

DEVELOPING COMMUNITY RELATIONS PROGRAMMES

INTER BOARD COMMUNITY RELATIONS SUPPORT UNIT



FIVE PIECES OF PRACTICE



MODELS OF INNOVATIVE PRACTICE

Introduction

The research on the Youth Service Community Relations Support Scheme (Capita 2001) suggested there was a need to provide up to date information to the field in relation to Community Relations practice.

The document which follows describes a piece of innovative Community Relations practice which has been delivered in each of the Education and Library Boards. The intention of the document is to record and highlight a small selection of some of the Quality Community Relations programmes which are being delivered within the Education and Library Boards Youth Sections and to provide youth workers with useful information and inspiration in developing Community Relations programmes.

The first programme, entitled 'Urban Vision' is being delivered across the Belfast Education & Library Board. The programme involves 80 young people engaging in preparatory work locally, then pairing up and engaging in area based work, first exploring the culture, traditions and identity of other cultures and developing understanding of EDI. Each pairing will then produce a mural exploring themes they have covered which are relevant to them. Finally, a joint mural will be produced and displayed in a prominent position in the Laganside area.



The second project, delivered within the North Eastern Education & Library Board is an Outdoor Education Community Relations, programme which brought together 12 young people to explore Community Relations history, geography and the environment through canoeing. The programme utilised local locations and facilities to develop canoe skills and facilitate their understanding of how local history and Community Relations are linked. An expedition was also incorporated into the programme. The expedition venue was selected due to its value both in expanding the young peoples canoeing skills and developing their understanding of history, Community Relations and how they impact upon each other.

The next programme described in the document was delivered with the South Eastern Education & Library Board. Two groups of young women from specific areas of social need were brought together to research the stories of women's lives in the 2 communities and present them on a website. The young women explored their own and others attitudes, values, beliefs, cultures and identities and how they and previous generations of young women were affected by the conflict in Northern Ireland. The

young women also developed research, web design, film making and multi media skills. Funding for the programme was accessed from the Heritage Lottery, Young Roots Programme and the young women were given the opportunity to meet with a group of Asian young women in Oldham. Jointly they explored the issues of racism and sectarianism they experience.

The fourth programme was delivered within the Southern Education & Library Board where a need was identified to raise the profile of Community Relations work among young people. The programme, a 'Community Relations Peer Education Programme' was accredited by NIOCN and was delivered to targeted groups of young people from specific youth organisations identified as representing the 2 main traditions in Northern Ireland. The delivery of the course was informal with an emphasis on young people gaining new skills and a qualification which would assist them in youth work, Community Relations delivery, in their own unit and in other areas of their lives. Some of the areas covered include an understanding of Community Relations, conflict and discrimination, the skills required for a peer educator and an understanding of Child Protection issues.



The final programme was undertaken within the Western Education & Library Board with the aim of raising awareness among young people of the issues of racism and the damaging impact it can have on communities. The need for the programme was identified by the Youth Council who became a Working Group to deliver a conference to other young people from the community. The Working Group experienced an intense training programme which included study visits to significant religious and cultural centres representing the diversity of Northern Ireland society. They also organised and delivered much of the conference to over 60 of their peers.



PROGRAMME TITLE: URBAN VISION

BASIC INFORMATION

Date started: November 2004
End date if not ongoing: Ongoing
Type of organisation: Statutory youth service, BELB



Brief description, including aims and objectives

An arts based Community Relations programme which involves eight youth groups exploring relevant Community Relations issues individually and creating images to express their issues. The eight groups then come together and develop a mural to be placed at a prominent site within the Titanic Quarter.

If initiative as a whole is a collaboration between agencies, please give details of lead agency and other partners here. Otherwise, please use this section to list specific instances of partnership working.

BELB led

Funding

The BELB Youth Service Community Relations Support Scheme provides the main funding. This is supplemented with funding accessed from Belfast City Council and the Titanic Corporation.

Staffing

A full time member of staff supports each of the eight groups. They are supported by other key full and part time staff including peer educators.

NATURE OF PROVISION

Which groups of young people does the project work with and why?

The young people represent both Protestant and Catholic communities. They are aged 12 – 18 years and are mixed, male and female.

How was the need for the project identified, and by whom?

During the Inter Board Community Relations Conference, the workers identified the need to develop a city wide Community Relations project. The direction and focus of the project reflects the interests of the young people.

How do young people become involved? what, if any, commitment do you ask for?

The young people are recruited from the units they attend and we would expect the young people to be involved through the duration of the project.

What are the main approaches used and activities offered?

Residential opportunities, thematic workshops e.g. equality, shared culture, arts based workshops, photography, exploring murals tour.

How are young people involved in shaping the project/programme?

The young people are involved in the design and implementation of the project. They have decided which issues are most relevant to them.

How does the project respond to the needs of different young people, particularly the most marginalised?

Many of the young people are recruited specifically from interface communities. Many of these communities also face significant social and economic deprivation.

OUTCOMES OF WORK

How does the project contribute to young people's personal, social and educational development?

How does the project prepare young people for living in a diverse society – making processes in their local area?

Young people are encouraged to look closely at the positives and negatives of their own community, identifying the things they would like to change. The focus on Community Relations prepares young people for living in a diverse society.

How does the project contribute to community relations?

Community Relations is the specific focus of the project which aims to raise awareness among young people of their own and others cultures, identities and beliefs. The project also intends to raise awareness around the inter-connected principles of Equity, Diversity and Interdependence.

What specific changes have resulted from young people's involvement in the project?

Young people are more aware of their own and other cultures etc. It is hoped that significant numbers of young people from the project will become involved in the city-wide Youth Forum.

How are young people's progress and achievements measured and recorded?

The work produced throughout records young peoples progress. These include photographs and murals, the final mural, a video and book comprising of a collection of the images they created.

Does the project offer accreditation? N/A

MEASURING EFFECTIVENESS

How is the project evaluated and by whom?

The young people are heavily involved in regular evaluations. Staff also come together regularly to discuss progress. The standard Youth Service Community Relations Support Scheme evaluation will also be used.



What are the findings of evaluation (including Ofsted inspections) to date?

Ongoing evaluations have proved, the young people are very committed to the project. On completion a through evaluation will be completed.

What changes/developments have occurred – or are planned – as a result of evaluation?

The inclusion of producing a book and the possibility of designing a poster around the images created by the young people occurred as the result of a review of the project..

What specific management and other practices and structures help the work?

Regular team meetings, managerial support, good communication among all groups and a key contact communicating regularly with the other groups and with management.

What specific factors hinder the work?

A large number of groups meant synchronizing their progress proved challenging.

PARTNERSHIP/MULTI-DISCIPLINARY WORKING

What other agencies do you work with?

The five youth organisations

BELB

Laganside Corporation

Belfast City Council

Community artists

Has this partnership resulted in greater collaboration or increased understanding between partners?

The project has resulted in a greater awareness of all organisations. The five youth groups have increased communication.



When working in partnership, what is the distinctive contribution of your organisation/project?

The Belfast Education & Library Board's Youth Service co-ordinates and provides the necessary youth work and Community Relations skills.

STRATEGIC IMPACT

Do you consider this project to be innovative? If so, how?

The project is innovative in scale and in subject area.

How do you disseminate the learning from the project?

The learning will be disseminated through reports, displays, a video, a book and possibly some posters.

Has the learning from this work influenced wider organisational/service strategies?

The work has demonstrated the potential to develop exciting and innovative Community Relations programmes.

What plans do you have to sustain/develop this work?

It is hoped that the project will result in greater collaboration between those involved.

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PROGRAMME TITLE:

**COMMUNITY RELATIONS &
OUTDOOR EDUCATION PROJECT**

BASIC INFORMATION

Date started: 26 February 2005

End date if not ongoing: 2 May 2005

Type of organisation: Statutory youth service, NEELB



Brief description, including aims and objectives

A Community Relations programme which aimed to develop relationships amongst a mixed group of young people and explore the relationship between history, Community Relations and the environment, using canoeing as a medium.

If initiative as a whole is a collaboration between agencies, please give details of lead agency and other partners here. Otherwise, please use this section to list specific instances of partnership working.

Causeway Coast Kayak Association, NEELB and Environmental Heritage collaborated on the project.

Funding

NEELB Youth Service Community Relations Support Scheme funded the programme.

Staffing

Number of FT/PT/Volunteer staff. For partnerships, please include staff from all agencies
Two staff led the project.

NATURE OF PROVISION

Which groups of young people does the project work with and why?

Twelve young people, aged 12 – 16 years participated. The group was balanced in relation to gender and religion.

How was the need for the project identified, and by whom?

Staff recognised the need to provide an opportunity for progression for the young people.

How do young people become involved? what, if any, commitment do you ask for?

Young people are recruited through the Canoe Club from a wide geographical area.

What are the main approaches used and activities offered?

Ice-breaker sessions
Specific Community Relations workshops
Canoe training
Canoe expeditions
Exploration of key sites of historical interest
Environmental awareness

How are young people involved in shaping the project/programme?

Young people are consulted on the shape the project takes.

How does the project respond to the needs of different young people, particularly the most marginalised?

The young people are mainly recruited from areas of social need within the Coleraine, Portrush, Portstewart and Ballymoney areas.

OUTCOMES OF WORK

How does involvement in the project contribute to young people's personal, social and educational development?

Young peoples confidence is increased through learning new skills, their teamwork skills are increased, they make new friends from a variety of backgrounds.

How does the project prepare young people for living in a diverse society?

Young peoples awareness of each other is raised, not only cultural diversity but diversity in terms of interests, abilities and aptitudes.

How does the project contribute to community relations?

The programme has a specific Community Relations focus. The programme is planned so that the expedition destinations are sites of historical, cultural and environmental significance.

What specific changes have resulted from young people's involvement in the project?

Young people involved contribute to the community by providing safety cover to community ventures such as a charity race and swim race.

How are young people's progress and achievements measured and recorded?

The project is planned to enable progression both in relation to Community Relations and canoe skills, first in the pool then on the river and finally in open water.

Does the project offer accreditation?

British Canoe Union Awards.

MEASURING EFFECTIVENESS

How is the project evaluated and by whom? Please include both internal and external processes

Young people are heavily involved in the evaluation but the project is also



evaluated through the Youth Service Community Relations Support Scheme.

What are the findings of evaluation to date?

Young peoples evaluations proved that the programme developed significant friendships amongst the young people and a greater awareness of historical Community Relations issues.

What changes/developments have occurred – or are planned – as a result of evaluation?

Young people who participate regularly continue to be involved in a variety of youth and community settings.

What specific management and other practices and structures help the work?

Suitably qualified staff are essential for the project. Staff are required to have First Aid, Child Protection and canoeing qualifications.

What specific factors hinder the work?

Access to transport and equipment is essential.

PARTNERSHIP/MULTI-DISCIPLINARY WORKING

What other agencies do you work with?

Environmental Heritage

Ulster Museum

Has this partnership resulted in greater collaboration or increased understanding between partners? If so, how?

All the organisations involved are clearer about how they can support each other.

When working in partnership, what is the distinctive contribution of your organisation/project?

The organisations provides the majority of the funding and equipment alongside qualified and experienced staff.

STRATEGIC IMPACT

Do you consider this project to be innovative? If so, how?

The programme integrates Community Relations, history, the environment and outdoor education in an innovative way.

How do you disseminate the learning from the project?

Internal reports are provided.

Has the learning from this work influenced wider organisational/ service strategies?

There is greater awareness of how the young peoples local communities can be used to explore issues of Community Relations.

What plans do you have to sustain/develop this work?

Young people participating in the programme often continue to be involved, get training and eventually deliver similar programmes to the next generation.

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PROGRAMME TITLE: **GIRLS ACROSS COMMUNITIES**

BASIC INFORMATION

Date started: September 2004

End date if not ongoing: April 2005

Type of organisation: Statutory youth service, SEELB



Brief description, including aims and objectives

To bring together two groups of young women from across the religious divide, to develop a web site which explores issues of division and conflict relevant to themselves and previous generations of young women.

If initiative as a whole is a collaboration between agencies, please give details of lead agency and other partners here. Otherwise, please use this section to list specific instances of partnership working.

SEELB leads the project with Ardcarnet and Poleglass Youth Centres.



Funding – please list amounts, sources and timescales

SEELB Youth Service Community Relations Support Scheme and Heritage Lottery Fund, Young Roots programme funded the Project.

Staffing

Two part-time staff, both with previous Community Relations training and experience delivered the programme.

NATURE OF PROVISION

Which groups of young people does the project work with and why?

The Project worked specifically with young women in the 13 –18 age range, representing youth organisations in east and west Belfast.

How was the need for the project identified, and by whom?

The two organisations had a history of joint Community Relations work. The work was a progression of this and was initiated at a Community Relations conference for part-time workers organised by the SEELB. It exploited an interest the young women had in ICT and recognised that for some of the young women, there was a difficulty in accessing computers within their own clubs.

How do young people become involved? what, if any, commitment do you ask for?

Young women are recruited from those interested in the Project from the target groups within the two youth clubs.

What are the main approaches used and activities offered?

Specific Community Relations workshops

Workshops focusing on web design / film making skills

Team building, residential opportunities

Interviewing and research



How are young people involved in shaping the project/programme?

The focus of the web site and the issues included on it were entirely selected by the young women. A Peer Educator from each centre has been involved in the planning and evaluation of the entire programme.

How does the project respond to the needs of different young people, particularly the most marginalised?

The Project was particularly targeted at young women from urban areas of high social need.

OUTCOMES OF WORK

How does involvement in the project contribute to young people's personal, social and educational development?

The young women were given the opportunity to explore issues of identity, both in terms of religion and gender. They were encouraged to contribute within the group resulting in increased confidence. They also developed computer, photography and film making skills.

How does the project prepare young people for living in a diverse society?

The Project not only explored issues related to the religious divide in Northern Ireland, but also encompassed issues related to other culturally diverse groups living in Northern Ireland and beyond.

How does the project contribute to community relations?

The Project specifically explores the impact of sectarianism and racism on the lives of women. It develops relationships amongst young women from both communities and reinforces the principles of Equality, Diversity and Interdependence.

What specific changes have resulted from young people's involvement in the project?

The young women are more capable of contributing within a group setting. They have increased communication and language skills and are more aware of opportunities available to them.

How are young people's progress and achievements measured and recorded?



Many of the sessions were designed so that the products, e.g. self portraits, identity shields, community maps, photographs and video were utilized for the web site.

Does the project offer accreditation? N/A

MEASURING EFFECTIVENESS

How is the project evaluated and by whom?

Internal evaluation, specific Youth Service Community Relations Support Scheme evaluation and Heritage Lottery Fund, Young Roots evaluation will be carried out.

What are the findings of evaluation to date?

The ongoing evaluation mainly affected logistics e.g. times, dates & venues.

What changes/developments have occurred – as a result of evaluation?

Original programme outline was amended to facilitate young women's availability. Some of the young women with part-time jobs and responsibilities at home needed to be accommodated.

What specific management and other practices and structures help the work?

Regular minuted meetings increased communication and insured all parties were clear on their roles and responsibilities.

What specific factors hinder the work?

Staff changes within both centers affected the continuity of the Project, although the staff working directly on the Project remained consistent.



PARTNERSHIP/MULTI-DISCIPLINARY WORKING

What other agencies do you work with?

Studio-ON (a creative partnership within SEELB)

Has this partnership resulted in greater collaboration or increased understanding between partners?

The working relationship developed increased understanding of what both organisations were capable of, their scope and rationale.

When working in partnership, what is the distinctive contribution of your organisation/project?

Studio-ON provided the ICT skills and training whereas the youth work and Community Relations elements were delivered by the youth workers.

STRATEGIC IMPACT

Do you consider this project to be innovative?

This is the first Project of its kind within the organisation. It was a unique opportunity for the young women to combine ICT & Community Relations.

How do you disseminate the learning from the project?

Learning will be disseminated through the web site, various reports and presentations.

Has the learning from this work influenced wider organisational/service strategies?

There is greater awareness within the organisation about the scope to incorporate ICT in a variety of youth work programmes.

What plans do you have to sustain/develop this work?

It is envisaged that the work will cement the previous Community Relations



developments within both centres, resulting in more opportunities for young people in both centres to become involved in Community Relations experiences.

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PROGRAMME TITLE: PEER EDUCATION COMMUNITY RELATIONS PROGRAMME

BASIC INFORMATION

Date started: October 2004

End date if not ongoing: April 2005

Type of organisation: Statutory youth organisation, SELB

Brief description, including aims and objectives

The project is an accredited and assessed Peer Education project. It is expected that on completion young people will go back to deliver in own club. The project is targeted at young people aged 15+



LEARNING OUTCOMES

- Understand what is meant by the term Equity, Diversity & Interdependence
- Understand how different types of discrimination impact on the social development of young people
- Recognise how personal identities develop
- Recognise conflict, its consequences and ways of dealing with and responding to it
- Understand the principles of Peer Education
- Recognise what skills required for facilitating a Peer Education workshop are
- Recognise how Child Protection procedures impact on work with young people
- Understand the purpose of monitoring and evaluation

If initiative as a whole is a collaboration between agencies, please give details of lead agency and other partners here. Otherwise, please use this section to list specific instances of partnership working.

The project is a development by Youth Service Community Relations SELB. There is collaboration with the youth organisations young people are recruited from.

Funding

Youth Service Community Relations Support Scheme. The training is delivered over three residentials, introduction and evaluation night.

Staffing

One full time and two part time tutors, all Community Relations trained, although not all together. There is also an internal moderator and external moderator for assessment.



NATURE OF PROVISION

Which groups of young people does the project work with and why?

Aged 15+ mixed gender, recruited from clubs and advertised in training booklet
12 – 15 young people is an ideal group size

How was the need for the project identified, and by whom?

Management identified Community Relations sliding off agenda. The young people participating putting Community Relations on the agenda again

How do young people become involved? what, if any, commitment do you ask for?

Recruited, nominated and recommended through clubs.

Young people are expected to attend 100% of sessions, although accreditation body insist on 80%. The total duration of the course is 60 hours.

What are the main approaches used and activities offered?

Team building

Social activities – build relationship

Traditional group work

Other approaches as agreed by the group i.e. role-play, drama etc

How are young people involved in shaping the project/programme?

NIOCN accreditation

How some learning outcomes are delivered

Plan residential / social activities

How does the project respond to the needs of different young people, particularly the most marginalised?

Young people can opt to participate in the training without seeking accreditation.

Evidence does not need to be presented in writing, assessment is tailored to individuals needs. Transport can be provided as some of the young people would be from very rural areas.

OUTCOMES OF WORK

How does involvement in the project contribute to young people's personal, social and educational development?

Emphasis on new skills – interpersonal, Community Relations, leadership

Formal accredited process – personal and social development, new people from different background, relationships, appropriate behaviour in a group, presentation and role plays.

How does the project prepare young people for living in a diverse society?

The project raised awareness of Community Relations issues

It explored Equity Diversity Interdependence and their relevance to young people

There is also an opportunity to identify discrimination in relation to race, class, gender, ability, sexuality and community relations

How does the project contribute to community relations?

The young people are recruited on mixed basis. They learn about Community Relations through the process and in the long term, enables the young people to get more involved in communities / clubs

What specific changes have resulted from young people's involvement in the project – e.g. young people gaining qualifications or entering further education, making more use of services, behavioural change?

Qualification

Assist in youth work qualification

More programmes – e.g. Visions conference

Increased confidence & self esteem

Leadership in club

How are young people's progress and achievements measured and recorded?

A portfolio of evidence is collated which measures and records progression and achievements.



Does the project offer accreditation? Yes – NIOCN accreditation

MEASURING EFFECTIVENESS

How is the project evaluated and by whom? Please include both internal and external processes?

As an NIOCN accredited course, internal and external moderators are involved. The course is also funded by Youth Service Community Relations Support Scheme, so an evaluation report is also required

What are the findings of evaluation to date?

Evaluations support the need identified for the project, young people contribute successfully to Community Relations within their own units.

What changes/developments have occurred – or are planned – as a result of evaluation?

Reviews and evaluations have led to resource materials being amended

What specific management and other practices and structures help the work?

Support within the organisation and the NIOCN structures

What specific factors hinder the work?

N/A

PARTNERSHIP/MULTI-DISCIPLINARY WORKING

What other agencies do you work with?

The youth organisation the young people represent

Has this partnership resulted in greater collaboration or increased understanding between partners? If so, how?

The programme develops closer co-operation between SELB Youth Service Community Relations and the clubs

When working in partnership, what is the distinctive contribution of your organisation/project?

Specific skills in Community Relations delivery



STRATEGIC IMPACT

Do you consider this project to be innovative? If so, how?

Yes - it is the first time the organisation has looked at Peer Education and Community Relations . the programme is also accredited by NIOCN.

How do you disseminate the learning from the project?

Internal report includes qualitative/quantitative learning, evidence is provided through demonstration of learning outcomes and assessment criteria.

Has the learning from this work influenced wider organisational/ service strategies? If so, how?

The organisation now recognises the contribution of Peer Educators.

What plans do you have to sustain/develop this work?

The course is offered within the training booklet. It is also targeted at specific clubs and the materials are continually being reviewed.



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PROGRAMME TITLE: LIMAVADY YOUTH COUNCIL ANNUAL
PEER EDUCATION PROGRAMME
(Leading to Area Youth Conference)

BASIC INFORMATION

Date started: 3 October 2004

End date if not ongoing: 10 January 2005

Type of organisation: Statutory youth service, WELB



Brief description, including aims and objectives

The project was designed to raise awareness about issues around racism through a forum of young people organising a conference for their peers.

If initiative as a whole is a collaboration between agencies, please give details of lead agency and other partners here. Otherwise, please use this section to list specific instances of partnership working.



The programme was led by young people on Limavady and Rural Foyle Youth Council, a voluntary youth-led forum, made up of representatives from local youth groups within the catchment area. The Institute for Conflict Research contributed to the training for the Conference Working Group.

Funding

The programme was funded through the Board's Community Relations Youth Service Scheme. There was in-kind funding from the Western Education and Library Board Youth Service in the form of professional support and the provision of venues for meetings and ongoing work.

Staffing

One key member of full-time staff, the Senior Youth Worker supported this programme throughout. Six other professional youth workers made specific planned inputs and shadowed the Working Group on the day of the Conference.



NATURE OF PROVISION

Which groups of young people does the project work with and why?

The Working Group of 12 young people was made up from the Youth Council which draws membership from local youth clubs and interested young people – 63 young people attended the conference. The young people were mainly in the 14–16 age group and represented diversity in religious, gender and ethnic breakdown. They were drawn from rural and urban catchments, which included TSN areas.

How was the need for the project identified, and by whom?

The Youth Council members identified the need as a result of surveys conducted in Autumn 2004 which involved them interviewing members of local youth clubs.

How do young people become involved? what, if any, commitment do you ask for?

The Working Group self-selected from the Youth Council and committed to fulfilling identified tasks throughout the project, with the ultimate aim of running a conference for the targeted age range drawn from local post primary and youth groups

The delegates were recruited on the basis that they had a keen interest in learning more about the subject-matter and were committed to participate fully throughout the conference.

What are the main approaches used and activities offered?

Workshops

Study visits

Relevant training

Experiential learning

How are young people involved in shaping the project/programme?

This peer-led programme was initiated by the young people. They were involved throughout from the planning to implementation and evaluation stages.



How does the project respond to the needs of different young people, particularly the most marginalised?

Delegates identified key issues and recommendations which were then fed back to the Western Education & Library Board's EDI Action Plan. These were also taken back to respective youth groups for implementation. Written feedback was circulated to all youth groups for additional work as was relevant to each.

OUTCOMES OF WORK

How does involvement in the project contribute to young people's personal, social and educational development?

The Working Group took on a lot of responsibility in the planning and delivery of the conference, including registering delegates, planning menus, acting as Master of Ceremony and chairing workshops. This resulted in a great sense of achievement and increased skills and confidence for the young people as well as increased knowledge and evaluating the experience.

How does the project prepare young people for living in a diverse society?

The whole programme was based around issues of diversity and as one participant stated the conference enabled her to "become more aware of different perspectives" and to start thinking about practical steps to reduce isolation e.g. cultural evening etc:

How does the project contribute to community relations?

The young people participating represented a wide variety of backgrounds. They gained a great deal by uniting to make a difference in the lives of other young people and learn for themselves the contribution diversity brings to Northern Ireland.

What specific changes have resulted from young people's involvement in the project – e.g. young people gaining qualifications or entering further education, making more use of services, behavioural change?

The young people have stated that they are more aware of diverse cultural groupings in Northern Ireland. They have increased confidence and a sense that they can contribute positively to their own communities.

Some young people took the learning from this experience back to the classroom and were able to contribute to discussions in a more meaningful way. They also initiated



discussions based on some of the knowledge gained and were commended by their teachers. Others took the learning back to the youth club setting.

How are young people's progress and achievements measured and recorded?

Focus discussion, evaluation and conference reports record young peoples achievements.

Does the project offer accreditation? N/A

MEASURING EFFECTIVENESS

How is the project evaluated and by whom? Please include both internal and external processes

Internal evaluation where the conference delegates and the Working Group self-evaluated the experience. Evaluation was also undertaken by the area youth work team.

What are the findings of evaluation to date?

The young people highlighted that quality training was one of the most important aspects of this programme. Equally, giving young people sufficient time to explore and test their own values and beliefs was critical to the process. Time given over to good planning through work sessions on a weekly basis, combined with the training residential was a key factor in the success of the conference. Bringing in an expert facilitator for part of the residential, focused minds in a way that might not have otherwise happened.

What changes/developments have occurred – as a result of evaluation?

There is increased interest in the work of the Youth Council and increased membership The Working Group's peers were impressed with their achievements. The experience created the fame of mind for new training programmes to be embraced by the Youth Council, i.e. current projects on Political Education and Youth Advocacy. The recommendations from the event helped inform the Western Education & Library Board's EDI Action Plan.



What specific management and other practices and structures help the work?

The level of grant and the opportunity to offer the Working Group a quality residential experience created the right working atmosphere. The commitment of management and professional workers added significantly to the process and the quality of the experience for young people.

What specific factors hinder the work?

Drawing young people into the Working Group from such a widely spread geographical area proved problematic at times. Other factors, such as demands of young people in part-time jobs sometimes created hurdles to be overcome.



PARTNERSHIP/MULTI-DISCIPLINARY WORKING

What other agencies do you work with?

The Institute of Conflict Research provided training to the young people, especially in relation to multiculturalism.

Has this partnership resulted in greater collaboration or increased understanding between partners?

Acknowledgement of the complimentary skills of both organisations.

When working in partnership, what is the distinctive contribution of your organisation/project?

The Institute of Conflict research compliments the youth work skills and group work skills of youth workers which is essential at this level of Community Relations programmes.



STRATEGIC IMPACT

Do you consider this project to be innovative? If so, how?

This is the first project of its kind in the area tackling issues of racism which are becoming more prevalent.

How do you disseminate the learning from the project?

Through the young people returning to their schools, youth organisations and peers and implementing some of the learning. Giving Working Group a platform to discuss their work.

Has the learning from this work influenced wider organisational/ service strategies? If so, how?

Recommendations have been fed into the Western Education & Library Board's EDI Strategy process. As a result, specific training has been offered to full-time youth workers.

What plans do you have to sustain/develop this work?

The Youth Council is committed to embedding the principles of EDI into its practice and to promote greater awareness of cultural diversity in their respective youth groups through small project work etc. The group plans to hold a Cultural Awareness event in the near future.

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Tel: 7776 0930

CONTACTS:

The following contacts may be useful for anyone considering developing a programme similar to any of these featured.

Community Relations Education NI	www.creni.org
Community Relations Council	www.community-relations.org.uk
Indian Community Centre	www.iccbelfast.org.uk
Chinese Welfare Association	www.cwa-ni.org
Multi Cultural Resource Centre	www.multiculti.org.uk
Belfast Synagogue	www.somethingjewish.org.uk
Belfast Islamic Centre	www.belfastislamiccentre.org.uk
Nerve Centre	www.nerve-centre.org.uk
Studio ON	www.studio-on.org.uk
Linenhall Library	www.linenhall.com
Belfast City Council	www.belfastcity.gov.uk
Belfast Exposed	www.belfastexposed.com
Arts Council	www.artscouncil-ni.org
Laganside Corporation	www.laganside.com
Environment & Heritage	www.ehsni.gov.uk
Local Councils	www.nics.gov.uk
Sports Council for NI	www.sportsni.net
YMCA	www.ymca-ireland.org
Girls Across Communities	www.girlsacrosscommunities.com





COMMUNITY RELATIONS SUPPORT LEADERSHIP CROSS COMMUNITY IDENTITY CULTURAL
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