

Research Report

**The Equity Diversity and Interdependence Model
and Quality Assurance within the Youth Service in
Northern Ireland**

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March 2007

The EDI Model and Quality Assurance within the Youth Service in Northern Ireland

Desk Research Report

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1. Introduction

This is a report on desk research into relevant models of quality assurance and diversity to inform the future of the JEDI Initiative. The research was carried by independent consultant, Tony Macaulay during January and March 2007.

2. Background

JEDI is an initiative, which brings together the various parts of the Northern Ireland Youth Sector, in a creative partnership to promote change and development.

JEDI stands for 'Joined in Equity, Diversity and Interdependence'.

The joint aims of JEDI are:

- To develop a coherent strategy for community relations youth work and education for citizenship within the Northern Ireland youth sector.
- To imbed the inter-related principles of equity, diversity and interdependence into the ethos policies and programmes of the organisations which make up the youth sector.

The first work introducing the principles of Equity, Diversity and Interdependence was “A Worthwhile Venture?: Practically Investing in Equity, Diversity and Interdependence” by Karin Eyben, Duncan Morrow and Derrick Wilson (1997) of Future Ways, University of Ulster.

The aim of this research programme was:

“To assess the impact of inter-cultural and inter community thinking on community relations training provision over the last ten years (1986-1995) through a sample of peoples experiences on courses and their use of the training subsequently”

In effect the research programme developed well beyond this original aim into a key strategic review of how community relations is approached at all levels in Northern Ireland.

The research programme subsequently focussed on *“how different bodies have dealt internally with the relationships between Unionists and Nationalist identities”* at a corporate level *“ to develop a coherent and overarching approach which values all differences, actively ensures equality of opportunity and outcomes, and supports relationships based on trust and respect.”*

This remains the foundational work on EDI in Northern Ireland. It attempted to move community relations from small project status confined to the community and voluntary sector into a whole organisation issue and in the public and private sectors as well;

“Community relations is too often associated with entertainment for the underprivileged rather than a non-negotiable commitment of government to equitable pluralism”

It suggested this engagement of public institutions would have a greater impact on peace and reconciliation in a divided society than simply working at the margins of society. (The Equality Legislation that would later be introduced through the Good Friday Agreement was to ensure that equality would be a statutory duty on all public bodies.)

The research therefore highlighted the need to address community relations in an organisational context. It placed community relations firmly within the context of management and organisational development for the first time.

The research has been widely accepted by policy makers as the basis of community relations in public policy. For example, the Community Relations Council adopted the EDI terms.

Similarly, evidence of the practice of EDI principles became a criterion for funding by various peace and reconciliation funding bodies. For example the CRC’s Measure of EU Peace 2 Funding had a strong theme of organisational influence and change. The principles of equity diversity and interdependence are now central to the governments cross departmental Shared Future Policy.

The NI Youth Work Strategy 2005-2008 includes the principles of EDI. It defines equity, diversity and interdependence as follows:

“Equity refers to a commitment to fairness. This may include examination of such things as allocation of resources, involvement in structures of power and so on.

Diversity encourages respect for and expression of the range of identities represented by the youth of Northern Ireland, and those who work with them in the youth sector.

Interdependence recognises and explores the ways in which our individual paths are intertwined. It is about building relationship between the various people and groups who make up the population of these islands.”

Since 2001, the JEDI Initiative has worked extensively on applying these principles in policy, training and practice in the youth sector.

In 2006 the JEDI Steering Group commissioned research to inform the future strategy for EDI in the youth sector within the context of the NI Youth Work Strategy. This desk research is the first phase of that process.

3. Research Objectives

The objectives of the research were to identify and provide a brief outline of:

- Management and quality assurance models commonly in use
- The diversity excellence models available (such as Diversity Excellence Model and Diversity Matters) and how these compare to the EDI model

4. Methodology

The methodology employed to achieve these objectives was desk research. The researcher analysed primary and secondary sources, models and web based information.

5. Main Findings

5.1 Management and Quality Assurance Models

Quality Management and Assurance Models are sets of [policies](#), [processes](#) and [procedures](#) used for the [planning](#) and delivery of the core business of an organisation. They enable organisations to identify measure, control and improve their various core business processes and to continuously improve performance.

General management and quality assurance models commonly in use include:

(a) Investors in People

The Investors in People Standard is probably the most well known and extensively used quality assurance model in the UK, with over 30,000 organisations in a range of sectors having achieved the award. The Investors in People Standard provides a framework for improving performance and is based on three key principles:

- *Plan – Developing strategies to improve the performance of the organisation*
- *Do – Taking action to improve the performance of the organisation*
- *Review – Evaluating the impact on the performance of the organisation.*

(Source: Investors in People Website)

The framework includes an element on diversity and asks organisations to consider how their equality and diversity strategies are linked to their business strategy and applied throughout the organisation. The emphasis is on staff recruitment and development. (See Appendix I).

(b) Charter Mark

Charter Mark is the UK Government's national standard for excellence in customer service in the public sector. Criterion 3 of the current standard is “*Be fair and accessible to everyone and promote choice*”. One of the sub criteria is “*You have responsive equal opportunities and disability policies for delivering your service, and you put these into practice*”.

A process is currently underway to develop the content for a new standard, for a launch mid summer 2007

(c) ISO 9000

ISO 9000 is an international generic quality management system developed by the International Standards Organisation. Principle 2 of Standard, *Leadership* includes “*Creating and sustaining shared values, fairness and ethical role models at all levels of the organisation*”. However there is no major focus on diversity.

(d) EFQM Excellence Award

The EFQM Excellence Model is a [framework](#) for organisational management systems, promoted by the European Foundation for Quality Management (EFQM) and designed for helping organisations to become more competitive. Within its *People* criteria the standard expects organisations to “*promote fairness and equality and involve and empower their people*”. The EFQM is the model for the UK Business Excellence Award.

Diversity tends to be a relatively small element within these major generic management models. However the framework approach, self auditing and whole organisations processes are similar to the processes used in more focussed diversity excellence models.

There is also a range of more sector specific quality assurance models in common use within specific sectors such as Law, Higher Education, Health Services, Teaching and Tourism. A relevant example of this type of model is:

(e) Make a Difference Leading and Managing for Quality Improvement in Community and Adult Learning

This model was developed by the Learning and Skills Development Agency in London for those in a leadership or managerial role in adult or community learning. The framework has a substantial section on *Managing Equality and Diversity*.

The standards are expressed as ‘expectations’ such as:

- *you promote equality of opportunity through effectively widening participation, targeting under-represented groups, developing an inclusive curriculum, acknowledging diversity in the learning situation and recruiting a diverse workforce.*

- *you regularly analyse learners' participation, retention, achievements and progression against equal opportunities categories.*
- *if you subcontract provision, or delegate to an external institution, you have a responsibility for monitoring performance against equal opportunities categories as part of the process of implementing your own equal opportunities policy.*
- *you have policies and codes of practice to tackle harassment on grounds of gender, race/equality, age, class, mental health, disability and sexual orientation.*
- *you train staff to enable them to deal with harassment.*
- *you respond to complaints and grievances promptly and effectively, using procedures that are understood by staff and learners.*

There are several sectoral specific examples of a commonly used quality assurance model in the voluntary sector:

(f) PQASSO (Practical Quality Assurance System for Small Organisations)

PQASSO is Charity Evaluation Services' practical quality assurance system for small organisations, or for projects within larger organisations. It's a low-cost, straightforward quality system, written in plain English and designed specifically for self assessment within voluntary sector organisations. PQASSO does not have a strong diversity focus. However, under the heading of *User Centre Service* the model says *"Your organisation should be open to involving volunteers from a wide range of backgrounds and abilities"*. Another less well known voluntary sector model called *"Quality First"* developed by Birmingham Voluntary Service Council includes a quality area entitled *"Equality and Fairness"*.

(g) Investing in Volunteers

Investing in Volunteers is the UK quality standard for all organisations that involve volunteers in their work. It is based on a set of indicators. Indicator 3 is *"The organisation is open to involving volunteers who reflect the diversity of the local community, in accordance with the organisation's stated aims, and operates procedures."*

5.2 Youth Work Quality Assurance Models

The NI Youth Work Strategy 2005-2008 aims to “Sustain and Develop the Quality of Youth Work” with the objective: “*Develop and effectively implement quality standards for youth work including minimum standards, good and best practice.*”.

The Youth Service Liaison Forum operational objectives for the strategy include the development of an “*Action Plan for developing a Quality Standards Framework in NI*”.

As this framework for Northern Ireland is still under development, it is useful to examine quality assurance models for youth work that are currently in use in other places.

(a) *Quality Assurance in Youth Work*

The National Youth Agency in England has recently introduced a Quality Mark for Services to Young People. The Department for Education and Skills (DfES) commissioned the National Youth Agency to develop this 'kite mark'.

The *YSQM Quality Mark for Services for Young People* is a management tool to support an organisation's development and improvement of its quality management systems. It tests the processes and structures using a self-assessment framework. It is a bespoke Quality Mark which focuses on work with young people and youth work organisations. Rotherham Young People's Services achieved the first YSQM Quality Mark for Services for Young People National Award in December 2006.

The YSQM is made up of 11 standards and one of these is ‘Diversity and Equality’.

(b) *Quality Assurance Framework for Youth*

In the Republic of Ireland there is a *Quality Standards Framework for Local Youth Services*. The framework is operated by the National Youth Federations. Kerry Diocese Youth Services was the first group to achieve the award. The framework also includes an element on equality.

These youth work quality frameworks are similar to the generic management and quality assurance models in that they include a diversity/equality dimension.

However, as none of these models were developed in the context of a divided society, it is possible that they could be utilised in the Northern Ireland context with only limited focus on the major issue of sectarianism and sectarian segregation and how this impacts on young people and on youth organisations.

5.3 Diversity Models

(a) The Diversity Excellence Model

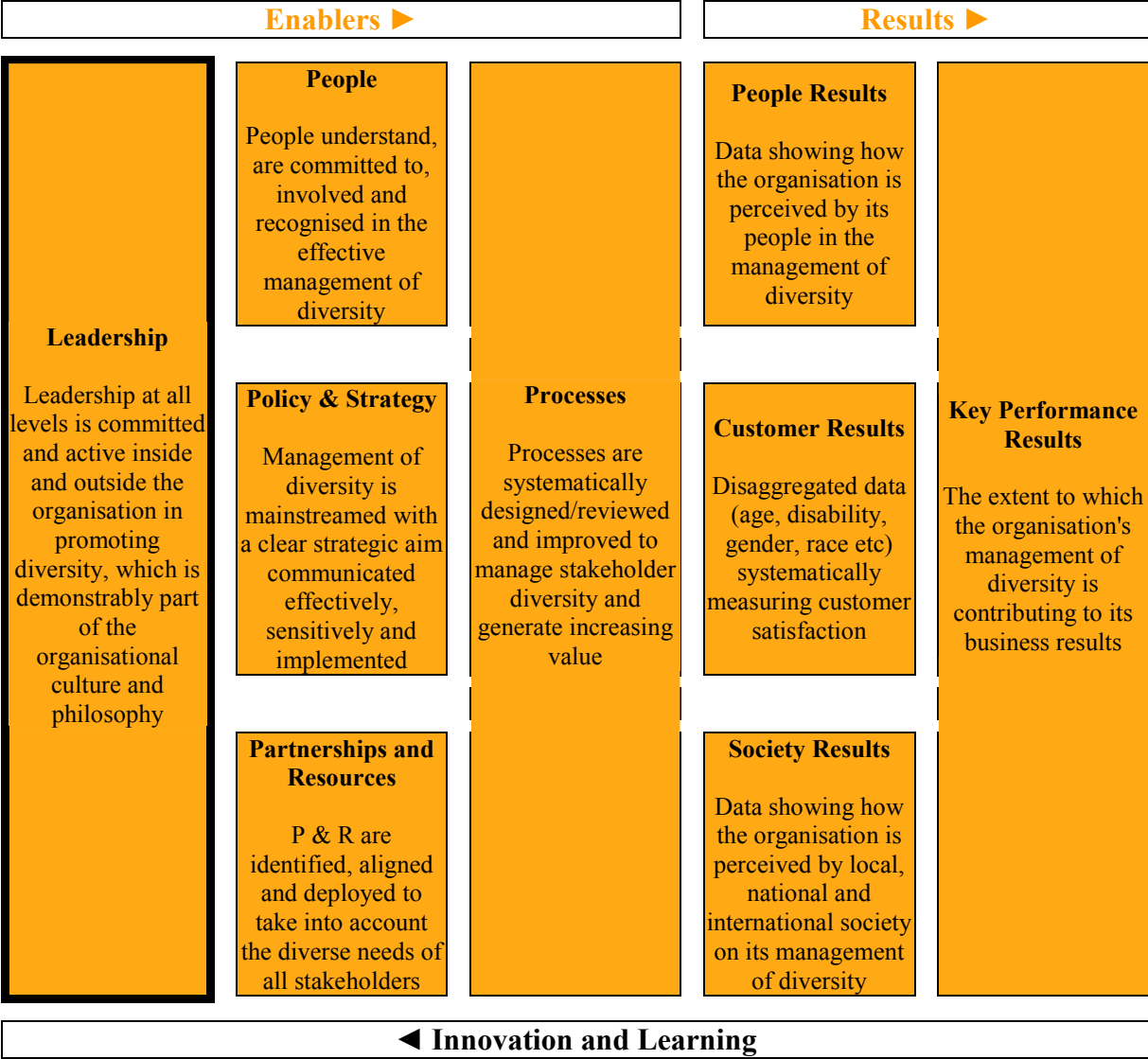
The UK Centre for Management and Policy Studies (National School of Government) has linked diversity to the EFQM Excellence Model (see 5.1 (d) above) by using it to focus on measuring diversity and its role in the effectiveness of organisations.

The purpose of the *Diversity Excellence Model*TM is ‘*to help organisations self - assess their own "reality" and measure their progress by specifically assessing their ability to manage diversity.*’ The first step is for senior management to recognise and acknowledge the benefits of managing diversity and commit themselves to "mainstreaming" diversity as part of the core business.

The model is being used by a wide range of public bodies in the UK including the Inland Revenue, Ministry of Defence, National Probation Service and Metropolitan Police Service.

The model uses a framework and processes that address diversity in terms of leadership, people, policy and strategy and results. Figure 1 overleaf shows the complete framework.

Figure 1: The Diversity Excellence Model



Source: National School of Government (Copyright The Diversity Excellence Model™)

The model is supported by an assessment tool, a guide and training to enable an internal self assessment and organisational change process.

According to the National School of Government:

“To achieve true diversity, an organisation may have to make a significant change to its culture. As well as developing a vision of the future in which diversity is valued and thriving, the organisation may need to examine its history and challenge present practice, by looking behind the policy statements to examine the reality experienced by people in their daily work. The Diversity Excellence Model™ has been designed in detail to address and evaluate the processes which the organisation and its people will utilise, in order to move diversity from rhetoric into reality.”

(Source: National School of Government Website: Diversity Excellence Model)

Feedback from user organisations has identified the following as benefits of implementing the Diversity Excellence Model. They commented that it:

- *Galvanises energy in the organisation*
- *Gives a clarity of purpose and direction around diversity strategy – what you are doing/how you are doing it*
- *Helps to create your action plan for diversity*
- *Creates an inclusive process – feedback throughout the organisation in all directions*
- *Helps to identify what you are doing well and what you need to do to improve*
- *Can help to develop understanding of complexity (internal and external)*
- *Helps you to focus on outcomes/critical success factors particularly in respect of your customers*
- *Provides one method for building/developing a continuous learning environment and developing shared accountability*
- *Prevents diversity from being something which is ‘added in’ or looks like an afterthought*

(Source: National School of Government Website: Diversity Excellence Model)

While the DEM uses a framework that addresses diversity in terms of leadership, people, policy and strategy, the EDI model also includes ‘delivery of services’ and ‘community building’ as explicit areas for change.

The processes of making tacit organisational culture visible, of ensuring leadership commitment and organisational change are similar to the processes within the EDI framework.

However the EDI model addresses particular challenges of the Northern Ireland context such as ‘the dynamics of avoidance and politeness’ and ‘the dynamics of distrustful and trustful relationships’ in a post conflict society.

Another significant difference is that the EDI model has been developed and used within the private, public and voluntary/community sectors. The DEM is primarily used by UK public bodies.

The whole organisation approach and mainstreaming framework of the DEM is similar to the EDI framework.

However, the main difference is that this model is focussed entirely on diversity and does not have the same emphasis on equity and interdependence as the EDI Model.

In ‘An Introduction to the Equity, Diversity and Interdependence Framework in the Context of Northern Ireland’ the Future Ways team asserts:

“Although inspired by best practice models such as TQM and the Business Excellence Model, the EDI Framework is distinct from many other quality processes. It emphasises the opportunity for trust and creativity rather than relying on force of minimum requirements of the law or reacting to crises”

(b) Diversity Matters/Diversity Works

Diversity Works is a project of Disability Action involving a range of partners dealing with various aspects of diversity and communities of interest. It aims to:

‘Develop a diversity management process that fits easily within existing local, national and European quality management excellence models, for use in different employment sectors in Northern Ireland.’

The project states:

“Diversity Works aims to produce a research paper on diversity management practices in Northern Ireland. A large part of this study is the piloting of a diversity management process in three different organisations from the different employment sectors (public, private and community / voluntary). It will be a tailor-made diversity management process for each individual organisation which will run from September 2005 -June 2007. The services to be provided will range from a diversity needs analysis (DNA) to training and change management support.”

(Source: Disability Action Website)

Disability Action is also involved in pan European development and learning in this field. It is likely that this initiative will provide important learning to inform any future diversity management process in the youth sector in Northern Ireland.

(c) European Youth Campaign for Diversity, Human Rights and Participation

At a European level, the *European Youth Campaign for Diversity, Human Rights and Participation*, which is part of the *All Different, All Equal* Programme has stated:

“...we will also introduce quality standards and a label to be able to control and supervise responsibly the vast amount of actions and events that we believe should happen.”

(Source: European Youth Campaign for Diversity, Human Rights and Participation)

It will be also be useful for the youth sector in Northern Ireland to be active and informed at this European level.

(d) Other Models

MENCAP's 'Me Too! Award' is part of an on going project into play, leisure and childcare in Dudley MBC for children with disabilities. It is currently establishing a Quality Assurance framework to support services to work towards inclusion. This will be called the *Me Too! Award*.

A search of a range of international management journals produced some useful articles on either equity or diversity or equity and diversity but none on the principle of interdependence. Interdependence is a unique dimension of EDI in Northern Ireland.

A useful example from Australia is Multi-cultural Australia's Diversity Management Programme. This initiative includes a practical management dimension including methods for monitoring diversity. There are some similarities with this approach and EDI, but the Australian model lacks the interdependence dimension.

In "Human resource development and managing diversity in South Africa" from the International Journal of Manpower (1996) Vol 17, Horwitz, Bowmaker-Falconer and Searll discuss employment equity and diversity management in South African organisations. They argue that effective individual and organisational change are most likely to occur when human resource development and diversity management approaches are adopted simultaneously. They emphasise that appropriate information is essential for planning, monitoring and evaluating the effectiveness diversity management. This work advocates monitoring and reviewing levels of diversity in management positions against the economically active demographics of the country.

In "Climate for diversity and its effects on career and organisational attitudes and perceptions" from Personnel Review; Volume 29 No. 3; 2000 Hicks-Clarke and Iles discuss human resource diversity and diversity climates in organisations and develop a conceptual model of a "positive climate for diversity" (PCFD). This idea of a positive climate is highly complementary to the EDI model. The PCFD refers to the degree to which there is an organisational climate in which human resource diversity is valued and in which employees' from diverse backgrounds feel welcomed and included. It presents a model of the indicators of a positive climate for diversity and the outcomes for organisations and individuals of this, especially individual career and organisational attitudes and perceptions.

In “Understanding and managing diversity among groups at work: key issues for organisational training and development” from Journal of European Industrial Training, 1999, Sarah Moore of the University of Limerick, explores the concept of diversity in organisational settings. The need for support policies, networks, mentors and role models is identified, as are the issues, barriers and implications associated with the introduction of diversity training.

Moore takes a critical look at the different perspectives on diversity in organisations and the implications of each. These are:

- Diversity blindness (“diversity is not an issue”)
- Diversity hostility (“diversity is bad”)
- Diversity naïveté (“diversity is good”)
- Diversity integration (“diversity does not automatically lead to positive or negative outcomes but needs to be managed and integrated ”)

Moore suggests networks, mentoring and structural integration of “minority groups in organisations”. This is an important element to include in an EDI framework.

(e) Shared Future Accreditation

In January 2007 the Secretary of State, Peter Hain, referring to Sir George Bain’s Strategic Review of Education, announced ‘*a new scheme to recognise sharing in schools*’ that would ‘*embed the ‘cross-community sharing and collaboration that is critical to the successful implementation of all the other Review recommendations*’.

He said:

“Today I am announcing a new Shared Future Accreditation scheme for schools, a kite-mark for tolerance and sharing. The scheme will support schools in any sector that reach out beyond their immediate or traditional surroundings to extend a welcome to others.”

The announcement indicated that the scheme will recognise existing sharing and collaboration between and within schools, and encourage further work in all schools and that it will bring with it financial and other support. (See Appendix II)

This is a significant development within the formal education sector, with strong parallels to a quality assurance EDI process in the non formal sector. The NI Council for Integrated Education has already begun to consider the possible content of such a kite marked accreditation for the formal education sector with a strong emphasis on the principles of equity, diversity and interdependence, and so it would be useful for the youth sector to liaise with this development.

(f) Reconciliation

A significant related development in recent years, since the development of the EDI model, has been the development of a working definition of reconciliation by Brandon Hamber and Grainne Kelly. The definition is based on the hypothesis is that ‘reconciliation is a necessary process following conflict’ and that ‘it is a voluntary act and cannot be imposed’.

It involves five interwoven and related strands:

- Developing a shared vision of an interdependent and fair
- Acknowledging and dealing with the past
- Building positive relationships
- Significant cultural and attitudinal change
- Substantial social, economic and political change

This definition has now been adopted by the SEUPB in relation to the Peace programme and provides another framework for addressing community relations in a post conflict and divided society. It is complementary to EDI and provides a model for directly addressing the legacy of conflict and division in Northern Ireland. (See Appendix III)

6. Conclusions

Diversity tends to be a relatively small element within major generic management and quality assurance models and in emerging youth work quality assurance models from other places.

The EDI framework approach, self auditing and whole organisations processes are similar to the processes used in other diversity excellence models.

EDI is unique as the only diversity model that:

- includes the principle of interdependence
- has been developed in the context of a divided society (Northern Ireland)
- has been used by public, private and voluntary sector
- has been implemented strategically within the youth sector in Northern Ireland

Diversity models from other places could be utilised in the Northern Ireland context but are likely to have limited focus on the major issues of sectarianism and segregation.

In looking to the future, JEDI should be aware of and liaise with other existing and emerging models including:

- The Youth Work Quality Standards Framework in NI
- The processes and framework of the *Diversity Excellence Model*
- Disability Action's *Diversity Works* model
- The *European Youth Campaign for Diversity, Human Rights and Participation* proposed quality standards and label
- *Positive Climate For Diversity* (PCFD)
- *Shared Future Accreditation Scheme* for schools
- Hamber/Kelly's *Working Definition of Reconciliation*

7. Questions for Further Consideration

As a result of this desk research the following questions require further consideration and investigation:

- 7.1 How effective would the current JEDI ‘brand’ be for a future quality standards model?
- 7.2 Should/can the working definition on reconciliation be integrated into any future EDI quality standards model for the youth sector?
- 7.3 Should/can EDI be mainstreamed effectively into the new Youth Work Quality Standards Framework in NI or should a separate EDI quality standard be developed?
- 7.4 Should/can JEDI work with the development of the new *Shared Future Accreditation Scheme* to produce a complementary *Shared Future Accreditation* for the youth sector?

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9. Appendices

APPENDIX I: INVESTORS IN PEOPLE

Valuing People's Differences

Organisations working with the Investors in People Standard recognise the importance of having strategies in place that provide equality of opportunity so that everyone can improve their performance through learning and development

The Profile framework takes these further, asking organisations to consider how their equality and diversity strategies are linked to their business strategy and applied throughout the organisation.

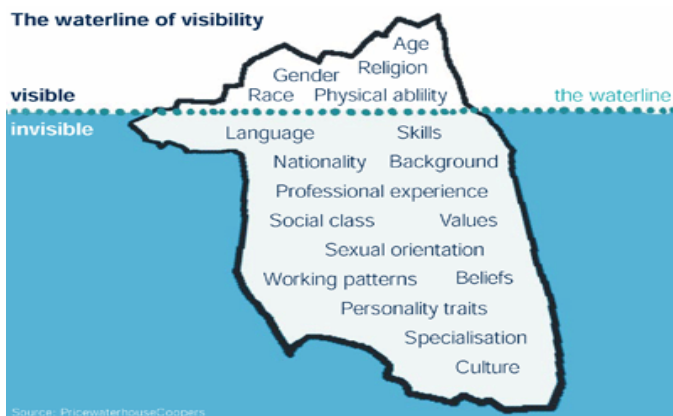
So what is diversity? Diversity is now seen as an important business issue and there is an ever increasing amount of guidance available for employers to encourage them to be more diverse.

The Profile definition is:

Diversity is "valuing, recognising and taking account of people's differences". These differences could include their cultural background, sexuality, gender or a range of other characteristics. Diversity is also about valuing different skills and life experiences.

Or simply - Diversity is what makes people different from each other.

This diagram depicts this simply.



Everything above the line we can see about a person, whilst everything below the line is what we can't see about someone. However, these characteristics make us all different and should all be valued and respected.

Basic and essential skills are not only technical skills in language, literacy and numeracy. They are also the skills people need to feel confident in their own abilities, personal interaction and the ability to live and work with others. They are the values and skills which underpin many other areas of personal lives.

APPENDIX II

HAIN PLEDGES FULL IMPLEMENTATION OF EDUCATION REVIEW

Secretary of State Peter Hain today pledged the full implementation of Sir George Bain's Strategic Review of Education, beginning immediately, and urged a returning devolved government to complete the task.

Speaking at Crumlin High School in Co Antrim, Mr. Hain said: "A Shared Future for education is the only way to make Northern Ireland world class and the only way to improve standards and ensuring all pupils have the life chances that flow from an excellent education.

"Sir George's Strategic Review is a roadmap to excellence for education in Northern Ireland; its implementation will ensure decent educational opportunities for all children in Northern Ireland, not just some."

Announcing a new scheme to recognise sharing in schools, Mr Hain said that embedding cross-community sharing and collaboration is critical to the successful implementation of all the other Review recommendations:

"For too long, too many of Northern Ireland's young people have not had the vital opportunity to mix with children from other communities during their vital, formative school years.

"Integrated schools have demonstrated a particular and distinctive commitment to addressing this. I am delighted Crumlin High has chosen to transform to integrated status from September of this year, formalising an ethos that has been alive in the school for many years.

"Many schools in other sectors are already working tirelessly to foster mutual understanding and respect amongst children of different backgrounds.

"Today I am announcing a new Shared Future Accreditation scheme for schools, a kite-mark for tolerance and sharing. The scheme will support schools in any sector that reach out beyond their immediate or traditional surroundings to extend a welcome to others."

The scheme will recognise existing sharing and collaboration between and within schools, and encourage further work in all schools. It will bring with it financial and other support, and will be sensitive to the locations and surroundings of individual schools.

Turning to the planning and funding of schools, Mr Hain said: "There will be an immediate move towards area based planning, with the Education and Skills Authority playing a significant role in this work in its shadow form over the next year.

“In order to ensure that all schools are sustainable in terms of their size, we are publishing a consultation paper today, incorporating the minimum enrolments recommended by the Review.

“Until Area Planning is finalised, there will be no new capital building programmes that are not consistent with the Bain recommendations.

“This Government is making unprecedented levels of funding available for education. Tomorrow, Maria Eagle will announce record levels of funding for schools in Northern Ireland for next year. I want to give real power to school leaders, allowing them to ensure this money is used where it is most needed in their school to maximise its value for their pupils.

“The Department of Education will also now undertake a review of the factors that make up the Common Funding Formula to ensure that they reflect and are responsive to the main cost drivers faced by schools.”

Mr Hain also urged Ministers to be bold in the next stages of education reform once devolution is restored. He said: “They should complete the process of creating the Education and Skills Authority and let it get on with delivering on area based planning, minimum pupil numbers and the review of funding.

“They should use the opportunity of the Comprehensive Spending Review to continue to drive up funding, and continue to focus on direct payments to schools and the roll out extended schools to the whole of Northern Ireland.

“Serious consideration should be given to expanding dramatically the Specialist Schools programme; giving a school a specialism drives up an ethos of excellence and therefore results.

“They must give as much focus to vocational education as to traditional academic education, and they should investigate involving top companies in helping provide high quality vocational education for young people who know what they want to do and need help to do it.

“They should look at whether Northern Ireland could benefit from pupils taking the International Baccalaureate as an alternative to GCSEs and A Levels.

“Perhaps most important, the local politicians should work in partnership, across different traditions and entrenched opinions to take forward the method of post primary transfer. They should consider whether 11 is really the sensible age to force young people to make decisions, and if 14 is not a more reasonable point for such judgements.”

Mr Hain concluded: “Much significant work has taken place over the last 18 months to improve Northern Ireland’s education system. The returning Assembly and Executive must rise to the challenge of completing the task of making the education system – and Northern Ireland itself – world class.”

NIO Press Release 23 January 2007

APPENDIX III

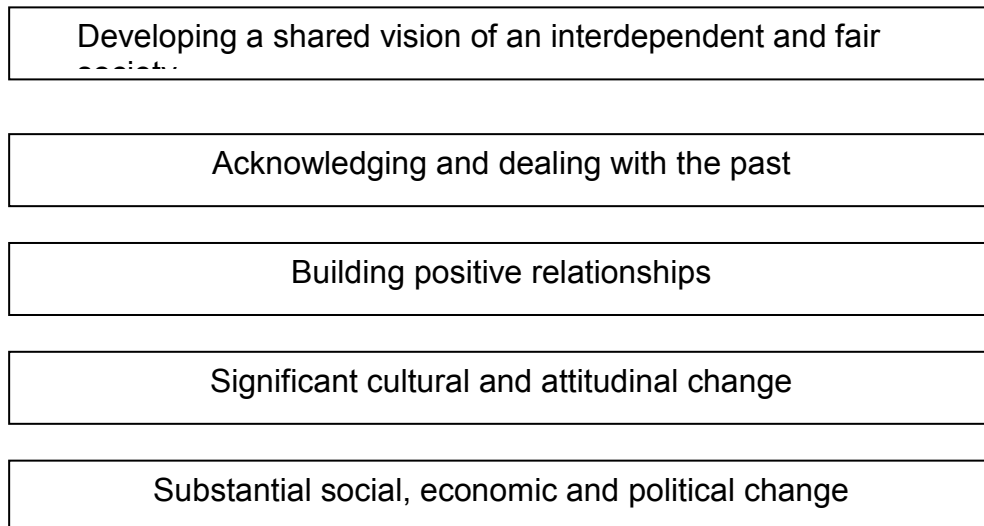
A Working Definition of Reconciliation

© **Brandon Hamber & Gráinne Kelly**

September 2004

Our working hypothesis is that reconciliation is a necessary **process** following conflict. However, we believe it is a **voluntary act** and **cannot be imposed** (IDEA, 2003).

It involves five interwoven and related strands:



It also generally involves the consideration of two concepts:

Paradox

(see Lederach, 1997)

Reconciliation Ideologies

(see Hamber and van der Merwe, 1998; van der Merwe, 1999; and Hamber, 2002).

Working definition developed by Brandon Hamber (✉ mail@brandonhamber.com) and Gráinne Kelly (✉ grainne@democraticdialogue.org) in June 2004 for Democratic Dialogue, www.democraticdialogue.org.

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September 2004

Our working hypothesis is that reconciliation is a necessary process following conflict. However, we believe it is a **voluntary act** and **cannot be imposed** (IDEA, 2003). It involves five interwoven and related strands:

<p>Developing a shared vision of an interdependent and fair society The articulation of a common vision of an interdependent, just, equitable, open and diverse society. The development of a vision of a shared future requiring the involvement of the whole society, at all levels.</p>
<p>Acknowledging and dealing with the past Acknowledging the hurt, losses, truths and suffering of the past. Providing the mechanisms for justice, healing, restitution or reparation, and restoration (including apologies if necessary and steps aimed at redress). Individuals and institutions acknowledge their own role in the conflicts of the past, accepting and learning from it in a constructive way so as to guarantee non-repetition.</p>
<p>Building positive relationships Relationship building or renewal following violent conflict addressing issues of trust, prejudice, intolerance in this process resulting in accepting commonalities and differences, and embracing and engaging with those who are different to us.</p>
<p>Significant cultural and attitudinal change Changes in how people relate to, and their attitudes towards, one another. The culture of suspicion, fear, mistrust and violence is broken down and opportunities and space opened up in which people can hear and be heard. A culture of respect for human rights and human difference is developed creating a context where each citizen becomes an active participant in society and feels a sense of belonging.</p>
<p>Substantial social, economic and political change The social, economic and political structures which gave rise to the conflict and estrangement are identified, reconstructed or addressed, and transformed.</p>



Two other factors are critically important, namely:



Reconciliation involves a **PARADOX**, e.g. reconciliation promotes an encounter between the open expression of the painful past but at the same time seeks a long-term, interdependent future (see Lederach, 1997). Reconciliation as a concept is always influenced by an individual's underlying assumptions. There are different **IDEOLOGIES** of reconciliation, e.g. a religious ideology often emphasises the re-discovering of a new conscience of individuals and society through moral reflection, repentance, confession and rebirth, but a human rights approach might see it as a process only achieved by regulating social interaction through the rule of law and preventing certain forms of violations of rights from happening again (see Hamber and van der Merwe, 1998; van der Merwe, 1999; Hamber, 2002).

Working definition developed by Brandon Hamber (✉ mail@brandonhamber.com) and Gráinne Kelly (✉ grainne@democraticdialogue.org) in June 2004 for Democratic Dialogue, www.democraticdialogue.org.

Working definition developed and adapted from: IDEA, 2003; Lederach, 1997; Porter, 2003; ADM/CPA, 2000; Rigby, 2001; Hamber, 2002; Hamber and van der Merwe, 1998; van der Merwe, 1999; Assefa 2001

Appendix IV

Research Report 2

The Equity Diversity and Interdependence Model and Quality Assurance within the Youth Service in Northern Ireland

1. Introduction

This is a report on the findings of a survey of youth work managers that was designed to:

- assess the application and knowledge of quality assurance and diversity excellence models within youth services in Northern Ireland
- assess support for an EDI quality assurance model
- assess the level of priority given to reconciliation, good relations and Shred Future

The research was carried by independent consultant, Tony Macaulay during the summer of 2007 as part of an ongoing research process to inform the future strategy for EDI in the youth sector within the context of the NI Youth Work Strategy.

2. Methodology

The methodology employed to achieve the objectives at this stage was a survey. A questionnaire was designed (see Appendix I) and circulated to all statutory and voluntary youth work agencies in Northern Ireland.

24 youth work managers returned surveys. This relatively low return rate means that the findings cannot be used to draw general conclusions for the youth service as a whole.

However the findings are useful as an indicator or a ‘snapshot’ of views that can inform possible areas for further enquiry using qualitative research methods.

3. Main Findings

3.1 Quality Assurance Models

The quality assurance models most commonly used by respondents were Investors in People (44%), Quality Assurance Framework for Youth (44%) and Charter Mark (26%). The two models that all respondents were aware of were Investors in People and Charter Mark.

52% of respondents had never heard of the Diversity Excellence Model and none were using it. 2 respondents were using Diversity Matters/Diversity Works.

The models respondents identified as having been effective in supporting their group/organisation to address issues of equity, diversity and interdependence in Northern Ireland were Investors in People (9 respondents), Quality Assurance Framework for Youth (9 respondents) and Charter Mark (6 respondents).

3.2 Youth Work Priorities

The youth work given the highest priority by respondents was promoting good relations between people of different races and religions (16 high priority and 4 top priority).

The next highest priority was attached to developing significant cultural and attitudinal change in relation to sectarianism (14 high priority and 3 top priority) and creating shared youth services/organisations in Northern Ireland as part of a Shared Future (13 high priority and 4 top priority).

The next highest priority was attached to building positive relationships between communities divided by conflict (11 high priority and 5 top priority) followed by addressing the issues of an increasingly multi cultural society (13 high priority and 2 top priority).

Promoting substantial social, economic and political change in a post conflict society was less of priority (10 medium priority, 8 high priority, 4 top priority and 2 low priority)

The work given least priority by respondents was acknowledging and dealing with the conflict of the past (12 medium priority, 3 low priority and 2 not a priority).

3.3 JEDI

In relation to JEDI:

- 92% of respondents had a good working knowledge of the principles of Equity, Diversity and Interdependence.
- 92% of respondents agreed or strongly agreed that EDI are important principles within Youth Work: A Model for Effective Practice.
- 79% of respondents agreed or strongly agreed that there is a good level of awareness of the JEDI initiative in their organisation/agency.
- 63% of respondents have participated in the JEDI initiative very often or regularly.
- 75% of respondents' agency/organisations have participated in the JEDI initiative very often or regularly.
- 63% of respondents' agency/organisations have participated in training provided by the JEDI initiative very often or regularly.
- 67% of respondents' agency/organisations have engaged youth workers in critical reflective practice on the EDI principles very often or regularly.
- 75% of respondents agreed or strongly agreed that their agency/organisation had successfully implemented an EDI organisational change initiative.
- 83% of respondents agreed or strongly agreed that EDI is relevant in the day to day work of a manager in the Youth Sector.
- 46% of respondents agreed or strongly agreed that EDI is now embedded within the Northern Ireland Youth Sector. 33% neither agreed nor disagreed and 21% disagreed or strongly disagreed.
- 71% of respondents agreed or strongly agreed that the Northern Ireland Youth Sector needs training and support to implement principles of EDI.

- 50% of respondents agreed or strongly agreed that central co-ordination is needed to promote/embed EDI. 21% neither agreed nor disagreed and 29% disagreed or strongly disagreed.
- 92% of respondents agreed or strongly agreed that they are comfortable addressing the issues raised by EDI within their organization.
- 71% of respondents agreed or strongly agreed that the lead statutory body for youth should continue to co-ordinate an EDI strategy within the Youth Sector.

- The majority of respondents identified the particular needs of young people growing up in a post conflict and divided society as:
 - To increase understanding and respect across the divide (22)
 - To reduce sectarianism (20)
 - Needs of young people on interfaces (20)
 - To increase integration e.g. schools and housing (18)
 - More opportunities to cross the divide (18)
 - Education on alternatives to violence (17)
 - Dealing with paramilitarism (16)
 - Dealing with trauma from the conflict (15)

- Other identified needs of young people growing up in a post conflict and divided society were:
 - Integration in the youth service
 - Understanding diversity and difference in its widest sense
 - Inclusion issues, anti bullying work
 - Opportunities to meet and discuss issues with young people from other traditions/cultures
 - Learning to accommodate increasing cultural/ethnic diversity in post conflict society

When asked what contribution should the Youth Sector make to address these needs, the responses included:

- *The Youth Service is now in a position to actively promote equality and diversity however the CRYSSS grant aid scheme does not acknowledge work with ethnic minorities.*
- *Youth service needs to consider innovative and far reaching practice to work within a new dispensation.*
- *Curriculum resources could be developed by the Youth Service – CDU to support workers in developing meaningful programmes on alternatives to violence and integration of Youth Services.*
- *We are already contributing to all the questions/needs raised.*
- *Youth sector has limited depth and reach due to its voluntary nature and lack of resources. Its impact on young people is never that significant ...for this reason contribution by youth sector to these needs will be reliant on resources available and should be realistic.*
- *More CR work. Encourage participation by young people in programme/project planning*
- *The Youth Service should have embedded EDI into its curriculum and in doing so will address these issues as part of its delivery of CR work, citizenship, interagency activities, community contact work.*
- *The youth service has a key role to play in bringing young people together to create accepting and understanding of each others position – leading to young people not being ignorant about issues but being fully informed and actively addressing issues. A knowledge that gives young people a confidence to challenge and discuss and participate in society.*
- *Sectarianism, interfaces, paramilitaries, cross divides, increase understanding and respect, integration in Youth Service.*
- *Making contact work a priority and encouraging uniformed group/BB/Scouts etc particularly Protestant Church groups to buy into the idea and practice it.*
- *Provide opportunities for meaningful contact, dialogue and discourse.*

- *As the issues are multifaceted and cannot be addressed in isolation there is a need for Youth Sector to actively engage in a joined up approach with all relevant stakeholders including the community sector to address the underlying causes and not just the symptoms of the problems.*
- *Develop specific initiatives at a local and national level to address these needs*

3.4 An EDI Quality Assurance Model

With regard to the idea of developing an EDI Quality Assurance Model in the Northern Ireland Youth Sector:

- 75% of respondents agreed or strongly agreed that quality assurance models are an effective way of creating organisational change.
- 50% of respondents agreed or strongly agreed that an EDI quality assurance model would be an effective way of embedding EDI principles within the Northern Ireland Youth Sector. 33% neither agreed nor disagreed and 17% disagreed or strongly disagreed, questioning whether it needed to be a separate model.
- 58% of respondents agreed or strongly agreed that EDI can be effectively addressed through existing quality assurance models. 33% neither agreed nor disagreed and 9% disagreed or strongly disagreed.
- 79% of respondents agreed or strongly agreed that EDI should be mainstreamed into existing quality assurance models.
- 38% of respondents neither agreed nor disagreed that their agency/organisation would benefit from achieving a recognised EDI quality kite mark. 33% disagreed or strongly disagreed and 29% agreed.
- 54% of respondents agreed or strongly agreed that they supported the idea of a Shared Future Accreditation kite mark that would recognise an organisation's work in developing a Shared Future. 21% neither agreed nor disagreed and 25% disagreed or strongly disagreed.
- 46% of respondents disagreed or strongly disagreed that they would like to see funding and resources being linked to the achievement of a recognised EDI/Shared Future quality kite mark. 21% neither agreed nor disagreed and 8% agreed or strongly agreed.

4. Conclusions

Among survey respondents:

- Investors in People and the Quality Assurance Framework for Youth were the most commonly known and used quality assurance models.
- There were low levels of awareness and use of diversity excellence models.
- Those using Investors in People, Quality Assurance Framework for Youth and Charter Mark indicated these models were effective in addressing issues of equity, diversity and interdependence in Northern Ireland.
- The youth work given the highest priority was promoting good relations between people of different races and religions, developing significant cultural and attitudinal change in relation to sectarianism and creating shared youth services/organisations in Northern Ireland as part of a Shared Future.
- The work given least priority was acknowledging and dealing with the conflict of the past.
- There was a high level of awareness, knowledge, participation, practice and support of EDI.
- There were contrasting views over whether EDI is now embedded within the Northern Ireland Youth Sector.
- There was a need identified for training and support to implement principles of EDI.
- There were contrasting views over whether central co-ordination is needed to promote/embed EDI but generally agreement that the lead statutory body for youth should continue to co-ordinate an EDI strategy within the Youth Sector.
- There was greater support for mainstreaming EDI through existing quality assurance models, than either developing an EDI or Shared Future kite mark, and little support for linking these to resources.

Appendix I RESEARCH QUESTIONNAIRE: MANAGERS

The JEDI (Joined in Equity, Diversity and Interdependence) Steering Group is exploring the idea of developing a quality assurance model for equity, diversity and interdependence in the youth sector in Northern Ireland.

As part of research into this idea, we would appreciate you taking ten minutes to complete this short confidential questionnaire. Please return to Tony Macaulay, 12 Mill Square, Portstewart, BT55 7TB or tonymacaulay@yahoo.co.uk by 31st August 2007. Thank you for your assistance.

SECTION 1: QUALITY ASSURANCE MODELS

Question 1

Please indicate your experience of these quality assurance models, by ticking the appropriate box

Model	<i>Never heard of it</i>	<i>Heard of it</i>	<i>Familiar with it</i>	<i>Currently using it</i>
<i>Investors in People</i>				
<i>Charter Mark</i>				
<i>ISO 9000</i>				
<i>EFQM Excellence Award</i>				
<i>PQASSO</i>				
<i>Investing in Volunteers</i>				
<i>YSQM Quality Mark for Services for Young People</i>				
<i>Quality Assurance Framework for Youth</i>				
<i>Diversity Excellence Model</i>				
<i>Diversity Matters/Diversity Works</i>				
<i>Others (please specify)</i>				

Question 2

Please indicate if any of these quality assurance models have been effective in supporting your group/organisation to address issues of equity, diversity and interdependence in Northern Ireland, by ticking the appropriate box and providing any relevant comments below.

Model	<i>Has been effective in supporting us to address EDI issues</i>
<i>Investors in People</i>	
<i>Charter Mark</i>	
<i>ISO 9000</i>	
<i>EFQM Excellence Award</i>	
<i>PQASSO</i>	
<i>Investing in Volunteers</i>	
<i>YSQM Quality Mark for Services for Young People</i>	
<i>Quality Assurance Framework for Youth</i>	
<i>Diversity Excellence Model</i>	
<i>Diversity Matters/Diversity Works</i>	
<i>Others (please specify)</i>	

Comments:

SECTION 2: YOUTH WORK PRIORITIES

Please indicate what level of priority you give to each of the following areas of youth work, by circling the appropriate level. Add comments if you wish.

1. Building positive relationships between communities divided by conflict

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

2. Promoting good relations between people of different races and religions

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

3. Addressing the issues of an increasingly multi cultural society

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

4. Developing significant cultural and attitudinal change in relation to sectarianism

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

5. Acknowledging and dealing with the conflict of the past

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

6. Creating shared youth services/organisations in Northern Ireland as part of a Shared Future

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

7. Promoting substantial social, economic and political change in a post conflict society

Top Priority High Priority Medium Priority Low Priority Not a Priority

Comments:

SECTION 3: JEDI

Please indicate your response to these statements in relation to the Joined in Equity, Diversity and Interdependence initiative in the Northern Ireland Youth Sector, by circling the appropriate words

1. I have a good working knowledge of the principles of Equity, Diversity and Interdependence

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

2. EDI are important principles within Youth Work: A Model for Effective Practice

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

3. There is a good level of awareness of the JEDI initiative in my organisation/agency

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

4. I have participated in the JEDI initiative...

Very Often Regularly Occasionally Rarely Not at all

Comments:

5. My agency/organisation has participated in the JEDI initiative...

Very Often Regularly Occasionally Rarely Not at all

Comments:

6. My agency/organisation has participated in training provided by the JEDI initiative...

Very Often Regularly Occasionally Rarely Not at all

Comments:

7. My agency/organisation has engaged youth workers in critical reflective practice on the EDI principles ...

Very Often Regularly Occasionally Rarely Not at all

Comments:

8. My agency/organisation has successfully implemented an EDI organisational change initiative

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

9. EDI is relevant in the day to day work of a manager in the Youth Sector

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

10. EDI is now embedded within the Northern Ireland Youth Sector

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

11. The Northern Ireland Youth Sector needs training and support to implement principles of EDI

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

12. Central co-ordination is needed to promote/embed EDI

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

13. I am comfortable addressing the issues raised by EDI within my organisation

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

14. The lead statutory body for youth should continue to co-ordinate an EDI strategy within the Youth Sector

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

15. What are the particular needs of young people growing up in a post conflict and divided society? Please tick and add any additional needs not listed.

Needs of young people in a post conflict and divided society	<i>Please tick if you see this as a particular need</i>
<i>To reduce sectarianism</i>	
<i>Needs of young people on interfaces</i>	
<i>Dealing with paramilitarism</i>	
<i>More opportunities to cross the divide</i>	
<i>To increase understanding and respect across the divide</i>	
<i>To increase integration e.g. schools and housing</i>	
<i>Dealing with trauma from the conflict</i>	
<i>Education on alternatives to violence</i>	
<i>Others (please specify)</i>	

16. What contribution should the Youth Sector make to addressing the needs you identified in Question 15?

SECTION 4: AN EDI QUALITY ASSURANCE MODEL?

Please indicate the extent to which you agree or disagree with these statements in relation to the possible development of an EDI Quality Assurance Model in the Northern Ireland Youth Sector, by circling the appropriate words

1. Quality assurance models are an effective way of creating organisational change

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

2. An EDI quality assurance model would be an effective way of embedding EDI principles within the Northern Ireland Youth Sector

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

3. EDI can be effectively addressed through existing quality assurance models

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

4. EDI should be mainstreamed into existing quality assurance models

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

5. I think my agency/organisation would benefit from achieving a recognised EDI quality kite mark

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

6. I support the idea of a Shared Future Accreditation kite mark that would recognise an organisation's work in developing a Shared Future

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

7. I would like to see funding and resources being linked to the achievement of a recognised EDI/Shared Future quality kite mark

Strongly Agree Agree Neither agree or disagree Disagree Strongly disagree

Comments:

Thank you for your participation