

Evaluation Report August 2011

by **radersolutions**

**Community Leadership Programme
Apprenticeship in Youth Work**

**Leadership
Qualifications
Employment**

Fermanagh / Monaghan *January 2009 – June 2010*
Derry/Londonderry / Donegal *August 2009 – January 2011*
Belfast *September 2009 – February 2011*



INTERNATIONAL FUND FOR IRELAND



APPRENTICESHIP SNI



Leaving a Legacy

Contents		PAGE
Executive Summary		4
Section 1	Introduction and background	5
Section 2	Location, location, location.	12
Section 3	Building foundations for peace	15
Section 4	Impact	23
Section 5	2011 and beyond	31
Section 6	Recommendations	34
Section 7	Appendices	39
	Appendix A Evaluation methodologies	
	Appendix B CLP training curriculum & apprenticeship framework	
	Appendix C Community placement organisations	
	Appendix D Evaluation reports	
	Appendix E Youth arts legacy	
	Appendix F Key events	

Radersolutions was appointed as the External Evaluator in mid-December 2010 and the evaluation process took place during the period January to April 2011.

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Radersolutions wishes to record thanks to all those who contributed to this evaluation through the many one-to-one interviews, by completing questionnaires, participating in focus groups and by providing personal experiences of the initiative. Particular thanks go to the apprentices, course coordinators, peer support workers and all the staff at YouthAction who responded to the many detailed requests for information.

Executive Summary

Leaving a legacy

Key outputs of the Community Leadership Programme

44 young adults aged 16 – 25 were employed on the programme from 2009-2011.

Of the 44 young adults;

- 35 gained further employment and 3 entered Higher Education full-time on completion of the programme;
- 23 applied to Higher Education and 22 secured places in Higher Education;
- 65% did not meet the educational standard of 5 GCSE Grades A-C; including English and Maths on entering the programme;
- 51% of the apprentices completed Essential Skills in either Literacy and/or Numeracy as part of their training;
- 91% of the apprentices gained the Apprenticeship in Youth Work ;

5526 young people took part in a range of peace building initiatives facilitated by the apprentices; and

Young leaders who complete the Community Leadership Programme gain a recognised Level 3 Apprenticeship in Youth Work through ApprenticeshipNI.



International Fund for Ireland Chair, Dr. Denis Rooney CBE, and Caitriona Ruanne, Minister for Education launch the Youth Work Apprenticeship 2009

ES 1. This evaluation report focuses on 3 cohorts of Community Leadership Youth Work Apprentices during the period January 2009 and March 2011. In total 39 apprentices were recruited to this unique youth work employment and training initiative, operated by YouthAction Northern Ireland. Information about YouthAction, the evaluation process and an overview of the Community Leadership Apprenticeship in Youth Work initiative is set out in **Section 1 Introduction and background**.

ES 2. Consideration is given in **Section 2 Location, location, location**, to the 3 areas chosen as delivery hubs – Fermanagh / Monaghan; Derry/Londonderry / Donegal; and Belfast.

ES 3. **Section 3 Building foundations for peace**, considers the context in which the apprentices, average age 21, and the young people in the 34 community youth work placements, average age 14, have grown up, during the 'peace process'.

ES 4. Also in **Section 3**, short case studies are used to explore some of the tools and techniques that have been developed and used to make a contribution to peace; to identify local community issues and to support young people in making their voices heard. Particular consideration is given to skills and techniques which come under the heading of youth arts; a methodology that has been a feature during the 22 year life of the Community Leadership Programme.

ES 5. **Impact** is evaluated in **Section 4**. Through the words and experiences of apprentices, placement supervisors and young people, we highlight some of the lasting legacy which has resulted from the Initiative.

ES 6. **Section 4** also provides a profile of the apprentices, identifying that 65% of the apprentices did not meet the educational standard of 5 GCSE grades A-C, including English & Maths. The significant retention rate of 90% is registered, together with 91% of apprentices being awarded the full level 3 accreditation.

ES 7. The operational and community context is quite different, at the end of the initiative (Spring 2011) than when the 39 Apprentices started in 2009 and this is considered in **Section 5 2011 and Beyond**.

ES 8. **Section 6** sets out 12 Recommendations under 2 headings – Strategic and Organisational.

Section 1

Introduction and background

About YouthAction Northern Ireland

1.1 YouthAction Northern Ireland is a regional voluntary youth organisation which was established in 1944. It is a company limited by guarantee holding charitable status, with its headquarters based in a city-centre location in Belfast. This central location, combined with a purpose built building and performance space, places YouthAction at the very heart of the emerging youth culture in the city and at the hub of youth work across Northern Ireland.

1.2 In addition, YouthAction maintains centres in Armagh, Ballygawley, Enniskillen, Derry/Londonderry and Newry - practical evidence of their commitment to community based projects and partnership working.

1.3 The organisation has over 65 years experience of working with disadvantaged young people. YouthAction has proven itself to be prepared to approach work with young people in different and innovative ways. The organisation, its staff and those in governance, have repeatedly demonstrated a willingness, and ability, to think outside the box; to identify gaps in provision; to tackle issues of the day and to be relevant to the context in which their member organisations and young people operate.

“One of the inspiring things about working with young people is that once they have their potential unlocked they have a unique ability to communicate a very powerful message to everyone about the journey they’ve been on.”

[David Gould, Chairperson YouthAction]

1.4 YouthAction is committed to building leadership across its network of organisations and indeed beyond into the youth work workforce. YouthAction, in more than 65 years of work across Northern Ireland, recognises that youth work cannot be delivered without a skilled and effective workforce that encompasses a wide variety of roles and skills including those of the volunteer, part time youth worker and full time youth worker. The organisation has a strong track record of supporting, training and retaining leaders. In all aspects of its work YouthAction

tackles inequalities and has developed a significant research database, together with intervention models and evaluation findings. YouthAction has clearly demonstrated a commitment to building a peaceful society and has often taken a lead in addressing issues, which is evidenced in the **Youth In Action for Peace** events of the 1970’s and early 80’s, through to the **Community Leadership Apprenticeship in Youth Work** (2009 – 2011) which develops leadership and provides employment and training in addition to exploring and contextualising the legacy of the troubles.

The evaluation

1.5 **Radersolutions** was appointed as external evaluator in mid-December 2010 and the evaluation process took place during the period January to April 2011. The methodologies used are set out at **Appendix A**

1.6 The aim of this retrospective evaluation was to:

Undertake an external evaluation of the Community Leadership Programme - Apprenticeship in Youth Work located in Fermanagh/Monaghan, Derry/Londonderry /Donegal, and Belfast.

1.7 The overall aim of the Community Leadership – Apprenticeship in Youth Work, was to support the skills development and employability of young people, in the 18 – 25 age range, to enable them to play a greater role in their local communities and to contribute to the development of a peaceful and stable society.

1.8 Two of the programmes were delivered in border communities with a particular focus on supporting peace building. The third, whilst also focused on peace building, had an additional youth arts component to develop the apprentices’ skills in using the performing arts as a methodology through youth work programmes.

1.9 Objectives

- Employ and train 38 young people as youth/community leaders for 18 months; they will have little or no formal qualifications and will learn and work in a local community youth work setting.
- Participants will have access to NVQ Level 3 in Youth Work and components of the apprenticeship framework through the Department for Employment and Learning, Apprenticeship Northern Ireland Programme.

1.10 Outcomes

- Increased leadership skills and capabilities to take forward creative community relations initiatives with young people.
- Young adults equipped with employability skills, qualifications and confidence to avail of opportunities arising out of a changing social and economic environment
- Young adults with a desire to undertake leadership roles and affect real change by promoting social inclusion and involving young people in active decision making locally.

1.11 This evaluation complements YouthAction's internal and detailed self-evaluation processes. YouthAction draws from a range of evidence to reflect on the quality of the programme and the provision for apprentices, and to identify areas for development. The self-evaluation, aided by the reflective learning approach adopted by YouthAction, is a structured systematic process that includes completing an annual self-evaluation report. That report is forwarded to the Department for Employment and Learning, including the Inspectorate team that grade the report. In the 2010 report YouthAction received a Grade 1 and, in the Education and Training Inspectorate (ETI) report, it was noted that:

"YouthAction's process and procedures, to bring about continual improvement, are high quality... rigorous and accurate self evaluation and development planning processes, which are very successful in bringing about key improvements."
[ETI Report April 2010]



Dr Adrian Johnston (IFI) speaking at the graduation of the North West apprentices

Community Leadership Apprenticeship in Youth Work

An overview

1.12 The Community Leadership, Apprenticeship in Youth Work (CLP), is an employment based training opportunity, with clear progression routes, for those in the 18 to 25 age range, designed to meet the needs of young adults with modest or few formal academic achievements. It has three interrelated priorities:

- Enhances employment prospects of apprentices
- Contributes to peace and reconciliation using peer education
- Supports local community organisations to develop their youth work

1.13 The programme, whilst very much learner centered, is a challenging one. It features the discipline of paid employment over an 18 month period, together with the demands and deadlines of assignments that apprentices have to meet in exactly the same way as many other training courses.

1.14 As with any apprenticeship it is essential to have a blend of theory and practice. In the youth work context, apprentices must be able to demonstrate their ability to work with young people in a community youth work environment.

1.15 The course content comprises eight modules covering more than 50 elements vital to the practice of youth work. The modules, together with the associated elements, are set out in full at Appendix B.

1.16 The qualifications in the Level 3 Apprenticeship Framework are;

- City and Guilds Level 3 NVQ in Youth Work
- City and Guilds Level 3 Certificate in Supporting Youth Work
- Essential skills in Literacy and Numeracy
- First Aid Certificate

Alongside undertaking the qualifications in the apprenticeship framework, YouthAction also offers additional qualifications to enhance the skills and knowledge of the apprentices. These include;

- Street Based Youth Work module from the University of Ulster Certificate in Youth Studies (attracting 10 CATS points)
- 'Keeping Safe' Child Protection training
- European Computer Driving License (ECDL)
- NCFE Certificate in Drugs and Alcohol Awareness

The Apprenticeship Framework is also set out at Appendix B.

1.17 The Community Leadership Apprenticeship in Youth Work is far more than just another training programme.

"I've noticed a big difference in my daughter with her confidence going through the roof." [Mother of an apprentice]

1.18 CLP provides a pathway for young adults to recognised educational attainment and employment. It is a lifeline for those who want to invest their time and energy in working at community level but have not, so far, been able to access a route to professional qualifications.

1.19 CLP is both an investment in young people and in communities.

"There's a very important place in the future of Northern Ireland for young leaders like this. The young people that we have listened to this evening and the qualities that they have displayed are just what are required to move Northern Ireland forward". [Dr Adrian Johnston, IFI Board Member, speaking at the North West graduation ceremony]

1.20 The very title – Community Leadership Programme – Apprenticeship in Youth Work, sets out the two-fold aim very clearly.

1.21 The Apprenticeship is a blend of theory and practice leading to nationally recognised qualifications and providing progression routes to professional youth work qualifications.

1.22 Community leadership recognises the need for local indigenous leadership so that groups and organisations can provide a range of services in their areas.

1.23 As YouthNet stated in response to the Department of Education - Review of Youth Service Policy (1998):

"Youth Workers and volunteers have to be recruited, trained and retained."

1.24 Any breakdown in these three elements causes difficulty in maintaining service delivery at local level. The delivery of youth work in community settings relies on a workforce that is 90% volunteers. These local people invest their time, skills and enthusiasm in young people and their community.

1.25 Apprentices are employed, by YouthAction, for 35 hours per week and for 18 months. Following the comprehensive and structured 4 week induction programme, apprentices were required to spend 12 hours per week in training and 23 hours working in placement, of which 15 hours must be face-to-face youth work with young people, leaving 8 hours for:

- General administration including work planning, setting priorities, filing, following up contacts and collating information for assessment of local area
- Preparation and programme planning, recording including monitoring information and critical reflection
- Meeting peer support worker
- Collating evidence for NVQ Level 3 in Youth Work
- Completing Technical Certificate assignments

Taking into account both the induction programme and annual leave, each Apprentice spent 67 weeks delivering youth work in the placement setting. The placements ranged in size from smaller rural locations to the larger urban youth centres. Based on averages across the 34 community youth work placements, apprentices have:

- Collectively undertaken focused group work activity with more than 550 young people each week.
- Individually undertaken 1,005 hours of face-to-face youth work in the placement setting.
- Collectively delivered just over 35,170 hours of youth work across the 34 placement locations.

- In addition to their focused group work, engaged collectively with some 1,400 young people each week, in the placements settings.

1.26 YouthAction recognises that for those who have not been inspired by formal education and whose school experience has been a negative one, recruitment to and retention on a learning programme requires a different approach. It is therefore a very significant achievement that a retention rate of 90% has been reached across the three CLP locations. The Education and Training Inspectorate comment that,

“The overall retention is excellent.”

1.27 The Inspectorate Report gives a Grade One [Outstanding, characterised by excellence] to the CLP Apprenticeship in Youth Work Programme, [ETI Report 2010].

Those involved in the programme are clear about the challenge.

“My biggest challenge was going back to education as I feared I would not be cut out for it, after my previous experiences at school and I’d been out of education for over six years.” [An apprentice]

1.28 The hallmark of YouthAction’s approach is both an investment in each apprentice and in local communities through the placement organisations. In addition to a course coordinator, peer support workers were available at each of the delivery locations to mentor apprentices. These vital support roles provided employment for 5 young adult peer support workers. The 5 posts provide valuable learning and experiential opportunities which enhances the employment options for the peer support workers. This structure ensures a level of training, support and pastoral care that is essential in order to achieve successful outcomes.

“The curriculum provision is outstanding. It is well designed to meet the needs and potential of the apprentices and the needs of the youth work sector. The training programme is coherent, well balanced and enhanced with additional short qualifications and options, matched to the apprentice’s youth work placements and their career plans for Higher Education and employment. The pastoral support provided for the

apprentices is outstanding. They have access to a comprehensive range of support measures which they value and are effective in ensuring they remain on the programme and make good progress.” [ETI report 2010]

1.29 A comprehensive four week induction clearly sets the scene and establishes expectations for the forthcoming eighteen months. Placement locations are identified and initial fact finding visits undertaken. Group work sessions with the apprentices serve to strengthen group relationships and create a safe and supportive learning environment. But that environment is not cosy.

“My biggest challenge was to overcome my fear of assignments.” [An apprentice]

1.30 Apprentices are encouraged to explore, understand and challenge their own and their colleague’s attitudes, opinions and beliefs. They consider, many for the first time, the impact that the legacy of the troubles has had on their community, on their family and on them as individuals. It is essential that each apprentice unpacks and explores how these matters impact on their perception, and thus on their working practice, before they engage in the reality of youth work in the community placement setting. Some 96% of apprentices commented that the learning style and approach taken in CLP was challenging, supportive and helpful; it maintained their interest and helped individuals to take responsibility for their own learning. Just over 87% expressed the view that if their formal education experience had been like CLP they would have:

- engaged more and valued education;
- would have made more of their school days; and
- would have achieved better exam results.

1.31 Over 95% of apprentices had been associated with a community based organisation in a leadership / volunteer role, prior to CLP. They therefore brought to this employment and training initiative, knowledge, skills and experience of working with young people in a community setting. For most of the apprentices they had not, however, had the opportunity to place their practical youth work experience in the context of underpinning knowledge and technical certification.

“The biggest thing for me was trying to keep my head up in work with all the things in my personal life that were going on” [An apprentice]

1.32 YouthAction is a progressive regional youth organisation with a comprehensive range of training, support and developmental services that are available to youth groups in their network. Placements, with groups in the network, are chosen as a vital dimension of community involvement for each apprentice. The CLP initiative offers community-based youth work providers with the opportunity to give practical support and guidance to an apprentice, whilst at the same time benefiting from the fresh approach taken by the apprentice over an extended period of time. The list of the 34 community-based youth work placements is set out at Appendix C.

1.33 Placement supervisors perform a significant function, both supporting the apprentice in undertaking practical youth work and in reflective learning, by using written recordings and observational tasks. Supervisors attend a series of regular and structured meetings during the placement and are issued with a comprehensive Supervisors' Pack, containing detailed templates and notes on the structure of supervision meetings, recordings and evidence gathering. This promotes a quality and consistency of approach which was particularly important with the three cohorts of apprentices and 34 placement locations operating in tandem.

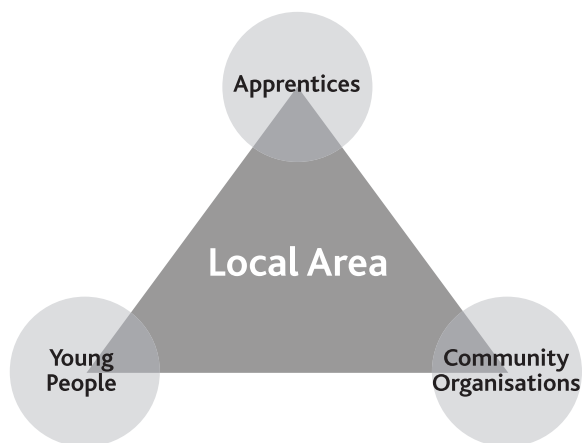
1.34 Several apprentices stated that, for the first time, they felt:

"Someone was interested in me as an individual and no one else has done that before."

"YouthAction and the tutors and a whole lot of other people have invested in me and they trust me; they see something in me that I don't."

"CLP has given me time and support on my learning journey, in a very different way than I ever got at school."

1.35 The eighteen month period, during which CLP is delivered, is vital to the learning process. The Community Leadership Apprenticeship in Youth Work is no quick fix option. It is designed as a three-way investment which builds resilience in individuals and empowers communities and young people.



1.36 However, for those whose lack of confidence or academic ability has barred their entry to other training options, or where those training courses would not have suited the learning and support requirements for individuals, then the Community Leadership Apprenticeship in Youth Work is both appropriate and vital. The CLP approach is particularly relevant where communities are experiencing difficulty in developing and supporting indigenous leadership, especially young men.

"However, there is now an established and increasing trend in which the educational non-progressor in Northern Ireland is most likely to be a Protestant working class male. Our work has tried to address why this is the case." [A Call to Action, issued by Dawn Purvis MLA and the Working Group on Educational Disadvantage and the Protestant Working Class March 2011]

1.37 It is important to note two factors about the strategic impact which the Apprenticeship in Youth Work has in relation to meeting the needs of both young people and on building the workforce.

“The research undertaken by Macaulay Associates & Vision Management Services (Workforce Profile of the Youth Work sector in Northern Ireland 2008) clearly indicates that there is a common route into the sector from being a youth group member, to becoming a volunteer, to undertaking basic and then more advanced leadership training, through to becoming fully qualified.” [Anna Clarke 2008]

“There is evidence to indicate that those who come through such a leadership route and invest their time, skills and energy in youth work, are more inclined to stay within the youth work sector” [Worth their Weight in Gold – Harland, Harvey, Morgan and McCready, 2003]

1.38 YouthAction’s approach includes building resilience. As Dent argues:

“Resilience refers to the ability to successfully manage your life and adapt to change and stressful events in healthy and constructive ways. In simplistic terms, it is our survivability, our ability to ‘bounce back’ from life’s experiences; both those that are advantageous and the really challenging, traumatic ones.” [Real kids in an unreal world: building resilience and self-esteem in today’s chaotic world – Maggie Dent 2009]

1.39 For YouthAction the CLP process is about:

- extending, enhancing and developing the natural interests, abilities and skills of each individual;
- building leadership as a contribution to developing successful and sustainable communities;
- tackling the academic deficit of many young adults;
- developing personal learning plans;
- tailoring an eighteen month employment and training experience to achieve individual progression;
- supporting local youth groups to advocate for young people; think about their community and explore the perceptions of their neighbours;

- gaining recognised qualifications;
- building confidence; and
- preparing and sign posting to progression routes of opportunity.

1.40 CLP benefits from the total approach taken by YouthAction. The initiative is embedded in YouthAction as an organisation. This means that expertise, skills, knowledge and research, to be found within YouthAction’s priorities – Gender Equality, Training, Arts, Work with Young Men and Rural Development – are called upon to support the apprenticeship programme.

“I think one of the very important aspects of the new skills and techniques that we develop, as a result of CLP, is that many of those new developments come from young people themselves and are being tested and evaluated by young people. Their voices can best describe their experiences and the changes that are needed”. [June Trimble, Director YouthAction]

1.41 By the end of CLP, qualifications will have been gained by the vast majority of apprentices. Across the three cohorts (2009 – 2011) the achievements are impressive as can be seen in Section 4.

1.42 Completion of the apprenticeship opens progression pathways to numerous options. For many it will lead to university entrance and attaining professional youth work qualifications. Enhanced employment opportunities permit the individual to have an income whilst engaging in the part-time university route.

1.43 The experience, skills, knowledge and qualifications, gained through the apprenticeship alone, are also transferable into a wide range of other disciplines. It must be remembered that the successful completion of the apprenticeship is not a professional youth work accreditation and that is why progression routes to university are such a vital part of the CLP process.

1.44 The investment in the apprentice leads to their ability to contribute to community life and peace building, not only through youth work but also in the spheres of:

- Youth justice
- Health promotion

- Sex education
- Play work
- Mentoring/peer mentoring
- Faith development
- Counselling
- Advice work
- Community relations/good relations
- Personal and social development programmes
- Citizenship
- Youth homelessness
- After school work
- Rural outreach
- LGBT work
- Community development
- As an investor in their community, enabling and empowering others to participate more fully in community life

"I want to be part of social change. I don't want to see young people killing themselves, or each other. I want to support young people so that they can be listened to and be able to express themselves free of judgment. I want to make a difference in as many young people's lives as I can." [The vision of an apprentice at the end of CLP]



Youth arts apprentices 2009-2011

Section 2

Location, location, location.

2.1 This was the first time (2009 – 2011) that YouthAction had run the Community Leadership – Apprenticeship in Youth Work at three different locations simultaneously. Whilst not without its challenges, in terms of the sheer logistics and coordination, each of the locations was very different and this added a rich learning experience. It was possible to explore different communities, a wide range of needs, urban and rural issues, apprentices with differing life experiences, together with issues which were specific to place.

2.2 One new development was the introduction of a dedicated youth arts dimension to the Belfast based cohort. Whilst still built around solid youth work techniques, the addition of an arts methodology provided an opportunity to engage with young people in different ways, using different techniques and skill sets. The youth arts dimension is explored in Section 3.

Fermanagh / Monaghan

2.3 Community youth work in Fermanagh is undertaken in a rural setting. It is possible to drive considerable distances in the county – 15/20 miles between villages, and yet on the journey to see housing scattered in isolated areas.

“Historically, there has been less full time youth work provision, staffed by professional youth workers, across the county and there is significant reliance on volunteers.” [Gerard Doran, WELB]

2.4 County Fermanagh was identified as the location for CLP because of its limited community infrastructure, lack of services, multiple pockets of deprivation and polarisation. Thirty years of conflict in border areas has resulted in alienation, social exclusion, lack of mobility, fear and mistrust. Young adults are finding their place in an area recovering from a painful history.

2.5 Building on existing cross-border partnerships, and recognising the need to maximise young people’s potential to avail of opportunities on either side of the border, YouthAction delivered the programme in Monaghan and Donegal with Youth Work Ireland-

Monaghan and Donegal Youth Services respectively. The CLP initiative also recognised the need to redress the negative impact of ‘the troubles’ in border communities, including the legacy of the conflict, to help contribute to building more positive cross border relationships.

2.6 The availability of the Lakeland Youth Centre in Enniskillen provided an ideal central location in which to base the CLP and demonstrates the practical, partnership arrangements between YouthAction and the Western Education and Library Board.

2.7 Fermanagh youth provision relies largely on the existence of church based groups, uniformed organisations, community venues and sporting clubs all of which rely on volunteers, with a small number having a few hours of part time paid staff.

2.8 Difficulties have been experienced in the recruitment of volunteers and qualified staff across the county. Particular reference was made, by WELB, to the challenges of trying to recruit one full time professional youth worker appointment in the county. Numerous advertisements were placed without success so the post was adjusted to a lower qualificational status and to a part time basis.

2.9 It is recognised that many of the current voluntary leaders have been associated with their particular youth group for a considerable period of time. Lack of new volunteers coming forward adds further pressure to those who continue to make their very best efforts to keep youth provision open and relevant.

2.10 The CLP Apprenticeship in Youth Work is, therefore, particularly relevant in the Fermanagh context. It provides a unique employment and training experience for young adults, together with a fresh approach to youth work through the community placements. Strong partnerships were formed with the Western Education and Library Board, with the Fermanagh District Council and with a range of community based organisations.

“CLP is a great opportunity for young people who may not be very clear about the path they want to go along. It helps them to get involved and it also helps them to take an informed decision about the career that they might want to follow. It helps create new leadership potential at a variety of different levels.” [Liam Curran, WELB]

Belfast

2.11 YouthAction's purpose built resource facility, located in the city centre, provides an accessible and iconic base from which to support network members in addressing urban disadvantage and the legacy of the troubles. YouthAction is proactive in its support for interventions in interface areas and with isolated communities. It is all too easy for community tensions to result in the return of street violence, as seen at the time of completing this evaluation (June / July 2011) with inner city East Belfast and several other locations across Northern Ireland witnessing several nights of riots and disturbance.

2.12 When developing the Belfast based CLP, statistics showed a picture of economic deprivation which confirmed YouthAction's experience on the ground and which has got worse as recession and cuts in public spending have an impact. The NI Multiple Deprivation Measures (2005) showed Belfast as having some 48% of population living in the most deprived "super output areas" in Northern Ireland. On the income scale the Belfast Local Government District ranked 1 in the unemployment scales.

2.13 The decision to provide a youth arts dimension, based in Belfast, typifies YouthAction's visionary approach. Drama has featured, as a technique, in nearly all CLP's over the past 22 years. Several of the placement organisations did not, however, have access to staff or volunteers who could deliver youth arts in a youth work setting and this had restricted the type of programmes on offer.

2.14 Several placement locations confirmed that they had already included issue based work in their normal practice but had found that the response from young people was limited and that the existing approach,

"... lacked freshness and an appeal to young people." [Belfast placement supervisor]

2.15 The introduction of an arts approach unlocked creativity in young people and made their voices heard in areas where over 32% (over 10% more than the NI average) of the school population is entitled to free school meals.

Derry/Londonderry / Donegal

2.16 YouthAction has had a long term commitment to Derry/Londonderry and in particular to the Waterside. High priority is given to supporting smaller local community organisations that often struggle to respond to local needs. In deciding to locate CLP in the

city, YouthAction noted that the ILEX Report (2010) illustrated the extent of the issues for Derry/Londonderry. The report found that 40% of the city's population was under 25, with 24% aged less than 16 years, and 2.6% of Derry school leavers had no GCSE results, compared to 2.1% for N.I. Also, 33% of all unemployment claimants in the Derry Council area were aged 16-24.

2.17 Two further statistics related to (i) special needs and (ii) young mothers in the Derry/Londonderry area. The Report identified these two groups as being

"with poor opportunities and outcomes in accessing education, employment or training". [ILEX Report]

The School Census data, for 2007, shows that 16.6% of pupils in post-primary schools in Derry/Londonderry are categorised as Statemented or with Special Educational Needs (SEN). There is a high rate of teenage pregnancy (22.0 births per 1000 compared to a NI average of 16.1).

2.18 The Waterside areas of the city were historically Protestant but the 2001 census suggests an almost equal level of Catholic and Protestant households (3.4% more Catholics than Protestant). There is a growing sense of social alienation and political powerlessness among the Protestant population in the Waterside (Shirlow et al, 2005) which impacts upon the psyche and opportunities for young people.

2.19 Local community workers also expressed deep anxiety about the sustained impact of growing up in a conflicted society, with concerns about rising violence and anti-social behavior both sectarian and non-sectarian. The North-West Reconciliation Action Plan raises concerns over continuing interface problems in some areas, with the main instigators being identified as young males aged 12-20 and more recently involving young females. The main interface areas in Derry/Londonderry were identified as including Irish Street/Gobnascale and Tullyalley/Curryneirin in the Waterside (Peace and Reconciliation Action Plan 2008). It was also noted that there is disengagement from the local community and the law.

2.20 As has been noted in paragraph 2.5 above, the apprenticeship was delivered in partnership with Donegal Youth Services. This cross border dimension provided a unique opportunity for engaging young people in peace building and awareness raising across a land border, in addition to addressing the needs of those in isolated rural communities.



2.21 As Dawson, Dunn and Morgan (2010) contend:

North West apprentices with Dr. Adrian Johnston (IFI) and David Gould, YouthAction NI

"The risk factors for offending are similar to the risk factors for a range of poor outcomes for children and young people; it is possible therefore to argue that an enlightened approach to attending to these risk factors can make positive contributions to the lives of these children and young people."

2.22 YouthAction decided to locate the CLP in the Waterside area of the city. During the period of the programme (2009–2011), international media attention focused on the final stages of the Bloody Sunday Inquiry. The publicity and the impact of deeply held views and opinions played out across the city. This set a local context which confronted the apprentices, both within their own cohort and in the placement locations. This one issue alone, and there were many others also, brought peace building into sharp focus for the group.

"Being a Catholic working in a Protestant community was a bit of a challenge."

[An apprentice]

Section 3

Building foundations for peace

3.1 YouthAction has a strong commitment to both peace building and peace keeping. This can be seen in their belief and practice, that in order to achieve a stable, peaceful, civic society, young people should be encouraged, and supported, to engage in both reconciliation activities and in building relations with others. It is YouthAction's clearly demonstrated belief that leadership is at the heart of this aspiration for peace. This determines their focus, not only of the priority given to work with young adults generally and apprentices in particular, but also to the work with young people in the CLP placement settings.

3.2 In the context of peace building, it is worth remembering the background from which the 39 CLP apprentices came. With an average age of 21 the CLP apprentices:

- were born around 1990;
- started their primary school in 1994/95;
- transferred to post a primary school around 2000; and
- completed their formal education about 2006.

Therefore the majority of their life experience has been within that period known as the 'peace process'.

3.3 When the CLP apprentices engage with young people in the community youth work placements they are working with a group whose average age is 14, which means that those young people were born around 1997. Again, a life experience gained during a peace process, with all the connotations that that has in different communities.

3.4 This helps place in context the experience of both CLP apprentices and young people in relation to the peace building in Northern Ireland. These factors must be taken into account, alongside current experiences and tensions, when delivering both training to apprentices and practical youth work in community settings. As part of the induction process many of the apprentices stated that they were:

"Unaffected by the troubles" ... "that's all in the past" ... "it's history, move on" ... "that was for my parents generation, I'm for now."

3.5 However, by addressing individual and community attitudes, opinions and beliefs, through the concepts of equity, diversity and interdependence, apprentices began to realise that their life experience had indeed been influenced by community and family attitudes, opinions and beliefs, shaped by 'the legacy of the troubles'.

3.6 It was vitally important that the apprentices explored and understood these issues prior to commencing their practice in the community youth work placements. In many of the placements, and through interaction in the apprenticeship cohorts, opening up topics and issues, alongside challenging and exploring opinions, attitudes and beliefs, proved to be sensitive. The strength of relationships built between apprentices themselves, with support staff, and with young people in the placements, meant that issues could be addressed in an atmosphere of mutual respect.

3.7 The relationships developed within and between each of the three cohorts of apprentices, made a significant contribution towards:

- understanding and respecting the opinions of others;
- working together;
- acknowledging difference;
- having open and honest communication in a safe and supportive environment; and
- having the time (an eighteen month period) during which to explore preconceived, deeply held views and prejudices and to change behaviours and practices.

Peace building in action: tools and techniques

3.8 During the period 2009 - 2011 a number of tools, techniques and models of practice were used, both in training and in the placement settings. Several of these were developed and delivered specifically to meet a need identified as part of CLP. This developmental and delivery process enabled the young community leaders to contribute to, and support, peace building in their community. Over the past 22 years, YouthAction has been in the unique position of being able to use CLP to design and deliver new intervention models. The models have provided both fresh insights on the needs of young people and developed demonstration interventions that contribute to peace building. This approach has served as a research and development function; a test lab, where young people are the developers, evaluators and users of the products. The significant advantage is that this developmental process becomes a fundamental part of the CLP experience. With the emphasis on reflective learning, the tools, techniques and models are used as the basis for learning and the approaches are amended or adapted as a result.

3.9 YouthAction has a strong commitment to external evaluation in relation to each of the Community Leadership Programmes over a 22 year period. The evaluation reports provide a valuable insight into the development of the initiative and are referenced at Appendix D.

3.10 Focusing on the CLP – Apprenticeship in Youth Work 2009-2011, there has again been the development of bespoke tools, techniques and models. The short case studies set out below are perhaps the most effective way to explore this approach.

There is an opportunity for YouthAction to disseminate, more widely, the tools and techniques developed, as a legacy of CLP, and to highlight the positive contribution these models have made to community relations work and peace building.

Transport Matters

- Young people's experiences, attitudes and ideas for improving public transport

3.11 As part of CLP an innovative action research project was undertaken which:

- promoted the voices of young people on a key issue;
- provided practical experience of action research;
- featured a high level of partnership working;
- facilitated cross community working on a matter of shared interest and relevance.

3.12 YouthAction and the Consumer Council joined forces in recognising that there had been a limited focus on the needs of young people in terms of transport provision generally, and public transport in particular. As a result an action research project was developed – **Transport Matters**.

3.13 The aim of the research project was to:

- identify young people's attitudes, views and experiences of using public transport; and
- ensure the needs of young people are considered and their voice heard in the development of public transport policy and provision.

How the research was carried out

3.14 Involving young people was central to the research methodology. The research was carried out by the Community Leadership apprentices in Belfast, Derry/Londonderry and Fermanagh. The youth work apprentices developed and designed the questionnaires which were completed by young people in the local community placements. The hallmark of the research was an understanding that young people are more likely to engage with initiatives in which they feel real ownership and in which they can make real decisions and have their voice heard, about factors impacting on their lives.

3.15 By working through the CLP apprentices and engaging young people in local community placements the following was achieved:

- 22 community based youth organisations involved across NI.

- 220 young people being actively involved in all stages of the research, from the design and piloting of the questionnaires, focus groups and collection of data, to the completion of the report and presentation of its findings to NI Assembly.
- 189 young people completed questionnaires.
- 12 focus groups were held involving over 70 young people.
- A workshop was held to discuss the key findings emerging from both the questionnaires and focus groups and to agree how to take the research forward. The task to complete the final report and disseminate the findings was led by members of the Community Leadership Programme alongside the Consumer Council.
- Assembly presentation which included drama.
- Voices of young people were heard.

3.16 The action research project made the voices of young people heard:

"Here (in NI) we only have buses and taxis but in Dublin they have bicycles and trams as well."

"Make the Rural Lift service available to everyone."

"There's nothing within a five mile radius of where I live so I have to travel."

"There are no buses after 6pm."

"The bus rarely gets me into work on time on a Saturday morning."

In Fermanagh, one young person highlighted the fact that:

"To get to Enniskillen from Garrison you have to go 7 miles backwards before travelling 24 miles to Enniskillen!"

3.17 Lack of transport limited young people from taking part in more organised activities like youth clubs or going to the cinema.

"I can't go to the cinema or go to the youth centre as I've no way to get there."

"You can't stay after school to join clubs or committees as there's no way to get home."

"I feel I have no independence and my plans always have to fit round my parents to give me a lift."

3.18 This action research project extended across all parts of the community. The subject united young people in a common cause. There was an opportunity to make a presentation to the Northern Ireland Assembly Regional Development Committee where the use of drama techniques reinforced the findings of the research and made the voices and opinions of young people heard in the Assembly.

3.19 One of the results coming from the action research was that YouthAction is now working closely with Translink on an 8 month pilot initiative – a Translink new 'Smartcard', involving 144 young people across Northern Ireland.

Let's Talk

- Dialogue in Action

3.20 YouthAction is clear that there are many challenges and issues that continue to restrict young people, as Northern Ireland emerges as a post conflict society, with a devolved administration, and moves to a more stable, civic society. In order to secure a vibrant civic society YouthAction believes that:

- it is essential that young people be encouraged to express their views through voting;
- it is necessary to engage young people in discussions on social and economic matters;
- opportunities should be created for young people to engage with and question public representatives;
- young people should be able to present their views, on issues, coherently to others.

3.21 YouthAction is concerned that:

- Young people are still living with the historical impact of the troubles on them, their family and

community. Their mobility can be restricted and they have limited contact with their peers from the other main traditions. The Childhood in Transition Report (2009) found distrust in policing, segregated living, personal identity strongly linked to place and normalisation of violence, in all aspects of young people's lives.

- 56% of 17-25 year olds in NI are not registered to vote (Electoral Commission 2010). History of sectarian politics has disenfranchised a generation from political activity. The Electoral Commission concludes:

“Participation among young working class voters was likely to be especially low – with less than 1 in 4 saying they would definitely vote – signalling their distrust in politicians.”

The research, **Young People's Attitudes to Politics and Elections** (Dirk Schubolz 2004) which involved 874, 16 year olds found that:

- 75% had no interest, or not very much interest, in politics.
- 45% stated that they had no interest in social or political issues.
- 39% said peace in Northern Ireland was the most important thing for them.
- 55% would like to have a say in how Northern Ireland is run.

3.22 Through both CLP and its wider connection with young people, YouthAction became aware of high numbers of young people not registering to vote, nor indeed taking any interest in politics. Experience of engagement with young people has proven, to YouthAction, that once meaningful and relevant discussion and exploration has taken place, it is possible to highlight the links between the issues impacting on young people and political action to resolve these issues.

It has been YouthAction's experience that following such discussions, young people are more likely to express a desire to know more about how to address the issues that impact upon them. Responding to this, YouthAction developed the **Let's Talk** Initiative which is a versatile approach of engaging young people in making their voices heard on issues which affect them.

Two **Let's Talk** events were held:

- Let's Talk – Across the border, November 2010, with 80 participants
- Let's Talk – Young adults and peace building, April 2010, with 80 participants

3.23 Preparation for each event was undertaken by CLP apprentices working closely with peer support workers. Apprentices used the knowledge and data gained from their local community baseline studies to inform the subjects of each event. They also undertook additional research in relation to more specific issues that arose. Through the community based youth work placements, the apprentices engaged with young people to prepare for each event. Given the rural nature of many placements, together with the geographical spread, the travel arrangements for getting young people to the events were complex and detailed. This provided both project planning experience and real time learning opportunities.

3.24 A World Café format was used. Tables accommodated groups of eight to ten. Light refreshments were available and the CLP apprentices hosted each table and facilitated discussion – group work in action. An informal atmosphere was created with opening musical entertainment followed by the world café approach. This involves each group discussing a table topic for five minutes before moving on to the next table and a different topic. Each table facilitator gives a brief overview of the main points from the previous group and invites the new group of young people to express their views and contribute to the table topic. The process continues until everyone has visited each of the tables and then returned to their first table, where they compile one or two key questions to be asked of the panel.

3.25 The panels comprised a number of elected representatives and perhaps a key sporting personality from the local area, supported by expert witnesses who have knowledge and experience of the issues being discussed. Each table group elects a representative to put their question and the panel responds. The evening concludes with an evaluation, refreshments and music.

3.26 For the apprentices there was the experience of organising a major event. They also gained experience of research and topic preparation in order to inform the themes of the evening. The **Let's Talk** events were an opportunity for the apprentices to host tables and facilitate discussion, ensuring that everyone's voice was heard. Participants recorded their opening response to a number of key questions as a baseline at the start of the evening. Then, at the end of the event, participants

revisit their baseline and recorded any change in their perception. The **Let's Talk** process has been demonstrated to be effective in raising topics, sharing concerns and in giving young people a voice with key stakeholders and policy makers.

3.27 As a result of the **Let's Talk** series, the outcomes set out below were recorded as the change in opinion at the end of the event, as compared to the individual baseline opinion at the start of the event.

Let's Talk - Change in opinion as result of participation in event

- 31%** Increase in confidence to identify local decision makers and politicians.
- 57%** Increase in valuing the opportunity to discuss issues with young people from different traditions and backgrounds.
- 47%** Increase in confidence about sharing local issues with decision makers and politicians.
- 28%** Increase in knowledge of how to link with local decision makers, politicians and others to support my activities and actions.
- 43%** Increase in positive response to the World Café model and the opportunity to meet other young people from different communities during the event and to hear a wide range of views.
- 21%** Increase in the view that some politicians are stuck in the past, talk down to young people and use sectarianism as a scapegoat for not addressing important issues.
- 21%** Increase in welcoming the opportunity to debate issues openly, without fear.
- 36%** Increase in a desire to find out more about politics as a result of the event.
- 16%** Increase in an intention not to vote, nor to become involved in politics.

3.28 Speaking about one of the Let's Talk events a participant said:

"Tonight was great; we got to say what was important to us; it was a great platform to make ourselves heard."

Another said:

"I disliked the disrespect from both the panel and the audience for each other, but the topics were good."

Creativity and citizenship - youth arts

3.29 Throughout the 22 years of CLP, youth arts (drama, dance, music, writing etc) has been used to explore issues and to encourage young people to make their voices heard. The three cohorts of apprentices, 2009-2011, have used youth arts to identify issues, to facilitate peace building, to advance understanding and respect and to invigorate citizenship in imaginative ways, which were new to some of the placement organisations.

3.30 YouthAction has devised and delivered two main youth arts methods:

The Kaleidoscope Model; and The Festival Model.

3.31 The **Kaleidoscope** model aims to engage and empower young people who would not normally have access to creative opportunities or to participate in an innovative performing arts project. A detailed evaluation of the model was undertaken by RG Consultancies in 2003 and is referenced at Appendix D.

3.32 The **Kaleidoscope** model provided apprentices with a structured approach; a framework of tools and techniques, for working with young people in the community placements. The model provides an introduction for young people, many for the first time, to enjoyable and creative activity including music, dance, script writing, acting and the visual arts.

3.33 There are a number of reasons why an arts based approach works, not only in developing young people, but also in making their voices heard and promoting peace building. Vital to the success of this approach are the methods and skills used in developing arts based programmes which are firmly grounded in a youth work approach.

3.34 The essential elements that are key to this process include:

- That young people work together to produce a final product.
- Encouraging learning of self and the world.
- Drama as a successful group work process.
- Drama provides an experiential learning environment.
- Performances provide a public platform for young people to make their voices heard and to interact with an audience.

3.35 The 'process' of producing a play or a dance routine has quite a lot of significance. Experiential learning comes as much from the process, as from the final performance. It is, in essence, a total learning experience that is also a positive group work activity.

3.36 One of the major learning experiences of performance is teamwork. For young people the experience of presenting a dramatic piece becomes a special occasion and acquires more importance in the eyes of both participants and spectators, as a relationship is formed between the two.

3.37 The apprentices supported young people and enabled them to identify the issues that were important to them. Both apprentices and young people learnt new skills and techniques, growing in confidence to a point where they are able to communicate their views and feelings through the drama, music and dance.

3.38 The audience, watching and listening, were able to experience other people's feelings and attitudes about the issue that was being portrayed (in the case of CLP it was community relations and peace building) and thus were able to understand more about the world around them. Therefore the process, both of creating, and of what is created, is as significant as the end product – the performance.

"I learned to express myself and to say the things that are important to me."
[participant]

3.39 Drama does not work within a static framework, but rather creates space for young people to challenge and to start to take control of their own lives.

"I helped young people to speak out; to show that they had ideas and suggestions if only someone would listen."
[An apprentice speaking after the festival]

3.40 In order to fully participate in youth arts activities, both apprentices and young people needed to learn and practice a range of skills including: planning, problem-solving, decision-making, empathy, tolerance and understanding, discussion skills, self-control and self-discipline.

"Drama is a social process and is an ideal group work method for the youth worker. As individuals assume roles or positions they interact with each other. As each one moves or speaks they affect and modify the actions and behaviours of the other. They change and challenge the contributions of each other, they modify and explore the symbols they are using, so they may be drawn nearer to understanding the problem or issue about which they are concerned. This is why the use of drama is key in the peace building process".
[Suzanne McLean CLP Arts Coordinator]

3.41 Within the safe and supportive, yet challenging, framework of the group, and facilitated by the apprentice, individuals have seen their ideas and suggestions used by the group. They have learnt how to influence others, how to assemble effective arguments and present them appropriately and how to put themselves in other people's shoes. This sits very effectively along side the Equity, Diversity and Interdependence model used in the CLP training.

3.42 This approach is based on a 'learning by doing' model. When a person, either an apprentice or a placement participant, is personally involved in the learning experience, it is then that they learn best and remember the experience. Drama provides a unique opportunity to look at past experiences and how individuals or groups dealt with them. It gave apprentices, young people and placement organisations the opportunity to learn alternatives within the situation, by re-running past events and exploring options. This approach is strongly supported through the CLP commitment to reflective learning.

3.43 Taking on the roles of other characters and experiencing different situations helps individuals begin to better understand themselves, others, society and therefore encourages change in customary ways of thinking and feeling. It is for these reasons that the way the plays and scripts were created, by young people, was such a significant learning experience. There was also the opportunity to be the audience and to watch other group's plays, and then take part in the two festivals.

Both the process and the end product had a very significant impact on the apprentices, the young people, the placement organisations, families and the local community.

3.44 Often when young people want to voice their concerns, or make their voice heard on issues that are affecting them, they have difficulty in finding the medium through which to do so. As has been demonstrated through CLP, youth arts can provide a unique opportunity that empowers young people to make their voices heard.

"Drama gives young people the communication skills and the critical tools to build a platform from which they can be heard and through which they can challenge the status quo." [Randell, 1989]

"I'm better now at seeing things from other people's point of view. It (drama) taught me to look at how the other person is feeling no matter what trouble they got into." [participant]

3.45 Using The **Kaleidoscope** model, apprentices worked with placement groups to identify the issues, develop the stories, write the scripts and perform the plays which give the participants their voice. Some 20 scripts were developed in placement groups and details of these are at Appendix E. Not only do the scripts provide an insight into the issues affecting each group of young people, but these very powerful plays can now be used to stimulate discussion, explore opinions, consider issues and analyse the voices of the writers – young people. A legacy has been created and YouthAction has the opportunity to encourage its network members to use the scripts in their groups.

3.46 A youth arts **Festival** model was created with two aims:

- To provide a space where young people could perform, to other young people and their community, the pieces of theatre that they had devised and written about the issues affecting them.

- To provide a space where young people from different communities and backgrounds can work together, learn together and have an opportunity to explore and discuss their views and beliefs on the issues that they feel affect their lives, through the medium of youth arts.

3.47 Two festivals and a mini tour were delivered:

- Mix Up Kaleidoscope Festival 2nd – 5th July 2010
- Mini Mix Up Tour 24th - 26th Sept 2010
- Carnival Madness Festival 21st – 23 January 2011

Over 520 young people were involved in creating and performing and audiences totaling 2,036 attended.

3.48 The **Mix Up** festival focused primarily on peace building issues, whereas the **Carnival Madness** festival focused both on peace building and wider issues that affected young people in their local communities. These events were staged in YouthAction's **Rainbow Factory Studio** at College Square North, Belfast. The **Mini Mix Up** tour provided an opportunity for three of the placement groups to tour their plays around the three communities they represented.

Suitcase Theatre

3.49 This versatile model was used to explore issues in an interactive way with young people and was taken to seven schools and community venues across Northern Ireland between March and October 2010. This model alone engaged with just over 570 young people.

3.50 **Suitcase Theatre**, as the title suggests, is easily transportable and can operate in almost any venue. It was used to explore issues in a very short space of time and to begin to change attitudes. Apprentices used the model to raise awareness and start discussion on issues including, KISS - keeping it safe sex and EVA - emotions versus attitudes, which explored emotional mental health.

3.51 The key elements of **Suitcase Theatre** are:

- It is a portable performance transported to local communities.
- It brings groups together from different areas and backgrounds.

- Young people watch the performance, in which the actors are young people, then the apprentices and actors facilitate a workshop that looks at the issues raised in the drama. There is also an opportunity to evaluate and reflect on learning.
- There is sign posting to helper organisations and information packs are available on the night, related to the topic covered.
- It's an enjoyable way to tackle issues and to raise awareness in a very natural and open manner.
- The success of the model is due to the peer education approach – young people engaging with their peers to explore issues.
- It raises awareness of the barriers and issues in communities.
- It provides apprentices with real time experience of project management.
- There is active participation using drama to explore ideas issues and attitudes.

Key Events

3.52 Some 15 major events were planned and delivered by the apprentices, involving just over 1,850 young people drawn from a wide range of communities across Northern Ireland. Details of the key events are set out at Appendix F.

3.53 In addition:

- One apprentice was accepted by the Ulster Project to be a young leader in a community relations project in Cincinnati USA for 4 weeks in August 2010.
- Two apprentices travelled to the Czech Republic to be leaders on a young people's sailing project during May 2010.
- A further two apprentices participated in a two week study visit to Ethiopia centred on youth projects and co-ordinated through British Council and SEEDS Active Citizens Programme.
- One apprentice took part in a study visit to World War I and II graves in Belgium through the Young Father's Project.



Fermanagh/Monaghan apprentices with David Graham OBE (IFI)

Section 4

Impact

Impact locally

4.1 The community based youth work placement is an essential element of CLP. Apprentices must have the opportunity to put theory into practice by developing and delivering practical youth work with young people. The placement provides both a supported and supervised environment, for the apprentice, to learn and develop their techniques. The placement also provides a unique 'real time' opportunity for the apprentice to make a contribution to the local community.

4.2 The comprehensive training and support, provided by YouthAction to the locally based supervisors, has added benefits for the community organisations through building capacity and increasing networking with other placement organisations. Apprentices also used the placements to network across geographical and community areas and this served to break down barriers and increase understanding. A strong identity was formed between the placement organisations and their young people, which supported learning, increased understanding and led to sharing practice. Practical peace building in action.

4.3 Drawing on focus group findings, individual interviews, NVQ file evidence and interviews with supervisors, it is possible to identify key impacts which were achieved by apprentices in the community placements.

"The apprentice that was with us was involved in a large range of projects. Like a multicultural quiz night that was held in a café and attracted over 60 folk from youth groups all across the area. He was heavily involved in organising a peace camp for over 60 young people. This involved both Catholic and Protestant young people and ethnic minorities. He also got involved with the Make a Difference Project - he helped young people design a small grants programme to assist with the running of projects in local areas. Quite a remarkable thing happened with the PSNI. During a police event we met the local Superintendent and one of the interesting things to

emerge was that police officers are trained twice a year on use of their firearm. An officer can go through their entire career without ever needing to fire their gun. But on an almost daily basis it's highly likely that they will come in contact with young people yet they're never specifically trained to deal with that. The apprentice and I approached the Superintendent and offered to set up a group to provide advice to the police on issues relating to young people. As a result the Advisory Group, supported by the apprentice involved fifteen young people and there have been over ten meetings with PSNI to discuss matters and to address issues. We are now in partnership with other organisations to bring on board young people from ethnic communities alongside the Catholic and Protestant young people already involved. The model of practice we developed has been so successful that it's now going to be rolled out in other locations including Strabane, Omagh and Enniskillen." [Stephen Quigley WELB Inclusion Unit, placement supervisor]

4.4 Over 60% of placement supervisors identified between two and five new activities being introduced in the placements by apprentices. It was acknowledged that things had got a bit predictable, in some youth clubs, with the same activities all the time.

"I introduced new activities and linked my group with other placement groups across the wider area. We took part in joint events and activities. It was good to use each other's placements and the opportunities we had helped to meet the needs of young people." [An apprentice]

"I was a role model for young men on the estate and I helped to talk one fella out of suicide." [An apprentice]

4.5 One placement supervisor stated that a cultural awareness conference was a very powerful experience as it exposed young people to members of the

wider/other community who they would not get a chance to encounter and, as a result, there was a very positive shift in attitude.

4.6 Another placement supervisor commented:

"The residential was a disaster, but we looked at this as a learning experience and I think it proved to the apprentice that not everything goes as planned. I think it was a valuable learning experience all round. Working with young people can be very challenging and disasters are sometimes needed to bring the best out in individual leaders. It turned out to be a really good learning experience."

4.7 An apprentice reflected that as part of an event, speakers representing various ex-combatant organisations spoke to the group.

"These were people who were well known and their input helped to dispel many of the notions that glorified the actions they were involved in during the troubles."

4.8 A placement supervisor from Donegal, reflects:

"What really worked for us was that we were so lucky to get an apprentice who was from the town and knew the local young people and understood many of the issues. The apprentice was also very keen to grasp this second chance opportunity and she was committed to the placement right from the word go. The strongest impact that the apprentice made was that she was a young woman and one of her goals was to establish a young woman's group. The role model that she has now become, even if she doesn't fully recognise that yet, was a very powerful one. There was an event in Derry, back in January, and we had to draw lots for the girls from the group who could fit in the minibus to attend, such was the interest. Now you don't see that very often."

4.9 There is significant evidence to indicate that the apprentices developed high levels of trust with the young people in the placement settings. They supported young people to identify issues and explore attitudes. They encouraged young people to talk about issues, to write about issues, to bring issues to the fore. All of this was achieved by developing trust, confidence, new skills and by creating a safe space in which issues and concerns could be explored and challenged in an atmosphere of mutual respect. As a result, the voices of young people were heard, in their clubs and organisations; in the wider community; by their peers and by policy makers, communicating very effectively about the issues that affect them.

4.10 A senior Western Education and Library Board official commented that the Bawnacre event (planned and delivered by the Fermanagh based apprentices) was

"... extremely well organised with great attention to detail and was worthy of events organised by full-time professional youth workers with many years experience. Events of this type are attractive to young people and form a highlight that they will remember and benefit from."

4.11 A placement supervisor, states:

"The programmes delivered by the apprentices were all successful in one way or another. This was largely down to the two apprentices we had bringing an open, enthusiastic and participative approach to their work. One very good example was the cross-border drama project that they organised. Through their enthusiasm they (apprentices) helped to reduce initial fears and barriers within the groups and this led to both positive participation and development and progression in the groups."

4.12 It was particularly powerful that the young people associated with WAVE Trauma Centre chose to 'perform' their personal stories about the impact of the troubles on them as individuals. They exposed their feelings, concerns, anxieties and fears to each other, and a wider public, by being themselves; by telling their own stories. This process was very much about starting to build resilience in young people at community level.

4.13 For other placement groups the opportunity to explore issues and perform, using role play and other techniques, gave freedom of expression to the young people. This 'freedom through role', empowered individuals to make their voice heard. One placement supervisor stated:

"The young men's and young women's groups aimed at 14 – 17 year olds attracted individuals that had not been willing to participate in our youth club activities before. The apprentice worked very well with these groups and built up positive and trusted relations with young people."

4.14 It is impossible, in an evaluation report such as this, to capture the sheer adrenaline buzz of creating your own work and of performing it. There was also great significance in young people using performing arts to communicate with their community and to make their voices and opinions heard. As one young performer remarked:

"People took me seriously, I had something to say and they listened to me for the first time."

4.15 Another placement supervisor summed it up:

"The work done during the placement has created massive social capital for the area. Exploration of cultural awareness and the challenging of stereotypical images were addressed through music and singing, storytelling and drama. It was quite an achievement to engage young people in this way and to sustain their interest. Much of the success was down to the commitment of the apprentice who brought new skills to our project and used them to great effect."

4.16 Evidence also indicates that the contacts made, between placement organisations, from different areas, has continued and was not just confined to the visits arranged as part of the placement. As one apprentice recalled:

"I brought a group of young people to a peace building basketball programme where they were able to meet young

people who had a passion for sport and they also completed an Open College Network training experience in peace building through sport."

4.17 The use of performing arts, in many different forms, and not confined to the Belfast placements, supported and encouraged peace building as part of a wider exploration of attitudes, values and beliefs. It created opportunities for young people to explore issues that they had never explored before. There was an understandable reluctance, on the part of some apprentices and placements, to open the lid on a number of issues. As one supervisor put it:

"You're opening up (in the placement and local area) some very raw issues and individuals hold strong views. It can be hard to tell just how young people and the community will react."

4.18 Using the medium of performing arts (again not confined to the Belfast area but widely used across all placements) apprentices explored issues, in a constructive and proactive way, which has built greater understanding between communities and provided skills and confidence to young people in challenging community perceptions and overcoming stereotyping.

4.19 A week long Peace Camp staged at Gortatole, Outdoor Education Centre, Fermanagh, brought a very diverse group of young people together. The placement supervisor confirmed that as a result of the camp and the work of the apprentices:

"... there was a shift in views and opinions and an attitudinal change among the young people. This was achieved by the concentrated work of the apprentices and the strength of the relationships they built with the young people"

4.20 One project group participated in the development of a collection of short stories about domestic abuse in the lives of young women. The result was a publication entitled **Reality Check** with a comic book layout. Three stories – Under Pressure, Lost in Translation and Happily Never After – addressed very sensitive issues of violence or abuse at home or in intimate relationships. The publication is now a print legacy for youth workers and young people, which merits wider dissemination as an aid to discussion.

4.21 A placement supervisor said:

"The cross-community and cross-border nature of the programme raised participant's own understanding of issues and this was reflected in the range of work the apprentice undertook. Also the number of key events that were organised, as part of CLP, were very good and our members really benefited from the experience of participating in events outside their local area."

Impact on apprentices

4.22 YouthAction places high priority on the support services for apprentices in order to ensure that the unique 18 month CLP employment and training experience is positive and effective.

Personal Training Plans

4.23 A Personal Training Plan (PTP) is drawn up for each apprentice with regular, structured review meetings every 6 - 8 weeks, linked to tripartite meetings with the apprentice, supervisor and coordinator. 87% of apprentices commented positively on their experience of the PTP:

"I've never had a PTP before and I always found it hard to focus on what I should be doing. It was difficult to get my head around the PTP but everyone was very helpful and when I understood it was 'my plan', to help me, I really got into it."

"My PTP helped me to be much more organised about my learning and to make good use of time. If only I'd had a PTP at school I'd have had better results."

Support measures

4.24 There was a strong emphasis, within CLP, on providing a range of additional support measures to ensure quality and achievement. The nature of the support was both intensive and multi-levelled, as has been acknowledged by the Education and Training Inspectorate Report 2009 – 2010, and by the Investors

in People, Post Recognition Review in December 2010. CLP support services included:

- **Peer support**

Peer support workers, young people themselves, were employed to assist each of the programme coordinators in the delivery of the programmes. Their role is to provide specific one-to-one support to the trainees in developing their youth work practice and in supporting them to evidence their skills and knowledge for the NVQ. This vital support role also provided each peer support worker with valuable employment and training experience and as a result 4 of the 5 peer support workers have progressed to Higher Education, whilst all 5 have gained employment. Just over 90% of apprentices stated that the support given by the peer worker had been essential to their positive learning experience.

"I could talk to my peer worker whenever I needed to and for me that was very helpful. There were times when I found things tough and just being able to sit and have a chat helped me to sort things out, it sort of kept me going." [An apprentice]

"I feel that I've matured a lot and I know more about what I want to do with my life and I'm more confident in my own abilities. A lot of that is down to my peer worker, she was great and always there when I needed to talk." [An apprentice]

- **Cluster groups**

Cluster groups were set up to support and enable apprentices to work collaboratively and to study and plan for assessment.

"The (cluster) group members worked really well together. I got to know people from the other community that I would never have met and we had discussions that I'd never had before. It opened up my eyes to a lot of issues. We've all got a lot in common but you don't know that when your stuck in your own community" [An apprentice]

"I'd never have got through the NVQ assessment without the (cluster) group."

We formed a really, really strong bond. When I couldn't understand what was needed for the NVQ I'd talk to others and they helped me to make sense of it all. We'll be mates for life." [An apprentice]

- **Individual support**

If any of the apprentices were experiencing difficulties additional support was identified and implemented as required. If an apprentice required specialist support, referrals were made to a relevant support organisation.

"My coordinator was ace. I had a couple of problems and she (the course coordinator) made time for me. She understood the pressure I was having and sometimes she just listened and that's what I needed. Sometimes she helped to calm me down and to focus. I wouldn't have got through without her." [An apprentice]

- **Youth arts mentoring support**

A specific and unique mentoring support system for the youth arts apprentices was established. This entailed assigning each apprentice an experienced youth arts worker to support them in developing and integrating new models of youth arts practice into their youth work projects at their placement. This new initiative played a very valuable role in heightening the apprentices' skills in specific areas such as music, dance and multimedia within their youth arts practice. As part of this process the apprentices also undertook a 6-week intensive training course around these specific skills areas.

"One of the big things it (mentoring) did was help to improve my skills levels and my confidence. It pushed me out of my comfort zone when the placement was a real challenge. I developed an awareness of my capabilities to be a leader and a role model." [An apprentice]

- **Pastoral care**

Pastoral care arrangements were both supportive and comprehensive with delivery provided through a range of sources:

- Line management role of the programme coordinator

- Placement supervisor
- Peer support worker
- Personnel officer

4.25 A statement on pastoral care was included in the handbook and work placement pack. A placement supervisor commented:

"It can be quite a challenge for the apprentice getting used to being at work, being in the training sessions and coming to terms with the learning, never mind the pressure of the placement. The support that was there for them was great. I just wish I'd had that range of support services when I was training."

Profile of apprentices

4.26 On entering the programme, 65% of the apprentices did not meet the educational standard of 5 GCSE Grades A-C, including English and Maths.

During the programme 51% completed Essential Skills in either Literacy and/or Numeracy as part of their training. Completing and achieving Essential Skills, in Literacy and/or Numeracy, contributed significantly to building the confidence of, and opportunities available, to the apprentices. It should be noted that of the 16 apprentices who secured places at Higher Education, 50% of these would not have been able to do so if they had not achieved Essential Skills Literacy and Numeracy through the apprenticeship. Achievement at Level 2 in Literacy and Numeracy equates to GCSE grade C. It is a significant development that universities now recognise Level 2 Essential Skills equivalency. One apprentice noted how this had been of benefit:

"Getting the chance to do English and Maths was brilliant as I had failed my GCSE's and I knew I would need them if I wanted to go to Uni."

4.27 Prior to entering the CLP 45% of apprentices had been unemployed and 38% were underemployed. The majority of apprentices were from areas of high socio-economic disadvantage. Some 25% of apprentices also had a range of personal and health issues that required intensive support and guidance for the duration of the 18 months.

4.28 YouthAction invested significant time and support in addressing these barriers to progression and in ensuring that support to individuals was targeted and effective. Without this targeted support, retention and completion results would have been much lower. It is a tribute to staff, supervisors and assessors that such impressive results were achieved.

4.29 Of the 39 apprentices, 23 (59%) were female and 16 (41%) were male. The age range of the apprentices was 18 - 24 years with an average age of 21 years. 79% indicated they were Roman Catholic, 21% indicated they were Protestant.

Retention, achievement and progression*

4.30 Of the 39 apprentices who commenced the CLP, 35 apprentices completed representing a retention rate of 90%. Of the 35 apprentices who completed the programme, 32 were awarded full Level 3 accreditation,

representing 91%, and the remaining 3 apprentices completed components of the apprenticeship.

Further details of retention, achievement and progression rates are set out in the table below.

4.31 YouthAction places significant importance on preparing apprentices for further training and employment, beyond their apprenticeship. There is an emphasis not only on building their employability skills and qualifications, but also on confidence building and resilience in order to best prepare them to succeed in work and in life.

4.32 Apprentices have planned for, and progressed into, a range of youth work and youth arts related employment and Higher Education. 91% of apprentices have moved into employment or have applied for, or secured, a place at university. Of the apprentices who have completed, 89% have progressed into further employment. 57% of apprentices have applied to university and 90% of those received unconditional offers. Apprentices have primarily applied to study Community Youth Work or Drama/Theatre Studies.

[* Based on data available at end August 2011]

Retention, achievement and progression analysis as at end August 2011

No.		
39		Started Youth Work Apprenticeship
2	5%	Did not comply with contract of employment requirements
2	5%	Left programme to take up employment in a non related area
35	90%	Completed Youth Work Apprenticeship
32	91%	Gained full Apprenticeship Level 3 • 3 pending - have completed components of the Apprenticeship.
30	86%	Progressed in to other employment opportunities.
20	57%	Applied to Higher Education • 17 49% secured • 1 3% declined • 2 6% unsuccessful
1	3%	Progressing to other training
4	11%	Actively seeking employment
2 *	6%	Not actively seeking employment

* One apprentice has caring responsibilities and another is completing other training

Apprentices' reflections

4.33 Reflecting on their CLP experience, over 60% of apprentices stated that this was the first time, they felt, that someone had taken a real interest in them. This view can be summed up in the personal statement of one apprentice.

"This was the first time anyone has taken a real interest in me or given me encouragement or taken time to help me. Someone must have seen something in me that was worth investing in, but I'd had so many let downs that I didn't see it. It's a great boost when someone shows an interest in you, for what you are."

4.34 Apprentices identified their biggest challenges on CLP as including:

"Getting back to learning, but this (CLP) was very different from school and it worked for me. I'm now the first one in our family to be going to university and it feels great."

"Working in the placement with young people who were used to being very sectarian was difficult."

"Being a Catholic working in a Protestant community and of having to face challenges in that sort of environment was tough but I learned a lot."

4.35 The challenges of public speaking and making presentations were also highlighted as both learning points and from which individuals developed new skills. There were also very real feelings of an increase in self worth and achievement. As one apprentice put it:

"I helped young people to tell their stories. It was hard to get started because the young people thought that the adults (in their community) had written them off and wouldn't listen. I kept at it because I suppose I understood where they (the young people) were coming

from as it has been my experience in my local area when I was younger. It was hard but we got there in the end and the adults did listen, so the stories were heard and that group of young people are now more confident about themselves, so that's good."

4.36 Apprentices also considered how they had changed as a result of CLP. Over 95% stated that they were:

- (i) more confident;
- (ii) had greater understanding of working as part of a team;
- (iii) had greatly improved their understanding of working with mixed religious groups; and
- (iv) had become a lot more committed to being in a working environment.

One apprentice said:

"I didn't ring in sick once during the whole thing (CLP) that's a big improvement for me."

For another apprentice there was a realisation of youth work as a career:

"I realised that I really loved working with young people and I got to know about the issues and problems that they face. I now know a lot more about finding ways to help and support them. I'm a lot more confident about speaking out and I supported young people to speak out too."

4.37 Almost 65% of the apprentices stated that they were now confident enough to consider further training at university or Further Education.

"I now have the belief that I have the ability to go to university and to do well. Never thought I'd say that."



Duchess of Cambridge meets youth arts apprentices at College Square North

4.38 Apprentices expressed their vision for the future in many ways. As was to be expected the majority, some 87%, wanted be involved in youth work. It is interesting to note that of the Belfast based youth arts cohort just over 30% had aspirations to set up in business as freelance arts workers, providing training to youth groups and community centres.

"I want to be an arts therapist, using the arts as a way of helping young people to express their thoughts, views and feelings. I've applied to study on a childhood and family course and then I think I'll like to do a Masters in Art Psychotherapy. Give me five years and I'll get there."

"I think music is for me. I've seen just how much young people get out of writing songs and playing music."

4.39 For other apprentices their visions were equally challenging. 72% wanted to be role models for young people and to help motivate them to greater achievement and prepare young people for life. Volunteering, in some form, featured in 43% of responses and being in centre based youth work was identified by 39% of apprentices.

"I have a lot more respect for other people now because it (CLP) caused me to think about my values and beliefs and why I did the things I did and now I understand myself a lot better."

"I've become less aggressive and much more responsible. I've found my voice and people listen."

Section 5

2011 and beyond

5.1 The operational and community context is quite different, at the end of the CLP (spring/summer 2011), from when the apprentices commenced in 2009.

5.2 The long awaited Priorities for Youth policy consultation, which will set the future context of youth work across Northern Ireland, has yet to be published by the Department of Education (at time of writing, August 2011).

5.3 A number of full time professional youth workers are concerned about their future and whether their posts will remain when the full impact of the NI Assembly budget cuts are implemented.

5.4 Defining youth work remains a challenge. In a recent research paper a helpful context is set out:

"While most people feel that they have an intuitive sense of what youth work is, it is particularly difficult to define in a way that provides clear boundaries with other related occupations. There is UK-wide agreement around the key purpose of youth work as articulated in the National Occupational Standards for Youth Work: To enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and take their place in society and to reach their full potential." [A profile of the Youth Work Workforce in Northern Ireland, Roger Courtney, Courtney Consulting, January 2011]

5.5 A new sectoral skills authority came into existence in April 2011 and the full implications of the emergence of this new licence holder has yet to be clarified.

Increases in university fees will be a real challenge for apprentices seeking entry to courses leading to professional qualification. Given that 94% of apprentices, who completed CLP, have either gained or are seeking employment, would indicate that the part time study route is either preferred or essential. It remains to be seen how the Youth Work Training Board will respond in terms of the bursary scheme for

students on training courses. Options for the future of the Community Leadership, Apprenticeship in Youth Work, employment and training initiative are included in recommendations set out in Section 6. Consideration is given to both funding for the initiative and how the apprenticeship can support achievement of the NI Assembly, Programme for Government targets.

5.6 The role and value of the apprenticeship programme has been recognised following a visit to YouthAction which included the First Minister, Secretary of State for Northern Ireland, Minister for Employment and Learning and the Permanent Secretary of DEL at the graduation ceremony for youth arts apprentices which was attended by Prince William and the then Miss Catherine Middleton.

"Training young people and preparing them for the world of work is vital. YouthAction should be applauded for its work targeting those who may have the most difficulty finding employment." [Minister for Employment and Learning at Royal Visit to YouthAction's apprenticeship graduation ceremony March 2011]

5.7 The Department for Employment and Learning (DEL) launched a consultation in March 2011 – Pathways to Success. In the Ministerial foreword the then Minister Mr. Danny Kennedy stated that:

"The issue of young people not in education, employment or training (NEET) is a high priority for me, for Executive colleagues, for young people themselves and for society as a whole."

The Minister went on to recognise that an inter-departmental approach would be required to address the issue and he further stated that:

"... the barriers faced by young people can be myriad, complex and, in many cases, interwoven and multi-layered."

5.8 Following the NI Assembly elections the new DEL Minister, Dr Stephen Farry, addressing his Department's Assembly Committee, said:

"... my Department has a key role to play in providing the skills and learning provision to ensure that Northern Ireland

is equipped with a highly-skilled workforce to meet future market demands.”

The Minister went on to identify the need for an increase in the number of people with management and leadership skills.

5.9 In the DEL, Pathways to Success, consultation it states:

“The first and most immediate proposed core element of the strategic approach (to address NEET) is a more coordinated set of actions and resources to reduce the numbers of young people (aged between 16 and 19) who are not in education, employment or training and who are at most risk of remaining there long-term.”

[Para 2.2, P7]

“At the same time, the other element has a focus on the longer term preventative measures for those in other age groups and on a mechanism to manage the integration of both sets of measures.”

[Para 2.3, P7]

“The suggestion is that, very practically, we need to start somewhere. The 16-19 age band is the key transition point from school to work. From this starting point we propose to join up the overall strategy by moving both up (to age 24) and down the age bands (to those pre 16).” [Para 2.4, P7]

5.10 The Assembly Employment and Learning Committee report states:

“The NEET strategy must be about coordination, cooperation, multi agency working, referral and collective accountability. A NEET strategy will require all stakeholders to work together within a framework. The executive departments, the community and voluntary sector, the different sectors of education, employers and businesses all have a role to play.” [Para 2.17, P11]

5.11 Youth Action has a long track record of working in collaboration with key stakeholders to deliver results. The Community Leadership, Apprentice in Youth Work (2009 – 2011) is a good example of partnership in action. There has been collaboration with the Department for Employment and Learning, the Western Education & Library Board, the International Fund for Ireland, the Youth Council for Northern Ireland, the Rank Foundation, the Department of Education, the Australia Ireland Fund and 34 community based organisations.

5.12 Not only has YouthAction a track record in successful collaboration but it also has a 22 year record of delivering a highly successfully employment and training model – Community Leadership Programme.

5.13 The Pathways to Success consultation recognises the key importance of an interdepartmental approach. The role of youth work is referred to:

“Taking part in structured youth activities can lead to improved self-confidence and self-esteem. Youth work activities can help overcome barriers to learning... good quality youth work can have a profound impact on the lives of all children but is particularly relevant for marginalised young people, those falling through the net of formal education or those whose needs are considered outside of the mainstream.” [Pathways to Success, paragraphs 4.20 – 4.22 page 26].

5.14 Pathways to Success also identifies a strong monetary driver for addressing the issue when referring to figures from the Audit Commission (Against the Odds Report, July 2010):

“The headline figures show that such a young person (NEET) will cost an average of £160,000. If this figure is applied to Northern Ireland and (using the number of NEET young people from group ‘b’ only, i.e. 2,500) the equivalent total costs would be in the order of £400m spread over the lifetime of this group.” [Para 2.23, P14]

5.15 In relation to YouthAction and CLP, for example, it takes an investment of £15,000 to employ a young person, over 18 months to move the individual from NEET status to achievement of Level 3 qualifications and the opening of progression routes to employment, university or Further Education.



Earl St Aldwyn and apprentices (Rank Foundation)

5.16 The Community Leadership, Apprentice in Youth Work is a tried and tested intervention with a track record of successful retention and achievement, fit for purpose and ready to role out. YouthAction has been successful in attracting funding for a further cohort of apprentices, based in Fermanagh, focusing on youth advocacy (February 2011 – June 2012).

5.17 The Community Leadership, Apprentice in Youth Work would benefit from a cross-departmental investment which would contribute to workforce development, build community leadership and deliver progression routes for young people in the 16 to 25 age group.

Section 6

Recommendations

The recommendations set out below are grouped under two headings: Strategic and Organisational

1. Strategic

Future direction

6.1 Given that work commenced on a policy framework - Priorities for Youth in 2008, it is regrettable (at time of writing, September 2011) that the Department of Education and the incumbent Minister, have not yet found it possible to publish a policy consultation document. It is therefore challenging, if not impossible, to second guess the future Priorities for Youth, which will set the context in which services will be developed and delivered. It is to be hoped that the Department of Education, and the Minister, will recognise the significant contribution made by the Community Leadership Apprenticeship in Youth Work, and draw on this experience to inform both the new priorities for the 16 plus age range who face barriers to learning, and youth sector workforce development. YouthAction is well placed to identify and promote the versatility of the Community Leadership employment and training initiative.

6.2 The Community Leadership Apprenticeship in Youth Work has proven itself, over 22 years, to be very successful in providing opportunities for young people to follow a successful career in youth work and related disciplines, as the data set out in Section 4, shows, together with the evaluation data in Appendix D. The Apprenticeship in Youth Work is therefore a proven, valid and effective progression route for those seeking to complete professional youth work training. The North / South Education and Training Standards Committee for Youth Work (NSETS) currently validates professional youth work training across the island of Ireland. Recognition by NSETS of the Apprenticeship in Youth Work could bring a positive north/south dimension to this employment and training initiative, which already operates on a cross-border basis.

R1. The Department of Education, in developing future Priorities for Youth policy, should adopt the Community Leadership Apprenticeship in Youth Work as an integral part of youth sector workforce development.

R2. The Department of Education, in bringing forward proposals for the future management of

the education sector, including the youth sector, should incorporate the Community Leadership Apprenticeship in Youth Work in area plans as an essential employment and training intervention which enhances skills and qualifications of the 16 plus age range (especially those NEET); develops their leadership and provides progression routes.

R3. The North South Education and Training Standards Committee for Youth Work (NSETS), should extend validation to pre professional youth work training and recognise the Community Leadership Apprenticeship in Youth Work as a significant access route.

Enhanced coordination

6.3 There is considerable opportunity, and indeed necessity, for a far greater joined-up approach to be taken between various Departments and stakeholders in addressing the needs of young adults in the 16 – 25 age range. This is strongly advocated in the DEL, Pathways to Success consultation document. By incorporating employability and essential skills, such as English and Maths, apprenticeships can motivate those most excluded from the labour market aged 16 – 25 years. According to the Northern Ireland Labour Force Survey (April - June 2011) there were 41,000 people, aged 16-24, who were not in employment, full-time education or government supported training. This equates to 18% of the 16-24 population.

6.4 It should be noted, however, that many of those who complete the apprenticeship programme and go on to gain their professional qualifications through university, may not work in mainstream youth service.

6.5 The highly transferable skills, associated with youth work practitioners, are much sought after in other spheres of activity to deliver outdoor education, health and well being projects, community centre programmes, after school activities, drama and arts projects, mental health programmes and community development, to mention but a few. [See Section 1, paragraph 1.42 – 1.44]

6.6 Much of the cost associated with training youth workers, at all levels from volunteers to full time professional staff, is covered from the Department of Education budget. Yet the jobs undertaken, by volunteers, part time and full time workers are delivering both the priorities and the Programme for Government actions, related to many other Departments. The DEL Pathways to Success consultation and the plans for workforce development provide an opportunity to consider joint funding of interventions, such as the Community Leadership Apprenticeship in Youth Work.

R4. The Department for Employment and Learning should incorporate the Community Leadership Apprenticeship in Youth Work in subsequent action plans for implementing, Success through Skills – Transforming Futures and Pathways to Success, and in partnership with the Department of Education should test a joint pilot initiative to reduce the numbers of NEET young people excluded from the labour market .

Youth arts focus

6.7 The introduction of a youth arts cohort of youth work apprentices in the Belfast area proved both innovative and beneficial. It built on the 22 year history, in CLP, of effectively using youth arts to explore issues, to promote peace building, to improve mental health and well being and of making young people's voices heard. With some 30% of the youth arts apprentices expressing a wish to become self employed within the arts sector there is clearly a contribution to be made to the creative industries.

6.8 The Department for Culture Arts and Leisure (DCAL) has taken the lead, across Government, in developing a Strategic Action Plan for Creative Industries with a particular emphasis on nurturing skills and talents to develop and sustain a vibrant and successful creative industries sector. The youth arts apprentices have clearly demonstrated their ability to contribute to this.

6.9 Alongside developing their abilities in performing arts, the apprentices also had the opportunity to develop technical skills in the broader aspects of production, music, film and digital media. This is a growth area within the Creative Industries sector and would provide other opportunities for youth arts apprentices alongside contributing to sector growth and development.

R5. Future funders should consider the learning, techniques and models of practice tested in the Youth Arts / Youth Work Apprenticeship as a means of enhancing youth advocacy models and promoting the voice of young people.

R6. The Arts Council for Northern Ireland should consider drawing from the learning of the Youth Arts / Youth Work Apprenticeship, in order to pilot a Youth Arts Apprenticeship (recognised by ApprenticeshipNI) as a means of supporting young people, in the community, to contribute to the future development of youth arts and the creative industries.

R7. DCAL should incorporate proposals to pilot a Youth Arts Apprenticeship for young people, in their Strategic Action Plan for the Creative Industries which draws on the learning from the Youth Arts / Youth Work Apprenticeship and tests the inclusion of digital media and technology.

Employer - Trainer

6.10 To date YouthAction has been both the employer and the trainer of the youth work apprentices. With greater emphasis likely to be given to broader workforce development, social inclusion and employability, through the Success through Skills – Transforming Futures Strategy, alongside the DEL Pathways to Success consultation, and, it is to be hoped, a possible consultation on future Priorities for Youth, it is essential to lobby for change.

6.11 An outcome from Pathways to Success could be that inter-Departmental funding for apprenticeship places, be introduced. Apprentices could be located within a range of organisations. Such an approach could be complemented by support from the Social Investment Fund and indeed from independent funders. Apprentices could be employed, not only in youth work organisations but also in the spheres of the arts, rural development, community centres, resource hubs and with organisations working in interface areas, to engage and support young people through peer interventions. Such an approach would widen the scope for building leadership in community settings, of promoting peace building and would place employment responsibility with locally based organisations, whilst offering tried and tested quality training delivered by YouthAction under their DEL Apprenticeship contract, as the licensed provider.

R8. The Youth Council for Northern Ireland or future managing authority (as an agent for the Department of Education and home of the Youth Work Training Board) should work to develop a strategic plan to introduce the employment of youth work apprentices (aged 16 – 25years) across the voluntary and statutory youth sector. This would enhance leadership; tackle barriers to learning in the 16 plus age range; contribute to a NEET strategy and support peace building.

Tackling disadvantage

6.12 There is evidence that it is becoming increasingly difficult to recruit volunteers and part time workers for community youth work organisations. Gender balance is also an issue with far fewer male applicants for the University of Ulster, Community Youth Work training, and there are limited numbers

from the Protestant community applying. The report, A Call to Action, issued by Dawn Purvis (former MLA) and the Working Group on Educational Disadvantage and the Protestant Working Class, March 2011, further contributes to this debate.

6.13 It has been YouthAction's experience that it is challenging to attract apprentices from the Protestant community, where community infrastructure is fragmented. YouthAction has been delivering focused work in East Belfast for a number of years and has built constructive partnerships with key organisations. It is perhaps time to develop and deliver a pilot, Community Leadership Apprenticeship in Youth Work, tailored to inner city Belfast. Any such initiative would need to involve statutory and public sector organisations, the voluntary and community sector and engagement from the private sector, thus linking to the wider employment opportunities.

6.14 The Confederation of British Industry (CBI) identifies its member's requirements, when recruiting staff, as including:

- Self management skills.
- Self motivation.
- Team working.
- Problem solving.
- Good communication and literacy skills.
- Basic IT skills.

These skills are all part of the Community Leadership, Apprenticeship in Youth Work employment and training experience.

6.15 The Community Leadership Apprenticeship in Youth Work model, together with YouthAction's 22 year development and delivery experience, provides a set of tools to help communities to develop, grow and support current and future leaders. For communities in which limited academic achievement forms a barrier to employment and progression, especially for young men, the Apprenticeship in Youth Work model provides a unique progression route which includes essential skills opportunities, whilst also supporting community organisations.

6.16 The Community Leadership – Apprenticeship in Youth Work:

- builds on the involvement of young people in existing groups;

- provides a locally based learning and support mechanism through which to achieve the required essential skills;
- challenges and explores attitudes, opinions and actions in support of peace building;
- provides an eighteen month employment and training experience which has been proven to overcome many of the negative experiences of the formal education system;
- introduces a blend of practice and theory which engages and retains apprentices;
- provides time, space and support for reflective learning;
- leads to Level 3 qualifications whilst at the same time encompassing the vitally important practical dimension – youth work in a community setting;
- builds resilience; and
- provides experience of employment.

R9. The Office of the First and deputy First Minister (OFMDFM) should, as a priority, consider identifying finance through the Social Investment Fund for the delivery of a pilot Community Leadership Apprenticeship in Youth Work as an essential element in developing local indigenous leadership; in tackling the barriers which force young people into NEET and in contributing to sustainable communities.

2. Organisational

Assessment

6.17 The NVQ portfolios are a crucial part in the collation of evidence which demonstrates achievement for each apprentice. The portfolios are maintained to a very high standard and the quality of evidence has been commented upon by assessors, the external verifier from City and Guilds and the Education and Training Inspectorate in their report. However, for many of the apprentices the jargonised language used in the NVQ Level 3 and Technical Certificate was off putting and presented some blockages to their understanding of exactly what was required. This issue has also been referred to in previous external evaluation reports.

6.18 Within the Fermanagh based apprenticeship (2011-2012), YouthAction will be piloting Level 3 youth work qualifications which are part of the new Qualifications and Credit Framework (QCF) on behalf of the Youth Work Training Board.

6.19 YouthAction has also been involved in a working group, established through the Youth Work Training Board, to develop the new youth work qualifications for the sector. Through these initiatives YouthAction and the Youth Work Training Board are ideally placed to ensure that the language used, with regard to evidence gathering and portfolios, in the new processes, should be user friendly to learners.

R10. YouthAction NI should monitor the new Diploma in Youth Work Practice collating feedback from the cohort of youth work apprentices employed in Fermanagh / Monaghan to monitor their understanding of the language used and assess its user-friendliness in order to provide feed back to the Youth Work Training Board.

Virtual learning

The development of a virtual learning environment to better support and enhance the apprentices' training and learning

6.20 A previous evaluation report (Building Leadership, Anna Clarke 2008), recommended that YouthAction should explore creative ways of integrating the use of ICT and digital media more effectively throughout the Community Leadership Programme. It is noted that considerable progress has been made in this regard.

6.21 Staff are now more confident and skilled in using Information Learning Technology (ILT) to provide a stimulating learning environment. Coordinators, who have completed the Certificate in Teaching, have noted a marked improvement in their skills and confidence at using ILT in their delivery of training. Coordinators now regularly use powerpoint, video clips, online surveys, egame, quizdom, and are maximising the use of ICT suites and resources available to them.

6.22 A virtual learning environment has been established and hosted through Google to embed ICT skills within the apprenticeship. The site has a number of functions including the facility to confirm dates for diaries, set out work for the week and reminders. All forms and necessary documents can be uploaded onto the site which enables the apprentices to access these from any location. Submission dates and key action points are also uploaded to keep the apprentices focused. In addition, there is also an opportunity to upload photographs and to have polls/ surveys conducted. This represents a significant development and is to be welcomed as it will help to integrate ILT within the apprenticeship. This development will be closely monitored through the Fermanagh

Apprenticeship cohort (2011 – 2012) and, given the priority attached to reflective learning, further developments and improvements can be anticipated. YouthAction's Development Plan for 2011 has identified the need for a more co-ordinated IT strategy.

6.23 YouthAction has also developed wide ranging use of Face book and texting services. This further enhances access to, and engagement, in ILT.

6.24 The development of apprentices' individual ICT skills will be further enhanced as all apprentices will now undertake ICT Essential Skills as part of the proposed new Apprenticeship in Youth Work framework.

6.25 While considerable progress has been made in using ILT and ICT, it is felt that both the Community Leadership Apprenticeship in Youth Work and YouthAction's network of community based organisations would benefit from continued development this area. In particular, further developments in the use of social media and interactive web site applications, to provide access to, and promote, the valuable learning and knowledge assembled as a result of the apprenticeship programme, would be of widespread benefit.

6.26 There are many models of practice, tools and techniques, approaches and initiatives that have been tried and tested, by young people in the community placements. YouthAction's commitment to reflective learning has meant that practice has been amended and developed as a result of the practical application in placements. Therefore, a substantial number of practice models are available and form an extremely useful learning and knowledge resource, not only for future apprenticeship schemes, but also for the wider membership of YouthAction and indeed the youth work sector generally.

6.27 Many of the tools and techniques developed through CLP could be presented in the form of:

- Breakthrough ideas
- Practice options
- Youth worker notes
- Learning points
- Discussions stimuli
- Activity packs
- Research and learning findings
- Youth arts projects

6.28 Given YouthAction's commitment to develop and test new approaches, together with their strong commitment to support local community organisations, these models of practice, techniques and skills could be communicated to a wider audience,

including future apprentices, through an interactive element of a web site. This approach would allow for ongoing change, updating and further development to be taken into account relatively easily, rather than consuming resources on hard copy versions which quickly go out of date.

R11. The Youth Council for Northern Ireland, or future managing authority with responsibility for practice or curriculum development, should work with YouthAction to develop interactive web based applications, including further use of ICT and social media, to disseminate practice models which have been created as a result of the Community Leadership Apprenticeship in Youth Work, as a resource for the youth sector.

Collation of data

6.29 The portfolio method is used to collate evidence for the individual apprentice in gaining nationally recognised qualifications. The portfolio does not, however, contain (nor should it) other elements of essential data related to the wider operation of the Community Leadership Apprenticeship initiative.

6.30 YouthAction also collects data including statistical details of sessions worked, number of young people involved in local placements, examples of processes used, evidence of successful practice, records of reflective learning outcomes and myriad details of

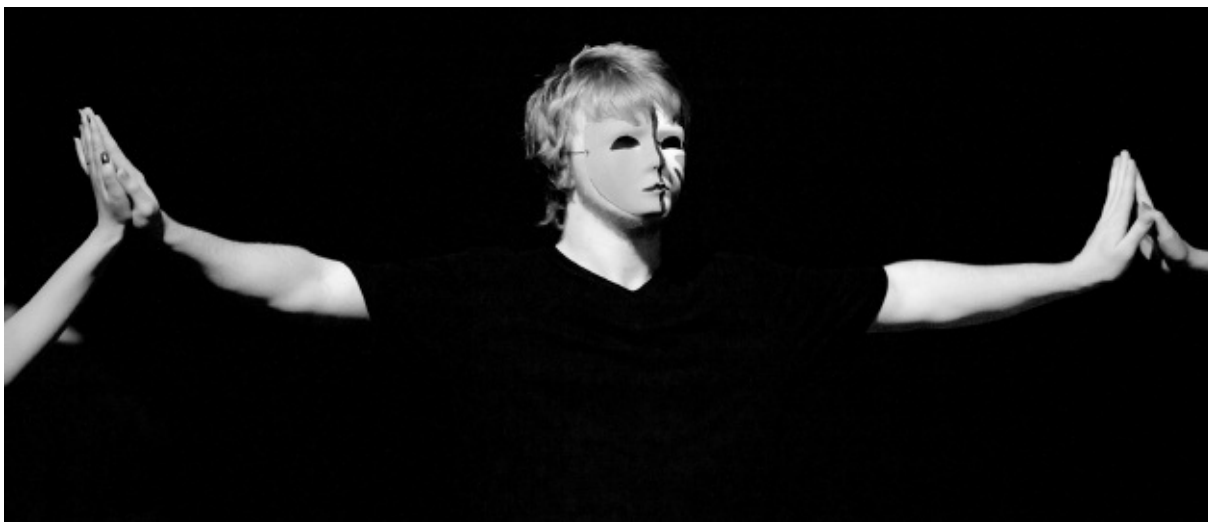
key events and interventions. Whilst this data is held at individual delivery locations, it does not appear to be collated and available in a central searchable format. This leads to some data not being used to maximum effect and it curtails YouthAction in presenting the full impact of the Apprenticeship in Youth Work to stakeholders, including Government Departments, NI Assembly, prospective funders and elected representatives.

6.31 There are also many different data systems and criteria being operated across the youth work sector alone. The adoption of streamlined and commonly agreed data gathering and reporting systems would improve the flow and reliability of management information.

R12. YouthAction NI should seek assistance to streamline its data collection and retention system in a manner which makes it centrally accessible and searchable, thus contributing to a comprehensive learning and knowledge resource. This also complements the proposal for sharing and disseminating knowledge [see R11 above]. This would also further empower YouthAction to promote the full impact of the Community Leadership Apprenticeship in Youth Work model to stakeholders and potential funders.



Prince William and the Duchess of Cambridge meet representatives of YouthAction in College Square North



Section 7

Appendix A

Evaluation methodology

In conducting the evaluation, Radersolutions used the following methods to gather information:

- Structured focus group meetings with each of the three cohorts of apprentices.
- Structured interviews with course coordinators.
- Structured interviews with senior staff in YouthAction.
- Semi structured interviews with peer support workers.
- Semi structured interviews with sample of placement supervisors.
- Self completion questionnaires to placement supervisors.
- Interview with a representative of the Youth Work Training Board.
- Interview with a representative of the voluntary/community sector – YouthNet.
- Interview with a representative of the International Fund for Ireland.
- Interview with a representative of the Community Youth Work Department - University of Ulster.
- Interview with representatives of Department for Employment and Learning responsible for Apprenticeships.
- Meetings with apprentices, placement supervisors, peer support workers, assessor's and programme coordinators.
- Review of course evaluations.
- Review of a sample of course work portfolios.
- Attendance at Carnival Madness Arts Festival.
- Percentages have been rounded using the convention: below 0.5% round down, above 0.5% round up.

Appendix B

CLP youth work training modules – overview

Module 1 Induction (links to D3, 016)

- Introduction to YouthAction NI
- Policies and procedures
- Health and safety at work
- Child protection training
- First Aid Training
- Professional approaches to your work
- Expectations and role of the apprentice in the work placement
- Work place induction

Module 2 Introduction to Youth Work (links to D3, 016)

- What is youth work?
- Formal and non formal learning
- History and development of youth work
- Values and principles
- Understanding your role / the role of the youth worker
- Building appropriate relationships with young people and colleagues
- Leadership and teamwork
- Reflective practice
- Professional supervision

Module 3 The Context of Youth Work (links to Unit E1 and E2, 017, 018)

- Adolescent development
- Community development approaches
- Perspectives on youth culture
- Partnership approaches to youth work
- Research methods
- Investigating and analysing need
- Written and presentation skills
- Methodologies in promoting youth work

Module 4 Values and Principles in Youth Work (links to B1, B4, 013, 015)

- Understanding values, attitude and behaviours
- YouthAction's guidelines for good practice/code of ethics
- Supporting young people's consideration of their values and others
- Supporting young people to build self-esteem and confidence
- Understanding CR/ EDI work with young people

Module 5 Programme Development (links to C1, C3, 010,012)

- Youth work curriculum
- Approaches and methodologies – Gender conscious work, rural youth work, work with young men, youth arts work
- Programme, planning and preparation
- Developing and designing youth work sessions
- Leadership and team work
- Identifying learning outcomes for young people
- Evaluation techniques and methods

Module 6 Group Work (links to B3, B4, 014, 015)

- Group work processes
- Group work theory – Tuckman
- Managing conflict situations
- Facilitating group work
- Group dynamics

Module 7 Learning and Development / Reflective Practice (links to C3, B4, 012, 015)

- Learning styles
- Methodologies for recording and evaluating youth work programmes
- Reflecting on own practice and learning – developing skills
- Supporting young people to learn from their experiences and reflect on learning
- Goal setting with young people

Module 8 Career Planning

- Developing a personal profile – profile of achievement, skills, qualities, personal statements
- Careers information and advice – Careers Service, EGSA, jobcentre, employers, HE/FE providers, job fairs and open days
- Applying for jobs, - job centres, jobs online, job applications
- Preparing for interviews - understanding criteria, researching the post, selling yourself in interviews

Level 3 Apprenticeship Framework

Youth Work

The content of this framework has been agreed between the Department for Employment and Learning and Lifelong Learning UK. This is the only level 3 training in this skill acceptable for the receipt of Apprenticeships NI funding.

1.0 GENERAL

This framework specifies the standards and the criteria for the delivery of a level 3 apprenticeship training provision to achieve qualified status within the youth work sector. Successful completion of the provision will lead to the award of a level 3 qualification and recognition as a qualified person within the sector.

2.0 COMPETENCE BASED ELEMENT

City and Guilds Level 3 NVQ in Youth Work - 100/2756/7

ABC Level 3 NVQ in Youth Work – 100/3343/9

3.0 MANDATORY ESSENTIAL SKILLS

Application of Number – Level 2 Communication – Level 2

4.0 KNOWLEDGE BASED ELEMENT

City & Guilds Certificate in Supporting Youth Work – Level 3 100/5277/X

ABC Diploma in Youth Work – Level 3 100/5188/0

Employment Rights and Responsibilities (ERR) to be covered as part of induction and subsequent phases for apprenticeship, as appropriate.

Additional employer requirements: evidence of having successfully completing training in first aid.

5.0 RESPONSIBILITIES

It is the responsibility of the supplier to ensure that the requirements of this framework are

Delivered in accordance with the Apprenticeships NI Operational Guidelines.

the Participant must be employed from day one

Further information may be obtained from either organisation

Framework No: AppNI – Level 3 – 391 Issue 4: 08/10

Department for Employment and Learning
1st Floor, Waterfront Plaza
8 Laganbank Road
Belfast, BT1 3LY

Life Long Learning UK
Centurion House
24 Monument St, London
EC3R 8AQ

www.nidirect.gov.uk/apprenticeshipsni

www.lifelonglearninguk.org

Telephone: 0800 0854 573
Fax: (028) 90905360 / 61

Telephone: 0300 303 8077

Appendix C

Organisations providing community youth work placements

Fermanagh/Monaghan

Carrowshee/Sylvan Hill Community Association, Lisnaskea
 Rural Outreach Project, Lisnaskea - Western Education and Library Board
 Lakeland Youth Centre, Enniskillen - Western Education and Library Board
 Bawnacre Centre, Irvinestown
 ARC Healthy Living Centre, Irvinestown
 Rural Outreach Project, Gortatole Outdoor Education Centre - Western Education and Library Board
 Clones Youth Club, Youth Work Ireland - Monaghan
 Castleblaney Youth Information Centre and Youth Café, Castleblaney, Youth Work Ireland - Monaghan

Belfast

Rainbow Factory, YouthAction NI
 New Lodge Arts
 The Youth Intervention Project, Upper Springfield and Whiterock

Suffolk Community Forum
 Wave Trauma Centre Youth Project
 Cliftonville Community Centre
 Clonard Monastery Youth Centre
 Dee Street Community Centre
 Donegal Pass Community Centre
 Markets Development Association
 Ballybeen Women's Centre

Derry/Londonderry/Donegal

Planet Youth, Ballybofey
 Irish Street Community Centre, Derry/Londonderry
 Waterside Youth Centre, Derry/Londonderry
 Shantallow Youth Centre, Derry/Londonderry
 Tullyalley and District Development Group, Derry/Londonderry
 Safe & Sound Project, YouthAction NI
 Lifford/Conleigh Resource Centre
 St Columb's Park House, Derry/Londonderry
 Londonderry YMCA
 The Waterside Theatre
 The Whistle Project, Waterside
 Pobail le Cheile, Falcarragh
 Lettershandoney and District Development Group, Derry/Londonderry
 CAW Youth Centre, Derry/Londonderry



Appendix D

Evaluation and referenced reports

All Ireland Community Leadership Programme

Final Report – Pilot 1 & 2, 1992

Derry – Cork – Belfast – Dublin

Chair of Programme Advisory Group, Mr. E G Martin

Programme Funded by: National Youth Federation (Ireland), Department of Children & Family Services – State of Illinois and International Fund for Ireland

Lifting the Limits (1)

A Community Leadership Programme for Young Mothers (1996 – 1998)

Dr Ann Marie Gray

Programme Funded by: Department of Education for Northern Ireland, The EU Special Support Programme for Peace and Reconciliation, through Proteus and Training for Women Network and in partnership with the Southern Education and Library Board.

Leadership in Action

A Community Leadership Programme for Young People aged 18 – 25

(October 2000 – April 2001) Newry and Mourne

Rodney Green, Consultant

Programme Funded by: Newry and Mourne District Partnership EU Programme for Peace and Reconciliation and Northern Bank

Lifting the Limits (2)

An evaluation of the Community Leadership Programme (CLP) for Young Mothers (2001 – 2003)

Dr R Moreland

Programme Funded by: New Opportunities Fund, Youth Council for Northern Ireland, The EU Special Support Programme for Peace and Reconciliation, through Proteus and Northern Bank

Learning for Leadership

Community Leadership Programme (April 2004 – March 2006)

Clarke Frampton, Converge

Programme Funded by: EU Building Sustainable Prosperity Programme, Department of Education, Youth Council for Northern Ireland and Northern Bank

Lifting the Limits (3)

Young Women Volunteers (June 2006 – May 2008)

Summary Evaluation

Anna Clarke, Community Development Consultancy
Programme Funded by: EU Building Sustainable Prosperity and Youth Council for Northern Ireland

Building Leadership – Rural Community Leadership Programme

(July 2006 – June 2008)

Anna Clarke, Community Development Consultancy
Programme Funded by: International Fund For Ireland, Rural Development Council and Rank Foundation

Kaleidoscope: Unlocking Creativity

An External Evaluation Report by Rodney Green of the Kaleidoscope Youth Arts Project November 2002 – March 2003

Published by YouthAction NI

“Worth their Weight in Gold”: An Investigation into Career Paths and Views of Community Youth Graduates in Northern Ireland [1972 – 2001]

University of Ulster, Jordanstown

Ken Harland, Clare Harvey, Tony Morgan & Sam McCready

Commissioned by, the Youth Work Training Board for Northern Ireland and the Department of Education, 2003

Report of an Inspection

Youth Action Northern Ireland - Community Leadership Programme

April 2005

The Education and Training Inspectorate

Report of a Longitudinal Inspection

YouthAction Northern Ireland - Apprenticeship NI Provision

Report of an Inspection in October 2009 – April 2010

The Education and Training Inspectorate

A Profile of the Youth Work Workforce in Northern Ireland

Roger Courtney, Courtney Consulting

January 2011

Commissioned by Youth Council for Northern Ireland, in partnership with YouthNet and the Education and Library Boards

A Call to Action

Issued by Dawn Purvis MLA and the Working Group on Educational Disadvantage and the Protestant Working Class March 2011

Reality Check

A collection of short stories about domestic abuse in the lives of young women.

Published by YouthAction NI

Transport Matters

Young people's experiences, attitudes and ideas for improving public transport.

Published by YouthAction NI and The Consumer Council

Appendix E

Issue based scripts developed in the community youth work placements

TITLE	Developed by
About Us Young People	WAVE Trauma Centre
BackBeat	Cliftonville Community Centre
Eclipse: The Other Side of Peace	Rainbow Factory YouthAction NI
Identity	Ballybeen Women's Centre Peer Education Project
Katie's Diary	Suffolk Community Forum
Maria - You've Gotta See Her	The Youth Intervention Project
Mepha DRONE's	Rainbow Factory's Apollo
Music and Words	Cliftonville Community Centre
Nightmare on the Broken Ward	The Youth Intervention Project
One and the Same	New Lodge Arts
Our Time to Shine	Spectrum 2 YouthAction NI
Personal Stories	Wave Trauma Centre
Romeo and Juliet Belfast Style	Clonard Monastery Youth Centre
Segregation	Dee Street Community Centre
Suffolk's Turn Around	Suffolk Community Forum
The Family	Rainbow Factory YouthAction NI
The Red Shoes	Rainbow Factory YouthAction NI
The Show Goes On	Rainbow Factory YouthAction NI
The Way We Were	Dee Street Community Centre
This is Me	Spectrum YouthAction NI
What If	Clonard Monastery Youth Centre

Appendix F

Key Events

Event	Details
You're Worth It	Young Women's Conference 14th October 2009 Verbal Arts Centre, Derry/Londonderry
Heads Up	A Day for Young Women 8th March 2010 Lakeside Youth Centre Enniskillen
Consultation by Strabane District Council	Consultation on 10 year strategy for Children and Young People 31st March 2010 Alley Theatre, Strabane
Let's Talk	Young Adults and Peace Building 28th April 2010 YouthAction Resource Centre, Belfast
EVA	Issue based performance focusing on Mental Health 29th April 2010 Erne Integrated College, Enniskillen
Making Peace	Community Relations Event 30th April 2010 St Columb's Park House, Derry/Londonderry
World Culture and Heritage Event	Community Relations Event 30th April 2010 St Patrick's College, Dungannon
The Other Side of Peace	Issue Based Performance focused on Peace Building 23rd June 2010 Waterside Theatre, Derry/Londonderry
Graduation Event	Fermanagh/Monaghan CLP 25th June 2010 Fermanagh District Council, Enniskillen
Celebration Event for CLP and Placement Organisations	Fermanagh/Monaghan CLP 29th June 2010 Lakeland Youth Centre, Enniskillen
Festival of Peace	Issue Based Performance 2nd July – 4th July 2010 YouthAction Resource Centre, Belfast
Study Visit	CLP Apprentices and Youth Work students from Southampton University 19th March 2009 YouthAction Resource Centre, Belfast
Public Transport Action Research	Cosultation Event 10th June 2010 Lough Neagh Discovery Centre, Craigavon

YouthAction's pledge for 2011

We will:

- Build resilience in young people
- Tackle inequalities
- Build skills and unlock potential
- Raise standards in youth work
- Forge new partnerships

“Someone must have seen something in me that was worth investing in, but I'd had so many let downs that I didn't see it.”

An apprentice

YouthAction
NORTHERN IRELAND

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14 College Square North, Belfast,
Northern Ireland, BT1 6AS
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www.youthaction.org

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Thank you



Text Costs £3 plus network charge.
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Obtain bill payers permission. Customer care 08448479800. Charity No XR 44398



INVESTOR IN PEOPLE



Northern Ireland
Training Awards
2005

