



**Skills Builder**  
PARTNERSHIP

# Guide for Youth Organisations

2021



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# Introduction and overview



The Skills Builder Partnership works with youth organisations across the world to ensure that every young person builds the essential skills that they need to succeed.

Over the last ten years, we have seen some incredible examples of youth organisations who have built the essential skills of their young people, and supported them in their education or into employment as a result.

This Guide is to support organisations who work with young people to learn more about the Skills Builder Universal Framework, accompanying resources and to use these to support their employability programmes.

As youth work varies so greatly and is often built around local and individual priorities, we

hope this guide will be a good starting point to:

- Build confidence in using the Skills Builder Universal Framework and the accompanying resources in your setting
- Support you to incorporate essential skills development into your existing activities
- Encourage and inspire you to include essential skills development in your future provision.

This Guide is filled with ideas and links to resources. Some of the examples might be directly applicable, while some may help to give you an idea of how you can use the Skills Builder Framework to add further detail

and focus to the activities you are already running with young people.

Joining the Skills Builder Partnership provides a network of other Impact Organisations who are aligning their provision to the Skills Builder Framework. Our partners benefit from consultancy style support, access to resources and webinar and forum events throughout the year.

We hope this provides a helpful additional tool in your important work.

**Tom Ravenscroft**

*CEO, The Skills Builder Partnership*  
[www.skillsbuilder.org](http://www.skillsbuilder.org)

# Introduction to the Skills Builder Partnership

The Skills Builder Partnership brings together 800+ organisations and 10,000+ educators and youth leaders around a common approach, helping 200,000+ individuals of all ages to build the eight essential skills to succeed.

The Skills Builder Partnership has focused on how to build essential skills rigorously for over a decade. In the process, the development of the award winning Skills Builder Framework has made these skills teachable and measurable, with each skill broken down into 16 steps.

## Why are these skills important?

These skills are in high demand from educators, employers and entrepreneurs. 98% of young people find essential skills

important for employment opportunities, 78% say it supports their academic performance. (YEUK Youth Census 2020)

The importance of developing a set of essential skills for individuals to thrive in education, employment and entrepreneurship has been long documented, from the CBI's landmark 1989 report through to the Taylor Review in 2017.

## Who's in the Skills Builder Partnership?

We're building a global partnership of educators, employers and impact organisations, all using a shared approach. As these skills are widely transferable, our partners cover a whole range of different sectors and outcomes.





# The Skills Builder Universal Framework



## The Skills Builder Universal Framework

The Skills Builder Framework shows how to build essential skills at every stage of life. Breaking the skills down into teachable, tangible chunks, this will help young people and even staff members, to not only identify what they can already do, but support them to improve their skill set further.

## The Essential Skills

Although the language and terminology in this area can often be confusing, over the last five years we have carried out a comprehensive set of reviews of essential skills. We define essential skills as 'those highly transferable skills that almost everyone needs to do almost every job' and which in turn support the application of knowledge and technical skills.

There is no shortage of people who care about these skills. The

challenge is that there is no common language or shared outcomes to align our efforts – or to give youth leaders the confidence in building them effectively.

## The Skills Builder Framework

Over the last decade we have focused on working with young people in a range of settings to see how they best build these essential skills. In doing so, we developed the Skills Builder Framework. This Framework stops these essential skills being hazy, and instead breaks them down into 16 teachable, assessable steps.

For example, teamwork includes being able to get on with others, then taking responsibility for tasks, decision-making approaches, conflict resolution, evaluating team members' strengths and weaknesses, and making suggestions to improve team performance. Broken down in this way, it becomes possible to build essential skills effectively.



*The receiving, retaining and processing of information or ideas*

**Getting started:**

Listening to others

**Intermediate:**

Demonstrating listening

**Advanced:**

Recognising influence

**Mastery:**

Listening critically

Step 0	I listen to others without interrupting
Step 1	I listen to others and can remember short instructions
Step 2	I listen to others and can ask questions if I don't understand
Step 3	I listen to others and can tell someone else what it was about
Step 4	I listen to others and can tell why they are communicating with me
Step 5	I listen to others and record important information as I do
Step 6	I show I am listening by how I use eye contact and body language
Step 7	I show I am listening by using open questions to deepen my understanding
Step 8	I show I am listening by summarising or rephrasing what I have heard
Step 9	I am aware of how a speaker is influencing me through their tone
Step 10	I am aware of how a speaker is influencing me through their language
Step 11	I listen critically and compare different perspectives
Step 12	I listen critically and think about where differences in perspectives come from
Step 13	I listen critically and identify potential bias in different perspectives
Step 14	I listen critically and use questioning to evaluate different perspectives
Step 15	I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives



*The oral transmission of  
information or ideas*

**Getting started:**

Speaking clearly and  
effectively

**Intermediate:**

Speaking engagingly

**Advanced:**

Speaking adaptively

**Mastery:**

Speaking influentially

Step 0	I speak clearly to someone I know
Step 1	I speak clearly to small groups of people I know
Step 2	I speak clearly to individuals and small groups I do not know
Step 3	I speak effectively by making points in a logical order
Step 4	I speak effectively by thinking about what my listeners already know
Step 5	I speak effectively by using appropriate language
Step 6	I speak effectively by using appropriate tone, expression and gesture
Step 7	I speak engagingly by using facts and examples to support my points
Step 8	I speak engagingly by using visual aids to support my points
Step 9	I speak engagingly by using tone, expression and gesture to engage listeners
Step 10	I speak adaptively by changing my language, tone and expression depending on the response of listeners
Step 11	I speak adaptively by planning for different possible responses of listeners
Step 12	I speak adaptively by changing my content depending on the response of listeners
Step 13	I speak influentially by changing the structure of my points to best persuade the listeners
Step 14	I speak influentially by changing the examples and facts I use to best persuade the listeners
Step 15	I speak influentially by articulating a compelling vision that persuades the listeners



*The ability to find a solution to a situation or challenge*

### Getting started:

Completing tasks

### Intermediate:

Exploring problems

### Advanced:

Analysing complex problems and solutions

### Mastery:

Implementing strategic plans

Step 0	I complete tasks by following instructions
Step 1	I complete tasks by finding someone to help if I need them
Step 2	I complete tasks by explaining problems to someone for advice if I need
Step 3	I complete tasks by finding information I need myself
Step 4	I explore problems by creating different possible solutions
Step 5	I explore problems by thinking about the pros and cons of possible solutions
Step 6	I explore complex problems by identifying when there are no simple technical solutions
Step 7	I explore complex problems by building my understanding through research
Step 8	I explore complex problems by analysing the causes and effects
Step 9	I create solutions for complex problems by generating a range of options
Step 10	I create solutions for complex problems by evaluating the positive and negative effects of a range of options
Step 11	I analyse complex problems by using logical reasoning
Step 12	I analyse complex problems by creating and testing hypotheses
Step 13	I implement strategic plans to solve complex problems
Step 14	I implement strategic plans to solve complex problems and assess their success
Step 15	I implement strategic plans to solve complex problems and draw out learning to refine those plans over time





*The use of imagination and the generation of new ideas*

**Getting started:**

Imagining and generating ideas

**Intermediate:**

Using creativity and developing ideas

**Advanced:**

Innovating effectively

**Mastery:**

Supporting others to innovate

Step 0	I imagine different situations
Step 1	I imagine different situations and can say what I imagine
Step 2	I imagine different situations and can bring them to life in different ways
Step 3	I generate ideas when I've been given a clear brief
Step 4	I generate ideas to improve something
Step 5	I generate ideas by combining different concepts
Step 6	I use creativity in the context of work
Step 7	I use creativity in the context of my wider life
Step 8	I develop ideas by using mind mapping
Step 9	I develop ideas by asking myself questions
Step 10	I develop ideas by considering different perspectives
Step 11	I innovate effectively when working in a group
Step 12	I innovate effectively by seeking out varied experiences and stimuli
Step 13	I support others to innovate by sharing a range of tools
Step 14	I support others to innovate by evaluating the right creative tools for different situations
Step 15	I support others to innovate by coaching them to be more creative



*The ability to use tactics and strategies to overcome setbacks and achieve goals*

### Getting started:

Keeping trying

### Intermediate:

Finding opportunities

### Advanced:

Managing risks and rewards

### Mastery:

Supporting others to stay positive

Step 0	I can tell when I feel positive or negative
Step 1	I can tell when others feel positive or negative
Step 2	I keep trying when something goes wrong
Step 3	I keep trying and stay calm when something goes wrong
Step 4	I keep trying when something goes wrong, and think about what happened
Step 5	I keep trying when something goes wrong and help cheer others up
Step 6	I keep trying when something goes wrong and encourage others to keep trying too
Step 7	I look for opportunities in difficult situations
Step 8	I look for opportunities in difficult situations, and share these with others
Step 9	I look for opportunities in difficult situations, and adapt plans to use these opportunities
Step 10	I look for opportunities in difficult situations, and create new plans to use these opportunities
Step 11	I identify risks and gains in opportunities
Step 12	I identify risks and gains in opportunities, and make plans to manage them
Step 13	I support others to stay positive, by managing my own responses
Step 14	I support others to stay positive, by helping others to see opportunities
Step 15	I support others to stay positive, by helping others to see opportunities and creating plans to achieve them



*The ability to set clear, tangible goals and devise a robust route to achieving them*

### Getting started:

Working effectively

### Intermediate:

Setting goals

### Advanced:

Creating plans

### Mastery:

Developing long-term strategies

Step 0	I know when I am finding something too difficult
Step 1	I know what doing well looks like for me
Step 2	I work with care and attention to detail
Step 3	I work with pride when I am being successful
Step 4	I work with a positive approach to new challenges
Step 5	I set goals for myself
Step 6	I set goals informed by an understanding of what is needed
Step 7	I set goals, ordering and prioritise tasks to achieve them
Step 8	I set goals and secure the right resources to achieve them
Step 9	I set goals and plan to involve others in the best way
Step 10	I create plans that are informed by my skill set and that of others
Step 11	I create plans that include clear targets to make progress tangible
Step 12	I create plans that are informed by external views, including constructive criticism
Step 13	I develop long-term strategies taking into account strengths, weaknesses, opportunities and threats
Step 14	I develop long-term strategies that use regular milestones to keep everything on track
Step 15	I develop long-term strategies that include feedback loops to support flexibility and adaptability



*Supporting, encouraging and developing others to achieve a shared goal*

### Getting started:

Understanding emotions

### Intermediate:

Managing tasks

### Advanced:

Managing and supporting others

### Mastery:

Adaptive leadership

Step 0	I know how I am feeling about something
Step 1	I know how to explain my feelings about something to my team
Step 2	I know how to recognise others' feelings about something
Step 3	I manage dividing up tasks between others in a fair way
Step 4	I manage time and share resources to support completing tasks
Step 5	I manage group discussions to reach shared decisions
Step 6	I manage disagreements to reach shared solutions
Step 7	I recognise my own strengths and weaknesses as a leader
Step 8	I recognise the strengths and weaknesses of others in my team
Step 9	I recognise the strengths and weaknesses of others in my team, and use this to allocate roles accordingly
Step 10	I support others through mentorship
Step 11	I support others through coaching
Step 12	I support others through motivating them
Step 13	I reflect on my own leadership style and its effect on others
Step 14	I reflect on my own leadership style, and build on my strengths and mitigate my weaknesses
Step 15	I reflect on my own leadership style, and adapt my approach according to the situation



*Working cooperatively with others  
towards achieving a shared goal*

**Getting started:**  
Working with others

**Intermediate:**  
Contributing to the group

**Advanced:**  
Improving a team

**Mastery:**  
Influencing a team

Step 0	I work with others in a positive way
Step 1	I work well with others by dressing and behaving appropriately
Step 2	I work well with others by being on time and reliable
Step 3	I work well with others by taking responsibility for completing my tasks
Step 4	I work well with others by supporting them if I can do so
Step 5	I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds
Step 6	I contribute to group decision making
Step 7	I contribute to group decision making, whilst recognising the value of others' ideas
Step 8	I contribute to group decision making, encouraging others to contribute
Step 9	I improve the team by not creating unhelpful conflicts
Step 10	I improve the team by resolving unhelpful conflicts
Step 11	I improve the team by building relationships beyond my immediate team
Step 12	I influence the team by reflecting on progress and suggesting improvements
Step 13	I influence the team by evaluating successes and failures and sharing lessons
Step 14	I support the team by evaluating others' strengths and weaknesses, and supporting them accordingly
Step 15	I support the team by bringing in external expertise and relationships



# Putting the Framework into action

While the Skills Builder Universal Framework is a helpful tool for understanding and exploring essential skills, we have also worked hard to create lots of tools that can be used to put the Framework into action. There are four key tools that you can use:



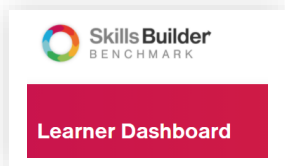
## Interactive Framework Tool

This tool is available on our website and is the best way to get to know the Skills Builder Framework itself. Each skill step has a Build It section so young people can dig into the building blocks, theory and top tips for achieving the step. Together with reflection questions, this helps to bring the steps to life.



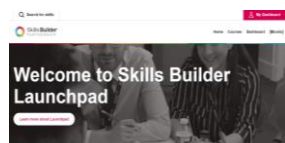
## The Skills Builder Hub

The Hub provides a one-stop shop for teaching essential skills, including printable resources, short video lessons and workshops. The Hub also provides an opportunity for a facilitator to quickly assess a group of young people, and then be directed to the most suitable resources.



## Skills Builder Benchmark

This tool introduces each essential skill to individuals and allows them to answer a series of questions on each skill. This will then give them a score and skill summary for further development. Facilitators have the opportunity to direct individuals to this tool and then track the data.



## Skills Builder Launchpad

This platform provides self-serve resources that can be used by individuals. It will enable young people to identify, demonstrate and articulate their own essential skill set and create a portfolio of experiences of when they have put these skills into action.

You'll need to be logged into the Hub to use some of these resources in the guide. You can sign up for free at [skillsbuilder.org/hub](https://skillsbuilder.org/hub)

# Review young people's own skills

A useful starting point for young people to develop skills is for them to know which of the essential skills and steps they are feeling confident with and to share and celebrate this success. They can then review and acknowledge which skills and steps they want to build on further. This self-awareness will support them with subsequent activities and experiences around skill development.



## Use the Skills Builder approach

By having clearly defined skills broken down into smaller steps, the Skills Builder Universal Framework takes the hazy concept of 'employability skills' or 'soft skills' and makes it real. This common language will support young people to not only understand the skills but be able to articulate and give examples of when they have shown them.

Anyone can get started with a short self-reflection:

- Spend just 10 minutes reading through the steps of one skill on the Interactive Framework Tool, think of times when you have shown some of the steps in different contexts, with help from the reflection questions.
- Note down which steps you feel confident with, and those you'd like to work on more.
- The Build It section on the Interactive Framework Tool to find out more and ask yourself the reflection questions.

The Skills Builder Benchmark Tool provides an interactive way of doing this too.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Benchmark Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further.

**Interactive Framework Tool:** This explores each skill step in the Skills Builder Framework, giving reflection questions for individuals, then explaining how to build and practice each step.

**Skill Workbooks:** These give suggested activities for young people to build their own skills and record evidence they can use in the future.

# Build young people's skills

Once a young person has reflected and is aware of the skills that they would like to build, this can empower them to seek out resources and opportunities to fill the gaps or expand on a skill. This self-learning can be a new concept for some young people so they might need some direction – for example, through mentoring.



## Use the Skills Builder approach

Now that the essential skills are broken down into smaller chunks in the Skills Builder Framework, it can support young people to select a skill and a step to build. These building blocks highlight tips and techniques that can be practised in different settings.

Skills Builder Launchpad provides a site where individuals will be able to identify, demonstrate and articulate their own essential skill set and create a portfolio of times when they have put these skills into action.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Skills Builder Launchpad:** This provides tools and materials to allow individuals to boost their own essential skills.

**Interactive Framework Tool:** This explores each skill step in the Skills Builder Framework, giving reflection questions for individuals, then explaining how to build and practice each step.

**Skill Workbooks:** These give suggested activities for young people to build their own skills and record evidence they can use in the future.

# Run interview workshops

Interview Workshops are a chance for individuals to understand and practise the successful preparation and role play of an interview. This could then lead to securing a college or university place, an apprenticeship or employment. Most interviews are designed to find out as much as possible about an individual including their skills, knowledge and experience.



## Use the Skills Builder approach

You can focus the individual on what they're doing during the interview. The essential skills of Speaking and Listening can be highlighted, taught and practised. For example you might want young people to improve Speaking Step 5: I can speak effectively by using appropriate language or Listening Step 6: I show I am listening by how I use eye contact and body language. All of the Speaking and Listening skill steps will be helpful here.

You can also focus the interviewee on what they're saying during the interview. It's likely the interviewer will ask questions about their skills such as 'Tell me more about how you've used your teamwork skills before?' Using the Skills Builder Universal Framework, you can:

- Help individuals to structure specific examples such as their ability to contribute to team discussions. Ask reflective questions to help the individual hone their examples such as 'How can you make good contributions to group decision making?'
- Link the framework steps to previous activities they have taken part in such as volunteering or sport.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Short Lessons:** These short 10-15 minute sessions provide a clear explanation of how a skill step works, as well as the chance to practice them. Speaking and Listening skills are relevant here, and could be run with a group as a warm up before the interview.

**Workshops:** Workshops can last for an hour and give individuals the chance to improve their essential skills in a focused way. The Speaking and Listening skills are most relevant here.

**Interactive Framework Tool:** This explores each skill step in the Skills Builder Framework, giving reflection questions for individuals, then explaining how to build and practise each step. It can be used to help individuals develop examples of how they have used each skill.

**Skill Workbooks:** These can be used to help young people record evidence of how they have used different skills, so they can draw on these in the future.

# Boost mentoring

Mentoring is when a more experienced or senior person supports someone else by providing guidance or teaching. It can be a fantastic opportunity to provide one-to-one support for young people to enable them to learn more about a topic, help them to identify and meet their goals and take a more personalised approach to their ongoing development.



## Use the Skills Builder approach

Some organisations have focused mentoring on the development of essential skills, with the mentor helping the individual to reflect on their essential skills, to set goals for improvement, and then to catch up regularly to keep them on track. This can be taken one skill and one step at a time where reflection questions are asked by the mentor and examples are shared and documented by the mentee. It's important the mentee takes time to get to know the Skills Builder Framework themselves.

Alternatively, you could focus the individual on working towards a particular goal by helping them to develop their Aiming High and Staying Positive skills. This self management skill pair is all about setting goals and creating plans – and then being able to overcome challenges on the route to achieving them.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Short Lessons:** These short 10-15 minute sessions provide a clear explanation of how a skill step works, as well as the chance to practice them. Aiming High and Staying Positive are relevant here, and could be used before mentoring.

**Workshops:** Workshops can last for an hour and allow individuals to improve essential skills in a focused way. The Aiming High and Staying Positive skills are most relevant here.

**Interactive Framework Tool:** This explores each skill step, giving reflection questions, then explaining how to build and practise each step. It can be used to ensure mentors understand the Framework.

**Skill Workbooks:** These can be used to record evidence of how individuals have used skills, and can be a focus for mentoring.

**Benchmark Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further.



# Support CV writing

CVs continue to be the most common method of applying for a job. It's important to support young people to make the most of this opportunity so they can share what they can do and their potential. A CV will generally cover qualifications, work and wider experiences and skills. It is good to give as much attention and focus to the skills as to the qualifications.



## Use the Skills Builder approach

As a starting point, think about the role and identify the skills that are likely to be necessary in it. Match these skills to the Skills Builder Framework and dig into the skills further by identifying which steps would be useful to write about. Once the skills and steps are identified it's time to adapt the CV and application to provide evidence for those skill steps, using specific examples and appropriate language from the Framework.

Encouraging young people to start gathering evidence for when they have used their skills is paramount: they may feel that they haven't had much work experience, but they may have taken part in voluntary work or fundraising, helping and caring for people and have hobbies and interests. All of these can lead to excellent skill development.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Interactive Framework Tool:** This explores each skill step in the Skills Builder Framework, giving reflection questions for individuals, then explaining how to build and practice each step. It can be used to match which skills are being requested in the job description, and identify steps to refer to.

**Skill Workbooks:** These can be used to help young people record evidence of how they have used different skills, and can be a focus for mentoring sessions.

**Benchmark Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further.

# Run skills workshops

Skill Workshops are a brilliant opportunity to focus tightly on one skill with a group of young people. They take between 30-60 minutes and include tips and insights, a chance to practise the skill and then to reflect too. They also give opportunities for young people to discuss in more detail what the skills mean to them, and how they have used them.



## Use the Skills Builder approach

The Skills Builder Workshops can be used as part of a larger project that you are running with young people. For example if they are working in teams on a common goal, you could run the Teamwork Workshop as an introduction to highlight the key themes of successful teamwork. If they are coming up with a new idea or concept for a campaign, you could run the Creativity workshop to explore different techniques and strategies for ideas generation.

The Workshops have all been fully designed, so they are easy to pick up and use.



## Resources you could use

To access some resources, you'll need to sign in to the [Skills Builder Hub](#).

**Workshops:** Workshops can last for an hour and allow individuals to improve essential skills in a focused way. There are eight skill workshops available.

**Skill Workbooks:** These can be used to record evidence of how individuals have used skills.

**Benchmark Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further.

**Skills Builder Launchpad:** This provides tools and materials to allow individuals to boost their own essential skills, it might be useful to share after the Workshop to allow them to access further resources should they wish to.

# Additional tools and resources

## Measurement and Evaluation

The Skills Builder Universal Framework helps to identify progress and impact in building essential skills. You can use the steps to measure the facilitator's perspective for individuals or groups, or you can ask young people to self-reflect via pre- and post-programme surveys.

Here are some resources to help:

- **Benchmark Tool:** This allows individuals to self-reflect against each skill step and to receive helpful feedback about how to boost their skills further.
- **Skill Workbooks:** These can be used to help young people record evidence of how they have used different skills, and can be a focus for mentoring sessions.
- **Skill Records:** These are short reflection sheets to capture when skills have been used in an activity or project.

## Research

Research conducted by the Skills Builder Partnership explores the relationship between higher levels of essential skills and employment outcomes.

Find the full report: [skillsbuilder.org/employment-outcomes](https://skillsbuilder.org/employment-outcomes)

## Reporting Impact & Supporting Funding Applications

The Skills Builder **Guide on Reporting Impact** can be useful if you are in discussions with potential or current funders to share more about the Partnership and how you are using, or will use, the Skills Builder Universal Framework to measure impact:

Access it at: [skillsbuilder.org/reporting-impact](https://skillsbuilder.org/reporting-impact)

## Sports Coaching Handbook

The Sports Handbook has been developed in conjunction with the Harlequins Foundation and several other sports clubs to provide short sport activities that align with the Skills Builder Framework steps. These can be used as starters or mini breaks in between sessions with young people.

Access it at [skillsbuilder.org/coaching-handbook](https://skillsbuilder.org/coaching-handbook)

## Working with individuals with Special Educational Needs or Disabilities

The Expanded Framework breaks down each Step into three Stepping Stones, to support individuals to progress in a more carefully structured order.

Access it at [skillsbuilder.org/expanded-framework](https://skillsbuilder.org/expanded-framework).

# Lifelong Family Links



Lifelong Family Links works in partnership with children, young people and adults with a disability, their carers, relatives and community-based service providers. They deliver flexible services within the community designed to improve the lives of disabled people.

The key aim is to ensure young people with Special Educational Needs and Disabilities live, learn and work within their local community. To achieve sustained progression, resulting in better life outcomes disabled people achieve their full potential. To enjoy a rich and full individual and family life, and one in which they engage with, and contribute, to the local community.

LFL achieves these aims by running a variety of different programmes for their clients, such as:

- Employment Workshops e.g. C.V writing
- Employment Skills Workshops
- Desired Training e.g. resilience training
- Life Skills Programmes

The youth sector has a wide range of fully trained and experienced staff to develop essential skills in young people. Working with young people while they are growing up is the best time to teach them the essential skills that they will be able to use in their adult life. Additionally, it will boost their confidence, self-esteem, and determination.

Lifelong Family Links have used the Skills Builder steps to help young people identify their strengths and areas for development. They chose two focus skills: [Teamwork](#) and [Staying Positive](#). Completing the interactive [Workshops](#) gave the young people solutions to things they wouldn't know how to solve, for example Step 1 Staying Positive: I can tell when others feel positive or negative, after the workshop the young people improved on this step and moved closer towards Step 2.

Using the Skills Builder assessment tools, learners have improved on their Teamwork and Staying Positive and can now respond to situations they face, for example when applying for jobs if they don't receive a job offer at first, they remain positive and keep applying.



Spiral works to ensure every young person is excited about their future, equipped with the skills to achieve their potential and motivated to strive for a fulfilling career.

Their programme features include:

- Interactions with professionals
- Transferable skill development
- Personal development workshops
- Access to training, apprenticeship or employment opportunities.

The youth sector is uniquely placed to support essential skills development in young people. Youth organisations like Spiral are able to create an environment that reflects the working world, and allows young people to learn, explore and develop essential skills in real world scenarios. We are able to meet the learning styles and needs of young people that need these skills the most to help prepare them for their futures.

Essential skills are important for the development of our learners as they give them the tools to be positive active members of society, allowing young people to take control of their own lives and act independently.

Spiral have been working in partnership with Skills Builder for over two years and have incorporated the Framework into their Theory of Change.

The teacher assessment of the young people helps the Spiral team to understand the levels of the individual learner before the programme starts. They can then tailor the programme to the young person's needs.

Spiral works with those at risk of exclusion or young people with SEN, the assessments have shown that these young people are typically 6-8 essential skill steps behind where society would expect them to be.

Using teacher assessments, student self assessment and the reflections of facilitators, Spiral can build a clear picture of the individual, how far they have come, and what their next steps will be. Spiral are now able to provide accurate and detailed feedback to help young people on their journey to acting independently and take control of their lives.





# Street League

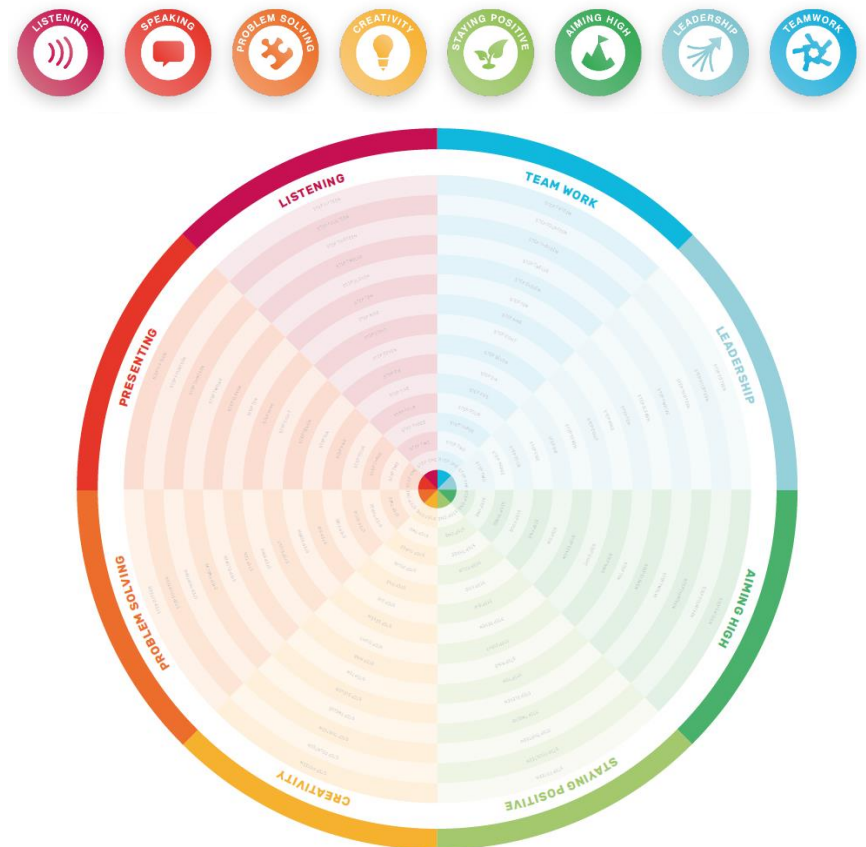
Since April 2019, Street League has been incorporating the Skills Builder approach into their curriculum and programmes. Their commitment to honest and measurable reporting of social impact makes being in the Partnership a perfect fit.

To mark World Youth Skills Day at Street League, 30 members of the Street League team attended an innovative training session with Skills Builder.

The training was a great opportunity to standardise and share best practice across their teams, as they focus on the development of the employability and personal development skills in the young people they work with.

Since then, Street League have incorporated the Skills Builder approach into combined sport and employability services. The skills feature in classroom and sports sessions and are taught and developed through group work, one-to-one discussions, through team sports, fitness and dance sessions.

Street League created this skills reflection wheel which encourages individuals to self reflect and shade in different areas of the Skills Builder Framework based on their achievements.



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