START PROGRAMME

Youth S.H.A.R.E.D. event exploring and sharing practice from the START Programme

13th May 2019 @ Hammer Youth Centre

Education Authority

Youth Service
Children & Young People’s Service Directorate

Youth Service
RAG SHARED Event
13th May 2019 at Hammer YC
Welcome and Introductions
Importance of Reflection on Practice

“We do not learn from experience... we learn from reflecting on experience.”
John Dewey
EA Strategic Plan 2017 – 2027

Our Vision: To inspire, support and challenge all our Children and Young People to be the best that they can be

Our Mission: To provide a high quality education for every child

Our Values: Openness, Respect, Reflection, Responsibility, Excellence, Equality

Our Strategic Priorities: LEARN

- Meeting the LEARNING needs of our children and young people
- Providing EXCELLENT education support services
- Developing ALL OUR PEOPLE to carry out their jobs successfully
- Managing our RESOURCES effectively and efficiently
- NURTURING LEADERSHIP across the EA to give clear direction in a dynamic and complex environment
Youth Work Alliance

Our Plan:

Monitoring and Evaluation: collecting and interpreting information and results – identifies effective practice and gaps in provision.

Need
- Support requirements for staff/volunteers and groups/organisations.
- Identified needs of children and young people.
- Education Authority Regional and Local assessment of need.

Activities
- Representation and Advocacy
  - Engagement with membership
  - Participation in representative bodies
  - Support to representatives
- Coordination/communication
  - Coordination of strategic activities of benefit to members
  - External/Internal communication
  - Ensure members have access to relevant and timely information
- Support to local delivery
  - Staff/volunteer training
  - Direct support to members
  - Supporting local partnerships/ collaborations

DE Priorities
- Priorities for Youth:
  - Raising standards for all
  - Closing the performance gap, increasing access and equality
  - Developing the education workforce
  - Improving the learning environment
  - Transforming governance and management of education

Impact
- A strong independent voice for members
- A skilled and confident youth sector workforce
- Youth organisations that are well managed and governed effectively
- Youth settings that are safe, inclusive participative and deliver a high quality service

Research, Evidence, Stakeholder Engagement - informs all aspects of practice

Enablers:
- Skilled Board and Personnel
- Collaborative Working - Stakeholder Engagement
- Cross over work between activities
Chief Inspector’s Report

One-half of the organisations inspected have either important or significant areas for improvement including the need for the youth workers to develop more focused and reflective practice to help improve the quality of their delivery.

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Priorities for Youth

2.21 - Investment in youth work should contribute to achieving agreed defined outcomes for young people in a cost-effective manner.

Statutory and voluntary organisations should be expected to report against agreed proportionate outcomes set out in approved plans.

Numbers of young people who take part in youth activities continue to be an important indicator of engagement, but not the sole basis of performance measurement.
Priorities for Youth

4.4 Robust qualitative and proportionate reporting systems, along with clear performance indicators and measurable evidence of progress and achievement of the young people, will demonstrate the contribution of youth work to improved educational outcomes for young people and, consequently, its public value.
Youth Service Outcomes Framework

Youth Service Sectoral Partners Group (YSSPG) design of a standardised reporting mechanism, capable of collecting evidence of youth work outcomes across all types of youth work provision.
<table>
<thead>
<tr>
<th>INDIVIDUAL</th>
<th>GROUP/COMMUNITY/SOCIETY CONTEXT</th>
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<tbody>
<tr>
<td><strong>Enhanced Personal Capabilities</strong></td>
<td><strong>Development of positive relationships with others</strong></td>
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<tr>
<td>• Self-awareness</td>
<td>• Ability to work with others (teamwork)</td>
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<tr>
<td>• Confidence and self-esteem</td>
<td>• Positive peer relationships</td>
</tr>
<tr>
<td>• Empathy</td>
<td>• Positive relationships with adults</td>
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<tr>
<td>• Resilience</td>
<td>• Engagement with others from diverse backgrounds</td>
</tr>
<tr>
<td>• Managing feelings</td>
<td>• Respect for difference</td>
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<tr>
<td><strong>Improved Health and Well-being</strong></td>
<td><strong>Increased participation</strong></td>
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<tr>
<td>• Satisfaction with life/self</td>
<td>• Sense of belonging to community</td>
</tr>
<tr>
<td>• Awareness of health issues (sexual, physical</td>
<td>• Communication between young people and adults</td>
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<tr>
<td>and/or mental)</td>
<td>• Influences others, advocates on behalf of others or takes on a</td>
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<tr>
<td>• Ability to make healthy choices</td>
<td>representative role</td>
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<td>(reduction in risk taking behaviours/</td>
<td><strong>Active citizenship</strong></td>
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<td>reduced substance misuse)</td>
<td>• Volunteering (local and international)</td>
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<tr>
<td>**Development of thinking skills, life and</td>
<td>• Awareness of local &amp; global issues</td>
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<td>work skills**</td>
<td>• Social action</td>
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<tr>
<td>• Decision making</td>
<td>• Employment, Education or Training</td>
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<td>• Planning and problem solving</td>
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Dept. of Justice Outcomes:

• Individuals feel a sense of social connection and participate in society.
• Individuals have a sense of self-efficacy, hope for the future and of agency.
• Individuals feel and act in accordance with a sense of personal responsibility.
• Individuals are willing to abide by the law and have an expectation that others will do so.
• Lawfulness is spoken about.
• There is a permeating respect for the rule of law.
Chief Inspector’s Report

The youth organisations need to monitor and evaluate the provision more thoroughly, with a sharper focus on learning outcomes for the young people in one-third of the organisations inspected, and, in a small number of organisations, on safeguarding.

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Youth Men - UUJ

Ulster University Centre for the Study of Young Men focus of research:

- Understanding professional issues associated with helping vulnerable members of society, particularly in relation to decision making, assessment, risk, vulnerability, abuse, resilience, crime, addiction, attachment, loss, disability and trauma.

- Promoting good professional practice in social work and social care organisations including evidence based practice, management and skills in education and training.
Chief Inspector’s Report

In a minority of organisations, young males do not have sufficiently effective youth work provision to engage and sustain their interest. This can often lead to challenging behaviours and the part-time staff need to develop further behaviour management strategies for this age group.

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Inputs On Practice

Focus on telling stories of practice with a connection to:

- Outline of practice
- Highlight how reflection is being embedded into START programmes
- How we are monitoring outcomes
- Share the impact of programme on young men
Process of Reflection

After each input we will collectively reflect on key questions – after Chris’ input the question will be:

- Theme 1 - What is the potential for youth services to support Fresh Start?

This will be a critical element of today so we can seek to enhance the START work using the experience of all participants.
Comfort Breaks – Homework…