

NEWHAM: THE BEST PLACE FOR CHILDREN AND YOUNG PEOPLE



FIVE STEPS FOR THE BEST

Children's Rights Based Approach

WE ARE NEWHAM.

Creating a better
future for all

FOREWORD FROM CLL R. CARLENE LEE-PHAROE, CABINET MEMBER FOR BRIGHTER FUTURES AND GEETA SUBRAMANIAM-MOONEY, NEWHAM CHILDREN AND YOUNG PEOPLE'S COMMISSIONER

During the past few years, children and young people in Newham have been able to experience the benefits of the jobs over the past year and we wanted to be able to reflect on the young people working with us. It is our hope that we can share the positive stories of young people and the support and care that we have provided for them.

It has been a pleasure to see:

- Helped a young person to find a job or to start a business or to start a new career or to start a new business.
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- Helped a young person to find a job or to start a business or to start a new career or to start a new business.

Young people in Newham are now seeing the benefits of the support that we have provided. We are proud to see that we have provided support to young people in Newham and we are proud to see that we have provided support to young people in Newham.

In 2018, we established a committee to support the development of young people in Newham. The committee is made up of young people and staff from the council and the private sector.

- Support the young people in Newham to find a job or to start a business or to start a new career or to start a new business.
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The role of the committee and the young people's commission was created to support the work of the council and the private sector in Newham. The committee is made up of young people and staff from the council and the private sector. The committee is made up of young people and staff from the council and the private sector.

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SECTION 1 NEWHAM'S CONTEXT

Newham is facing the same problems as other boroughs:

- 1. **Income on cost crisis**
- 2. **Representative gap**
- 3. **Big inequality in how Newham's tax and social services are funded** – and young people are going to have to learn to live with that

The system is not giving us the best of any of these to us. We need to do more to help our communities and to make sure that the system works for us. We need to be more active in our own communities, to make sure that the system works for us. We need to be more active in our own communities, to make sure that the system works for us.

Newham is facing a young person economy. The average age in Newham is 30.

- 1. **Not having what we need to live and work**
- 2. **Not having the young people** – Newham is one of only three London boroughs that don't have a university within its boundaries
- 3. **Not having what we need to live and work** – Newham is one of only three London boroughs that don't have a university within its boundaries
- 4. **Not having what we need to live and work** – Newham is one of only three London boroughs that don't have a university within its boundaries
- 5. **Not having what we need to live and work** – Newham is one of only three London boroughs that don't have a university within its boundaries

Although we are worried about these things, we will have the young people who are the future of Newham and the young people.

To support our children to young people we need our own ideas and things that we can do to make the future of Newham and the young people.



Illustration by @mattgibson

The system – and the way that we live – is not giving us the best of any of these to us. We need to do more to help our communities and to make sure that the system works for us. We need to be more active in our own communities, to make sure that the system works for us.

- 1. **Make sure that we have what we need to live and work**
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- 3. **Make sure that we have what we need to live and work**

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SECTION 2 OUR APPROACH

A collaborative approach supported by a central programme website, which, rather than the usual set:

- 1. does not reduce the accountability of individual community members to others or to the wider community.
- 2. does not take any decisions, but rather encourages young people themselves to adopt and take back their own decisions.
- 3. provides no guidance.
- 4. does not reduce government's role, dependent upon existing.

Using this cycle, following a "double bottom" structure of "play space" followed by learning in an way, we've achieved a number of key contributions which contribute towards our broader approach to ensure the best for young people in the through:



It's these contributions we're focusing on right now, and we're looking at how we can best support them. We're also looking at how we can best support them in the future, so that we can continue to provide the best possible environment for young people.

More than the "What's the best of both?":

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3. Provides no guidance.

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4. Does not reduce government's role, dependent upon existing.

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5. Provides young people support as early as possible, but at the point they want it.

5. provides young people support as early as possible, but at the point they want it.



SECTION 3 FIVE STEPS FOR THE BEST



collaboration between stakeholders is essential. Everything we do is participatory and people-driven and family-led.

Research has shown that participatory processes are more successful when they are led by people who have the most direct experience with the issue. The Youth Engagement Network (YEN) and Evidence-Based Practices (EBP) are leading examples of participatory projects. An ongoing challenge of the evidence-based model, the critical role of support in practice is covered in another article throughout *Engage*.

We have worked to build a culture of participation through thoughtful design, including: regular consultation with service providers, families, clinicians, community and faith-based leaders and community-based leaders. The participatory process evolved through the development of EBP through formal consultation with leadership from providers, which has expanded through its reach. These are young people opportunities to influence their service experiences. Developmental issues that are most amenable to research... with the inclusion of young people, community consultation requires thoughtful design.

The role of the researcher when the role:

- 1. Build trust and develop meaningful rapport with youth.
- 2. Identify the steps, your presence, reliance on the shared insights that you want.
- 3. Strategize to create least intrusive ways of participating.



Illustration by: @michellebrown

1 GENUINE PARTICIPATION, CODESIGN AND AMPLIFYING THE VOICES OF CHILDREN, YOUNG PEOPLE AND FAMILIES

We are developing a culture where the meaningful insights and insights young people and their families bring, are amplified through our own resources supporting practitioners.

Our Research: What we've done

What We've Done

Through the years we have been participating in:

- 1. The Best Practices Youth Engagement with [The National Academies](#)
- 2. [The National Academies](#)
- 3. [Always](#) that has helped young people to have a say in their own lives.

Research shows that participatory processes are most effective when they are led by people who have the most direct experience with the issue. The Youth Engagement Network (YEN) and Evidence-Based Practices (EBP) are leading examples of participatory projects. An ongoing challenge of the evidence-based model, the critical role of support in practice is covered in another article throughout *Engage*.

- About youth, young people and their families: Research suggests that youth, young people and their families bring, are amplified through our own resources supporting practitioners.
- 1. [Always](#) that has helped young people to have a say in their own lives.
 - 2. [The National Academies](#)
 - 3. [The National Academies](#)

- 2. providing appropriate training and support (based on the knowledge of teachers' best practices).
- 3. supporting structures that encourage teachers to reflect and share their expertise to increase participation, consistency with the program/curriculum.

Best Best Practices

It is critical that you measure the development of teacher leaders. This aligns together with teachers that create the learning (designing and creating), the goal is to make families less stressed as beneficiaries of implementation of young people and teachers, create new systems, communication and assessment tools at a quarterly meeting intensity (two weeks).

- 1. Systemic research
- 2. Data
- 3. Implementing young people activities

All interventions to encourage, motivate young people finally, they making a way to provide young people to engage and make their own best.

Teacher leaders have to take a strategic approach that focus on an effort, all young people, whether they are young people in high school or young people and students that are through the system. They are better equipped to understand the challenges and opportunities around.

- 2. They don't want to engage with the best best practices, because it's hard, with young people, especially their relationships, relationships to their own work, it's hard.
- 3. Youth Safety
- 4. Education Employment and Training
- 5. Teacher and Student

Measurement, especially young people and best best practices, have flexibility of both other and described in the report.

Community Connections

Measure the culture, a lot of priority for young people, with a focus on the approach of learning/young people who reflects the learning space to students to discuss, particularly, with an abstract idea to use.

The teacher and student community that creates the process an opportunity to become and share, teacher, students, those involve supporting the activities, communication, the young people, who become have been identified by teachers from the student partners with the industry, community and best practice, especially with students.

The implementation team conversations around all Youth Safety opportunities, the implementation program, Youth Safety, which you, is not engaging, implementation available.

The value of our young people



How do you measure young people are using, especially in education, it's hard, with young people, especially their relationships, relationships to their own work, it's hard.

Key Takeaways/What next?

- 1. Measurement of the best best practices, especially the culture of young people, with a focus on the approach of learning/young people who reflects the learning space to students to discuss, particularly, with an abstract idea to use.
- 2. Measurement of the best best practices, especially the culture of young people, with a focus on the approach of learning/young people who reflects the learning space to students to discuss, particularly, with an abstract idea to use.
- 3. Measure the culture of young people, especially the culture of young people, with a focus on the approach of learning/young people who reflects the learning space to students to discuss, particularly, with an abstract idea to use.



2 & BILITIFUL FOCUS ON OUTCOMES FOR CHILDREN

Measuring school operations and using a dashboard have helped us learn valuable lessons. We've found that having the focus on young people, the focus on equity, on outcomes and on what we measure matters.

Our Number 1 What we've done

Centered around all students' learning outcomes

Engaging young people in their own learning, family, and community is a major outcome of the Number 1 strategy. Learning an instrument, "Noodle & Move" (aerobic) activity, or social skills lessons, especially among people who cannot read, are highlighted over other goals.

The Number 1 strategy emphasizes "Noodle & Move" activity, the focus on all students, outcomes are to include the achievement gap, and we focus on the success of all students. Learning an instrument, aerobic, or social skills lessons are highlighted over other goals. We emphasize that all students are successful in their own learning.

Number Young People Matter

Our Number 1 strategy has centered on the goal: "All students will be successful learners." The focus is a commitment to the young people who are our responsibility and that they have control over their own learning.

- 1. Focus on all
- 2. Focus on equity and outcomes for all students
- 3. Center young people
- 4. Young people have control over their own learning



Young people are young people, not just up to the teacher's strategy.

- 1. The student
- 2. Their culture
- 3. Student outcomes
- 4. Equity, access, and social-emotional learning
- 5. Community and family engagement
- 6. Other partners and people

The strategy is not just a matter of the strategy itself, but also the focus on all students, outcomes are to include the achievement gap, and we focus on the success of all students. Learning an instrument, aerobic, or social skills lessons are highlighted over other goals.

Focus on all students

In partnership with other strategies, Number 1 focuses on all students and young people's learning outcomes. We emphasize that all students are successful learners, and we focus on the success of all students. Learning an instrument, aerobic, or social skills lessons are highlighted over other goals.

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The value of our young people

We propose some things that we should:



Investment in youth

Investment in health

**Engage our youth in the community
and for the highest quality**

Protect the environment – our home

Partnerships with all

Empower change

Support our priority

Businesses locally



A bright future: What next?

1. **Engage our youth in all our activities to make your representatives in the following areas:**
 - a. **Business Development**
 - b. **Health**
 - c. **Healthy Communities and Environment**
 - d. **Education Training Skills**
2. **Supporting the Safety of Newham's Future**
3. **With a community partnership model**
Management structure will be jointly
owned and funded, co-managed by
RHS and Newham
4. **Business Strategy working group** to
share ideas amongst all the bodies
5. **Share fully integrated approach to
business, social, education and the
community**

3 STRONG LOCAL LEADERSHIP

Representatives of strong local leadership and governance approach solutions for young people in schools that are provided by educators and other school leaders using a variety of strategies and services for young people – from increasing availability of transportation services to help get students to school, to providing comprehensive career counseling to those

ready to enter the workforce. These local leaders do so in addition to other transportation-related responsibilities for services relating to young people. A national report issued a global study system reported that school services are being “delivered incrementally to young people in many ways. It is not clear whether such work supporting young people in a variety of ways is being systematically incorporated into policy-making.

How strong leadership works: This is something we see applied to any situation. It is the leader leading the effort to the point that the way is the way. It is the leader who sets a goal and supports the team to reach that goal. It is the way that strong leadership works in the business.

The national and state systems are also necessary and should be used to support the approach being to

- Using transportation services to help
- Addressing needs of the system and other that are in the system.
- Making the school necessary to help you succeed.

The role of the school is to help students to get to school with confidence, access services and the other system. They do so in various ways. The school is to help students to get to school with confidence. There are many ways of the system that are needed to help the school.

How National Efforts are Done

What is the Young Person

The national [What is the Young Person](#) is a report that has been published by the Kaiser Family Foundation. It is a report that is used to help young people to get to school with confidence.



The young person

- Addressing the needs of young people
- Addressing the needs
- Addressing the needs of the young person and others.

The purpose of the report is to help young people to get to school with confidence. The report is a report that is used to help young people to get to school with confidence.

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Examples of the young person's needs

- **Transportation** - Addressing the needs of young people to get to school.
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The focus of the Young People's Movement and their related to grant efforts required to ensure that the Young People's Movement and their partners that support through the year-round. The organization's focus on the youth is the children and teenagers who work with parents or adult caregivers to ensure that comprehensive services (see substance abuse and mental health services table) (2018).

Building partnerships across the partnership

Young People's Movement creates linkages between youth service providers across the country. In practice, the various different organizations working together to address various goals. "We are proud of our collaboration with across the system in pursuit of our shared vision."

We've worked with partners including:

- 1. National Endowment for the Arts
- 2. SAMHSA
- 3. NIMH
- 4. SAMHSA's organization
- 5. Medicaid
- 6. The criminal justice system
- 7. Substance and mental health care

Programs with great outcomes

- 1. **Developing a coordinated approach to mental health.** This includes an NIMH's response.
- 2. **Working with parents together to ensure healthy outcomes for children and adolescents with substance use.**
- 3. **Developing the Young People's Movement.**
- 4. **Creating a strategic framework to focus on children and their family members.**
- 5. **Partnering with parents for their children's mental health and substance use services to ensure better outcomes for children and adolescents.**
- 6. **Partnering with parents to create healthy homes, stability and affordability of their properties.**
- 7. **Using behavioral health services to support youth in school's transition.**
- 8. **Working with SAMHSA and other health care providers to ensure that youth and their families have the support and resources young people.**
- 9. **Developing resources Young People and their families through various partnerships to ensure that children and adolescents are supported at each step of their journey, including family therapy.**

What's going on the system

A key goal of the Young People's Movement is to challenge the current and to be an advocate for youth. The organization is working to ensure that the young people's movement.

One of the ways that the organization is working to ensure that the young people's movement is to challenge the current and to be an advocate for youth. The organization is working to ensure that the young people's movement.

Working on developing a culture of trust across the system and to ensure that the system is working to get young people that.

1. Evidence: Developing systems that are not based on the youth's characteristics and young people's characteristics. The goal is to create a culture of trust across the system. The organization is working to ensure that the young people's movement is working to get young people that.

2. Evidence: Providing services and resources that are not based on the youth's characteristics and young people's characteristics. The goal is to create a culture of trust across the system. The organization is working to ensure that the young people's movement is working to get young people that.



The value of our young people

Young people are being put at the centre of our other young market

“I feel exceptional. This programme is a step to becoming a leader that the world of business needs.”

Dr. Anurag Kumar, an exceptional business leader from Bangalore

“I am excited to be a part of a programme that will help me develop my leadership skills and gain valuable insights into the world of business and finance.”

Arjun Kumar, a young leader from Bangalore

“I am excited to be a part of a programme that will help me develop my leadership skills and gain valuable insights into the world of business and finance.”

A. Arjun Kumar, a young leader from Bangalore

“I am excited to be a part of a programme that will help me develop my leadership skills and gain valuable insights into the world of business and finance.”

Dr. Anurag Kumar, an exceptional business leader from Bangalore

A bright future? What next?

- Bringing together the brightest together to build a strong leadership pipeline and drive it forward through their own business
- Encouraging value-adding activities for business leaders, along with the continuous support, the programme is offering to help individuals at various stages from young people to high achievers



4 A CULTURE OF DATA-DRIVEN CONTINUOUS IMPROVEMENT

The overall strategy is to create a performance-based culture that you're already using. Measuring an organization's ability to succeed in a market is a complex process. However, this area contains some of the steps we're taking with data collection. We've used it to create the following structure:

Continuous improvement is the most important step we take in understanding how to support our young people and families. We're looking at a variety of ways to improve our services and outcomes – particularly data. We're using data to identify and address the needs of our young people and families, and to identify the best ways to address those needs. We're also using data to identify the best ways to improve our services and outcomes.

We're also looking at other ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes.

Our Strategy: What we've done

Next Step: Measure Strategy

To start, we're looking at ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes. We're looking at ways to improve our services and outcomes.

What we've done: Measure Strategy - Next Step: Measure Strategy

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It's not just about the data, it's about the way we're using it. We're looking at ways to improve our services and outcomes.

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Next Step: Measure Strategy

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Next Step: Measure Strategy

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What will have to be done to do it?

Areas to focus on together	What's working
Addressing knowledge gaps through education, the most important measure to improve performance. (Implementation/evaluation) in other areas/business.	<ul style="list-style-type: none"> 1. Springlife 2. Youth Safety, Intervention/Prevention 3. Youth Self-Rescue Therapy 4. Youth Manager Youth-Management 5. Youth Safety Self-Management
Gender inequality: The gender issue is a major responsibility and priority. By acting as a supporting youth education and policy activities, it can offer young people across the spectrum of their existing knowledge.	<ul style="list-style-type: none"> 1. Youth Self-Rescue 2. Springlife 3. Intervention Service 4. National Youth Safety Center 5. Youth Training Manual Development and Implementation/Programme 6. Youth Program Manual 7. National Gender Health Multi-Agency Collaboration 8. Improved Youth Safety, education
Addressing adolescents' needs: The most crucial challenge is to ensure that young people are provided an easy-to-access, free-of-charge, self-help, user-friendly service.	<ul style="list-style-type: none"> 1. Providing free telephone and text chat 2. Making it easy, self service 3. Youth House 4. Youth Home services 5. SMS Programs 6. YHM (Youthline) Project 7. Supporting Parents programme 8. National Youth Employment Service 9. National Helpline (instead of self-help self exploration)
Communication and engagement: The most crucial challenge is to ensure that young people have a positive relationship with services and are able to access them when they need it.	<ul style="list-style-type: none"> 1. Access to youth 2. Youth Self-Rescue 3. Community Collaboration 4. Youth Safety Board Reports

The new strategy is based on four pillars and Korean families experience and were working hard to get it to the stage.

Understanding the contents of 'Youth Safety'

In addition, we have also developed activities to raise awareness of young people with the aim of creating a culture of 'Youth Safety'.

Understanding the contents of 'Youth Safety' is the most important activity for raising awareness of other sectors. The success through it has led to the success of other related areas that are closely related.

Springlife – Working with the partnership to raise awareness

When government change in other field, Korean have lots of a new ideas of program like youth and community and how to the experience. Youth are the most the program activities. In various kinds of space in the community support and support service, we operate program called as Springlife. Springlife are designed to help with issues that commonly to young people.

Based on the need for protection of young people, we focused the challenges of young people across communities, urban and rural community. With us we continue to attract young people and help to Korean to meet Springlife issues that address the partnership, some eligible to set an economic program.



to work on a long-term plan, might discuss feedback from young people, schools and other students. The youth consultation is clearly showing importance to encourage activities.

The Youth-based initiative will demonstrate the best practice from organisations:

- 1. The United in Energy supports participation groups of school leavers/young. The initiative clearly demonstrates an active role for young people in consultation.
- 2. The United in Energy and Government initiative of the United in Energy-based initiative and the United in Energy. The United in Energy has developed approaches for training and learning it.
- 3. The United in Energy initiative to support the United in Energy-based initiative. The United in Energy has developed a new set of approaches to support the United in Energy-based initiative.

The Youth-based initiative will continue to continue the United in Energy-based initiative and demonstrate the United in Energy-based initiative.

With Youth-based initiative the best practice from the following organisations is shown:

- 1. The United in Energy-based initiative will support the United in Energy-based initiative. The United in Energy-based initiative will support the United in Energy-based initiative.
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- 4. The United in Energy-based initiative will support the United in Energy-based initiative. The United in Energy-based initiative will support the United in Energy-based initiative.

These initiatives showing the United in Energy-based initiative will support the United in Energy-based initiative.

Other initiatives

The United in Energy-based initiative will support the United in Energy-based initiative. The United in Energy-based initiative will support the United in Energy-based initiative.

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The value of our young people

can save other things young people learn through the Next Generation Energy

44

Improve the effectiveness of the way in which government spends its money on research and development

Improve green bus services

Improve bus routes, keeping routes of economic importance

Encourage people working together to help others

Help encouraging school children to get going to school by taking their bicycles on motorbuses provided

Improve quality of education & jobs

Start being able to go home when it's light without being asked

Improve bus efficiency

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A bright future: What next?

1. How can we improve our energy supply and encourage more of the potential benefits by encouraging other sectors to adopt more energy efficient energy saving techniques
2. Can we continue to develop infrastructure to support businesses provide safe water and transport services
3. How can we use our skills to provide a world of high-quality jobs and careers for the next generation and improve their education, training and working conditions

5 FAMILIES GETTING SUPPORT AS EARLY AS POSSIBLE AND AT THE POINT THEY NEED IT

The care plan agreement is provided to every individual. This can reduce young people and families need to access services in their lifetime

- involving young people and their families in setting the care plan
- giving young people and their parents or guardians the right to refuse or withdraw consent to services
- allowing children access to a specialist service
- helping young people to be ready to start school at five
- involving young people and their parents or guardians
- providing opportunities to engage independent professionals
- giving young people and their parents the right to refuse or withdraw consent to their services
- providing young people and their families to address

Implementing the agreement primarily the work of the Single Health Board which has also been adopted and implemented across our through trust health boards under health board arrangements with financial trust status of the trust board concept of the single health board - working with a leading health board. We also will work closely with other health board and other independent parties to ensure children and families get effective support when we they need it.

By adopting agreed principles and early educational needs:

- enable early to increase professional and social contacts that young people have
- help young people and their families
- help young people and their families to



Our Network: What we've done

Developing and evaluating the Single Health Board model

The Single Health Board model is led by the trust and fully supports the work of the trust and the trust's mental health services and young people's services (including the trust's 'at-risk' mental health)

- Best Year Five
- Self-Help's Trust
- Self-Help
- Trust Improvement Forum
- The early mental health unit

Single Health Board model is led by the trust and fully supports the work of the trust and the trust's mental health services and young people's services (including the trust's 'at-risk' mental health)

The trust's mental health services include the trust's 'at-risk' mental health unit

- Self-Help
- Self-Help
- Self-Help for health and social wellbeing

The trust's mental health services include the trust's 'at-risk' mental health unit and the trust's mental health services (including the trust's 'at-risk' mental health unit)

How do they see future graduate outcomes today?

- The importance of student engagement today
- Making work relevant **today**
- **Entrepreneurship**
- The critical nature of the way they access it, especially with young adults
- Developing strategies that don't contain a heavy burden
- The ability of the student experience supporting students and families in achieving key milestones
- An overall aspiration to build upon the Department's Mission, **not to** replace things that "the new model brings together but you can't do by yourself" and support services that are not available in any traditional graduate school format

On the way to re-imagining the traditional focus on entrepreneurship, as well as other areas, it's worth asking some "What are we doing to ensure we are doing what is necessary that the entire story is better?"

Student feedback shows that the way with the benefits the space of business goals, although the core thought and development of higher education will have become a foundation of business of life for the way it goes. The various ways we want to see:

- By making them to become a source of shared skills, abilities and learning
- By making the traditional young adults' experiences more relevant and timely

The history of student feedback

Continuing to expand access to research feedback is a challenge. The goal should always be to have our experts in economic learning.

In the past year, we stepped on some ground when it came to our 21st century student. The various new pedagogical strategies we use were supported with steps of how data integration, how better projects are.

The first lesson of the **2019-2020** course for teachers centers:

The two outcomes are being understood and are making better feedback, better assessment, more of it to support with student feedback experiences.

The value of our young people

"The website is very well structured, informative, helpful and well navigated!"

— **Michelle**, an expert on the country's top entrepreneurs

"Just wanted to thank you for everything you've done for us and for it all. It's been a great experience and I'm proud to work with you and the team working together for a long time and you have a great feel for what we need to improve with us."

— **John**, an expert writing with higher education

"The website is a better layout of a better website... I would like to see a more detailed feedback, especially with the way it is organized."

— **John**, an expert on the country's top entrepreneurs

— **John**, an expert writing with higher education



When I made things as I wanted change in how I would try and what for youth workers like to that's just as I had feeling it was really surprised she was saying. What we was searching for a lot we had engaging in conversations and our other side we have something like a need for the very day. From there it was looking as if feeling was really confident in the things that we would do in the next. Although I just want was that in things.

One Newham young person in spring with a youth worker from Regent House.

Building on the foundations - A bright future (What next?)

- 1. Young people understand change events a strategic approach
- 2. Further develop the strategic partnership approach
- 3. Publish an engagement strategy that aligns
- 4. Develop evidence for the strategic partnership programme
- 5. Launch the strategic partnership with across the borough
- 6. Launch Youthful Futures in the strategic programme
- 7. Monitor and measure what they they programme
- 8. Engage with external partners to ensure young people are represented in the strategic partnership to ensure the relationship continues to develop effective work and necessary make support for children and young people with any communication arrangements
- 9. Engage with external organisations and relevant groups





SECTION 4 WHAT NEXT?

The approach used this year and the next, however, differs from the conventional one we have followed. Through this 2013-2015 strategy, we will work to ensure that our people are not just people in a traditional industry but members of the future of the global economy, the things that will define that future, and we are going to increase the number of people in that future who are young people of color.

We want to be known about the key challenges that exist. There are areas where we know things could be done better, such as:

- 1. **Continuing to expand the work with responsibility of the current employees.**
- 2. **Ensuring greater involvement across the business management.**
- 3. **Ensuring critical processes are not siloed from operations when that makes sense.**

By identifying specific activities, we have identified key strategies to focus on. These are the three main areas critical to keeping us:

- 1. **Maximize operational excellence across.**
- 2. **What research tells us we the greatest opportunities are how to biggest important processes.**
- 3. **Maximize people and our investment.**

We continue to work across the partnership ecosystem and our employees continue to get excited and young people in the work. Making strategy isn't "finished," the role of the strategy and Today People Development strategy will give us opportunities in a new environment we can take a big opportunity. By doing this, we are excited about the future.

The all people identification, working with others, and "what's next" when that comes, and the forward:

- 1. **Continuing to be relevant and most likely.**
- 2. **Ensuring greater involvement and working.**
- 3. **Maximizing the ability to be most likely.**
- 4. **Working.**
- 5. **Maximizing critical important processes.**

We want to be known about the key challenges that exist. There are areas where we know things could be done better, such as:

Through our **Investment Strategy** and **Business Development and Strategy** (see [Investment Strategy](#) and [Business Development and Strategy](#)), we will work to increase the number of people in the future who are young people of color.

By identifying specific activities, we have identified key strategies to focus on. These are the three main areas critical to keeping us:

We continue to work across the partnership ecosystem and our employees continue to get excited and young people in the work. Making strategy isn't "finished," the role of the strategy and Today People Development strategy will give us opportunities in a new environment we can take a big opportunity. By doing this, we are excited about the future.

APPENDIX RECIPES FOR SUCCESS



SPOTLIGHTS

At Newham, we've got a lot of different ways to shine our spotlight on our people.



Shining with you!

Over the period of a week, we'll shine the spotlight on an individual and let everybody know it's their progress quality.



KEY INGREDIENTS

What

- Shining the spotlight
 1. Share a feature, progress or point to be proud of.
- The team
 1. **DEVELOPMENTAL FEEDBACK** from the person being praised.
 2. **RECOGNITION** from the person who praised you.



How to shine

- **SHINE** - share your progress, success or ways working.
- **RECOGNISE** - give a shout-out to someone whose actions you appreciate.



Shine, share and actively seek out the spotlight. We're all in it together and everyone will appreciate it.

- **RECOGNISE** - give a shout-out to someone who has done well.
- **RECOGNISE** - give a shout-out to someone who has done well.

Make it make a difference!

- **SHINE** - share your progress, success or ways working.
- **RECOGNISE** - give a shout-out to someone who has done well.
- **RECOGNISE** - give a shout-out to someone who has done well.



METHOD

THE MESSAGE

Share your progress, success or ways working.

Recognise someone who has done well.

Recognise someone who has done well.



WE ARE NEWHAM.

And we're just getting started.

NEXT GEN NEWHAM

Supporting the next generation of young people across Newham through a range of activities and opportunities.



KEY INGREDIENTS

WHAT

- 1. The initiative
- 2. A key strategic focus (e.g. the education of young people's communities)
- 3. Specific needs that define the partnership
- 4. Multi-stakeholder young people and leaders that connect the message



WHAT

- 1. A shared vision



METHOD

2020-21	<p>Develop a partnership of organisations and individuals representing the community and business sectors across Newham, representing education and the private sector.</p> <p>Define a strategic focus for the initiative. This can be defined as a solution to a specific problem that is supported by the community and business sectors.</p> <p>Build a shared vision for the initiative and the goals that will be achieved by the initiative to support that young people's community across Newham.</p> <p>INITIATIVE: Support an education and business partnership across Newham.</p> <p>The initiative will focus on the following themes:</p> <p>INITIATIVE OBJECTIVES:</p> <ul style="list-style-type: none">- Skills development and training- Entrepreneurship- Digital skills and digital literacy- Business and community engagement	<p>Objectives of the initiative:</p> <p>Support a wide range of skills and digital training across Newham, representing education and business sectors.</p> <ul style="list-style-type: none">- Entrepreneurship- Digital skills and digital literacy- Business and community engagement- Skills development and training <p>Supporting young people's community across Newham through a range of activities and opportunities.</p>
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2022-23	<p>INITIATIVE OBJECTIVES:</p> <p>Support the development of a range of skills and digital training across Newham, representing education and business sectors.</p> <p>INITIATIVE 1: Support the development of a range of skills and digital training across Newham, representing education and business sectors.</p> <p>INITIATIVE 2: Support the development of a range of skills and digital training across Newham, representing education and business sectors.</p> <p>INITIATIVE 3: Support the development of a range of skills and digital training across Newham, representing education and business sectors.</p> <p>Supporting young people's community across Newham through a range of activities and opportunities.</p> <p>Supporting young people's community across Newham through a range of activities and opportunities.</p>	<p>Objectives of the initiative:</p> <p>Support a wide range of skills and digital training across Newham, representing education and business sectors.</p> <p>Supporting young people's community across Newham through a range of activities and opportunities.</p>
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WE ARE NEWHAM.

Newham Learning
Community Learning

<p>180 100</p> <p>180 100</p>	<p>180 100</p> <p>180 100</p>	<p>180 100</p> <p>180 100</p>
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<p>00:00</p> <p>00:01</p>	<p>Answer:</p> <p>Let's find the area of the shaded region.</p>	<p>Step 1: Find the area of the square.</p>
<p>00:02</p> <p>00:03</p>	<p>Step 2: Find the area of the four triangles.</p> <p>Step 3: Subtract the area of the four triangles from the area of the square.</p>	<p>Step 1: Find the area of the square.</p> <p>Step 2: Find the area of the four triangles.</p>
<p>00:04</p> <p>00:05</p>	<p>Answer: The area of the shaded region is 100 square units.</p>	
<p>00:06</p> <p>00:07</p>	<p>Step 1: Find the area of the square.</p> <p>Step 2: Find the area of the four triangles.</p>	<p>Step 1: Find the area of the square.</p> <p>Step 2: Find the area of the four triangles.</p>
<p>00:08</p> <p>00:09</p>	<p>Step 3: Subtract the area of the four triangles from the area of the square.</p>	<p>Step 1: Find the area of the square.</p> <p>Step 2: Find the area of the four triangles.</p> <p>Step 3: Subtract the area of the four triangles from the area of the square.</p>
<p>00:10</p> <p>00:11</p>	<p>Answer: The area of the shaded region is 100 square units.</p>	<p>Step 1: Find the area of the square.</p> <p>Step 2: Find the area of the four triangles.</p> <p>Step 3: Subtract the area of the four triangles from the area of the square.</p>

MEANINGFUL PARTICIPATION

Research shows us we're more likely to act on climate change if we feel we have a say in what's going on. We can't wait for governments to do it for us. We need to get involved ourselves. Here are some ideas to help you get started.



SOME OF THE TOOLS YOU NEED TO CREATE OUR RECIPES



Strong evidence with roots

It's critical to get evidence rooted in the experiences of young people, and not just to represent a community. When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.



Accountability

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Accountability is a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.



Support

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Support is a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.



Skills

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Skills are a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.



Values and integrity

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Values and integrity are a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.

FOR EXAMPLE, IN NEWHAM...

an
action
plan
to
reduce
carbon
emissions

How much evidence

Research shows that young people are more likely to act on climate change if they have a say in what's going on. We can't wait for governments to do it for us. We need to get involved ourselves. Here are some ideas to help you get started.

How much support

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Support is a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.

How much skills

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Skills are a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.

How much values and integrity

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Values and integrity are a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.

How much accountability

When you're making your own evidence, it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing. Accountability is a key part of this process, and it's important to be clear about what you're doing, why you're doing it, and what you're hoping to achieve. It's also important to be clear about what you're not doing.

How much evidence

Research shows that young people are more likely to act on climate change if they have a say in what's going on. We can't wait for governments to do it for us. We need to get involved ourselves. Here are some ideas to help you get started.



If you're interested in finding out more contact
[Newham CYP Commissioner@newham.gov.uk](mailto:NewhamCYPCommissioner@newham.gov.uk)

WE ARE NEWHAM.

**London's
Leading
Authority**