

## **Responses to QUESTIONS Asked during the Seminar**

What will the 'collaborations' and 'partnerships' between youth and schools look like? Will the relationship between these two have an equal footing?

A – It is difficult to provide a prescriptive answer as there is a wide range of potential collaboration/partnership arrangements.

At the simplest level, youth organisations and schools in a locality should have an awareness of each other's plans in relation to CRED to avoid conflicting messages and allow for better alignment.

At the other end of the spectrum, youth workers may work in hand with teachers (eg: in a classroom setting). A project on the latter is in place within SEELB and emerging lessons will be communicated.

It is intended that case studies of good practice would be available and widely communicated.

The relationship will be governed to some degree by the nature of the collaboration, but the policy recognises an equal role for both teachers and youth workers.

The Department has committed to encouraging joint training of teachers and youth workers so that relationships can start to be established.

How do you intend to build capacity and disseminate good practice apart from through the CRED NI website? Who specifically is going to identify good practice?

A- It is worth stating that established good practice already exists in relation to a number of areas covered by the policy.

Within the Youth Service, the Joined in Equity, Diversity and Interdependence (JEDI) initiative has developed a range of training programmes, support resources and practice models. This work has been recognised as good practice and is relevant to the new CRED policy.

The Education & Training Inspectorate together with CRED officers in YCNI and ELBs will have a key role in identifying good practice. A process is being established to quality assure case studies considered as good practice prior to being published.

The policy commits the Department to issue guidance to each funded education setting to provide advice to practitioners. It is expected that this will be published shortly.

As experience is gained and good practice identified, the Department, YCNI and ELBs will consider the need for events/workshops to share good practice across the education sector.

In addition, the Department has engaged with the main training institutions to ensure provision is available for new and existing youth workers and teachers. Responses to date have been positive and it is planned to establish a forum so that good practice can be taken into account to inform training programmes.

It is important to note that 9 out of 10 members of the youth workforce is a volunteer! How can this policy support volunteers in youth work settings who already have 4 or 5 job descriptions/roles?

A – The aims and objectives of CRED rest easily within the central theme and core principles outlined within the youth service curriculum “A Model for Effective Practice”. It is expected that youth workers, including volunteers, will already be applying many of the characteristics within this model and that the policy will not impose significant additional work for volunteers.

Capacity Building is a key aspect of the policy and YCNI will be working within the sector to identify the need for supporting volunteers and how this can best be met within the resources available.

Information will be available on the YCNI and CREDNI websites which should be of value to volunteers, including access to resources to support their work.

What opportunities for ‘joint training’ are currently being explored? Who is going to do this, as the expertise is with the voluntary sector?

A – A training strategy is being developed to address the capacity building aspect of the policy, which will include joint training. The policy recognises the existing expertise, established good practice and materials and commits to consider how best this expertise can be build on to ensure skills are embedded within the education sector.

There is an understanding within funding formulas for schools that extra resources are required to support the inclusion of young people with a disability, from an ethnic minority background etc. since this policy is emphasising inclusion, there needs to be an understanding for funding in the non-formal sector that additional resources are required for this, particularly since 9 out of 10 are volunteers.

A – The Department has made £1.1m available to support implementation of the policy. The focus of the funding will be on capacity building, dissemination of good practice and relevant CRED materials and targeted support for meaningful interactions between children and young people.

It is also expected that the developing “Priorities for Youth” policy will reflect community relations, equality and diversity aspects. Priorities for Youth will assist in guiding funding allocations.

How do we ensure this is a living effective document representing everyday needs in society?

A - A working group comprising a wide range of stakeholder, including YCNI, was established to assist with the development of the policy to ensure it reflected society needs. Feedback through the public consultation process indicated that the policy was fit for purpose with over 80% of respondents agreeing with the aim, objective, intended outcomes and associated actions.

As is the case with all policies, implementation will be monitored and evaluated to inform future development of the policy to ensure it remains current.

Guidance will be made available to support implementation of the policy and will be made available electronically (with paper copies also available on request) to facilitate updating to ensure it remain current. The guidance is intended to provide practical advice and support to practitioners.

How do you envisage young people building relationships within the current formal education sector which is so segregated?

A- The policy encourages the provision of formal and non-formal education opportunities for children and young people to engage in meaningful interaction.

Whilst parental choice regarding education of their children is protected in legislation (Education & Libraries (NI) Order 1986), recent education policies encourage more collaborative working between schools and sectors, thus providing opportunities for young people to engage with those of different backgrounds and traditions.

In speaking at a recent conference on Shared Education, the Minister of Education stated his expectation that there would be a step change in the level of sharing between schools and sectors over the next few years. The Minister also indicated that he would look favourably on any proposal for shared education.

It is therefore anticipated that more opportunities will be provided to allow young people to build relationships.

What has the response of schools to the CRED policy been?

A – It should be recognised that many schools have been engaging in community relations, equality and diversity work over a long period of time. The minimum content within the NI Curriculum, which was introduced in 2007, includes community relations, equality, diversity and citizenship – consequently all schools should be delivering at least to this minimum level.

The policy is intended to support and underpin the curriculum for schools.

ELBs are currently undertaking awareness raising amongst schools and their level of response will be clearer over the next few months.

The response of schools, individual teachers and principals during the public consultation, together with employing authorities and teaching unions, were generally positive.

Within Performance Indicators & Outcomes Measurement:

1. remove sexual persuasion, replace with sexual identity
2. include “know more about & respect” for other sex/gender

A – The Performance Indicators have been subject to a quality assurance process and have been signed off as final. We will take a further view on the first suggestion and note the second suggestion for future consideration.

What is the budget?

- breakdown
- training
- targeted interventions

A - The Department has made £1.1m available to support implementation of the policy. No more than 10% of the budget should be used for administering the policy and a minimum of 20% should be made available to support targeted interventions.

How does the policy ensure the complement fit between the youth service and the schools sector as both legitimate learning environments?

A - The Department already recognises both formal and informal learning environments. The policy encourages a more joined up approach between youth service and schools. However, it will be in the operational delivery of the policy that the complementarity between youth and schools will be developed. It is recognised that some work has been taking place from which learning can be drawn, and the Department, ELBs and Youth Council will work together to explore good practice.

Indicators & Effectiveness within both the school sector and the youth sector. How will this be fairly implemented given the limited resources?

A - It has been noted that resources available to implement CRED is limited. CRED guidance, which is expected to publish shortly, has defined the process for evaluating the impact of the policy. The proposal is to use a combination of existing indicators, a self evaluation framework (which has been linked to the Education & Training Inspectorate's Together Towards Improvement), on-going monitoring and commissioning the Inspectorate to undertake a review of the policy after it has sufficient time to embed.

Why the emphasis on new areas of work in the 200k being given to the ELB's? Why is current good practice not being recognised?

A - The policy recognises established good practice and commits to considering how this can best be used to build upon in a way which embeds skills within the education sector.

This is the composite minimum which ELBs must provide within their individual CRED budget allocation to support meaning interactions between children and young people of different

backgrounds and traditions. ELBs have agreed a common funding scheme, which will be application based. Each application will be assessed against agreed published criteria and funding will be allocated on this basis.

There is no emphasis within the criteria that this will be new work.

A separate allocation has been made to the YCNI. One of the underpinning aims is to harness, and where necessary develop, existing skills and expertise to act as key drivers in the implementation of the CRED Policy.

Good relations between the 2 main communities is the singular most important issue facing this community. Why have the proper resources not been put in place after the policy has been announced?

A – A budget allocation of £1.1m has been provided to support implementation of the policy. Support and guidance is available through YCNI and a new CREDNI website which is nearing completion. The CREDNI website will include details of materials resources that are available from a wide range of sources.

Practical guidance relevant to practitioners within each funded education setting will shortly be published to met the commitment within the policy.

There are already a large range of existing resources which relate to good relations between the two main communities and which remain appropriate for implementation of the new policy.

If work includes ALL section 75 groups does this therefore include intergenerational work (as age is one of the section 75 groups?)

A – In keeping with the intended outcomes, which include understanding and respecting the rights, equality and diversity of all section 75 groups, it follows that this would include age. While it is expected that all section 75 groups will be addressed, the policy has been developed so that it is sufficiently flexible to address specific issues within individual education settings. As with other education policies, decisions on appropriate actions/materials are within the remit of the individual youth or school setting, and should be appropriate to the needs of the specific group of children and young people. Intergenerational work would be one option that may be considered if deemed appropriate to identified needs of the group.