



# 8 STEPS

## TO INCLUSIVE YOUTH WORK

Promoting best quality  
inclusive practice  
in youth work settings

# NYCI INTERCULTURAL AND EQUALITY PROGRAMME

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## National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is the representative body for voluntary youth organisations in Ireland. It represents and supports the interests of youth organisations and uses its collective experience to act on issues that impact on young people. [www.youth.ie](http://www.youth.ie)

## NYCI Intercultural and Equality Programme

The NYCI Intercultural and Equality Programme delivers on NYCI's guiding principle 'to seek to challenge all forms of discrimination against young people' as part of its vision 'where all young persons are empowered to develop the skills and confidence to fully participate as active citizens in an inclusive society'. The Intercultural and Equality Programme supports youth organisations to embed an intercultural and inclusive approach so that it is integral to their engagement with young people. The programme works with member organisations and others to adopt practices and policies to promote intercultural and inclusive youth work through its resources, information, training and advice on any aspect of inclusion, equality and interculturalism. [www.intercultural.ie](http://www.intercultural.ie)

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**Swan Youth Service, (CDYSB)**

**Voluntary Service International (VSI) Dublin, Teenage Programme**

**BeLonG To Youth Services**

**Foróige – Dublin South (volunteer-led clubs), Tyrellstown Youth Initiative, Castlebar NYP**

**Irish Girl Guides (IGG)**

**YMCA Cork – Ninos Club**

**The Base Youth Centre, Ballyfermot**

**Ógra Chorcaí, Bishopstown Youth Project**

**Youth Work Ireland Galway – SPARK project**

**Localise**

**No 4 Drop-in Centre, Galway**

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# FOREWORD

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This Toolkit was developed after extensive interviews with 16 youth work organisations who described their inclusive youth work practice to us. Each organisation we interviewed has taken an inclusive approach in their work for several years. While they differ in their practice, often significantly, the common thread for all has been finding ways to adapt their organisation and upskill staff and volunteers to be able to understand, to reach out and include young people from minority and marginalised groups. This Toolkit, therefore, presents both the indicators of inclusive practice and a wide range of good practice that is grounded in the reality and demands of youth work provision – both volunteer-led and staffed youth work. (More detailed descriptions of the featured organisations' intercultural youth work are available in NYCI's resources: 'Promoting Quality in Intercultural Youth Work', Phase I and Phase II)

Inclusive practice can be hard to articulate because it should be seamless to your everyday work. Inclusion is about an ethos and practice that makes everyone feel welcome and that acknowledges and celebrates diversity but never singles people out or makes any young person feel that they are different from the group. It can be a hard balance to manage.

For some organisations inclusive youth work will involve adapting your current way of working and going the extra mile can present challenges. However, the youth work organisations we have interviewed describe it as hugely rewarding and energising work. This resource was designed to guide you through a journey you are no doubt already on and to give clarity to what is involved in equality and inclusive practice. It is how you work toward change, and the reflective practice involved, that will be the key evidence of your inclusive practice. This Toolkit is designed to clearly set out what you are working toward. Being based on the concrete and varied experiences of youth organisations, it is designed to guide and support others to work toward, and articulate, their own equality, inclusion and diversity practice.

We hope you find it useful,



Intercultural and Equality Officer,  
National Youth Council of Ireland,  
June 2016

“In some ways we went into it in a naïve way. We just saw young people [from minority ethnic groups] who wanted to get involved. We opened the doors to them...For us it just seemed like a really organic thing for the organisation. But it's just transformed the youth programmes in such a positive way.”

[Youth Worker, VSI]

# INTRODUCTION

## In a nutshell – what is this Toolkit about?

This 8 Steps to Inclusive Youth Work can help you:

- Report within the National Quality Standards Framework (NQS),
- Write your continuous improvement plan,
- Develop a logic model or work plan toward realising the Outcomes in the National Youth Strategy (NYS),
- Meet your responsibilities under equality legislation
- Follow the commitments set out in your organisation's diversity/equality/ integration/ or inclusion policy
- Act as an assessment and planning toolkit as you work toward developing best practice in equal and inclusive youth work

This Toolkit is designed to help you articulate your practice in a structure that simultaneously meets your reporting criteria. It is not prescriptive – it is designed to spur you into thinking about your inclusive youth work practice.

## Who is it for?

As Directors, Managers, Project Leaders, and Programme Officers do you sometimes find it difficult to evidence how your practice ensures and promotes inclusion, diversity and equality? Would you like to know more about what defines an inclusive, diverse and equal youth work setting? Would you like to improve your practice? Do you wonder how your practice compares with similar organisations or youth groups? Are you involved in reporting to the NQS or looking at meeting the Outcomes set out in the National Youth Strategy (NYS) or Better Outcomes, Brighter Futures (BOBF)? This Toolkit helps you put your current practice into a framework that will directly help you in your reporting and it can support you to further develop your inclusive practice by signposting you to examples of inclusive youth work practice that have been developed by 16 other youth work organisations.

## Why do we need this Toolkit in the youth sector?

The NQS talks about “ensuring and promoting equality and inclusiveness” as a Core Principle of Youth Work. The National Youth Strategy states that young people should be “included in society”, that “their equality and rights are upheld”, and “their diversity is celebrated”. Many groups struggle to know if, or how, they are meeting these criteria because there are no set indicators or measures on equality and inclusive work and each organisation will approach it differently. This Toolkit offers a comprehensive set of indicators alongside examples of good practice from 16 youth organisations. Their practice and the indicator checklists have been set into 8 key steps of youth work practice to demonstrate how good inclusive practice will be evident and measurable in everyday youth work. This allows us to look at our inclusive work through a familiar set of youth work practices while also referencing it directly to the NQS Core Principles and Standards and to the Outcomes in the National Youth Strategy.

## How can you use it?

As you look at the indicators ask yourself ‘Do I do that?’ or ‘Could I do that?’ This will help you articulate your own practice and develop your action plans simultaneously. This is NOT an additional piece of work on top of the NQS or your other reporting processes. The evidence and anecdotes you are supported to tell here will be the direct evidence that you can use to report under Core Principle 4 (and at times under other Principles), as well as relevant Standards in the NQS or in any other reporting process you are involved in, and especially in relation to outcomes linked to the National Youth Strategy. **Your story will be different to others; there is no one way to be inclusive.** In each of the steps you will be looking to fit your work with a few of the suggested practices, building up over time to meeting more.

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We are especially keen to show how changes you make in your organisation impact positively on young people and the wider community. With this in mind each step outlines the good practice indicators under two headings: 1) what you can do at an organisational level and 2) good practice with young people. In the examples of practice following the checklists you will also see examples of how good inclusive practice impacts on the wider community.

In practice, no youth work organisation will meet all the indicators set out in each Step. They present an ideal scenario of what your organisation can achieve. You may find that you have achieved or could adopt a number of the practices in some steps, but struggle more with others. Some steps may become long-term goals for your organisation. This Toolkit can help you map out the direction you wish to take over the coming years by looking at what others have done and knowing what is possible.

## A note on terminology

### 'Minority and marginalised young people'

In this Toolkit we use the term 'minority and marginalised young people' to represent the range of young people to which we refer when we speak about inclusion, diversity and equality. This mirrors the language used in the NQSF and NYS. The NQSF refers specifically to the Equal Status Act 2000 which includes young people covered by the 9 grounds. Our list refers to more groups than the 9 grounds recognising the following contexts and lived experiences:

- Young people from minority ethnic and cultural backgrounds including Travellers, Roma, asylum seekers and refugees (approx. 15% of all YP)

- Young people with a disability (including physical, sensory, intellectual, social or learning disability or difficulty) (approx. 10% of all YP)
- Lesbian, Gay, Bisexual or Transgender (LGBT) young people (including those who identify their gender in other terms) (approx. 7.5% of all YP)
- Young carers (estimated to be as high as 8% of all YP)
- Young people with mental health issues (up to 25% at some point in YP's lives)
- Young parents (Mums and Dads)\*
- Young people involved in the juvenile justice system\*
- Young people who are homeless\*
- Young people who are not in education, training or employment\*
- In all of the above gender and religion are also critical and work with single gender groups may be relevant.

\* These 4 groups are statistically small in number.

You are unlikely to be working directly with all of these groups but inclusive and equal youth work means working toward an ethos of inclusion, diversity and equality that is cognisant of the range of young people who fit into these groups or life circumstances. **Inclusive youth work is only partly about who you work with – it is predominantly about how you work with young people to build a society where discrimination is challenged, where equality is real and diversity is fully embraced and celebrated.**

## ‘Socio-economic and geographic marginalisation’

The National Youth Strategy presents a broader definition of marginalised young people that also includes socio-economic and geographic marginalisation. This Toolkit does not directly include socio-economically disadvantaged groups, as most funded youth work in Ireland address these groups as a priority.

## ‘In your community’

For a national organisation your community can be read as the nation, for regional groups it is your region, and for local groups it is your immediate catchment area. Although it is worth stressing that **inclusive youth work often involves working beyond your traditional geographical boundaries to include young people who come in to your area as distinct from working with only those who reside in your area**. While community can often refer to a special group (e.g. Traveller community, LGBT community, online community, religious community etc) the term is not used in that way in this Toolkit.

## ‘Your organisation’

All projects, clubs and services within the youth work sector – whether volunteer-led or staffed. (Although it doesn’t reference the National Quality Standards for Youth Clubs, these and any youth groups who do not report under the NQSF or NYS structure will still find the Toolkit helpful in guiding their inclusive practice).

## Getting started: What would good practice look like in an evidence framework?

In evidencing your promotion and provision of diversity, equality and inclusive practice; in complying with equality legislation; and achieving specific outcomes for young people from minority backgrounds a number of indicators are likely to be present and can be used as evidence.

**To demonstrate your evidence base tell your story about how you meet any of these indicators** – only choose those that are applicable to you. **Your group or organisation might aim initially to match 1-3 indicators on each Step. You will also find that some of your evidence will relate to a number of NQSF Standards, Core Principles and NYS Outcomes so it can be reused. The relevant NQSF Standards and Core Principles and NYS Outcomes that relate to each indicator are coded alongside them using the key set out overleaf.**

Use the check boxes to signpost to yourself how your work matches these indicators and think about what evidence you have to demonstrate this. This evidence can be written straight into your NQSF self-assessment report and any other reporting procedures you have. Examples of evidence are listed at the top of each set of indicators. You will, most likely, have different forms of evidence relating to your organisational work and your direct work with young people. Examples of practice from the youth organisations we interviewed are set out after each set of indicators to inspire you and stimulate you to think of ways that you meet the criteria or to decide what actions you might take into the future.

# KEY TO:

NATIONAL QUALITY STANDARDS (NQS) CORE PRINCIPLES\*  
NATIONAL QUALITY STANDARDS (NQS) STANDARDS  
NATIONAL YOUTH STRATEGY (NYS) OUTCOMES

\*(we have only included those that are most relevant to diversity, equality and inclusion)

## CORE PRINCIPLES

- 1.1 Young person centred: systematic needs assessment
- 1.2 Young person centred: services responsive to requirements of young people
- 1.3 Young person centred: services promote the strengths of young people
- 1.4 Young person centred: young people involved in the design delivery and evaluation of services
- 2.1 Safety and well-being: provision of supportive environments and programmes
- 3.3 Educational and Developmental: relevant and diverse programme provision
- 3.4 Educational and Developmental: evidence of planned and unplanned learning
- 3.5 Educational and Developmental: developing personal and social capacities and competencies
- 4.1 Equal and Inclusive: accessible, inclusive and integrated services
- 4.2 Equal and Inclusive: policies, programmes and practices comply with equality legislation
- 4.3 Equal and Inclusive: policies, programmes and practices promote diversity, equality and inclusiveness (based on the 9 grounds)
- 5.4 Quality and Continuous improvement: commitment to resource effectiveness



STANDARDS	NYS OUTCOMES
<ol style="list-style-type: none"> <li>1 Planning</li> <li>2 Practice</li> <li>3 Progression</li> <li>4 Monitoring and assessment</li> <li>5 Policies</li> <li>6 Governance and operational management</li> <li>7 Strategy</li> <li>8 Volunteers</li> <li>9 Human resource management</li> <li>10 Collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1 Active and healthy</li> <li>2 Achieving full potential in learning and development</li> <li>3 Safe and protected from harm</li> <li>4 Economic security and opportunity</li> <li>5 Connected, respected and contributing to their world: <ul style="list-style-type: none"> <li>• Young people are included in society, are environmentally aware, their equality and rights upheld, their diversity celebrated and they are empowered to be active global citizens</li> <li>• Young people's autonomy is supported, their active citizenship fostered, and their voice strengthened through political, social and civic engagement</li> </ul> </li> </ol>



# 1

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## ORGANISATIONAL REVIEW IN PRACTICE



# STEP 1 ORGANISATIONAL REVIEW

**Examples of evidence:** research, reports, document showing mapping of area, referral emails or letters, completed Access All Areas checklist, registration forms, programme planning using a strengths and rights based model, documentation of consultations, strategic plan that names your inclusion work, minutes of meetings where you decide on adaptations to practice, targeting initiatives etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	NEEDS HAVE BEEN IDENTIFIED:		A	NEEDS HAVE BEEN IDENTIFIED:
		<ul style="list-style-type: none"> <li>You have a record of statistics on local demographics such as religious and ethnic groups, and you are aware of young people in your community with a disability, young carers, LGBT young people, young parents etc.</li> </ul>			<ul style="list-style-type: none"> <li>You have researched the needs of young people from minority groups in your community and made adaptations to include them. Examples might include: meeting when and where best suits the group, working with single gender groups, setting up 'satellite' single identity groups if that is requested, adapting activities for people with disabilities, ensuring accessible venues, using new registration forms that ask questions about identity, etc.</li> </ul>
		<ul style="list-style-type: none"> <li>You are responding to a piece of research that identifies needs of young people from minority and marginalised groups</li> </ul>			
		<ul style="list-style-type: none"> <li>You are seeing emerging needs from young people at your service or in your community</li> </ul>			
		<ul style="list-style-type: none"> <li>Schools or the HSE have made referrals to you</li> </ul>			
		<ul style="list-style-type: none"> <li>You have completed a self-assessment process to identify issues relating to minority and marginalised groups that you hadn't considered (e.g. NYCI Access All Areas Diversity Toolkit checklists)</li> </ul>			<ul style="list-style-type: none"> <li>Young people and parents/guardians from minority and marginalised groups are consulted on any (realisable) adaptations, and support, they need to ensure maximum involvement</li> </ul>

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	B	<p>YOU HAVE ASSESSED YOUR CAPACITY:</p> <ul style="list-style-type: none"> <li>You participate in local inter-agency networks to ensure collaboration, to maximise capacity and prevent duplication</li> <li>You have mapped other services and support organisations (including places of worship) in the area</li> <li>You have a list of relevant organisations you can refer young people as needed, especially when you can't meet their immediate needs or if you can't currently work with them?</li> <li>You have ensured the openness of staff to adopt new approaches and work new groups through mechanisms such as supervision, staff planning and training etc.</li> <li>Staff and volunteer training needs have been identified</li> </ul>		B	<p>YOU HAVE ASSESSED YOUR CAPACITY:</p> <ul style="list-style-type: none"> <li>You have considered how you will maintain ongoing contact and support to the young people from minority and marginalised backgrounds when their formal/organised engagement with you ends if they still want or need it</li> </ul>
	C	<p>RESOURCES ARE IN PLACE:</p> <ul style="list-style-type: none"> <li>Staff, volunteers, funding, expertise, materials, premises, and access to the targeted minority and marginalised group/s you are working with or planning to work with are in place</li> </ul>		C	<p>RESOURCES ARE IN PLACE:</p> <ul style="list-style-type: none"> <li>You have planned a programme that fosters inclusion, diversity and equality with your current groups of young people</li> <li>You have planned a programme that will meet the needs of the young people from minority and marginalised groups you will be working with</li> <li>Young people from minority and marginalised groups in your community have been warmly and proactively invited to attend – through outreach to schools, community groups, places of worship, flyers, notices, social media and website etc.</li> </ul>

# STEP 1 ORGANISATIONAL REVIEW IN PRACTICE

An organisational review involves undertaking an assessment of your current practice. When looked at through an equality, inclusion and diversity lens it leads to a planning process on how to develop your inclusive youth work. Inclusive youth work practice involves taking a strategic, planned approach and deciding what would work best both for the young people you want to include and for your organisation. It always involves making some adaptations to the way you have customarily worked.

An inclusive youth service will be working toward having youth members, staff, volunteers and management that reflect the diversity of your community. Inclusive youth work usually involves engaging with individuals from minority and marginalised groups in your mainstream groups. However, where requested by the young people from minority groups themselves, it can involve working with single identity groups but still within the structure of your organisation. Inclusive youth work will have programmes and practice throughout the organisation that promote equality and human rights and that build competencies in all young people to live and thrive in diverse communities.

Inclusive youth work often stems from staff and volunteers personal commitment to equality and inclusion before knowing the specific needs of young people from minority and marginalised groups in the community where you work. An organisational review allows you to stand back and take an approach based on evidence, it helps you to build strategic links across the community and it helps you put the resources in place to target different groups.

“How we started our intercultural work was when we saw foreign national kids going by in school uniforms so we went into the schools. We knew we had to be proactive because they weren’t going to come here to us. We said to ourselves ‘we have no magic to say we can work with this group or that we have skills around language, but we work with young people at risk, and there has to be young people at risk amongst the new population’”.

[Youth Worker, NYP2]

## Learning from youth organisations on reviewing inclusive practice...

### Organisation:

A review assesses the needs of young people in the community. It is likely to involve:

- Processes such as carrying out regular surveys on the membership of your organisation, including your staff and volunteers. A survey captures demographics of different minority groups you engage with and also helps assess opportunities for change such as identifying where you have capacity for new members, where you have leaders with the necessary skills and interest, where there is a clear absence of diversity etc. A 2-4 year gap between surveys works best. [IGG]
- Looking at your data collection processes such as ensuring the use of ethnic identifiers in your registration forms. [Foróige]
- Keeping abreast of research and information relating to specific groups of young people e.g. young carers, minority ethnic young people, asylum seekers, young LGBT people etc. [BeLonG To]

A review will look at your capacity to respond to identified needs. It will:

- Ensure a commitment from staff and volunteers to inclusive work and a willingness to change to meet new needs. [Friars’ Gate]
- Ask if you are adhering to the mission statement of your organisation and remaining consistent in the type of service you run and what you offer – if not what needs to change. [VSI]
- Explore ways to adapt your structures, practice and programmes in order to be fully open and inclusive. [Friars’ Gate]
- Identify key organisations such as support groups, inter-agency partnerships and other youth work organisations that you need to network with (see Step 7). [KDYS]

- Prioritise. Not all needs can be met – you may have to target one group over another and refer those you can't work with to other relevant organisations. [VSI]
- Look at building capacity of staff and volunteers and ideally work with staff and volunteers from minority groups. A good way to introduce ethnic diversity is to bring in volunteers from overseas (see Step 4). [NYP2]
- Work on long term planning – you may decide that international exchanges will introduce a new way of thinking about different groups. You may want to build capacity by developing resources and/or carrying out staff training (See Steps 4 & 6). [IGG]



“The young people from minority ethnic backgrounds need to be targeted, ideally first as an international group so they become familiar with our centre. Then we look at our programmes. It's really a very slow process getting the international young people involved in our other programmes that are happening. We get them involved in volunteer programmes and in other programmes - film, DJ-ing, etc.”

[Staff Member, Swan Youth Service]

A review will ensure that you can put the necessary resources in place. It will:

- Look at your organisational policies, group contracts or charters and assess if anything is missing (see Step 2). [IGG]
- Look at planning your space to minimise any possible conflict between groups (see Step 3). [NYP2]

### The young people in your community:

A review will:

- Ask if your 'open door' policy is meaningful, i.e. whether young people from minority and

marginalised groups know about and feel they can access your organisation, that they know what you offer, how safe your organisation is and how to join. Going out to meet the young people directly is crucial. [NYP2]

- Proactively focus on identifying and meeting needs. Learn about the various needs of individuals through consultation and then work to address those needs. Young people from a minority background may experience a range of personal issues such as isolation; confusion over their identity; uncertainty about their future; stress/trauma; vulnerability to exploitation; and so on. It should not be assumed that if a young person doesn't express a need that they don't have personal issues related to their identity. It may be that they find it hard to articulate or they don't think you will understand their life, culture or circumstances. [NYP2]

### Your wider community:

- A review will happen in the context of your ongoing relationship and engagement with the community. Network with other organisations in your community to collectively look at meeting the needs of as many young people from minority and marginalised groups as possible. Identify groups in the community you can refer young people to who have needs that you can't meet. This also helps avoid duplication of services. [KDYS]
- Inclusive youth work is not just about working with minority groups – it is also about preventing social unrest such racism, homophobia, sexism, and disablism in the wider community. Your inclusion work may focus on building acceptance, understanding and cultural and inclusion competencies with the young people you already work with. [Swan YS]

“It happens in that we're out there, we're in the community. As a worker on the ground you establish the youth needs within the community. Then asking what appropriate responses can we put in place. It relies on the analysis the youth workers and volunteers on the ground make. That's where it stems from.”

[Youth Worker, KDYS]





# 2

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## POLICIES AND GROUP CONTRACTS



# STEP 2 | POLICIES AND GROUP CONTRACTS

**Examples of evidence:** equality, diversity, inclusion or integration policies, codes of conduct, group contracts etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	<b>POLICY</b> <ul style="list-style-type: none"> <li>You have an inclusion, equality or diversity policy in place that is mirrored by your practice</li> <li>You publicly share your inclusion policy or statement (e.g. on your website)</li> </ul>		A	<b>GROUP POLICY/CONTRACT</b> <ul style="list-style-type: none"> <li>You have a group contract or code of conduct that is written and agreed upon by the young people and the leader/s</li> <li>Your group contract is reviewed as young people join the groups</li> </ul>
	4.2			1.4	
	1.4			5	
	B	<b>EQUITY</b> <ul style="list-style-type: none"> <li>You have made reasonable accommodation (adaptations) to include young people from a range of minority backgrounds e.g. LGBT, disability, minority ethnic, Travellers, young carers, young parents etc. such as providing disability access, change of meeting times, single gender groups, outreach to schools, childcare facilities etc.</li> </ul>		B	<b>EQUITY</b> <ul style="list-style-type: none"> <li>Young people from minority and marginalised groups have access to your services based on equity of service (i.e. adaptations have been made, where necessary, to ensure that equal access is possible)</li> </ul>
	4.2			5	
	5				
	C	<b>STATEMENT OF PRACTICE</b> <ul style="list-style-type: none"> <li>Inclusion is explicitly stated as an aim of your work in other policies and strategies in your organisation including your mission and value statements?</li> </ul>		C	<b>STATEMENT OF PRACTICE</b> <ul style="list-style-type: none"> <li>You have a group contract displayed when working with a group of young people that includes respect for all and a copy is given to the young people</li> </ul>
	4.2			4.3	
	5				

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	D	NON- DISCRIMINATION PRACTICE		D	NON- DISCRIMINATION PRACTICE
	4.2	<ul style="list-style-type: none"> <li>Your organisation is open and welcoming to people from all religions, beliefs and none</li> <li>Your staff and volunteers address racist, sexist, disablist or homophobic and transphobic comments and behaviour</li> </ul>		2.1	<ul style="list-style-type: none"> <li>Young people are protected from prejudice and discrimination through the use of activities and discussions that tackle these issues</li> <li>Young people monitor the implementation of the group contract e.g. they pick up and address any infringements such as use of banned language</li> </ul>
	2.1			3	
	5			5	
	E	STAFF AND VOLUNTEERS			
	4.2	<ul style="list-style-type: none"> <li>Staff and volunteers receive training on equality issues, including their responsibilities under equality legislation and under your equality/inclusion/diversity policy</li> </ul>		5	
	5				
	F	REPORTING			
	4.2	<ul style="list-style-type: none"> <li>You have a reporting system for breaches of policy such as incidents of bullying, discrimination and prejudice</li> </ul>		5	
	5			3	
	3				

## STEP 2 POLICIES AND GROUP CONTRACTS IN PRACTICE

An Equality, Inclusion and Diversity Policy<sup>1</sup> – like any other policy – is a roadmap that your organisation lays out for you and others to follow. It lays out your goals and guiding principles with an emphasis on inclusion along with how you are going to achieve this. It places the work you are doing in a legal context by citing equality and human rights legislation and how the legislation relates to your work and your responsibilities toward young people from a range of minority or marginalised communities. Youth work is seen in Ireland's equality legislation as providing a service and under that heading there should be no discrimination (within what's termed 'reasonable accommodation') toward any person belonging to a group named in the nine grounds. In addition, legislation requires you to take proactive steps to actively promote equality, protect human rights and combat discrimination. As such, you are required to consider how you will advance equality for the groups protected under the 9 grounds and how you will protect the human rights of all citizens. In this respect positive action (i.e. positive discrimination) is encouraged. In your policy these groups will all be named:

1. LGB, (sexual orientation ground)
2. Travellers, (membership of Traveller community ground)
3. Young women and Trans\* people, (gender ground)
4. Black and Minority Ethnic people, (race ground)
5. People with a disability, (disability ground)
6. People of faith and none, (religious ground)
7. Lone parents and young carers, (family status ground)
8. Married, single, divorced, separated and cohabiting people, (civil status ground)
9. The age ground. (this only refers to your leadership as it relates to older people being excluded from opportunities because of their age)

<sup>1</sup> Your policy may have a different name, it may use just one of the terms – equality, diversity or inclusion. It may be called a Statement of Practice. The name of the policy isn't critical but the content is. It must be written in respect of an equality framework as it sets out your legal responsibilities.

In addition to those covered by the nine grounds you might also include:

- Young people involved in juvenile justice,
- People out of education or employment,
- Homeless people,
- People with an addiction,
- People with antibody status (HIV, Hep C),
- People from geographically disadvantaged communities.

Policies are statements of practice. They should reflect your practice and be fully implemented. They should ideally be written in consultation with your team who need to take ownership of it. It is crucial that all of your staff, volunteers, members and their parents/guardians are aware of it and familiar with it.

“Inclusion sits within our Code of Conduct which every young person has to sign. It has a very clear outline of our inclusion policy and what the young people can expect and what is expected of them: so it's a two way contract. The Code of Conduct would cover stuff like racism etc.”

[Artistic Director, Friars' Gate]

An Equality, Inclusion and Diversity Policy will be mirrored in the Group Contracts that you develop with young people. Each will consider or use the following headings:

1. The **Mission Statement** of the group – what are we about
2. **Core values** that we bring to our work
3. **Policy Statement** – a clear statement on your inclusive practice and ethos and what you aim to achieve

You may have several other interlinking policies that cover this area of work, for example an intercultural/integration policy which sets out a detailed way of working in a multi-ethnic youth work environment, or a policy focused on disability which sets out procedures around meeting the specific needs of young people etc. You may also have a dignity at work policy. Link these together by using cross referencing.

4. **Who we are including** – we name the groups covered in the legislation and any other groups we are targeting under an inclusion focus
5. **Implementation plan** – the concrete day to day guidelines for practice in relation to our inclusion and diversity work
6. **Responsibility of staff and volunteers** – what is expected
7. **Disciplinary and complaints procedures** when your stated principles are broken
8. **Underpinning legislation, national policy and definition** – Equality Act 2004 (as well as a definition of human rights and interculturalism)
9. **Dissemination of the policy** – how you will disseminate to workers, service users and parents/guardians
10. **Monitoring and review** – how and when you will monitor, review and update the policy

The Equality, Inclusion and Diversity Policy may keep these as headings whereas the Group Contract will stress the relevant actions involved; the what, who, when and why. For example, we value respect, we won't name call, we are all responsible etc. For more guidance on writing an Equality, Inclusion and Diversity Policy go to Access All Areas Chapter 1. ([www.youth.ie/diversity](http://www.youth.ie/diversity))

## Learning from youth organisations on developing an inclusion policy...

### Organisation:

Your Mission Statement and Policy Statement (headings 1-4)

- Many make the mistake of using the term 'Equality of Opportunity' which is not robust enough because it puts the onus back on the young person to 'find and take the opportunity'. Similarly a Policy Statement that says 'all our welcome' is not proactive as it still puts the onus on the young person to find you and apply to join. Stressing the welcome you will give young people is very powerful when it becomes a lived and embedded ethos as the people in your group will speak and share the welcome out. [Friars' Gate]
- The Policy Statement should use the language of 'reaching out to young people from minority groups'. [NYP2]
- If you are reviewing or developing other policies or a strategic plan it is a good opportunity to incorporate an inclusion and equality statement in them. [The Base YC]

### Implementation plan (heading 5)

- Implementation Plans are the detailed part of a policy document. These will take time to get right; there may be a lot of trial and error in establishing processes and procedures that work. Regular reviews are important. [Swan YS]
- Some groups use the Implementation Plan to set out their current action plan, identifying key goals, timelines and means of achieving it. A number have used Access All Areas checklists to determine their key goals. [IGG]
- Your policy should always be connected to practice. Your practice will often guide your policy if you have developed new areas of work before writing a policy. The policy will then sustain and cement your practice by ensuring continuity should staff leave. Groups usually write up their step by step procedures, starting with their needs assessment, targeting and recruitment processes, programmes, evaluations and follow-up practices that work well, and how they have planned for sustainability etc. [IGG]

## STEP 2 POLICIES AND GROUP CONTRACTS IN PRACTICE

### Disciplinary procedures (headings 6 & 7)

- You should include measures for tackling racism, homophobia, disablism and sexism in your policies. [KDYS]
- Discipline from youth leaders may need to be enforced more during drop-ins when verbal abuse can be more common. Youth leaders will each have their own style, with some challenging verbal abuse straight away and looking for an apology while others may prefer to enter into a discussion, sometimes at a later stage. The critical approach is to have clear rules and a no tolerance attitude that staff and volunteers are consistently reminded about and supported to enforce. [The Base YC]

### A policy needs to refer to equality legislation and also be workable (heading 8)

- A policy can state that young people from named groups have equal access to your services on the basis of reasonable accommodation (such as capacity, and financial constraints etc). However, this cannot be used to absolve you of responsibility and the requirement to demonstrate that you are being proactive. It could be used if you have significant numbers of young people from minority groups already and you haven't been able to source the necessary number of volunteers needed to support any more despite several attempts. It can be used if adapting your building to be wheelchair accessible is more costly than the resources you have available. You will have to demonstrate that you have explored this and also alternative ways of including someone.
- Positive action is encouraged under the legislation and should be stated as such in the policy.

### Dissemination (heading 9)

- A policy has to be known and familiar to anyone involved or potentially becoming involved in your organisation. Ideally you would have it on your website and/or named on your publicity about your services. [NYP2]

### Monitoring and Review (heading 10)

- A policy is never static. Legislation changes. Staff and volunteers change. Roles change. As your practice improves you will set new targets. As new challenges emerge you will identify new guidelines. You will need to measure your work against your stated aims. A two to three year review is reasonable. [KDYS]



“We have a statement, like a philosophy statement for intercultural and Traveller work. And we have a KDYS equality program around LGBT; that’s like a position document. They have been there for some time and they get revisited from time to time and updated.

With the LGBT work, we’ve been doing a review of what we have in place, in terms of policies across the board and looking at some areas that need attention. That comes out of how the work progresses and from the fact of having areas of work that we hadn’t really thought of previously. We’ve taken a fairly clear stance that generally all our policies have come from the need on the ground.”

[Youth Worker, KDYS]

## The young people in your community: Developing a Group Contract

- An Equality, Inclusion and Diversity Policy closely mirrors the Group Contract or Code of Conduct that you draw up with young people. They will both have a statement saying that it is an inclusive service and will highlight the need for respect within the group. They both set out the behaviour expected of each participant and they will say what will happen if the rules are broken. The behaviour expected will usually outline the use of language, what is acceptable and what is not, and what should be done if there are incidents of discrimination, racism, homophobia, sexism, disablism etc. Like any complaints procedure within your organisation, this will include various steps including warnings, suspension, membership revoked, redress for victims and so on.
- You should allow quite a bit of discussion to make the Group Contract or Code effective. Young people will have very different views on what is reasonable language or behaviour and this will need to be teased out. [The Base YC]
- It is important to become aware of any discriminatory behaviour and attitudes in your group. You may need to challenge young people through general chats and conversations or through participatory activities around identity, diversity and self-esteem. Don't assume that young people from minority backgrounds don't hold prejudicial attitudes toward others, especially when you are working with different minority ethnic groups. [Swan YS]
- Young people should have ownership over the Group Contract and then they will ideally self-manage it. Young people may decide themselves what redress is appropriate when an incident occurs. Incidents vary, for example, deciding what to do if someone doesn't show up when they said they would and it affects everyone else. [KDYS]
- Some rules may have particular resonance for some of your groups. For example, your rules on no excessive PDAs (Personal Displays of Affection) may need to be discussed more within different groups – for example with your LGBT groups. Similarly, putting a value on sobriety establishes the onus to give young people social spaces and experiences which are alcohol free. This can challenge the traditional practice of only meeting other young people in pubs and clubs. [BeLonG To]
- Your Group Contract or Code of Conduct may extend to what is expected of young people within the wider community outside of the youth centre – i.e. it may refer to an expectation of a certain level of behaviour in all aspects of a young person's life such as refraining from racist or homophobic behaviour in the wider community etc. [NYP2]
- Young people from minority and marginalised groups should be given opportunities to influence national and international policy (for example, through Young Voices, the Structured Dialogue Process, etc.). [The Base YC]

## How your policies and group contracts influence your wider community:

- Familiarity with group contracts and processes can be beneficial when incidents occur outside of youth centres in schools or the community. Young people can apply their negotiation skills to deal with conflict (such as working through an issue to find resolutions or standing on their principles of respect and solidarity to support someone). [Friars' Gate]
- Affecting policy at a higher statutory level is critical as it directly affects the young people you work with and others in the community. Organisations that have the capacity should feed where possible into submissions and advocacy work. The development of the National Youth Strategy and the Department of Education's new anti-bullying guidelines are examples of where youth organisations have played a key role. [BeLonG To]





3

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SPACE AND ENVIRONMENT











# STEP 3 | SPACE AND ENVIRONMENT

**Examples of evidence:** Photos of your centre, notices and flyers, screenshots of website, minutes of meeting with Gardaí, health and safety audit, health and safety statement etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	YOUR SPACE IS VISIBLY WELCOMING TO YOUNG PEOPLE FROM MINORITY AND MARGINALISED GROUPS		A	YOUR SPACE IS VISIBLY WELCOMING TO YOUNG PEOPLE FROM MINORITY AND MARGINALISED GROUPS
	1.4	<ul style="list-style-type: none"> <li>You have visual imagery that portrays and promotes diversity (posters, photographs, murals, project work, charters, etc.)</li> <li>You have an accessible building for people with physical or sensory disabilities</li> <li>Your membership reflects the diversity in the community</li> </ul>		1.4	<ul style="list-style-type: none"> <li>Young people from minority and marginalised groups have been asked to contribute to how your space looks and operates</li> </ul>
	2.1			2.1	
	4.1			10	
	7			5	
	10				
	B	ANTI-BULLYING INITIATIVES		B	ANTI-BULLYING INITIATIVES
	2.1	<ul style="list-style-type: none"> <li>You have anti-bullying procedures which are also made visible (for example on charters or group contracts that are displayed)</li> <li>You have liaised with police to reduce the risk of racist, homophobic, transphobic or disablist incidences in the wider community – especially when young people are travelling to or from your centre</li> <li>You provide a safe space at your centre for young people who are at risk of racist, homophobic, sexist and disablist incidences in the community</li> </ul>		2.1	<ul style="list-style-type: none"> <li>Young people are free from bullying</li> </ul>
	10			10	
				3	

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	C	PUBLIC PROFILE		C	PUBLIC PROFILE
		<ul style="list-style-type: none"> <li>Your public information is clear and fully explanatory to newcomers and people unfamiliar with your organisation (dates, location, contact details, who can attend, costs etc)</li> </ul>			<ul style="list-style-type: none"> <li>Young people and parents from minority and marginalised groups in your community are aware of who you are and what you deliver and they know they are welcome</li> </ul>
		<ul style="list-style-type: none"> <li>Your public information and publications follow clear print guidelines – both in print and website versions (see Access All Areas, Chapter 5, pgs 32-4)</li> <li>Staff members and volunteers proactively engage with youth members and other staff and volunteers from diverse backgrounds (noted in staff and volunteer supervision)</li> </ul>			

## STEP 3 SPACE AND ENVIRONMENT IN PRACTICE

Making your youth centre safe, approachable and welcoming is critical in attracting young people from minority and marginalised backgrounds. Try to imagine how your space and environment looks to someone who is unfamiliar with it and feels that maybe it is for other (majority) young people. Most youth organisations are not in control of their environment as much as they would like to be, but youth workers can find ways to positively affect the spaces they use. Some groups may have accessible buildings for people with a disability but even these may need adaptations to be fully inclusive. However, whatever you put in place for one group always benefits more people such as making it safer for everyone<sup>2</sup>.

Think of your space and environment as stretching beyond your building into the community - sometimes your space and environment will change to an outreach or street setting, sometimes to events you organise or your presence in the media or your own social media.

### Learning from youth organisations on inclusive spaces and environments...

#### Organisation:

- It is about the atmosphere you create and ethos of openness you instil. [Friars' Gate]
- Incorporate visual imagery that is inclusive, and represents the diversity of young people in the wider community especially in your printed material. [IGG]
- Use your walls well – display your Code of Conduct (which should include inclusive statements) and other inclusion and equality themed messages and posters prominently. [Foróige]
- State in all your literature if your service is wheelchair accessible. [KDYS]

- Consider using different languages in your entrance areas and in your promotional material. Consider including maps to your meeting place in your written material. [IGG]
- Provide unisex toilets to meet the needs of transgender people - sometimes just relabelling your current toilets to include both genders will work. [BeLonG To]
- Consider gender issues when groups are meeting in your organisation – has it become a male dominated space with large pool tables etc?; ensure that female only groups can come and go without feeling uncomfortable, such as facing unwanted attention or harassment. [Swan YS]
- Review your disability accessibility regularly and especially when you are working with someone new who has a disability – for example do you have flashing lights as a warning alarm in consideration of a Deaf person who wouldn't hear an alarm. [KDYS]
- Your space may have capacity issues but inclusive work often means being flexible and taking in more than is optimum (while still subject to safety considerations and child adult ratios). Organisations say that the numbers attending balance in time. [BeLonG To]



“There’s a lot of softer work that goes on in the corridors and other places. The kitchen is the heart of the centre and we don’t distinguish between staff and young people – so softer stuff happens here too. It’s about ownership of this service being for everyone– always subtly sending out the message that this is everybody’s space”.

[Staff Member, Swan Youth Service]

<sup>2</sup>This is known as the Universal Design Model. For example access for wheelchairs benefits parents using prams or buggies.

- Your space and environment has to be managed for separate groups who may not be welcoming toward each other. There needs to be strategies to draw these groups together through casual or more deliberate encounters – such as having to pass each other on stairs etc. [KDYS]

### The young people in your community:

- Engagement with young people from minority and marginalised groups needs to offer flexibility. Drop-in environments can provide this. Some young people may want the support system that a drop-in offers but not want a programme. Others may take time to develop a trusting relationship with a service. Others may not feel able to commit long term to a programme. [Swan YS]
- Where possible provide a an option for parents and young people to meet you face-to-face as they may be more confident communicating in person than speaking over the phone. [Ógra Chorcaí]
- Your 'space' might be a phone call, an email or your website presence. Sometimes it will be offering an emergency response by phone. Factor this into your planning and managing your time as remote contact demands flexibility. [BeLonG To]
- Have regular times and dates set when young people can drop-in or attend activities. [KDYS]
- Space is about trust – go out to meet young people and bring them to your centre the first time. Introduce them to staff and volunteers. [NYP2]
- Much of your best youth work will happen in the 'soft spaces' – in the kitchen, in corridors etc. Make these times count. [Swan YS]
- Space is about safety – ensure that young people feel safe, including from other groups they might clash with both within your space and travelling to and from your centre. [NYP2]
- Make it a youth centred space with some design elements – such as furniture etc. - decided on by the young people themselves. [BeLonG To]
- Whenever possible provide food or drink. [NYP2]
- If parents arrive with, or collect young people, take the time and opportunity to talk with them. [KDYS]
- Avoid jargon and use plain English. [IGG]
- Provide written notes and texts when someone in your group needs more time to process or to understand something. [Friars' Gate]



“The thing I love about drama group is when you walk in. Usually if you walk into a place you see your friends and you just immediately go to them, but here because you know everyone you can literally just walk up to anybody and have a conversation with them. It’s actually amazing”.

“Yeah it’s very welcoming ever since the first day I joined. I remember I was shy because I knew no one. But what we do for any new members is we do name games and we make sure that everyone is comfortable. Now it’s weird that the older group are gone and we have to be the ‘older ones’ and you realise ‘oh we’ve to make these people feel welcome’. It’s a nice place, every week you almost can’t wait to get there”.

[Youth Members, Friars' Gate]

## STEP 3 | SPACE AND ENVIRONMENT IN PRACTICE

### Your wider community:

- Outreach and street work are important ways of extending your inclusive youth work practice within the wider community. [The Base]
- Visit schools to tell them about your work and use the opportunity to demonstrate your inclusive ethos. [NYP2]
- Use public events – such as youth days - to promote inclusive practice and get groups mixing and working together. [KDYS]
- Use local media, your brochures, newsletters and your website to tell the public and your own leaders and members about your practice and highlight your inclusive ethos. Use visuals that are inclusive but not tokenistic. [Foróige]



“A lot of people have preconceived ideas but they don’t actually have the right information all the time so I suppose we try to generate that as best we can.

There will usually be two youth groups at the Centre running at any one time and everybody knows their project is in a particular room. But the groups come down with each other on the staircase and they chat, like my group, the intercultural group meets at the same time as the LGBT group. We have one young person from my group who is friendly with one young person from the LGBT group, so the groups meet each other that way”.

[Youth Worker, KDYS]

4

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STAFF AND VOLUNTEERS


























# STEP 4 | STAFF AND VOLUNTEERS

**Examples of evidence:** Job and volunteer role descriptions, records and evaluations of staff training in equality and diversity; supervision records, shared practice seminar notes, evaluation review/feedback documents, minutes of Inclusion and Diversity Committee meetings, newsletters and communications to volunteers with equality and inclusion related content, etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	<p>SKILLS AND KNOWLEDGE OF STAFF AND VOLUNTEERS</p> <ul style="list-style-type: none"> <li>Your staff members and volunteers have received training on inclusion issues</li> </ul>		A	<p>SKILLS AND KNOWLEDGE OF STAFF AND VOLUNTEERS</p> <ul style="list-style-type: none"> <li>Young people from minority backgrounds are involved in deciding what terminology is used by staff and volunteers</li> </ul>
○	4.1		○	1.4	
○	4.3		□	5	
⬡	8				
⬡	9				
	B	<p>DIVERSE TEAM</p> <ul style="list-style-type: none"> <li>You have staff or volunteers from minority and marginalised groups (including Board members)</li> </ul>			
○	4.3				
	C	<p>LEADERSHIP TRAINING</p> <ul style="list-style-type: none"> <li>You provide training for volunteers from minority backgrounds on youth work</li> </ul>		C	<p>LEADERSHIP TRAINING</p> <ul style="list-style-type: none"> <li>Young people from minority and marginalised groups take part in leadership training and are encouraged to volunteer</li> </ul>
○	3.5		○	1.3	
○	4.1		○	3.5	
⬡	8		⬡	8	
⬡	9		□	5	



		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	D	REFLECTIVE PRACTICE		D	REFLECTIVE PRACTICE
		<ul style="list-style-type: none"> <li>You have structures in place to support reflective practice – e.g. supervision where you address issues of inclusion, equality and diversity</li> </ul>			<ul style="list-style-type: none"> <li>Young people from minority and marginalised backgrounds at your centre/ in your group are listened to when they speak about their experiences in the group</li> </ul>
					
					
					
	E	RESPONSIBILITY AND TASKS			
		<ul style="list-style-type: none"> <li>Your job/role descriptions require staff and volunteers to have an awareness of equality and inclusion</li> <li>Tasks related to inclusive work are assigned</li> <li>The person/team with responsibility for inclusion have an action plan and resources</li> </ul>			
	F	SHARING PRACTICE			
		<ul style="list-style-type: none"> <li>You share your inclusive practice with other stakeholders including other youth workers in your region and nationally</li> </ul>			
					
					

## STEP 4 STAFF AND VOLUNTEERS – ATTITUDE, COMMITMENT AND RESPONSIBILITY IN PRACTICE

The attitude and set of values staff and volunteers hold is critical to equal and inclusive youth work. In an inclusive setting staff and volunteers will always be open and friendly to everyone. They will have access to training and support services. 'Buy-in' and willingness from all staff and volunteers is fundamental, especially from management, in promoting inclusive youth work.

When working with young people from diverse backgrounds, it can be invaluable to have a trusted, known adult from their community present, at least initially, so it is ideal if some of your staff and volunteers come from diverse backgrounds and can relate directly to the young people's own life experiences.

Equality and inclusive practice often starts out as a grass roots initiative in organisations in that it comes about as a direct result of working with young people from minority and marginalised groups and expertise amongst staff and volunteers is built up through experience. Often it is led by someone with a particular interest in equality and inclusion and as a result the work can be largely personality-driven rather than policy-driven. Therefore, leadership from management is very important to integrate the work on equality and inclusion across the whole organisation.

Youth work staff and volunteers also need to establish clear boundaries in terms of their relationships with the young people, explaining clearly what youth work is and what your organisation provides because young people from diverse backgrounds can sometimes perceive their relationship with youth work staff to be personal rather than professional.

### Learning from youth organisations on staff and volunteers...

#### Organisation:

- Many youth workers and volunteers already have the skills required to work with young people from minority and marginalised groups

through their own life experiences. Draw on this skill set. [BeLonG To]

- Allay staff and volunteer's fears or gaps in knowledge with training, support and reminding them that good inclusive practice involves applying good youth work practice. Promote a can-do, needs-must approach. Incorporate aspects of inclusion into your training on child protection, health and safety, leadership skills etc. to embed it into all your work. [KDYS]
- Training and skills days need to reach all staff and volunteers, including office and reception staff, as everyone plays a significant role in creating an inclusive setting. [Friars' Gate]
- Staff involved in catering should receive basic training on faith-based food restrictions. [The Base YC]
- Supportive management and leadership is critical in ensuring inclusive practice. [Friars' Gate]



“Actually, on reflection, it hadn't entered my head to offer the caretakers, front of house staff, theatre manager and technician the training that we'd offer other staff on inclusive practice. I think actually it would be extremely beneficial from a whole organisation point of view”.

[Artistic Director, Friars' Gate]

- As part of your reflective practice listen to and acknowledge staff and volunteers fears and concerns. Identify what the issues are e.g. resistance to change, prejudice or lack of knowledge etc. and act accordingly. Use your Mission Statement and values as ways to bring up an issue of concern if attitudes of staff and volunteers aren't consistent with them. [Swan YS]

- Have volunteers and staff from diverse backgrounds to help ease parents' concerns. A parent will often listen more if they hear something from a youth leader from their own background. It will also encourage greater participation of young people from minority and marginalised backgrounds and in turn be a positive role model to them. Hosting volunteers from abroad can introduce cultural diversity where it is absent (e.g. European Voluntary Service [EVS]). [NYP2]
- Introducing volunteers from minority groups into existing volunteer leader teams needs to be managed well so they gel as a team. [Foróige]
- Involving volunteers from some minority and marginalised groups may require flexibility in your customary guidelines as references etc. may not be available and procedures such as Garda vetting may cause concern. Similarly youth work practice may not be familiar to them. Be clear, reassuring and pair volunteers with others who are experienced and supportive. [The Base YC]
- Build mutual trust between staff and management to support inclusive practice and the development of new initiatives. [Swan YS]
- Ensure that staff and volunteers are aware of their responsibilities in relation to inclusion. Assign tasks to individuals but ensure inclusion is not seen as the responsibility of just one or two people. Tasks include responsibility for writing and amending policies, research, identifying resources etc. Where possible rotate responsibility amongst staff and volunteers. [Swan YS]
- Set up an Equality, Diversity & Inclusion Committee and give it decision making powers and funding. [IGG]
- Have policies in place to help you tackle issues when they arise such as discriminatory behaviour, inappropriate language, failure of responsibilities, set procedures not being followed etc. (see Step 2). [Friars' Gate]
- If your youth leaders are spread nationally communicate with them on inclusion issues through your newsletters and website. Give them ideas for activities that promote equality, diversity and inclusion and tackle discrimination. Write informative articles covering particular areas of inclusion such as working with young carers etc. [IGG]



“My sense is that intercultural work, for example, is still identified with certain staff. We have tried to spread it out; rotating staff on the international club has worked well. But where health and development education is part of the brief of all staff members, the intercultural work isn't on the brief for everyone. There are still youth leaders who don't get it. It's the social analysis issue that they don't get. So it's about the way you lead and drive things. It has to become topical. To embed something across the organisation we would keep something very alive for all the teams at a particular time. You have to push it and name it. Attitudes toward inclusion – on LGBT issues, gender, as well as cultural awareness can vary and sometimes we would struggle with different attitudes that we observe. I think it's important to say that dealing with attitudes amongst the staff is alive and on the agenda. We are not avoiding the awkward or difficult bits”.

[Staff Member, Swan Youth Service]

## STEP 4 STAFF AND VOLUNTEERS – ATTITUDE, COMMITMENT AND RESPONSIBILITY IN PRACTICE

### The young people in your community:

- Staff and volunteers can't fake it – don't put vulnerable young people from minority and marginalised groups with staff and volunteers who aren't ready as the young people will sense it and may disengage. [Swan YS]
- Staff and volunteers can be afraid of terminology and 'saying the wrong thing'. Address this together with the young people in your groups and decide together what terminology is okay and what is not. You might want to include some of this in your group contract (see Step 2). [NYP2]
- Develop leadership skills with young people from minority and marginalised groups and encourage them to become volunteers. [BeLonG To]
- Where issues arise, make any decisions with the welfare of young people as your paramount concern. [NYP2]

### Your wider community:

- Staff and volunteers need to understand why they are working with young people from minority and marginalised groups so that they are all fully committed – be clear about the needs you are addressing and the long term and societal changes you want to see (see Step 1). [NYP2]
- Involve staff and volunteers with community wide and public initiatives that promote equality and inclusion. [Swan YS]



“Things are changing quickly, terminology is changing; what's appropriate today might not necessarily be appropriate tomorrow. You have to try to keep up with that. We did LGBT training which showed how we could accidentally, just through ignorance, say the wrong thing. So it's being prepared to challenge ourselves and each other. We might say it in a kind of fun way but we're correcting and challenging each other, we're all learning together and we all want to be inclusive and we don't always get it right”.

[Youth Worker, KDYS]

# 5

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ACTIVITIES AND INVOLVEMENT  
OF YOUNG PEOPLE



# STEP 5 ACTIVITIES AND INVOLVEMENT OF YOUNG PEOPLE

**Examples of evidence:** programme plans, planning meeting minutes, policy implementation plans and procedures, programme evaluations, progress reports, learning journals, skills training programme plans, project diaries, project displays such as drama, music, art, events, photos, videos etc.

## BEST PRACTICE INDICATORS

YOU AND YOUR ORGANISATION		THE YOUNG PEOPLE IN YOUR COMMUNITY	
	A		A
	PROGRAMME PLANNING		PROGRAMME PLANNING
○	1.3	○	1.3
○	1.4	○	1.4
○	3.3	○	2.1
○	4.1	○	3.3
⬡	1	○	4.1
⬡	2	⬡	1
⬡	3	⬡	2
⬡	7	⬡	3
	<ul style="list-style-type: none"> <li>You have assessed whether separate/satellite or integrated groups are more appropriate based on what young people want</li> <li>You have assessed whether single gender activities are required</li> <li>You have assessed if your activities are fully open to all</li> <li>You plan a range of activities, including:               <ul style="list-style-type: none"> <li>&gt; activities free of/low charge</li> <li>&gt; activities not requiring proficiency in English or high levels of literacy</li> <li>&gt; activities which build the skills of the young people</li> <li>&gt; activities that promote inclusion</li> </ul> </li> <li>You link young people from minority and marginalised groups with opportunities to take part in activities at national and international level including global justice work e.g. Council of Europe, European Youth Forum, Erasmus+, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Minority communities, parents and young people are consulted and involved in planning activities</li> <li>The young people from minority groups attending your centre/group feel they can take part in all the activities you offer such as overnight trips, physical activities etc. because you have considered their particular needs and made adaptations where necessary and possible</li> </ul>	
		□	3
		□	5

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	<b>B</b>	<b>PROGRAMME CONTENT</b>		<b>B</b>	<b>PROGRAMME CONTENT</b>
<input type="radio"/>	1.2	<ul style="list-style-type: none"> <li>You run activities which publicly celebrate minority groups e.g. equality campaigns, Youth days with an inclusion focus, Pride events etc.</li> <li>You run activities that tackle discrimination and prejudice and promote inclusion, diversity, equality, human rights, global justice, intercultural competencies etc.</li> <li>You adopt a flexible approach in order to address social justice issues if and when they arise</li> <li>You develop initiatives to build positive relationships such as timetabling diverse groups to meet informally and formally</li> </ul>	<input type="radio"/>	1.2	<ul style="list-style-type: none"> <li>You provide activities that support the identity of young people such as minority ethnic, Traveller, minority religious, people with a disability, and LGBT people etc.</li> <li>The young people from minority groups attending your centre/group feel safe and confident to be themselves</li> </ul>
<input type="radio"/>	3.3		<input type="radio"/>	4.1	
<input type="radio"/>	3.4		<input type="radio"/>	2	
<input type="radio"/>	3.5		<input type="radio"/>	3	
<input type="radio"/>	4.1		<input type="radio"/>	3	
<input type="radio"/>	2		<input type="radio"/>	5	
<input type="radio"/>	3				
	<b>C</b>	<b>SUPPORT PROCEDURES</b>		<b>C</b>	<b>SUPPORT PROCEDURES</b>
<input type="radio"/>	2.1	<ul style="list-style-type: none"> <li>You keep places available for young people from minority and marginalised groups to return if they have dropped off due to additional pressures in their life</li> </ul>	<input type="radio"/>	2.1	<ul style="list-style-type: none"> <li>You check-in regularly with minority and marginalised young people from your groups and especially if they haven't attended for a few weeks</li> </ul>
<input type="radio"/>	4.1		<input type="radio"/>	4.1	
<input type="radio"/>	1		<input type="radio"/>	1	
<input type="radio"/>	2		<input type="radio"/>	2	
<input type="radio"/>	3		<input type="radio"/>	3	
			<input type="radio"/>	5	

## STEP 5

# ACTIVITIES AND INVOLVEMENT OF YOUNG PEOPLE IN PRACTICE

Activities that address issues of equality, inclusion and diversity are the most critical indicator of an inclusive youth service or organisation. Promoting self-esteem, looking at identity, and tackling prejudice and discrimination amongst all young people you work with are crucial. In addition, developing life skills through active participation such as leadership, decision making, and communication are critical competencies for all young people to develop especially for those from minority and marginalised groups. Where a group is relatively homogenous it is even more important to look at activities that promote diversity and inclusion to equip these young people to be able to engage well with others from diverse backgrounds in other areas of their lives. Feeling secure in our own identity is key for integration to happen within society in general.

In building competencies about inclusion and diversity, the terminology that is used is important but fears of saying the wrong thing or not being familiar with the terminology should not be allowed to get in the way of the work. The best solution is to always ask the young people directly. For general terminology consult with Access All Areas Diversity Toolkit.

Meeting young people 'where they are at' takes on a whole new meaning when we are talking about inclusion of people from diverse backgrounds as activities must be planned around the varying needs of the group members. Factors such as gender, religion, sexual orientation, caring responsibilities, culture and language, abilities, special needs, literacy skills and age, need to be considered when planning activities. Parents from a minority background are also more likely to have a stronger input on their children's involvement.

## Learning from youth organisations on activities and involvement of young people...

### Organisation:

- Decide from the beginning when and how you will mix diverse groups of young people

together. Don't be afraid of conflict emerging between members of different minority groups, it may be a necessary part of the process and a huge learning opportunity. [Swan YS]

- Single gender activities are often necessary to ensure engagement. Some minority ethnic, Traveller and LGBT groups may prefer to work in segregated groups based on gender. [BeLonG To]
- When you plan a programme of activities with a specific focus on identity or diversity find ways to describe them that sound interesting and engaging. [Friars' Gate]
- Intercultural events or festivals are often popular. They usually encourage participants to express their own culture and to experience others. However, such events only address the 'tip of the iceberg' when it comes to intercultural understanding; they need to be followed-up with other activities to have any impact. A well planned event will make sure to include the majority culture and the best way to do this is to theme them as food fairs, open days, community or fun events etc. [Foróige]



"Often the type of activity offered determines the make-up of the group. We have activities that the foreign nationals have asked for – like the Eastern Europeans love break dancing, but the Irish kids don't. And we have to be careful there. We don't try to over social engineer, but we do engineer. We try to have it happen naturally and have the groups as mixed as possible, but if they're not, they're not. But people still have a chance - it's always open, we make sure it's open to everyone; they may choose not to come in with that group but we say look it is open – there's nothing stopping you".

[Youth Worker, NYP2]



- One of the biggest challenges is developing and delivering activities that meet the interests and needs of young people from diverse backgrounds as they are often less vocal about what they want or need. Skills based activities or sports, music and dance tend to be the most popular. Many young people from minority and marginalised groups are especially motivated to get involved as youth activists. [VSI]
- Costs can be a barrier for many young people from minority and marginalised groups – decide on a strategy to support their involvement such as keeping a few sponsored places or waiving fees where possible. [The Base YC]
- Waiting list systems can inadvertently exclude young people from minority and marginalised groups as they are less likely to ‘have their name down’ – consider keeping some places available or operate a ‘name out of the hat’ or ‘eldest first’ system when places come available to give everyone an equal chance.
- Games and activities can be effective ways to address diversity and inclusion but ensure that they don’t single anyone out as different. Resources for inclusion work are abundant. Useful resources are available from [www.intercultural.ie/resources](http://www.intercultural.ie/resources). [IGG]
- Use the opportunity to do identity work by incorporating it into your ongoing activities, both in group discussions or one-to-one work. You can use icebreakers and games as opportunities for people to share. One group shared games from their childhood. This took some planning and preparation but was an invaluable exercise for sharing, remembering and valuing their heritage. [VSI]

### The young people in your community:

- A challenge is often bringing young people from diverse backgrounds into your group. Ensure that you have done a thorough needs assessment and you have built trusting relationships with minority groups in the community (see Step 1), [Swan YS]
- Decide whether an integrated or segregated approach<sup>3</sup> will work best with the young people from minority and marginalised groups you are targeting. Base your decision on the needs and wants of the young people themselves. Young people from minority and marginalised groups may initially prefer to stick with people from the same background or with others that have similar life experiences. Others may want to ‘fit in’ to the majority culture and join integrated groups (see Step 1). [The Base YC]
- Flexibility on attendance may be critical. Do follow ups when people don’t attend and reaffirm that they are welcome to return. [Tyrellstown Youth Initiative]

“It is just out there and spoken about here. Sometimes people think that because they have someone in the room that they know is a Traveller they think “okay I’ve ticked that box for my report” but it’s not spoken about and they are not allowing the young person to be happy and confident and open about their background or their ethnicity or sexual orientation or whatever. I think the youth theatre is different in that it’s very open and inclusive. And the range of issues that County Limerick Youth Theatre and Footsteps have worked on over the past number of years is huge. There’s just a big long list, there’s nothing that seems to be taboo or that we haven’t tried to approach or to cover or to work on. But when you do these activities you need a group that you can trust, that it’s not going to get personal and become destructive to anybody on a personal level”.

[Artistic Director, Friars’ Gate]

<sup>3</sup>Integrated work is where young people from minority backgrounds are mixed with groups (often pre-existing) of majority Irish settled young people. Segregated youth work is where the focus is on a specific group of young people because of an identified need.

## STEP 5

# ACTIVITIES AND INVOLVEMENT OF YOUNG PEOPLE IN PRACTICE

- Having a sense of personal integrity is critical for all young people. It gives them the inner confidence to be able to engage with 'others'. This means having a strong sense of who they are and how to manage dual/multiple identities and intergenerational conflict. Many young people will have to step out of a home identity and into a social identity that are very different from each other, sometimes several times a day. They need to have support in managing this as often they can feel torn in two and very lost in themselves. In an inclusive group every individual is encouraged to be proud of their own identities, background and life experiences even where they choose not to speak about them. This is why identity based activities are critical. [BeLonG To]
- Useful resources are available from [www.intercultural.ie/resources](http://www.intercultural.ie/resources)
- Balancing the young person's need to belong (to just fit in as another young person) and the need to have one's identity genuinely acknowledged and supported is a particular skill in inclusive youth work. Just because someone seems integrated it does not mean that they aren't experiencing difficult situations or questioning things related to their identity that you can support them through. One of the best ways to normalise diversity is to speak about diverse ways of being just as you do about the majority in our society – e.g. different family types, ability levels, sexual orientation, diverse gender identities etc. [Friars' Gate]
- If your current group is quite 'mono-cultural', prepare them before introducing new members, and involve them in planning for this change. Consider setting up a buddy system for new members – 4's are better than pairs. [IGG]
- Learn about different group's needs so that activities can be adapted to make sure people can all take part (e.g. know when Ramadan is, be aware if there are literacy issues etc.). [KDYS]
- Issue driven activities can be very powerful vehicles for change so debriefing after is critical. Don't be afraid to tackle issues and don't feel you have to have all the answers before you start. You can always park a question and come back to it the following time you meet. [Friars' Gate]
- Don't shirk the issues of racism, homophobia, islamophobia, sexism and disablism etc. You will need to tackle them each time they occur and also in a planned discussion or activity from time to time. Tackle myths when they arise so have your myth buster facts to hand – see Access All Areas Diversity Toolkit for myth busting sheets. [The Base YC]

Some stuff is very important to learn. When we started the intercultural group, we thought "oh let's bring the young people swimming" and they're all delighted, and then the parents go "well sorry if there's boys they can't go swimming together". Things like making sure that we have halal food and we've checked Google at the beginning of the year to know when Ramadan is falling. We wouldn't do a cooking activity during Ramadan because we can't be allowing others to eat while some young people are fasting. Or we wouldn't want to take them to do physical activity when they have no energy, so you just work around that. You just get to know this stuff. Say with Africans, we had to introduce red rice in summer camp because the Irish food is not so welcoming. Everybody then is like "can we have it too".

[Youth Worker, KDYS]

- Drop-in options often allow for natural mingling to happen where familiarity can be built up over time but the interactions must be managed as cliques can occur resulting in greater divisions. [KDYS] See Youth Cafe Best Practice – DCYA [www.dcy.gov.ie/documents/publications/Youth\\_Cafe\\_Best\\_Practice\\_Guide.pdf](http://www.dcy.gov.ie/documents/publications/Youth_Cafe_Best_Practice_Guide.pdf) also Youth Café Toolkit – DCYA [www.dcy.gov.ie/documents/publications/Youth\\_Cafe\\_Toolkit.pdf](http://www.dcy.gov.ie/documents/publications/Youth_Cafe_Toolkit.pdf)
- Minority groups and close friends often use terms with each other that aren't appropriate for others to use. Decide with the young people what terms are okay to use at your youth centre. [YMCA]
- Use minority ethnic young people's names and learn correct pronunciations. [KDYS]
- International exchanges and nationwide projects can be very effective in bringing an inclusive perspective into youth work. [NYP2]
- Some young people from minority and marginalised groups may look for support after they have left your service especially when services cease due to funding cuts or age limits. Geographical dispersal of asylum seekers can also disrupt a young person's continued engagement. Look at ways to offer continued support as necessary and link the young people to other opportunities. [VSI]

### Your wider community:

- Intergenerational conflict can arise and you may be able to support families through this. [KDYS]
- Think about the safety of young people in your community. You may need to offer an open door service to keep young people from minority and marginalised groups safe from harassment in the community during certain times of the day such as at the end of the school day or during lunch hours. Work in partnership with local schools and with Community Gardaí. [NYP2]
- Develop networks and referral pathways for young people with specific needs such as legal advice around immigration status, specialised medical services etc. [VSI]
- If your programme of activities stresses the value of diversity and inclusion – even where your membership is not diverse – there will be positive attitudinal shifts within each members life; at home, in the community and at school. [IGG]



6

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RESOURCING INCLUSION



# STEP 6 | RESOURCING INCLUSION

**Examples of evidence:** budget allocations, staff time allocations, resource lists, resource library catalogue, resource files on shared server, etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	<b>RESOURCE MANAGEMENT</b> <ul style="list-style-type: none"> <li>You can demonstrate that you have allocated resources to support your inclusion work (e.g. staff, volunteers, time, money, space, etc)</li> </ul>		A	<b>RESOURCE MANAGEMENT</b> <ul style="list-style-type: none"> <li>You provide additional support to the young people from minority and marginalised groups when you are discussing topics that relate to their life experiences</li> </ul>
	4.1	4.1			
	5.4	8			
	7	9			
	8	10			
	B	<b>RESOURCES FOR ACTIVITIES</b> <ul style="list-style-type: none"> <li>You have a file of resources and activities on inclusive youth work that all staff and volunteers have access to</li> <li>You adapt activities where appropriate to meet the sensitivities or abilities of your group</li> <li>You take part in research projects and regional or national campaigns that support inclusion</li> <li>You share inclusion related resources and research that you develop to the wider youth sector</li> </ul>		B	<b>RESOURCES FOR ACTIVITIES</b> <ul style="list-style-type: none"> <li>You support all your young people to develop peer education skills on anti-discrimination and to take part in advocacy programmes related to equality such as Yes Equality, Justice for the Undocumented, No Hate Speech Movement and anti-racism campaigns, etc.</li> </ul>
	4.1	1.3			
	10	1.4			
	7	4.1			
				5	

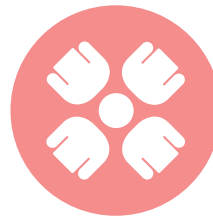
## STEP 6 RESOURCING INCLUSION IN PRACTICE

Youth organisations can avail of a wide range of resources to support their equality and inclusion youth work. Many organisations also develop new resources such as activity packs and videos.

### Learning from youth organisations on resourcing inclusion work...

#### Organisation:

- Your most valuable resource is your staff and volunteers, the welcome they give, the skills they bring and their creativity in working with groups on issues related to inclusion. [BeLonG To]
  - Finding funds or materials to run a specific inclusion project can be an issue. You have to think creatively, beg and barter, and share resources such as equipment, space and venues with other organisations. [Swan YS]
  - Small grants can boost your inclusion work and many have an inclusion focus, such as Trade Union grants, One World Week grants, etc. (Small grants will usually be flagged by Clár, NYCI's monthly e-news - sign up on [info@nyci.ie](mailto:info@nyci.ie)). [Swan YS]
  - Bring in volunteers with the skills you need for specific inclusion projects but where at all possible do pay people for their specialised skills. Groups have brought in beauticians, artists, human rights activists etc. [Foróige]
  - Other organisations may be able to fund specialised staff to work with you on one off projects. For example, your County Arts Office may be able to support an artist to work with you on a project. [The Base YC]
  - When you divide out your existing resources amongst your various groups 'inclusion proof' your decisions so that your inclusion work is not left short or treated as an add-on rather than integral to your work. [Swan YS]
- Taking part in training or attending events is an invaluable source of new information. It gives you a chance to meet other youth workers and discuss problems and solutions and to use one another as resources. [KDYS]
  - Link in to national and international networks who disseminate resources and information – e.g. NYCI, SALTO Youth, BeLonG To, WAAGS. [IGG]
  - Use your own communications – such as newsletters, magazine and e-news to always include something about inclusion and diversity. [IGG]
  - Set up a shared resource library on your computer network so that staff and volunteers can collect and share any inclusion related resources they find. [The Base YC]
  - Youth Information Centres are useful sources of information. [YMCA]



“We got reports about racism from some of the schools before we did our integration workshops with them. We developed a purpose built workshop with follow on activities, including handouts and fact sheets. I know that one of the things that struck people on the fact sheet was how much revenue came into Ireland directly through the work of migrants. It’s an extraordinary, high figure”.

[Artistic Director, Friars' Gate]

# STEP 6 RESOURCING INCLUSION IN PRACTICE

## The young people in your community:

- Young people who come from diverse backgrounds may take on a consultative/ advisory role becoming a valuable resource to your organisation. They may support your anti-discrimination work or act as spokespersons in advocacy work or represent your organisation at national and international events. They can also youth 'proof' and equality proof your resources. [The Base YC]
- Make sure the resources you use are suitable for your group. Some are more suited to a classroom-style of learning rather than non-formal education and may need to be adapted. [VSI]
- Available resources can often require strong literacy skills so find ways to support those with lower levels of literacy such as having the young people work in pairs and using as much visual material as possible. [VSI]
- Some anti-discrimination activity packs were written for a majority audience and designed to build empathy for 'others' who it was assumed were not in the room. These activities often use case studies of minority young people's experiences. However, in more integrated youth spaces these case studies may be very close to the true life story of a young person in the group so it is not appropriate to use them as part of the activities unless you have discussed it with the minority young person/people first and they are happy for you to use it. It is also possible that you won't know everyone's background so, as with all youth work, make sure you create safe spaces to discuss topics that may be sensitive for some. [VSI]
- Be aware when issues are raised with young people on topics around identity, migration, the asylum process, sexual orientation, disability, religion and other inclusion related topics. Check in with young people in your group who may be affected by the discussion after. [BeLonG To]
- Your City or County Arts Office may be able to offer support to allow young people from minority and marginalised groups engage in arts work. [The Base YC]

## Your wider community:

- When you conduct research for a project, turn your efforts into a mini-resource that has a longer life and broader reach. An example is creating a simple fact sheet that tackles common myths or that presents little known facts that you can display at your centre or share with other youth workers. [Friars' Gate]
- More sustained and specialised research can affect significant change in the wider community especially when followed by campaigns. Campaigns will usually involve the development of materials such as posters, sets of guidelines, research reports, websites and social media platforms. [BeLonG To]
- Focus on developing inter-agency work at community level so that available resources can be maximised for the young people who need it (see Step 7). [NYP2]



“Using the Outreach [resource] Pack has meant the girls have learnt about each other and developed a better awareness and understanding of different people and cultures, in a gentle way. It also made the leaders more aware of reaching out as they hadn't always realised the difficulty involved in fitting into another culture.”

[Outreach Development Worker, Irish Girl Guides]



A large, stylized green number '7' is centered within a white circle. The number is composed of a thick green line that forms a horizontal top bar, a vertical stem, and a diagonal base.

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NETWORKING AND  
PARTNERSHIPS

















# STEP 7 NETWORKING AND PARTNERSHIPS

**Examples of evidence:** minutes of networking or partnership meetings, memoranda of understanding, calendar of meetings with external organisations, contact lists, referral practice, flyers from services etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	A	<b>BUILDING SUPPORT</b> <ul style="list-style-type: none"> <li>You have met with a range of organisations that support young people from minority and marginalised groups</li> <li>You have developed partnerships with other organisations to run inclusive youth work projects together</li> <li>You have liaised with others in the community to reduce levels of racism, homophobic, transphobic and other identity bullying in the community such as Community Gardaí, schools etc.</li> </ul>		A	<b>BUILDING SUPPORT</b> <ul style="list-style-type: none"> <li>You address the specific needs of young people from minority and marginalised groups (health, educational, legal, social services etc.) through a range of interventions that rely on the positive networks and partnerships you have</li> </ul>
  	  		     	     	
	B	<b>ADVOCACY</b> <ul style="list-style-type: none"> <li>You liaise with others that have a role in the young people's lives (parents, guardians, social workers, key workers, other youth organisations, schools, places of worship etc.)</li> <li>You have developed a list of the range of services and resources you might need for referrals or advocacy work</li> </ul>		B	<b>ADVOCACY</b> <ul style="list-style-type: none"> <li>You advocate for young people from minority and marginalised groups and involve them where possible in advocacy work (e.g. advocating for rights such Justice for the Undocumented, Traveller accommodation rights etc.)</li> </ul>
 	 		    	    	

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	C	REPRESENTATION		C	REPRESENTATION
		<ul style="list-style-type: none"> <li>You have developed successful ways to communicate what you offer young people from minority and marginalised groups to key stakeholders such as HSE, education bodies, funders and policy decision makers</li> </ul>			<ul style="list-style-type: none"> <li>You link young people from minority and marginalised groups with chances to represent themselves and others at national and international level (eg. Comhairle na nÓg, Young Voices - Structured Dialogue, various public consultations)</li> </ul>
					
					
					
					

# STEP 7 NETWORKING AND PARTNERSHIPS IN PRACTICE

The measure of your equality and inclusion practice often rests with how well you collaborate with others to ensure that the needs of young people from minority and marginalised groups in your community are met. To target and support young people from minority and marginalised groups it is important to build relationships with local stakeholders including local partnerships, networks of groups that work with your target groups, and community leaders, including leaders in religious communities. It is also important to link in with schools, health services, An Garda Síochána and to network with other youth projects, clubs and services so that you can share your skills and resources and together meet more needs in the community. There will most likely be strategic networks already in existence or you could consider setting one up that addresses a range of your needs.

Your other key network is the parents and families of young people from minority and marginalised groups, many of whom may be more protective of their children or they may not know about your organisation and what you have to offer.

A critical reason for building good working relationships is to fill gaps in services and not duplicate the work of others. Networking also needs to be strategic and in line with your organisational review.

Partnerships involve working in a more sustained way over time, usually to carry out a specific piece of work together. Partnerships are best when they are based on mutual need with each partner bringing something different but complimentary.

## Learning from youth organisations on building networks and partnerships...

### Organisation:

- Ensure that your Steering or Management Committees represent some of the diversity in the community although full representation is not possible due to the small numbers of a committee and the wide skill set you need to have on it. [The Base YC]

- Local networking or partnership meetings may take place during business hours when volunteer youth leaders may not be available. If you are a volunteer-led group build strategic relations with just one or two key groups that work with or support young people from minority and marginalised groups and hold these meetings outside business hours. [IGG]
- Work closely with other youth organisations – you may need to link a young person to a youth group that offers the activities they want to do that you don't provide. You may also find that a young person is accessing a range of youth activities. Ensure that they receive the same key messages from you all and also that they aren't availing of resources to the detriment of others who are less proactive but who also need your support. [VSI]
- If you are building partnerships it is helpful to run a small project first to see how you work together and build on the relationship over time. [The Base YC]
- Stakeholders might include the following:
  - > Minority ethnic-led networks/associations and local intercultural groups
  - > Disability Organisations and Centres in your community
  - > LGBT and Transgender support groups
  - > Traveller Community and Support Groups (see Irish Traveller Movement)
  - > Religious organisations (churches, chaplaincies, mosques and other religious groups) and key female contacts in religious communities
  - > Schools – especially Home-School Community Liaison Coordinators and Schools Completion Officers
  - > Education Training Boards (ETBs) – especially ETB Youth Officers
  - > English Language Schools and Fáilte Isteach groups
  - > City or County Arts Office

- > An Garda Síochána – Community Gardaí and Diversity and Inclusion Officers
- > The Health Service Executive (HSE), Drugs Task Forces and the social work team who are linked to any young people in care that you work with
- > Children and Young People Services Committees (they will also have relevant sub-groups with an inclusion focus that you might connect in with)
- > City And County Partnerships
- > Family Resource Centres / Family Support Services
- > County Councils and County Development Boards
- > Other local Youth Work organisations
- > Other community-based organisations that have an inclusion remit
- > Third level institutions (who can provide volunteers)
- > Volunteer Centres
- > Jigsaw Youth Mental Health Service

### The young people in your community:

- Build partnerships that enable you to engage with young people that you might otherwise not have access to. One youth theatre worked closely with a Foróige project in their county. The Foróige project worker was able to give the additional support that the young people needed so that they could sustain and maximise their engagement in the youth drama work. [Friars' Gate]
- Invite families to open days to help allay fears and concerns and tell them about what you offer. Where possible go to where the families already meet or make links through schools where trust has already been established. [IGG]
- Make time for parents. Explain what youth work is, the value of youth work for their child and what your organisation provides. [BeLonG To]

- Where parents are absent (e.g. separated children seeking asylum or children in care) build relationships with guardians or foster parents, assigned social/care workers and managers at accommodation centres. [VSI]
- Focus your networking resources on providing the best service for young people who might be struggling. [BeLonG To]

“Sometimes you’d see a young person and you’re kind of going, there’s a bit of trouble with them in school or whatever, so you’d send them to the mentoring programme. The purpose of the mentoring is to work around some of the issues, look at solutions, ways forward, referral opportunities as well. If you’ve a young person struggling with a particular subject, you might see if they can get some tuition with the education service. Or we have a school mentoring programme where volunteers go into different secondary schools to support young people. It takes a level of resources because we train up the volunteers to become mentors and we provide debriefing after each session. We work closely with the schools. We’d link in with home school liaison officers.

We also have the KDYS family support unit, called Springboard. When we have a young person in a group that we see is struggling and there may be difficulties at home we will refer them to Springboard. Springboard will make sure they still attend the youth group because we don’t want to lose that link. If he’s coming to the group, you can check in with him, you know. We’d also link with the Community Gardaí a lot, and the Traveller Health Initiative in Tralee, with Jigsaw Kerry, and the ETB Youth Office”.

[Youth Worker, KDYS]

## STEP 7 NETWORKING AND PARTNERSHIPS IN PRACTICE

- Link young people to opportunities to represent themselves and other young people at national and international fora (Young Voices - Structured Dialogue, SALTO trainings, NYCI events, Council of Europe initiatives etc.). [The Base YC]
- Have strong referral pathways with feedback loops where relevant or possible. [Swan YS]
- Be clear with the young people just how much you can support them and advocate with authorities on their behalf including the limitations you have to work within, for example, legal considerations such as immigration law, policies such as lone parent allowances etc. [NYP2]
- Networking can happen informally – for example, when staff and volunteers meet parents, community leaders or young people at the shops, schools and other public places. Some youth workers do much of their outreach and scoping work at local shops, mosques and football fields. [Foróige]
- Give partnerships time to work. One youth organisation spent two years visiting a Traveller site on a weekly basis before the young people trusted them enough to get involved at the Youth Centre. The two year commitment was sustained through their partnership with the local Traveller Action Group. [The Base YC]



“We’d have our formal structures. County Limerick Youth Theatre is an initiative of the Arts Office in Limerick County Council and they are very supportive. Of course we link with NAYD (National Association of Youth Drama), we go to the NAYD youth theatre festival with about ten other youth theatres and we would share youth theatre practice. We did a collaboration one year with Clare Youth Theatre.

Our networking is usually built around our work. We’ve worked with Doras Luimni who are the migrant representation organisation and we liaise with the New Community Partnership in Limerick. And we work quite closely with St. Joseph’s Foundation which is for young people with a disability.

Our ETB have been great in supporting our integration initiatives in schools. We’d link in with the schools and give talks at assembly to invite students to do a trial workshop. And Shannon Development shared their resources, such as translation services for our posters, leaflets and information and they also came on our steering committee.

And then you’d have a parent who might say “my child has an eating disorder, can you recommend someone?” and I would have contacts in the mental health profession”.

[Artistic Director, Friars’ Gate]

## Your wider community:

- To translate information about your organisation into relevant languages you will need to be aware of significant language groups in your community who may not have high levels of English. You can ask community members to help you translate some material. [IGG]
- Build links with your local media to keep a public profile of your group, stressing your range of activities, the advantages of getting involved and your inclusive ethos. [Foróige]
- If you have limited opportunities to network (e.g. you are a volunteer-led group) consider using video to explain what you have to offer to reach a wider range of key stakeholders. [IGG]
- You will need to develop a specialised list of services depending on the issues that arise for your young people. This might include statutory services such as the Garda National Immigration Bureau (GNIB), Refugee Legal Services, or non-statutory groups such as migrant and refugee support groups, LGBT support groups, disability groups, anti-racism groups, etc. A range of specialist services is available on Access All Areas at the end of each chapter [www.youth.ie/diversity](http://www.youth.ie/diversity). [The Base YC]
- To know your local demographics you will need to liaise with groups that produce statistics such as the DES Statistics Unit. CSO data is online but you can also liaise with them directly [www.cso.ie](http://www.cso.ie). The Reception and Integration Agency keeps up to date statistics on asylum seekers in accommodation and direct provision centres including numbers of young people ([www.ria.gov.ie](http://www.ria.gov.ie)). [Swan YS]
- Share your experiences and expertise on inclusive youth work especially with other youth organisations. [KDYS]
- Adopting an advocacy approach to support your target group is important. Liaise with statutory bodies and politicians to affect change at policy level (e.g. Community Policing Forum, bringing young people from minority and marginalised groups together with policy makers etc.). [NYP2]





# 8

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













MONITORING AND EVALUATION


















# STEP 8 | MONITORING AND EVALUATION

**Examples of evidence:** Monitoring and evaluating tools and reports, registration forms or surveys showing the use of ethnic identifiers, diversity audit, logic models, impact measurement tools, Access All Areas checklists, minutes/documents from evaluation/review meetings (showing young people’s involvement) etc.

## BEST PRACTICE INDICATORS

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
 	A	<b>MONITORING TOOLS</b> <ul style="list-style-type: none"> <li>You have specific and consistent processes that are effective in monitoring and evaluating how young people from minority and marginalised groups are doing and how you are contributing to their outcomes</li> <li>You gather data on your membership that covers ethnicity, gender(including transgender), disability etc. that you can compare with local statistics</li> </ul>	  	A	<b>MONITORING TOOLS</b> <ul style="list-style-type: none"> <li>You do an individual assessment or check-in with the young people from minority backgrounds in your group</li> <li>The young people from minority and marginalised groups you work with report feeling safe in your group/ centre</li> </ul>
	 	  			
 	B	<b>MEASURING IMPACT</b> <ul style="list-style-type: none"> <li>You have developed a logic model that sets out the outcomes you are working toward and the indicators for measuring success along the way which includes inclusion goals</li> </ul>	 	B	<b>MEASURING IMPACT</b> <ul style="list-style-type: none"> <li>Young people from minority and marginalised groups in your community are thriving as a result of engagement in your organisation</li> <li>You can demonstrate instances of positive change in the wider community as a result of your inclusion practice</li> </ul>
	 	 			

		YOU AND YOUR ORGANISATION			THE YOUNG PEOPLE IN YOUR COMMUNITY
	C	REFLECTIVE PRACTICE		C	REFLECTIVE PRACTICE
		<ul style="list-style-type: none"> <li>You completed a self-assessment process to identify gaps in inclusion in your organisation (e.g. NYCI 'Access All Areas' Diversity Toolkit checklists plus this Toolkit) which you revisit at regular intervals</li> </ul>			<ul style="list-style-type: none"> <li>You invite young people to take part in an inclusion assessment of your organisation (e.g. NYCI 'Access All Areas' Diversity Toolkit checklists)</li> </ul>
					
					
	D	FEEDBACK LOOPS			
		<ul style="list-style-type: none"> <li>You can demonstrate adaptations you have made to meet the needs of young people from minority and marginalised groups as a result of feedback</li> </ul>			
					

# STEP 8 MONITORING AND EVALUATION IN PRACTICE

Monitoring and evaluating your youth programmes through an equality and inclusion lens allows you see if you are meeting your stated aims and if you are achieving other unexpected outcomes. It pinpoints problems at an early stage and it helps you pick up and articulate emerging issues.

Working within an outcomes framework is a relatively new but increasingly familiar way of working in Ireland. Logic models are used as a tool to focus on the expected outcomes we are working toward and to set out the indicators that will measure success along the way. By focusing on outcomes we shift our reporting beyond recording the outputs (activities, actions and quantitative data) to assessing the real changes we are seeking to make. This way of working also puts our focus back on the young people and the changes that they want to make in their lives.

## Learning from youth organisations on monitoring and evaluating...

### Organisation:

- Having a clear sense of the outcomes you want to achieve is important as it drives your work forward and keeps it on track. A simple logic model is relatively easy to fill out and your National Youth Organisation or your ETB Youth Officer will be able to guide you in this (there are many different models to choose from - see two examples in Annexe 1).
- Your monitoring and evaluation process will vary depending on the work you are evaluating. For some it will involve a formal process, for others it will rely heavily on informal feedback loops. In all cases how these processes are carried out will determine their value. [VSI]
- When feedback is given you must be prepared to change your practice accordingly. [VSI]
- Young people from minority and marginalised groups will invariably present your organisation with challenges such as expressing the need for an LGBT group, more accessible facilities,

minority ethnic only initiatives, greater levels of mental health support, need for more identity work, a young carers space, projects for young people with Aspergers, segregated gender work etc. Any requests will lead you back into an organisational review and a period of preparation which may involve up-skilling and making adaptations to your current way of working. [KDYS]

- Many organisations have reviewed the fundamental pillars of their work and changed them to be more inclusive, such as making their religious services ecumenical, changing the wording in the Scout and Guide Promises, etc. One organisation also made a commitment to put their publications through an inclusion audit. [IGG]
- Evaluations can produce high levels of paperwork which can be counter-productive if they can't be processed. Creative evaluations can provide richer material such as fly-on-the-wall filming and photography over the course of a project, although editing videos can be time consuming. Quizzes, 'survey monkey' type questionnaires, pin on the wall, suggestion box, drawing a hand and writing the positive and negatives on the fingers/thumb, using symbols – such as smileys, sad face, neutral face etc. can all be helpful evaluation tools. [The Base YC]
- Taking time out as an organisation to evaluate how your organisation is embedding diversity is valuable. It allows you to reset your targets, look at what has been working and what challenges exist. Collecting organisational wide statistics is important to be able to do this effectively. This can be done through registration forms and a central database or it can be done by regular surveys. [IGG]

### The young people in your community:

- Getting feedback from young people from minority and marginalised groups can sometimes be difficult as they can be more reluctant to be critical. Your evaluations will follow the same practice as with any young people but you may give it more time or use a variety of methods. The following methods are all useful:

- > Feedback loops, such as circle meetings, need to be very honest spaces where young people can describe their personal experiences. [VSI]
- > You will need to provide safe ways for individuals to input what they won't share in a group setting. [VSI]
- > It can help to do feedback sessions at some distance from the activity (maybe a week later and with a different youth worker). [YMCA Cork]
- > Self-reflective writing that invites young people to write up their own learning can work very well especially when there is a certificate of learning given at the end of a project. This also gives the youth organisation valuable material for use in subsequent funding applications. [VSI]
- > One methodology is to ask young people to consider key relationships in their lives – with their family, community, institutions, and themselves and to identify where they want to see change. You can help them to set out an individual plan to achieve the changes they want and check in regularly to see how they are doing. [NYP2]
- Monitoring should include attendance and reasons for absences of the young people from minority and marginalised groups you work with. Absences may be a sign that additional support is needed. Many minority young people will be more likely to lapse in their engagement – where possible keep their place open, non-attendance for these young people does not necessarily indicate lack of interest but may be due to cultural expectations, family responsibilities or health related reasons. [NYP2]

### Your wider community:

- Linking with other agencies who work with the young people or their families can give additional feedback. [NYP2]
- External evaluations are useful as they can provide an objective assessment of your work. External evaluations are sometimes carried out

by university graduates as part of their course work. Ensuring full objectivity is a challenge if vested interests (such as payments) are involved. [YMCA]

“With specialist programs you have to establish certain issues when you meet with a young person but it's very hard to capture. It's very hard for the young person to articulate it but if you capture it yourself you're only writing from what you see and maybe that is not what is happening, it's your own opinion.

In the clubs and universal youth work we do a lot of checking-in type evaluations. We do that creatively and in written form. If the group are doing a creative evaluation, like a mural, we have to remember to hold on to it because that's our evidence.

In the groups and clubs we notice progress of individuals but recording it is very informal. Sometimes the youth worker can identify the change in the young person and the progress being made but does the young person recognise it themselves? You really want to have done a questionnaire as they enter, again 6 months down the road, and a year down the road so it's very clearly identified and you've something to measure against. But this has to be balanced because the young person is coming to you first as a young person looking for a safe space, somewhere to hang out, and interact with people; they're not coming in with a problem or an issue. Issues often present with time and as you work with them but we'd be concerned that will get lost a bit in any formalising.

We have a documentation file that we use to gather reports from individual groups. It does a number of things; it's a planning, recording and evaluation tool. From the start the worker has set their aim, objectives, and outcomes. We've a social analysis done on the group, their social context, where they are coming from etc. Then we look at the program, what we are going to deliver, the time frame, all of that and it includes the session plans and a session evaluation”.

[Youth Worker, KDYS]

# CONCLUSION

## WHEN INCLUSIVE YOUTH WORK IS EMBEDDED IN YOUR PRACTICE

“I think it’s a passion, it’s a belief, and it’s necessary that the world be a better place. And it’s intrinsic to everyday living. It has to be embedded in all your work. For example, artistic integrity is really important to us. But I don’t think that we can have artistic integrity if we don’t work as an ensemble and being a true ensemble means that we have to be fully integrated and fully inclusive”.

[Artistic Director, Friars’ Gate]

If inclusion is embedded it will play itself out across all your youth work activities and policy areas. An intrinsic goal will be the inclusion and active involvement of diverse groups both within the organisation itself – in staff, volunteers - and in youth members. Your work will also influence the acceptance and embracing of diversity in the wider community. To achieve this, all staff and volunteers must understand what is involved and support it. It is about having inclusive attitudes and values which in turn lead to good practice. Notwithstanding all the good practice and indicators outlined in this resource, if it is embedded it is usually evident within a few minutes of entering a youth setting.

Embedding inclusion means being proactive about integrating groups together and encouraging connections and belonging.

“We see it translate across in the way the young people who come to KDYS are with one another. We see them look out for each other. We’d have lots of young people who wouldn’t have met each other only for being down here”.

[Youth Worker, KDYS]

**Inclusion is about it being everyone’s responsibility** and having confidence that issues that arise will be dealt with by all staff members. It needs to become “core and seamless” and not an “addition to what you are doing”. At its essence it ties directly into

working from youth work or community principles where the focus is on empowerment, engagement, up-skilling and capacity building, equality, social justice and advocacy.

**Embedding inclusion will mean it is spread throughout the organisation.** Many organisations could describe themselves as inclusive on the basis of practice within **some** of their groups and through **some** of the staff and volunteers. However, to be embedded in practice, inclusion would need to be evidenced to some degree in all groups and a whole organisation approach will be in place.

**In an inclusive youth organisation, all young people will feel like they belong and they matter for who they are.** The young people will be understood and acknowledged in a way that is natural and the norm for all. Acknowledging and valuing everyone’s identity will happen in a variety of ways. It may be celebrating important days, such as Pride, cultural festivals, Traveller Pride week, etc. or it could be quietly ensuring that appropriate foods are provided according to cultural or religious practices within the group. At other times it will be the welcome you provide and giving time to chat. It will involve being aware of and looking for opportunities to support young people as they negotiate their own sense of belonging and acceptance for who they are, especially when they take on different identities in different social spaces such as being out as LGBT in one environment and not in others, or fitting in to different cultural norms whether they are at home or in your group, or working through expectations around their gender such as masculinities etc.

**Embedding inclusion is about sustaining a sense of belonging beyond the youth centre**

“We see our work expanding out beyond what we do in here. Like next week we’re taking a break but the LGBT group are all organising to meet each other next Tuesday anyway to play pool and just get together rather than miss out on a week of not meeting up”.

[Youth Worker, KDYS]

**Integration is always a consideration when it comes to inclusive youth work.**

A group of young people who sit on a youth forum insisted that integration is a crucial element and that young people need to be “forced together” (compelled to interact) and that you need to “actively fight against segregation and exclusion” if you are an open and inviting service. They advised bringing people together in residential to break down any barriers.

However, many young people choose not to join an integrated group but seek space and opportunities to be together with other young people who share a similar identity. This helps to promote a strong and vibrant sense of identity and allows them to share their common experiences. One of the challenges in supporting these young people further is to ensure that they receive leadership training and that you support them to find ways for their voices to be heard. This is especially important with regards to mainstreaming their issues i.e. making other youth organisations and statutory services aware of their issues so that they can, in turn, best support young people from similar identity groups who they engage with. This approach asserts that members of minority groups are ultimately best placed to speak on behalf of their communities.

Inclusive youth work is about establishing and naming your values and ensuring your practice is aligned to those values. Inclusion is often about modelling an attitude that embracing the unknown can be positive and leading others, especially young people to see this as a valuable and normative practice. In this way inclusion becomes actively promoted throughout your groups.

“My understanding of inclusion is that it is what we do, being open to anyone, being a space that is welcoming, and also a learning process. ‘Open to anyone’ to me means there is always an embracing of new people, of being totally okay with transience, being stable in ourselves, always having the right atmosphere”.

[Youth Worker, BeLonG To]

**Embedding inclusion will invariably influence the wider community.**

“The schools would bring us in from time to time to do awareness raising programs. We’ve very good relationships with some schools and they’re quite comfortable coming to us to say “look we’ve come across this, would you be able to come in and work with us on it”. We were invited to come into some of the schools in Killarney and in Tralee to do something on homophobic bullying and the Stand Up campaign. And we’d always be saying “how does it integrate with your SPHE”, we’d always be trying to make sure it sits within what the school is trying to achieve as well”.

[Youth Worker, KDYS]

“I think if you model equality you encourage young people to just accept it as a norm. There’s a need to make sure it can’t be hidden or not spoken about. We had an Open Mike Night, and we were looking for someone to judge it so we asked the first Miss Gay Ireland to be our judge. It’s about making inclusion more visible so that young people have experience of diversity and meet role models”.

[Artistic Director, Friars’ Gate]

**However, working in diverse settings and supporting an equality agenda will often present challenges. It is how we handle these that demonstrates if inclusion is embedded in our work.**

For example, the religious beliefs of your leaders or members sometimes leads to obstacles. Reviewing their youth work practice to deal with these issues has led to different approaches from different youth work organisations. For example, some organisations have reflected on how their faith base can exclude people and they have made adaptations

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to be more inclusive to all. They have done this by focusing on their intrinsic values and ethos as distinct from the 'rules' of their religion. Others who operate on the basis of non-denominational and mixed gender youth work can find it a challenge working with families and communities who hold very strong religious views, especially where there is a call for segregated youth work based on gender. Honesty, respect and grounding your work in equality legislation and human rights is the best route toward reconciliation of conflicting demands. Many have had to pull back and say that it isn't possible to meet the demands involved. Evidence of inclusive practice may be in describing how difficult situations are worked through, and the level of reflective practice – and honesty and dialogue – involved.

Others organisations have looked at the need to promote 'positive action' for the most vulnerable groups. This entails advocating for the rights of certain young people to be treated more favourably, in order to realise equality of outcome with their peers. Many organisations provide stability to young people where it would otherwise be absent during very vulnerable times. Going the extra mile, going above and beyond their role description, is invariably present in accounts of good inclusive youth work.

**Embedding inclusion means looking at structures within an organisation.** In creating an inclusive environment for young people from minority and marginalised backgrounds it is important to understand how organisational culture will impact on any work on equality, diversity and inclusion. All youth organisations will have a distinctive way of working with young people – most will have particular ideological approaches which they will promote and defend as distinct and effective approaches. They will also have a range of structures and procedures developed to sustain their work and to establish, grow and expand their organisations. Many of these structures may become an established and 'traditional' way of doing things. However, these structures and procedures can inadvertently result in social exclusion of some groups and may even result in forms of discrimination. For example,

strict adherence to a waiting list process and communicating only within familiar and established social networks will likely result in exclusion of people outside of these networks, especially those who are new to the community or who have a history of exclusion. Similarly, the decision making and committee structures may make it difficult to introduce new policies, or new ways of working or adaptations that are needed to be fully inclusive.

**Embedding inclusion always involves adapting your way of working.** It may involve structural changes such as setting up new inclusion committees or dissolving structures that block inclusion. It could demand more team work to avoid young people falling through gaps or missing opportunities. **And while change can challenge staff and volunteers, it is also synonymous with the best practice principle that youth work organisations should be learning organisations for all.**

In conclusion, all of the groups interviewed for this Toolkit spoke about the **positive energy in diverse groups** and the pleasure to be gained from this. They say how important it is 'not to be afraid to ask questions' so as to understand. They described how it isn't easy work but it is essential work.

“You have to change. You learn things, the kids learn, you deal with it. It's hard. You wouldn't want to romanticise it. Nevertheless, the staff have found it a refreshing change, a challenge yes, it has been a challenge but I think it's given the project a new zest for life. Having a new challenge is good, I think it's been very invigorating for the staff along with the young people”.

[Youth Worker, NYP2]



# ANNEXE 1

## FURTHER RESOURCES AND SUPPORT

### STEPS 1-8

#### Publications and Training relevant to all steps 1-8

- NYCI 'Access All Areas' Diversity Toolkit for the youth sector [www.youth.ie/diversity](http://www.youth.ie/diversity).
- NYCI training courses on equality and inclusion available on request [www.intercultural.ie](http://www.intercultural.ie) for details.

### STEP 1

#### Organisational Review

- CSO – [www.cso.ie](http://www.cso.ie) (a breakdown by each town and age is accessible online).
- The Department of Education and Skills can provide information on the nationality or place of birth of students attending your local schools which you can use for comparative purposes. Your local school might also give you this information.

### STEP 2

#### Developing your Policy

- Access All Areas Chapter 1 has a policy template [www.youth.ie/diversity](http://www.youth.ie/diversity).
- Irish Human Rights and Equality Commission (IHREC).
- NYCI Toolkit 'Let's Beat Bullying' [www.youthhealth.ie](http://www.youthhealth.ie).
- BeLonG To resources on tackling homophobic bullying [www.belongto.org](http://www.belongto.org).

### STEP 3

#### Enhancing your Space and Environment

- NYCI has a flyer on Intercultural Youth Work with translations in 8 languages [www.intercultural.ie](http://www.intercultural.ie).
- Irish Wheelchair Association has a guide "Best Practice Access Guidelines" on wheelchair accessibility – also see Access All Areas Chapter 5 checklist for a summary of requirements [www.youth.ie/diversity](http://www.youth.ie/diversity).

# ANNEX 1

## FURTHER RESOURCES AND SUPPORT

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### STEP 4

#### Staff and Volunteers

- NYCI has a range of information, such as “What terminology do I use when talking about Young People from a Minority Ethnic Background?” and videos on working with different groups of young people (Let’s Act on Inclusion videos). See [www.intercultural.ie](http://www.intercultural.ie).
- NYCI’s publications:
  - > Access All Areas Diversity Toolkit’ [www.youth.ie/diversity](http://www.youth.ie/diversity);
  - > Promoting Quality in Intercultural Youth Work [www.intercultural.ie](http://www.intercultural.ie).
- Find new volunteers @ Volunteer Ireland [www.volunteer.ie](http://www.volunteer.ie).

### STEPS 5-6

#### Planning Activities, Finding Resources, and Increasing Youth Participation

- NYCI Toolkit on participation “Why don’t we?”; [www.youth.ie/nyci/why-dont-we-youth-participation-resource-pack](http://www.youth.ie/nyci/why-dont-we-youth-participation-resource-pack).
- A full range of inclusion related publications and activity packs and ideas, including videos [www.intercultural.ie/resources](http://www.intercultural.ie/resources).

#### A few examples of activity resources on our [www.intercultural.ie](http://www.intercultural.ie) website:

- Life Stories: NYCI;
- All Different, All Equal: NYCI;
- IGG Outreach Toolkit Pack [www.irishgirlguides.ie](http://www.irishgirlguides.ie);
- Making Ireland Home video: MRCL.
- **International resources:**
  - > SALTO youth resources [www.salto-youth.net](http://www.salto-youth.net);
  - > Council of Europe: T-Kit; Compass & Bookmarks.
- **A list of videos that can be used for discussion**
  - > Pixar’s ‘For the Birds’;
  - > Media that Matters;
  - > Let’s Act on Inclusion video series see [www.intercultural.ie](http://www.intercultural.ie);
- Léargas for information and funding for youth exchanges – Erasmus+ [www.leargas.ie](http://www.leargas.ie)
- Young Voices, Vote @ 16 etc – how young people can influence policy [www.youth.ie/international](http://www.youth.ie/international)

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## STEP 7 | Networking and Building Partnerships

- You have linked in with NYCI's Intercultural and Equality programme to share practice within the youth sector.

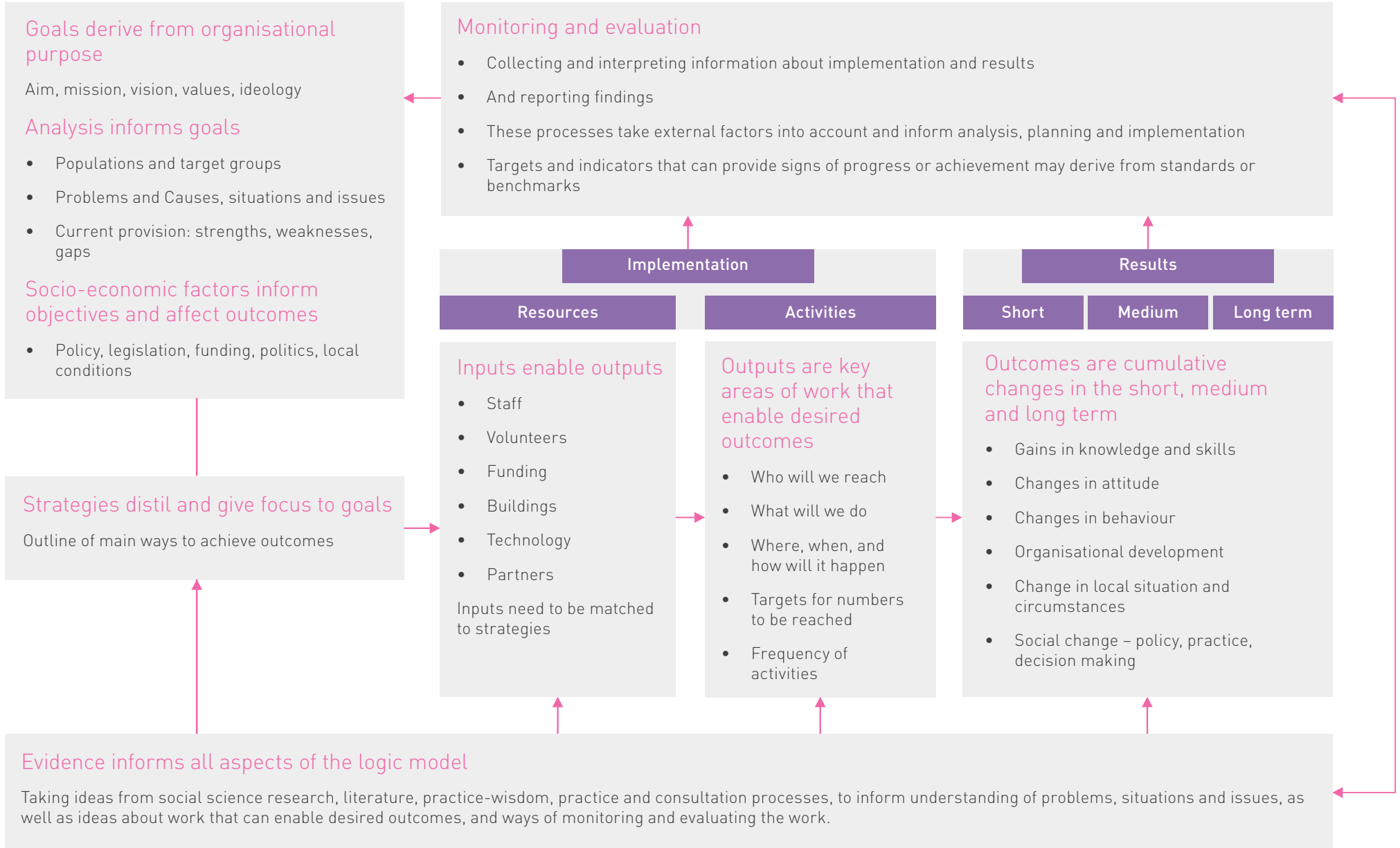
## STEP 8 | Monitoring and Evaluation

- You have used the checklists in 'Access All Areas Diversity Toolkit' [www.youth.ie/diversity](http://www.youth.ie/diversity) to assess your inclusion practice.

# ACTION PLAN TEMPLATE – CONTINUOUS IMPROVEMENT PLANNING

Timeframe	Action	Person/s responsible
<b>Short term</b> (during the next month)		
<b>Medium term</b> (in the next 6 months)		
<b>Long term</b> (over the next year)		

# DEVELOPING YOUR LOGIC MODEL - THE COMMON ELEMENTS



# A BASIC TOOL THAT LINKS YOUR LOGIC MODEL TO YOUR INDICATORS OF CHANGE

Title of project/programme/group:

Outputs (your activities)	How they are counted / measured
Short to medium term outcomes	How will we indicate and record change
Medium term to long-term outcomes	How will we indicate and record change

# APPENDIX

## List of Acronyms

<b>CDYSB</b> –	City of Dublin Youth Services Board (CDYSB manages the funding of many youth services in the city)	<b>LGBT</b> –	Lesbian, Gay, Bisexual & Transgender
<b>CSO</b> –	Central Statistics Office	<b>NQSF</b> –	National Quality Standards Framework
<b>DES</b> –	Department of Education and Skills	<b>NYP2</b> –	Neighbourhood Youth Project 2
<b>EVS</b> –	European Voluntary Service	<b>NYS</b> –	National Youth Strategy
<b>FNYPAR</b> –	Foreign National Young People At Risk group	<b>Swan YS</b> –	Swan Youth Service
<b>IGG</b> –	Irish Girl Guides	<b>The Base YC</b> –	The Base Youth Centre
<b>KDYS</b> –	Kerry Diocesan Youth Service	<b>YSI</b> –	Voluntary Services International
		<b>YP</b> –	Young People

## Additional terminology

### Asylum Seeker

A person seeking to be granted protection as a refugee outside their country of origin, and who is waiting for a legal determination of his/her application. In Ireland, the asylum process is a legal system which decides who qualifies as a refugee and who is entitled to remain in Ireland.

### Refugee

A person who has had to leave their country of origin because of a well-founded fear of persecution because of reasons including their ethnicity, religion, nationality, or political opinion. Ireland is a signatory to the '1951 United Nations Convention Relating to the Status of Refugees', which obliges us to provide protection to people fleeing their country for the reasons above.

### Separated Child Seeking Asylum (previously called unaccompanied minors)

If a child under 18 years arrives in Ireland without parents or guardians, and seeks asylum, he/she is called a Separated Child Seeking Asylum. They stay under the care of the HSE until they reach 18, usually in foster care. They can attend school until completing their Leaving Certificate. They are not entitled to free State education beyond secondary school.

### Direct Provision (DP)

Adult asylum seekers, families and Separated Children reaching 18 years of age live in Direct Provision accommodation while their claim is being processed in Ireland. Direct Provision Centres are located nationwide. In direct provision, asylum seekers are provided with accommodation and food, but with little privacy or independence. Asylum seekers receive €19.10 per week per adult, and €15.60 per child to cover essential items such as toiletries and travel.

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## Ethnic Identifier

This relates to a person's background. It is usually included on your organisation's membership form or asked about in conversation. It can include information on nationality, ethnicity, place of birth, and native language(s) of the person and their parents. It is helpful in planning adequately for the particular needs of young people in your group and is good practice. In this Toolkit we often refer to engaging with people from minority ethnic backgrounds. However the ethnicity in question refers to the background of the young person and is not necessarily how they identify themselves. We should not assume someone else's ethnicity or describe them by our own perception of who they are; we need to ask them how they like to be described. Often, people prefer to identify themselves by more complex or mixed ethnicities, for example, Polish-Irish, Irish-Nigerian, Indian-Irish, Kurdish, Roma and increasingly they may see themselves as just Irish.

## Interculturalism

Interculturalism recognises that ethnic and cultural diversity can enrich our society. This approach implies the development of policies and proactive practice that promote communication, understanding and integration between different cultures and ethnic groups. In multiculturalism, difference is accepted, and respected, but there is little emphasis on the need to interact with others. Assimilation promotes the absorption of all into the dominant culture, seeing difference as a source of conflict and making minority cultures as invisible as possible. Interculturalism forefronts dialogue and change on all sides.

## References

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