



YOUTH OUTCOMES MATRIX



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Project Number: 2014-1-UK01-KA200-001841

SF YOUTH – Youth Outcomes Matrix

The Youth Outcomes Matrix outlines the expected outcomes on the project on the participating young people. There are 9 key competences, with a focus on skills development. These are:

Knowledge of global social justice issues	Thinking critically	Creativity and innovation
Participation and teamwork	Planning and managing	Communication and voice
Global action	Values for global citizenship	Confidence and self-esteem

The matrix identifies:

- The skill / competence
- The learning need
- A definition of the skill / competence
- And a progression of how a young person might develop in relation to the competence, i.e. from early, to developing to secure.

Transversal skills & competences	Need	Aims	Early	Developing	Secure
Knowledge of global social justice issues	Young people need knowledge about the world around them so they can develop informed opinions and make informed choices.	<ul style="list-style-type: none"> • Young people to develop their understanding of global social justice issues. Young people identify how these issues can relate to them. 	I have an interest in global issues. I know something about one or two global social justice issues. I understand how these issues relate to me.	I understand some of the causes and effects of inequality within and between societies. I have begun to explore the complexity of one or two global social justice issues. I understand how these issues relate to me.	I can explain the causes and effects of inequality within and between societies. I have knowledge of a range of global social justice issues and some understanding of their complexity, including connections between issues. I understand how these issues relate to me.
Thinking critically	Young people need to know how to think critically so they can make sense of the information available to them.	<ul style="list-style-type: none"> • Young people able to critically analyse a range of information in order to make develop ideas and make informed decisions. • Young people able to identify reliable information sources, 	I listen to others and ask questions. I use information and evidence to inform my ideas. I can identify reliable sources of information.	I listen to others and ask thoughtful questions. I critically examine information and evidence in order to develop my ideas. I can locate and identify reliable sources of information and recognise when sources	I critically examine and compare information and evidence in order to develop my ideas. I can analyse power relations. I can locate and identify reliable sources of information and recognise when information sources are

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		detect bias, opinion and stereotypes.		of information are unfair.	unfair and based on opinion. I ask thoughtful questions including those about difficult and complex issues.
Creativity and innovation	Young people need creative and innovative thinking skills to progress in a number of jobs.	<ul style="list-style-type: none"> Young people to come up with new ideas in order to solve problems. They make connections between different ideas. Young people think creatively about how they might engage with change in local, national and international contexts. 	I come up with new ideas to solve problems. I enjoy working in new ways. I am familiar with how I might use creative outputs (e.g. social media, music, drama) to engage others.	I come up with new ideas to solve problems. I introduce and discuss my new ideas with others. I explore possible technical solutions to local, national and international challenges. I use creative outputs (e.g. social media, music, drama) to engage others.	I come up with new ideas to solve problems. I think about the future and plan innovations to initiate change within local, national and international contexts. I use creative outputs (e.g. social media, music, drama) to engage others in global issues.
Participation and teamwork	Young people need experience and skills of participation so they are active agents in their	<ul style="list-style-type: none"> Young people get involved and work well with others in activities that support social justice or democratic 	I take part in activities within my school that other people lead. I work well with others in small groups and help	I work effectively with others on an activity which supports social justice or democratic engagement. I agree goals and responsibilities with	I am an active participant, leading others on an activity that supports social justice or democratic engagement.

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	futures. They need skills to work well with others.	engagement. <ul style="list-style-type: none"> • Young people work together to agree responsibilities and goals. They listen to others and participate in joint decision-making. • Young people make choices and decisions, and recognise the consequences of them. 	others to participate.	others. I encourage everyone to participate and take all ideas seriously. I make choices and contribute to decision making. I accept group decisions. I evaluate and reflect on the success of the activities.	I agree goals and responsibilities with others. I encourage everyone to participate and take all ideas seriously. I evaluate evidence and contribute to informed decision making. I accept group decisions. I work with others to complete the activity to a high standard. I evaluate and reflect on the success of activities.
Planning and managing	Young people need to be able to plan and manage their workloads to achieve the best possible results.	<ul style="list-style-type: none"> • Young people plan and manage activities which support social justice or democratic engagement. • Young people use project management techniques to identify and plan activities, consider potential achievements and identify successes. They learn from 	I can use timelines to identify and plan activities in order to reach a goal.	I use techniques to plan, sequence and manage activities. I can think though my choices of action and pick the most effective one. I recognise what I want to achieve and can identify successes.	I adopt a structured approach to managing activities that support social justice or democratic engagement. I can think though my choices of action and pick the most effective one. I use techniques to plan, sequence and manage activities. I recognise what I want to achieve and identify can success.

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		mistakes to inform future planning.			
Communication and voice	Young people need to be able to communicate appropriately to a range of audiences.	<ul style="list-style-type: none"> • Young people communicate effectively to different audiences and are able to get complex messages and ideas across appropriately. • Young people actively listen to others. • Young people voice ideas and opinions, and justify and defend these ideas and opinions. They understand how to influence others. 	I share ideas and opinions about global / social issues with others both orally and in writing. I listen to others.	I present my ideas on global / social issues to groups of peers, both orally and in writing. I defend my ideas and opinions in order to influence others. I actively listen to others and disagree in ways that do not discourage others.	I take complex global / social issues and communicate them to others simply and effectively. I present ideas to different audiences in appropriate ways. I state and defend my ideas and opinions, arguing rationally and persuasively from an informed position. I understand communication is a two-way process and actively listen and take on board others' ideas.
Global action	In a globally interdependent world young people need a global perspective, seeing themselves as active global	<ul style="list-style-type: none"> • Young people see themselves as being able to make a difference in the world and know how they might do this individually or as part of a group. • Young people 	I believe individuals can make a difference locally, nationally and globally. I have some awareness of how to do this.	I understand the different ways I can participate as a citizen both at home and overseas. I can explain how my actions might impact on others across the world, both positively or negatively. I believe that individuals and	I understand the different ways I can participate as a citizen, including those that contribute to the improvement of communities at home or overseas. I understand why participation is

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	agents – able to shape their own lives and the world around them.	<p>understand why citizen engagement is important.</p> <ul style="list-style-type: none"> • Young people see interconnections between themselves and other citizens of the world. • Young people reflect on the consequences of their own actions both now and in the future. 		groups can make a difference locally, nationally and globally. I am willing to take a stand on a global issue.	important. I know the world is interconnected and can evaluate how my actions can impact positively or negatively on others across the world. I believe that people can make a difference in the world. I am willing to work towards a more equitable future and get involved in activities supporting social justice or democratic engagement.
Values for global citizenship	Young people need to develop values that support them as global citizens, such as empathy, a belief in a common humanity, fairness and justice.	<ul style="list-style-type: none"> • Young people are sensitive to the needs of others. • Young people appreciate the similarities and differences between people, but also acknowledge a sense of common humanity. • Young people explore 	<p>I can demonstrate compassion and empathy towards others locally and globally.</p> <p>I understand the concept of fairness and recognise that the world is not always fair. I am able to give examples to support this.</p>	I can demonstrate compassion and empathy towards others locally and globally. I am sensitive towards the different feelings, needs and views of others. I acknowledge there is a common humanity and people have common needs. I understand the concept of fairness and recognise the world is not always	I demonstrate compassion and empathy towards others locally and globally. I am sensitive towards the different feelings, needs and views of others. I understand the idea of a common humanity, with common needs. I understand the concepts of fairness and justice. I am willing to take action

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		<p>and understand issues of fairness and justice.</p> <ul style="list-style-type: none"> Young people have a personal commitment to issues of equality and justice. 		<p>fair. I am willing to speak up for others.</p>	<p>against inequality and demonstrate a commitment to social justice and equity.</p>
Developing confidence and self-esteem	<p>Young people need the confidence to actively engage in a range of situations.</p>	<ul style="list-style-type: none"> Young people are confident to actively engage in different forums / situations outside their comfort zones. Young people willing to take on new activities and meet new people. Young people develop performance character virtues, such resilience and determination. 	<p>I am confident to engage in activities in small groups of friends. I value my own and others' individuality.</p>	<p>I am confident to meet new people, take on new activities and am open to new ideas and perspectives. I value my own and others' individuality. I learn from difficult experiences.</p>	<p>I am confident to take on new activities, meet new people and work in circumstances I am not familiar with. I am open to new ideas and perspectives that challenge my own. I value my own and others' individuality. I learn from difficult experiences. I am determined to reach my goals.</p>