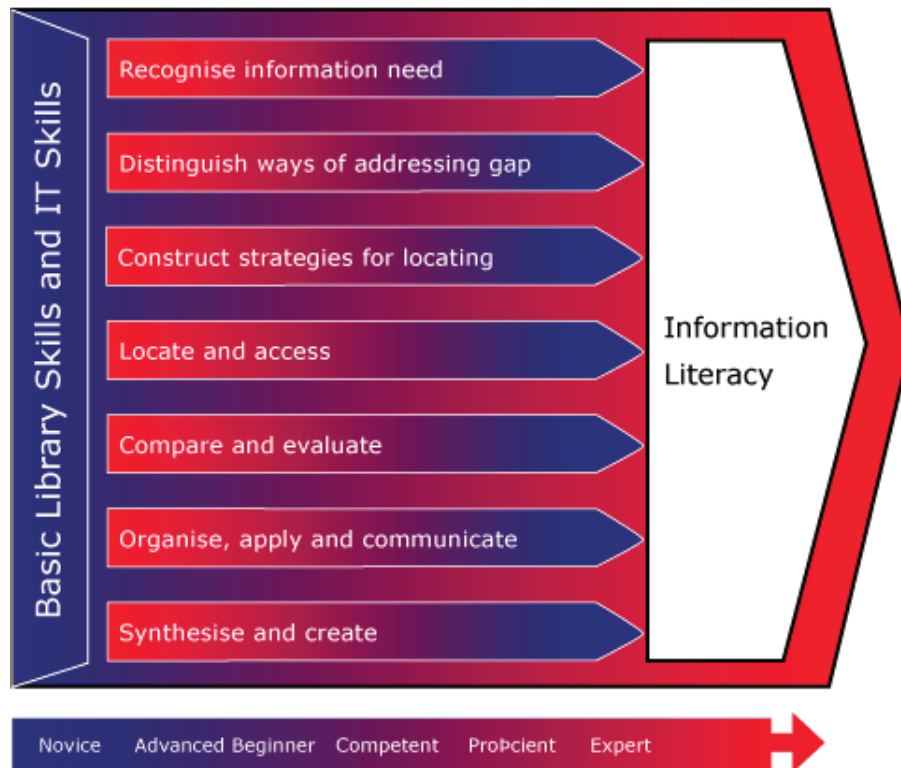
Schools (P3-P7)	ExPLORE – Plan, Locate, Organise, Represent, Evaluate
Secondary Schools and Further Education	Information Handling Skills including the CILIP Information Literacy Definition (SCQF levels 1-7) ⁷
Further education and Higher Education	SCONUL Seven Pillars of Information Literacy Model. (SCQF levels 8-12) ⁸
Lifelong learning including all information using ‘communities’.	CILIPS Information Literacy Definition

For example, the Information Literacy Framework advocates several skills and competences based on the SCONUL Seven Pillars Model of information literacy⁹ focused on an individual’s:

- ❖ Ability to recognise a need for information
- ❖ Ability to distinguish ways in which the information ‘gap’ may be addressed
- ❖ Ability to construct strategies for locating information
- ❖ Ability to compare and evaluate information obtained from different sources
- ❖ Ability to organise, apply and communicate information to others in ways appropriate to the situation
- ❖ Ability to synthesise and build upon existing information, contributing to the creation of new knowledge.

SCONUL Seven Pillars Model for Information Literacy

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Skills for Scotland Strategy and Information Literacy

Skills Development Scotland (SDS) is a major provider of information to young people. In developing personal and learning skills, literacy and numeracy, communication, problem solving, information technology skills and other core essential skills for living, information literacy is important from three perspectives:

- ❖ SDS is the main provider of careers information, advice and guidance for young people;
- ❖ The Skills for Scotland Strategy has a commitment to address the needs of young offenders. Given that a significant number of young offenders have additional support for learning needs with an estimate that over 30% having

specific conditions such as dyslexia¹¹ which can impact on a young person's ability to process and understand information, there is a need to ensure an effective approach to information literacy is in place

- ❖ SDS has a responsibility to ensure the Scottish workforce has the skills to contribute towards economic growth and there is an increasing recognition of the importance of information literacy skills.

16+ Learning Choices and information literacy

As an integral part of More Choices, More Chances¹², one of the key elements of 16+ Learning Choices is ensuring young people receive the information, advice and guidance they need to secure appropriate opportunities and progress post 16.

As part of an effective information, advice and guidance provision, the new e-prospectus is currently being developed by Skills Development Scotland. The e-prospectus is a web-based offering that will provide 16-19 year old learners across Scotland with a consistent way of accessing accurate and up-to-date information on the range of learning opportunities available to them.

Youth Offending and Information Literacy

Within the context of youth offending and information literacy, it is important to firstly highlight the issue of the significance of the impact of literacy and learning difficulties on young offenders involved in the justice system.

The report *Offender Learning: Options for Improvement*¹³ published in January 2010 as an important element of the Skills for Scotland, the Scottish Government's Skills Strategy and considered how best to deliver effective, integrated learning, skills and employment provision for people who were in or leaving the justice system.

The report concluded that despite evidence of good work being developed and delivered, services were not universal and a number of challenges needed to be addressed particularly at transition stages of – moving from the youth to adult justice systems; leaving mainstream education; entering or leaving custody or re-integrating into the community. The report also stressed the importance of young people being able to make informed positive choices in their lives.

The report acknowledged the significant number of young offenders with learning difficulties, particularly numeracy and literacy and highlighted references to dyslexia and the need to target resources appropriately. The report makes positive

recommendations in adopting holistic, person-centred approaches to address the range of skills for learning, life and work.

The issue of learning difficulties is also highlighted in the No One Knows: offenders with learning disabilities and learning difficulties¹⁴ report by the Prison Reform Trust. The report estimated that 20-30% of offenders have learning difficulties that interfere with their ability to cope within the criminal justice system although this figure is considered by others to be very conservative with more recent estimates of above 50% of inmates with learning difficulties, particularly high levels of dyslexia.

For many of these young offenders poor levels of literacy is compounded in terms of information literacy. Being able to access the internet and quality information in appropriate formats for their situation may be difficult, and the ability to make informed judgements about the quality and accuracy of information may be a significant issue and challenge.

The ability to access **and understand** information is critical in helping young offenders know what is happening to them throughout the justice process and in raising their horizons and aspirations towards positive lifestyles and informed choices.

'I haven't been feeling well for the past couple of days but I haven't done anything about it because it means filling in another form.'

Prisoner in a Scottish institution.¹⁵

This Framework will be an invaluable resource to those who are developing information for young people within the justice system.

Health and Well-being and Information Literacy

Following Agenda for Change¹⁶, significant changes in the delivery of healthcare in Scotland have been introduced. A move towards Evidence-Based Practice and the Knowledge and Skills Framework¹⁷ has resulted in an increased recognition of the need for information literacy skills within the workforce. Effective health information for young people is one of the most important dimensions of youth information and NHS Health Scotland has a proven track record in delivering quality information through initiatives such as 'Walk the Talk' and its work with Young Scot. New developments which are part of enhancing Patient Focus, Public Involvement (PFPI) such as the forthcoming Participation Standard being

developed by the Scottish Health Council, the Scottish Government's work to establish the National Health Information and Support Service – NHS Inform, the NHS Education for Scotland consultation 'Our NHS: A Learning and Development Framework for Involving People in Healthcare' and the launch of the new youth health website – The Lowdown all have information literacy implications in order to meet the requirements of the Knowledge and Skills Framework.

NHS Education for Scotland¹⁸ has developed an information literacy cycle which is being promoted within the context of the NHS Knowledge and Skills Framework.¹⁹

Information Literacy Process

Question	What do you need to know?
Source	Where will you look?
Find	What words will you use?
Evaluate	Is the information 'good'
Combine	Have you learned anything new?
Share	How will you share it?
Apply	How will you use it?



INFORMATION LITERACY TEMPLATE

Information Literacy Cycle	Helping young people to:	By:	How good are we now?	How good can we be?	Improvement Cycle Actions
QUESTION What do young people need to find/ know?	Understand and articulate their information need	Supporting them to word questions in a way that helps them access the information they are looking for			
SOURCE Where will they look?	Have an awareness and understanding of the variety of sources of information offline and online	Identifying the right people as well as written and electronic			
FIND What words will they use	Develop search skills to apply to the question	Training, supporting young people in the various search methods.			
EVALUATE Is the information 'good'	Evaluate the validity, reliability, accuracy and ethical value of the information sourced	Increasing understanding of the importance of evaluating information sources and the legal and ethical considerations			

Information Literacy Cycle	Helping young people to:	By:	How good are we <i>now</i> ?	How good can we be?	Improvement Cycle Actions
<p>COMBINE</p> <p>Have you learned anything new?</p>	<p>Use their new knowledge to add to their existing knowledge and formulate new understanding and perspectives</p>	<p>Creating opportunities for deliberation and feedback</p>			
<p>SHARE</p> <p>How will you share it?</p>	<p>Effectively communicate and share the information with others</p>	<p>Enhancing presentation and communication skills</p>			
<p>APPLY</p> <p>How will you use it?</p>	<p>Use the information to make informed choices and decisions – and where appropriate to help translate information into positive actions.</p>	<p>Ensuring young people are aware of the opportunities available to them through signposting, referring etc and supporting young people through inter-agency approaches.</p>			

Social Networking

The World Wide Web has transformed the way we search and find information, perhaps of greater significance is the development of social networking. A few years ago, social networking did not exist. YouTube, Facebook, Bebo, MySpace, and others now play an important part in the lives of many young people. Millions now create and publish their own materials, some even becoming pop stars, authors as a result of uploading and performing their own compositions, works.

With high quality, user friendly desktop publishing software it can be, at times difficult to differentiate between formally published and self-published material. Having the skills to evaluate the content and quality of the available material is becoming even more critical.

Research by Childnet International²⁰, into the issues of access and promotion of quality content, awareness and advice, protection and policy, provides an interesting insight into the impact of social networking. In June 2008, Childnet's Digizen Project²¹ published a research report²² on how social networking services could and were being used to support personalised formal and informal learning by young people in schools and colleges.

The report was designed to support teachers and others with an interest in using social networking services and innovative curriculum approaches and those with an interest in e-safety and digital literacy. It considered definitions of social networking, offers a checklist to evaluate social networking sites, discusses the opportunities, benefits and risks of social networking services and showcases some innovative practice.

There were however warnings for service users about trying to develop profiles on social networking sites. Evidence would suggest that young people are very protective about who uses social networking sites and indeed may resent organisations 'invading' what they see as their space. The credibility of any organisation using social networking sites is very important as is their relationship with young people. Independent research carried out in 2005²³ showed that Young Scot as a brand was trusted and respected by young people and its services were valued by young people. This level of trust led Young Scot to enter the world of social networking and the results to date have been very positive and encouraging.



Workforce support and development

INTRODUCTION

Young Scot: Active

The new national framework Valuing Young People: Principles and Connections to Support Young People to Achieve their Potential is embedded within the development and delivery of the six impacts of Young Scot: Active. To deliver a 'nation of informed young people'²⁴ partnership working across public sector agencies and with third sector will be crucial. The link between schools and those who work with young people in youth work settings will be important in offering young people opportunities to access and use information to meet their needs and in building their skills and confidence to make choices and informed decisions.

Young Scot: Active provides the opportunity to improve the knowledge and understanding of those who work with young people of ways in which youth information can be used to develop innovative approaches to learning across curricular subjects, particularly the priorities in Experiences and Outcomes²⁵ and the Senior Phase²⁶ of Curriculum for Excellence.

The development of youth information points in schools creates exciting opportunities for teachers and others including youth workers to support young people to develop and deliver youth information services for their peers. The North Ayrshire Schools Connections Project is a model of best practice²⁷.

'Schools engaged in partnerships value the knowledge of communities that youth workers bring and their ability to connect to the home and to other partner agencies. There need to be increased opportunities for teachers and youth workers to train and work together, leading to a greater understanding of roles, and a sharing of valuable knowledge and expertise and of aspirations for young people.'

Bernard McLeary
Chief Executive, Learning Teaching Scotland

Information Literacy

The importance of information literacy within the workplace is also acknowledged within the framework. NHS Education and others have developed innovative approaches towards supporting staff, particularly in relation to evidence-based practice. The Teacher's CPD Unit based within CoSLA and the Scottish Government's Information Literacy Manager have offered their support for the development of the framework recognising its contribution within the context of central and local government.

Partnership working

'Partnerships with colleges, youth work services, the voluntary sector and employers will open up a wide range of motivating choices based upon the experiences and outcomes to meet the needs of all young people.'

**Curriculum for Excellence: Building the Curriculum 3
(Scottish Government 2008)**

Curriculum for Excellence: Building the Curriculum 3 identifies partnership working as one of the key elements in curriculum planning, emphasising the need for every young person to experience a coherent curriculum enabling them to develop skills and attributes that will help them achieve their full potential. The Bridging the Gap Report²⁸ published in 2009 provides a range of case studies illustrating the significant benefits of partnership working between youth work and schools. The report clearly demonstrates that by working together in both schools and in youth work settings, young people's needs are better met in a holistic way and linked to celebrating success and achievement, young people have increased and enhanced opportunities to become successful learners, confident individuals, effective contributors and responsible citizens.

The report suggests that consideration should be given to:

- ❖ Developing skills in leading partnerships built into initial training and continuing professional development
- ❖ Establishing formal partnership arrangements between learning providers to improve co-ordination and delivery of local services and make best use

of resources

- ❖ Developing effective systems with local authorities to further develop, gather, record, celebrate, recognise and accredit young people's achievements
- ❖ Developing shared understanding of the intended outcomes of learning for all young people, and planning jointly to ensure that young people achieve the highest possible levels
- ❖ Providing opportunities for teachers and youth workers to train, share knowledge and expertise, and plan and deliver programmes together
- ❖ Placing young people at the centre of their learning and promoting their meaningful engagement in decision making
- ❖ Ensuring that young people experience a curriculum that is coherent, with each contribution reinforcing the others
- ❖ Ensuring that strategic and operational planning highlights the youth work contribution to achieving national outcomes, with particular focus on Curriculum for Excellence and More Choices, More Chances.

Consultation, Engagement and Empowerment

There is an increasing interest across public and third sector agencies in relation to public and stakeholder consultation. Developments by NHS Education for Scotland around Patient Focus and Public Involvement and forthcoming Participation Standard²⁹, the HMI Constabulary for Scotland Report 'Consulting the public'³⁰ and the potential increased scrutiny in consultation activity in the next Best Value 2 guidelines for local authorities³¹, all provide clear evidence that public consultation is seen as an important element of the wider community engagement agenda.

Are we confident that our consultation policies and practices would stand up to scrutiny? Have we the capacity, skills and knowledge in relation to who we consult, how we consult and why we consult, and do we know how to consult with those 'seldom heard'? These questions are equally challenging when we consider consulting young people. With the advancement of new technologies, social networking sites etc, there are exciting and innovative ways in which to seek the views of and inform young people.

We need to ensure that staff and volunteers have opportunities to update their skills and have the opportunity to access new means to consult and engage with young people.

Engaging communities is part of building social capital and community cohesion and its importance is highlighted in Single Outcome Agreements. The Community Empowerment Action Plan (Scottish Government 2009) builds on the success of the implementation and adoption of the National Standards for Community Engagement.

'Community empowerment is a process where people work together to make change happen in their communities by having more power and influence over what matters to them'.

Definition of Community Empowerment: Scottish Government and COSLA 2009

Young people are already citizens and members of communities and therefore must have the same opportunities as others in terms of being consulted, engaged and empowered. This may challenge more traditional views of the role and place of young people in society and will require, for some a change in their attitude and behaviours towards young people. Youth information has a central role to play in supporting young people take their place in communities and in having a voice. Local structures such as pupil councils and youth forums and at a national level, the Children Parliament and the Scottish Youth Parliament significantly contribute towards encouraging young people to develop the knowledge and confidence to make change happen at a local, national and global level.

Recognising Transferable Skills

Skills for Scotland: A Lifelong Skill Strategy³² identifies six sets of skill areas:

- ❖ Personal and learning skills
- ❖ Literacy and numeracy skills
- ❖ Core skills of communication, numeracy, problem solving, information technology and working with others
- ❖ Employment skills
- ❖ Essential skills
- ❖ Vocational skills

Information has a critical role to play in helping young people know about and access opportunities to develop these skills. Skills Development Scotland³³ recognises the importance of effective youth information in terms of encouraging young people to access learning and employment.

‘ We will bring together the public agencies involved in delivering information, advice and guidance services and skills provision and build improvements around the needs of individuals.’

Skills for Scotland: A Lifelong Skills Strategy

The skills a young person develops through involvement in youth information based initiatives and activities are also consistent with the Skills for Scotland skills sets. There are significant opportunities to develop youth information based activities and programmes as part of Activity Agreements. **An Activity Agreement** involves an agreement between a young person and an advisor that the young person takes part in a programme of learning and activity which helps them to become ready for more formal learning or employment. The agreement focuses on ensuring that the entitlements to personal support to help them take part in learning, promised in Building the Curriculum 3 are met for those who, post 16 learn in non-formal, community or third sector setting.

Skills developed through youth information based activities are transferable skills for learning, skills for work and skills for life.

National Occupational Standards

The Lifelong Learning UK (LLUK) Occupational Standards provide benchmarks against which we can consider the appropriate skills, behaviours and knowledge and understanding required by those involved in the provision of youth information. In particular the standards developed for youth work and library services offer concise and clear guidance in relation to workforce standards and behaviours.

Professional and National Occupational Standards for Youth Work³⁴

Key areas:

- 1. Facilitate the personal, social and educational development of young people**
- 2. Promote equality and young people’s interests and welfare**
- 3. Work with others**
- 4. Develop youth work strategy and practice**
- 5. Lead and manage teams and individuals**

Examples of relevant standards are:

- 1.4.1 Provide information and support to young people
- 1.4.2 Enable young people to access information and to make decisions

CLD Competence Framework

The Standards Council for Community Learning and Development in Scotland is the new professional body for those working in community learning and development.

The Standards Council published the updated CLD Competency Framework in 2009. The competences aim to support the innovative and creative CLD practice being developed in Scotland. The seven competences are:

- Know and understand the communities in which we work
- Build and maintain relationships in a range of contexts
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Develop and support collaborative working
- Evaluate and inform practice

At the centre of the Competency Framework sits the definition of a competent and critically reflective practitioner.

The Competency Framework offers practitioners, leaders, employers and learning provider’s clear and concise tools to support the delivery of innovative and quality community learning and development in Scotland. All tools can be downloaded from the CLD Standards Council for Scotland website.

Illustration 1

Professional and National Occupational Standards for Youth Work

1.4.1 Provide information and support to young people

Outcomes

To meet the standard, you must be able to:

1. Establish and assess the information and support sought by individuals
2. Ensure that the young person understands and agrees to the actions you propose towards providing the support required
3. Identify appropriate and relevant sources of information, and obtain it, in line with your organisation's procedures
4. Identify, where necessary, other agencies to whom the young person should be referred for the information and support required, and provide the relevant contact details correctly
5. Review the information provided with the young person, and explore constructively the options available, considering their relative advantages and disadvantages
6. Encourage the young person to make their own decision regarding the preferred option
7. Encourage the young person to develop appropriate support networks
8. Maintain the young person's confidentiality where required, in line with your organisation's procedures
9. Plan, and agree with the young person, how any ongoing support will be provided, including future meetings and contact details
10. Encourage the young person to seek guidance from the most appropriate source, where necessary
11. Evaluate the effectiveness of the information and support provided, and use this to influence positively the future support that you provide

Knowledge and Understanding

To meet this standard you must know and understand:

1. Legal and organisational requirements impacting upon the provision of information and support to young people, and their application within your role.
2. Legislative and organisational requirements relevant to the storage and maintenance of information, including confidentiality and copyright.
3. Typical types of information and areas of support sought by young people, and the sources of information available to assist with requests.
4. Your own levels and limits of responsibility with regard to providing young people with support, and to whom to refer should these be exceeded.
5. The principal agencies to whom requests by young people for information and support may be referred, and the arrangements for doing this.
6. The importance of maintaining the young person's right to make their own decisions, and techniques for allowing this.
7. The types of support which young people may need as they make decisions and plan action.
8. The importance of being aware of your own values and beliefs, and how these might influence how you provide information and support to others.
9. The importance of ensuring that you do not impose your own values and beliefs upon others.
10. The values and principles underpinning youth work.

Behaviours

You demonstrate that you:

1. Make time available to support others
2. Present information clearly, concisely, accurately and in ways which promote understanding according to the needs of the young person
3. Keep promises and honour commitments
4. Model behaviour that shows respect, helpfulness and cooperation
5. Show an awareness of your own values, motivations and emotions
6. Act within the limits of your responsibility

Illustration 2

Professional and National Occupational Standards for Youth Work –

1.4.2 Enable young people to access information and to make decisions

Outcomes

To meet the standard, you must be able to:

1. Work with young people to identify accurately the types of information needed to address their information needs
2. Identify and support young people to collect and store relevant information in media which suits their needs
3. Identify any individual or group needs that might need to be addressed when accessing information
4. Ensure that young people are introduced to a range of information which broadens the options for action and development which they might consider
5. Confirm that young people understand the information provided
6. Support young people to organise information, and to generate options, make decisions and plan action

8. Monitor and take action towards maintaining the accuracy and currency of information accessed
9. Identify and assess possible learning opportunities for young people from their ongoing activities, and which might assist in addressing their needs
10. Ensure that information is held and stored in line with organisational requirements and legislation
11. Work within your own levels of responsibility and authority, and refer to relevant others where appropriate.

Knowledge and Understanding

To meet this standard you must know and understand:

1. Why it is important for young people to be able to access information for themselves from a wide variety of sources
2. Typical issues and aspirations expressed by young people
3. Sources of information relevant to young people
4. The individual's right to information
5. The principal types of media used by young people for accessing, storing and displaying information
6. Ways of providing information which facilitate effective decision-making and action planning by young people
7. The types of support which young people may need as they make decisions and plan action
8. Factors affecting accessibility of information
9. Procedures for ensuring that information is kept up to date
10. Organisational requirements and legislation relevant to the storage of information, photocopying and copyright
11. The values and principles underpinning youth work

Behaviours

You demonstrate that you:

1. Treat young people with respect
2. Acknowledge the insights and input of young people
3. Use appropriate forms and styles of communication, suited to the needs and abilities of young people
4. Hold conversations at the appropriate time and place
5. Listen actively and respond constructively to any concerns
6. Encourage questions, and answer these fully and honestly
7. Involve young people in decision-making
8. Demonstrate concern for how young people feel

Professional and National Occupational Standards for Information and Library Services³⁵

Key areas:

A: Planning, developing and evaluating services

B: Governance and ethics

C: Identifying, evaluating and acquiring content and collections

D: Managing knowledge

E: Managing content and collections

F: Facilitating access to and use of content and collections

G: Facilitating lifelong learning

H: Managing people to deliver services

Examples of relevant standards are:

A3: Identify customer requirements for information and library services..

A4: Develop and contribute to strategy and policy for information and library services

A7: Evaluate the performance and impact of services

B2: identify and apply information legislation, regulations and standards

B3: identify and apply professional codes of conduct and ethics

C8: Manage information quality

F4: Educate customers to find and use information

F10: Present information in appropriate formats for customers

Illustration 3

Standard C8: Manage Information Quality

To meet the standard you must be able to:

1. Define and contribute to the definition of standards for content and resource quality for both internal and external sourced information
2. Monitor content and source quality against the agreed standards
3. Identify partners to assess content in language or formats beyond the expertise of staff or the scope of existing standards
4. Identify deficiencies in content and source quality, and assess their significance to your customers
5. Communicate concerns to colleagues and advise customers accordingly
6. Advise on actions to be taken to improve information quality
7. Undertake agreed actions to resolve information quality issues

Knowledge and Understanding

To meet the standard you must know and understand:

1. The principal factors that determine the quality of information
2. How to define quality parameters for content and sources
3. The quality standards applied to purchased content and sources
4. The quality standards applied to internally generated information
5. How to monitor and assess quality of content and sources efficiently
6. Quality management theory and practice

Behaviours

You demonstrate that:

1. You are vigilant in ensuring that content and resource quality meets the required standards
2. You deal with quality concerns as soon as they arise
3. You maintain good working relationships with colleagues and customers

Illustration 4

Standard F4: Educate customers to find and use information

Outcomes:

To meet the standard you must be able to:

1. Identify the training needs of your users and your organisation
2. Prioritise the need for training on information skills against the available resources
3. Support and advise individuals on their training needs and how to obtain training
4. Plan, design and deliver induction programmes relevant to the resources and services of your organisation

5. Develop guides and finding aids to help customers locate information or content
6. Plan, design and deliver training and support for customers to enable them to make use of guides and finding aids to the collections
7. Plan, design and deliver training and support for customers to enable them to understand the range of internal and external resources available to them, how to identify, evaluate, appraise and use the information they require, and how to share information appropriately
8. Plan and deliver training and support for customers to enable them to use technical tools to find information
9. Provide help to customers who experience difficulty in using technical tools
10. Plan, design and deliver one-to-one training and coaching
11. Evaluate the effectiveness of training programmes for planning their further development.

Knowledge and Understanding

To meet the standard you must know and understand:

1. The current thinking on user education
2. The principles and practices of information literacy
3. The organisation's information resources, their content and how to use them and the available tools
4. How to use the relevant guides and finding aids to the collection
5. How to use the available technology to help customers find the information they need
6. The range of techniques that can be employed to support learning
7. Theories and principles of effective communication
8. Ways to structure and present information and ideas clearly and effectively to learners
9. How to design training and skills transfer events to meet user needs
10. How to design e-training and support

11. How to assess the effectiveness of training
12. How to help customers evaluate information quality and reliability

Behaviours

You demonstrate that:

1. You advocate the advantages of developing effective information skills and seek to share your information skills with others
2. You listen carefully to customers to identify their needs for support and guidance
3. You are sensitive to customers and the way they work
4. You recognise the importance of communicating with a minimum of jargon
5. You look for opportunities for education and training programmes
6. You recognise the risk of using the wrong information or misusing information



ACCREDITATION

‘ If we wish to support young people to become activists, leaders, innovators, and caring citizens of the future, we must give them credit today for the full breadth of their achievements’

Amazing Things 2 – A guide to the youth awards in Scotland

The involvement of young people in developing and delivering information to their peers is a valuable approach. It supports A Curriculum for Excellence and its four capacities of successful learners, confident individuals, effective learners and responsible citizens. Young people’s learning should not only take place within a school environment, nor should achievement simply refer to examination results. There is an acknowledgement of the value of learning experiences within and outwith school and that together, they contribute towards a young person reaching their full potential. Informal learning opportunities such as volunteering and involvement in out of school activities has been recognised and the value and importance of accreditation and celebrating success is demonstrated in Amazing Things 2 – A Guide to the Youth Awards in Scotland.³⁶

Activities and informal learning opportunities which underpin the delivery of Young Scot: Active outcomes include involving young people in setting up Youth Information Points in their school or community based environments and training them to be Youth Information Agents. The Young Scot Academy gives young people skills to create, manage and present information to their peers. Such activities all provide opportunities to embed accreditation into the learning and life experiences of young people. Youth information based initiatives have provided many examples of accredited learning through example, for example the Dialogue Youth initiative and the local investigation team model of consulting and engaging with young people, developed by Young Scot.³⁸

Local Investigation Team model – A Practical Example

Aberdeen Ethnic Minority Programme is made up of fourteen young people between the ages of twelve and seventeen who are linked in with the Aberdeen International Centre. The group represents a range of cultural and religious backgrounds.

As part of Young Scot’s Access All Areas project, the group formed a local investigation team and decided to explore the theme of cultural diversity in Aberdeen, identifying ways to promote cultural education and exchange between different communities. After regular meetings where their ideas and opinions were shared the group designed a questionnaire to gather the views of the wider community and an accompanying leaflet to explain the aims of their project.

The group worked in a very democratic and co-operative manner and committed a great deal of their own time to the project. Many members of the group developed new skills and displayed good leadership qualities, an ability to make decisions and undertake specific tasks within a set time frame.

To gain recognition for their hard work all members of the group were supported to undertake a Youth Achievement Award. To achieve these accredited awards the group worked with their local worker and members of Young Scot to set out challenges and SMART targets. To evidence how they met these anticipated targets, the group members pulled together folios displaying their hard work. The group obtained four Silver, five Bronze Youth Achievement Awards and three Dynamic Youth awards in August 2010.

SECTION THREE: LOCAL EXAMPLES

**Dundee West Youth Team
Ardler Complex
Turnberry Avenue
DUNDEE
DD2 3TP**

DESCRIPTION OF SERVICE

Ardler Youth Cafe is situated in Ardler Complex which is a community facility in the North West of Dundee. The Youth Cafe is open two evening each week for young people who are aged 10 plus. CLD Youth Work staff deliver a programme of activity which is shaped by the needs and interests of young people and is linked to the GIRFEC wellbeing indicators. This allows youth workers to deliver activities which are based on supporting young people to develop the skills and confidence to make informed and considered life choices which are right for them now and in their futures. The programme in the Youth Cafe is delivered in a safe, supported, challenging environment which is fun.

SERVICE EVALUATION

The Ardler Youth Cafe programme is evaluated weekly by the youth work staff through consultation with the young people including their level of participation and feedback after the sessions.

**Baxter Park Lunchtime Drop In
Baxter Park Centre
Baxter Park
Dundee**

DESCRIPTION OF SERVICE

The Baxter Park lunchtime Drop In was set up as a direct response to the needs of the Community and local young people in the Stobswell area of Dundee and in light of recent negative publicity concerning young people's use of Baxter Park. Dundee City Council through the Central Youth Work Team and Morgan Academy, have been running youth provision since 2009 in and around the Baxter Park Centre and is regularly attended by over 40 pupils of Morgan Academy. Those who attend are offered the opportunity to take part in a variety of negotiated activities such as football, interactive music and fitness consoles, and youth information sessions. The aim is to provide young people with a healthy alternative to hanging around the shops in Albert Street on a Friday lunchtime.

SERVICE EVALUATION

As part of the drop-in, young people have been consulted on their views of Baxter Park. This information was fed back to the young people, the local Community Planning Partnership and the Management of Dundee City Council's Parks. It is hoped to give young people who use Baxter Park a voice which they can use to influence the development of the Park

**DISC TARGET Project,
Central Youth Work Team
18 Dock Street
Dundee
DD1 3DP**

DESCRIPTION OF SERVICE

The DISC Target Project provides diversionary peer led football and young female work on Thursday and Friday evenings between 8 and 10pm. Youth Information also plays a large role in the delivery of this service which has included drug and alcohol support and employment and careers advice both during and outwith the sessions. For the past year CLD Youth Workers have been providing young people with sexual health awareness and condom initiative training to those aged 14 and over. This is part of a citywide initiative to increase awareness of sexual health amongst Dundee's young people.

SERVICE EVALUATION

This is an ongoing piece of work and will be evaluated soon. So far 20 young people have received condom initiative training through their participation in the DISC Target Project. A DVD evidencing the impact of the Project has recently been launched.

**Youth Information School Drop-In
Dundee West Youth Work Team
Ardler Complex
Turnberry Avenue
DUNDEE
DD2 3TP**

DESCRIPTION OF SERVICE

The Youth Information Drop-In is based within the social area and health room of Menzieshill High School and was established in August 2004. The sessions are held every Monday lunch time during the school term time and is a partnership between CLD Youth Work staff and Pupil Support Workers from Dundee City Council Education Department. The aim of these sessions is to offer pupils within the school the opportunity to gain a better knowledge and understanding of the issues which may affect them in their day to day lives. During the Drop-In young people have access to information on various topics, including the youth information themed months set annually at a citywide level. This positive engagement with young people is about developing their confidence and ability to make better informed choices and decisions which are right for them. This successful partnership has led to the establishment of school holiday provision based within the local Menzieshill Community Centre. During this programme young people have continued access to high quality youth information as well as support from a range of agencies.

SERVICE EVALUATION

The sessions are evaluated every six weeks by both the workers and the young people. The staff record their observations and reflect on how well the sessions are running. Feedback from young people is essential in the planning and delivery of these sessions.

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