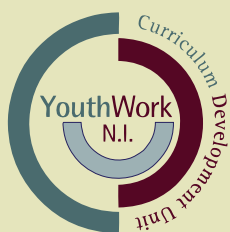


Frameworks for Measuring **Young People's** Personal and Social Development



Report
June 2006



The feasibility of the use of frameworks for measuring young people's personal and social development within the Northern Ireland Youth Service.



1. introduction

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of frameworks for
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Introduction

This is the report of a feasibility study on the use of frameworks for measuring young people's personal and social development within the Northern Ireland Youth Service.

The study was commissioned by the Curriculum Development Unit and YouthNet on behalf of the Northern Ireland Youth Service Liaison Forum. The research was carried out by an independent consultant, Tony Macaulay (Macaulay Associates) between March and May 2006.

The report includes:

- An executive summary of the findings and recommendations
- Information on the background to the project and the terms of reference of the research
- An explanation of the research methodology
- A presentation of findings under each research objective
- A set of main conclusions
- A presentation of the feasibility options
- A series of recommendations for the future based on the findings
- A bibliography
- A set of associated appendices



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executive summary

Introduction

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Conclusions

1. There is a widespread use of evaluation methodologies for monitoring hard outcomes against intended objectives across the Youth Service in Northern Ireland particularly in relation to groups, centres, programmes, projects and quality assurance. However there are significantly fewer examples of the use of frameworks which are specifically designed to measure the soft outcomes of personal and social development.
2. Innovative frameworks have been developed by a significant minority of workers, groups and agencies with an interest in measuring soft outcomes of specific programmes or projects.
3. The Northern Ireland Youth Service can draw on a range of models and frameworks developed in other regions and already some youth workers have used elements of existing frameworks to measure soft outcomes in their projects.
4. Aspects of personal and social development are being measured through elements of accredited award schemes throughout the Youth Service and also elements of achievement awards and badges within uniformed youth organisations.
5. Young people are being supported to chart their own personal and social development in various settings through self evaluation sheets and portfolios.
6. Some personal and social development measuring tools developed in other fields such as social work, formal education or psychology are being utilised within the Youth Service.
7. There is no evidence of an agreed, structured or strategic approach to measuring personal and social development across the Youth Service in Northern Ireland.
8. There is a clear need and significant demand for the development within the Northern Ireland Youth Service of a framework(s) for measuring young people's personal and social development.
9. A significant number of youth workers express concerns regarding the purpose and practical difficulties of measuring the personal and social development of young people.
10. There are significant challenges in the nature and scale of the task of taking the development of a framework forward and there is a need to build ownership of any framework among all levels and sections of the Youth Service.





11. There is evidence that the development of a framework for measuring soft outcomes will benefit young people, youth workers, youth organisations and the Youth Service.
12. The development of a framework that provides further evidence of the impact of youth work will further enhance the profile and status of the Youth Service particularly with regard to influencing policy and resources.

Recommendations

As a result of the feasibility study the following recommendations are proposed:

1. The Department of Education should task the Youth Service Liaison Forum with establishing a consortium to develop a model, methodology, methods and tools for implementation as a framework for measuring personal and social development throughout the Youth Service.
2. The consortium should be representative of the entire Youth Service and should include youth workers and young people.
3. The consortium should consult with other relevant disciplines in the development of soft outcome measures and indicators.
4. The model should reflect the values, aims and priorities of the Youth Work Strategy.
5. The model should be flexible for use in local/project centre based contexts and should be practical and realistic in relation to the time required to implement.
6. The focus of the model should be on integrating the development of appropriate measures of personal and social development into critical reflective practice and developing a stronger learning culture throughout the Youth Service.
7. The model should enable youth workers to support young people to identify their own learning from their participation in youth service provision.
8. The consortium should be led, co-ordinated and supported by the Curriculum Development Unit.
9. The Curriculum Development Unit should develop a programme of appropriate preparation, support and training for the use of the methodology, methods and tools within the model.
10. The work of the consortium and the Curriculum Development Unit's co-ordination, support and training role should be adequately resourced.
11. The model should become embedded in youth work training and in the professional development of workers.
12. The consortium should pilot a range of methods including the use of IT to test out the model in a range of settings.
13. The consortium should work to a clear time bound action plan based on these recommendations.



3. background to the research

3.1 Youth Work Strategy 2005-2008

The Northern Ireland Youth Work Strategy (Youth Service Liaison Forum, 2004) sets out a series of priorities for 2005-2008 under four key themes:

- Effective inclusive youth work
- Participation
- Resources and funding
- Implementation

Under the first theme of delivering effective inclusive youth work the Strategy sets out a series of objectives, including the following objective, included under the heading “Sustain and Develop the Quality of Youth Work”:

1.7 Develop and measure performance/outcome indicators for youth work, which reflect the values, aims and priorities of the Youth Work Strategy.

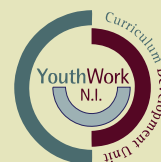
Harland et al, in “The Nature of Youth Work in Northern Ireland: Purpose, Contribution and Challenges” (2004) made several recommendations related to this:

- *“The Youth Service in Northern Ireland should differentiate between the types of outcomes associated with personal and social development and other outcomes such as numbers, targets for participation and attendance on programmes.*
- *The Youth Service in Northern Ireland should seek to offer indicators that can measure youth work outcomes such as self esteem, confidence, building development and social skills.”*

3.2 The Curriculum Development Unit

The Curriculum Development Unit (CDU) was established in April 2002. Its aim is to enhance and support Curriculum Development within the Youth Service in Northern Ireland. The Inter-Board Youth Panel supported by the Youth Service Partnership sought and was successful in securing funding through the Department of Education from Executive Programme Funds, to establish the Unit. The Unit is a resource for all full-time, part-time youth workers and volunteers within the Statutory and Voluntary Youth Sectors in Northern Ireland.

The Unit was tasked by the Youth Service Liaison Forum to complete this feasibility study on developing frameworks for measuring personal and social development, for the Northern Ireland Youth Work Strategy under the Operational Plan 2005/2006.



4. terms of reference



The purpose of the research was *“to investigate the feasibility of developing for the Northern Ireland Youth Service a framework(s) for measuring, (aspects of), young people’s personal and social development.”*

The research objectives were as follows:

4.1 Map the extent to which frameworks for measuring young people’s personal and social development exist or are in operation in the Northern Ireland Youth Service (include reference to the UK, Republic of Ireland or elsewhere, make comparison if necessary.)

4.2 Identify and summarise the key elements of frameworks for measuring young people’s personal and social development.

4.3 Identify and engage with a representative sample of organisations/agencies that are using frameworks for measuring young people’s personal and social development, for the purpose of identifying and exploring areas of commonality and difference, including for example:

- The ethos underpinning the use of frameworks for measuring young people’s personal and social development
- The central or primary purpose of frameworks for measuring young people’s personal and social development
- The structure and/or components of frameworks for measuring young people’s personal and social development
- General, primary or specific target areas/groups in which frameworks for measuring young people’s personal and social development are used

- General, primary or specific programme areas/social issues in which frameworks for measuring young people’s personal and social development are used

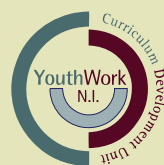
4.4 Identify the methods and techniques agencies and organisations use to ensure frameworks for measuring young people’s personal and social development are delivered, operated, communicated (to workers and young people, internally and/or externally), maintained and embedded.

4.5 Identify and illustrate the benefits or added impact of frameworks for measuring young people’s personal and social development

4.6 Identify and illustrate the constraints or risks of frameworks for measuring young people’s personal and social development

4.7 Draw conclusions on the range and scope of frameworks for measuring young people’s personal and social development identified through the study.

4.8 Make recommendations, for stimulating debate and discussion on, the value, relevance, difficulties and/or next steps that should be taken regarding the development of frameworks for measuring young people’s personal and social development in the Northern Ireland Youth Service.



5. research methodology

The research methodology was as follows:

5.1 Initiation Meeting

This first meeting between the researcher and the YouthNet and CDU staff:

- discussed the terms of reference in depth
- reviewed the proposed methodology and approach and agreed any necessary refinements
- agreed timescales and relevant dates of meetings
- gathered relevant initial information and key informants/ contacts

5.2 Telephone Consultations

A series of telephone consultations were carried out with a sample of key informants to gather additional views on possible sources of information for the desk research, suggestions for potential interviewees and to identify areas for further investigation¹. The telephone consultation questions and a list of those consulted by telephone are in Appendix I and the letter requesting participation at this stage is in Appendix II.

5.3 Desk Research

The desk research identified, collected, compared and analysed a range of models, frameworks, research projects, initiatives and methods/techniques from Northern Ireland, GB, Republic of Ireland and other countries.

The main sources of information were:

- Literature and resource materials from the Curriculum Development Unit Library
- Relevant regional, national and international websites
- Literature and resource materials from various youth service statutory agencies and voluntary organisations

A full list of sources of literature reviewed and information analysed is in the Bibliography.

5.4 Individual and Small Group Interviews

An invitation to participate in the research was circulated widely throughout the Youth Service through *e pipe* and those groups and agencies that were interested in taking part were asked to complete a profile response form.

The letter of invitation is in Appendix III and the Profile Response Form is in Appendix IV.

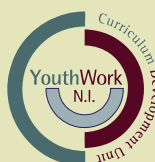
Seven forms were returned and YouthNet/CDU assisted in the selection of organisations to participate based on ensuring as broad a representation as possible in the sample.

A series of 14 semi structured individual and group interviews were then carried out with a representative sample of organisations/agencies on frameworks for measuring personal and social development.

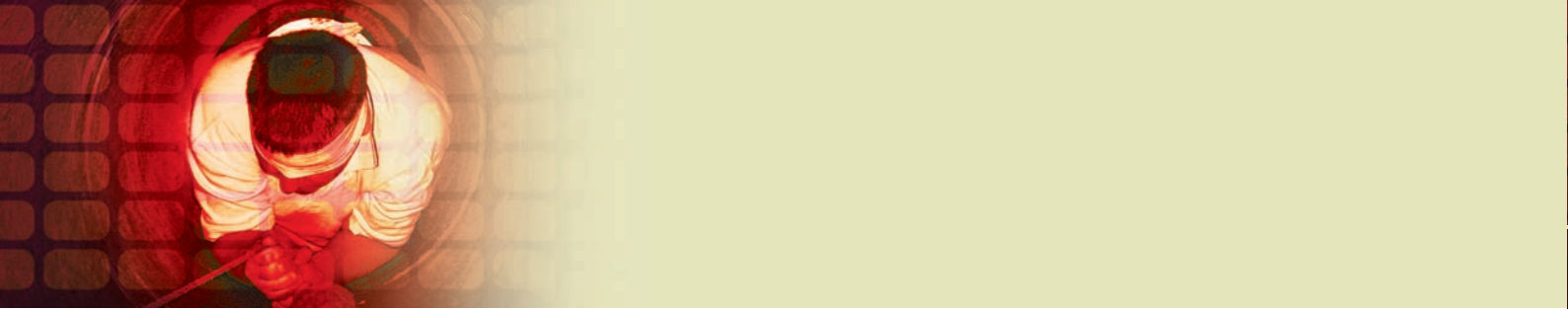
The interviews aimed to:

- Gather information on existing models
- Discuss benefits and constraints of measuring personal and social development outcomes in youth work
- Discuss and explore feasibility options for the NI context

A list of the interview questions is in Appendix V and a list of the interviewees is in Appendix VI.



¹ A Scoping Workshop planned for 22nd March 2006 which was cancelled due to low attendance and a sample of invitees were included in the semi structured interviews instead.



5.5 Focus Groups

A series of three focus groups were facilitated to explore and discuss the feasibility and options for the further development of a framework and/or frameworks for measuring personal and social development of young people.

The focus groups were as follows:

- Boys Brigade, Belfast Battalion Training Committee: 8 participants on 10th May 2006
- SEELB Youth Service: 6 participants on 4th May 2006
- WELB Youth Service: 8 participants on 11th May 2006

The focus groups followed the same question framework as the interviews. A list of the focus group participants is in Appendix VII.

5.6 Options Appraisal Workshop

An options appraisal workshop involving a range of key stakeholders was facilitated on 5th May 2006. The purpose of the workshop was to explore, assess and prioritise a range of options that had emerged from the research.

The workshop programme and a list of participants is Appendix VIII. A list of options that were appraised is in Appendix IX.

5.7 Draft Report

A series of draft reports were produced and presented to the key stakeholders for comment and discussion. The final report includes the amendments suggested at the draft reports stage.



6.1 Frameworks

The feasibility study is focussed on the use of frameworks for measuring young people's personal and social development within the Northern Ireland Youth Service.

For the purposes of this research "frameworks" are defined as structured systems that have been developed for recording, measuring and assessing the outcomes of youth work interventions and that reflect the values, aims and priorities of the Youth Work Strategy.

For the purposes of this research the definition of "personal and social development" is that provided in the NI Youth Service Curriculum document, *Youth Work: A Model for Effective Practice*:

"Personal and social development is an expansive term which must be adapted to the constantly changing circumstances of young people. Cultural, economic and political changes challenge youth workers to respond with skilled interventions and carefully planned programmes to help young people to:

- *experience enjoyment and achievement*
- *sample activities and develop interests*
- *build self-esteem and confidence*
- *develop meaningful relationships;*
- *manage feelings and conflict;*
- *develop communication and social skills*
- *clarify their personal attitudes, values and beliefs*
- *develop their own identity and sense of independence*
- *recognise, understand and respect difference*
- *address inequalities*
- *be involved in the community*

- *acquire life skills and enhance their employment prospects*
- *develop respect for others*

Personal and social development is about supporting young people to address inequalities which hinder their development, challenging them to be active and equal citizens within their community and enabling them to come to an awareness and understanding of the deeper structural, social and political dilemmas that underpin the labelling and exclusion of many young people.

In summary, it may be said that personal and social development is concerned with the young person gaining knowledge, understanding and awareness of him/herself as an individual and as an active participant in relationships with others."

(Youth Work: A Model for Effective Practice, 2003)

Therefore frameworks for measuring young people's personal and social development will be focussed on providing indicators on soft outcomes such as knowledge, understanding, respect for others, self esteem, confidence and social skills.

6.1.1 Use of Frameworks for Measuring Personal and Social Development of Young People in Northern Ireland

There is a widespread use of evaluation methodologies for monitoring hard outcomes against intended objectives across the Youth Service in Northern Ireland particularly in relation to groups, centres, programmes, projects and quality assurance.



However there are fewer examples of the use of frameworks specifically designed to measure the soft outcomes of personal and social development.

There is no evidence of a structured or strategic approach to measuring personal and social development across the Youth Service in Northern Ireland. Such frameworks have tended to be developed in isolation due to the innovation of an organisation or an individual youth worker. The extent to which these frameworks have been embedded is often dependent on an individual worker.

There are also widespread informal assessments of personal and social development of individual young people by professional youth workers, although these are not always recorded or located within a specific framework for measuring development.

Frameworks for measuring personal and social development that were identified during the course of the feasibility study were as follows:

a) New frameworks that have been developed by innovative groups and agencies with an interest in measuring soft outcomes of specific programmes or projects.

Several examples of this approach are described below:

- YouthAction NI states that one its key beliefs is “evidence based practice – practice based on research and evaluation.” This commitment has resulted in the development of a range of frameworks for measuring the personal and social development of young people. For example in its rural youth community

development project YouthAction developed a descriptor scale and set of indicators. The Work with Young Men established a baseline and has developed both a 5 year longitudinal study and an evaluation framework scoring sheet on knowledge, skills and attitudes outcomes for young men. The Young Men’s Forum has developed volunteer development plans with personal targets for young people to plot their own learning.

YouthAction has also developed accredited training and awards schemes that are portfolio based. The organisation believes that young people want accreditation for outcomes particularly if they lack academic qualifications.

YouthAction also collects stories direct from young people telling how their participation in a programme has changed their lives. These stories are regarded as a robust and valid method of measuring soft outcomes. In the experience of YouthAction different models have required different approaches to measuring soft outcomes. The organisation sees this commitment to measuring outcomes as promoting a culture of learning, transparency and improvement and of providing evidence to justify its use of public money.

YouthAction has secured and committed resources to developing these frameworks and to engaging with external evaluators and academics. The organisation has recognised the importance of induction of youth workers and in-service training and support for staff to develop, embed and sustain good practice in evaluation. YouthAction has tried to avoid the frameworks becoming too bureaucratic by building them into programmes at the very outset.



- YouthNet in its role as a partner in Youth Education Social Inclusion Partnership (YESIP), the Peace II Intermediary Funding Body, devised a framework for measuring soft outcomes that related to Measure 2.2 of the Peace II Programme. They developed a list of anticipated soft outcomes, and indicators of progress towards them under the four areas of inclusion, capacity building, full participation and reconciliation. Projects were provided with training and guidance documents, including feedback sheets on which to record progress and evidence.

Initially YESIP supported projects to use it as a self evaluation tool but the level of take up was inconsistent and the data captured was disparate - making it difficult for YESIP to make use of the information for its fund level monitoring returns. In an effort to generate more standardised information YESIP changed its approach and introduced a questionnaire and semi structured interview process for the collection and reporting on soft outcomes sheets. (See Soft Outcomes: Identifying Benefits and Results, YESIP, 2004).

- A local community based example is the Ballymena YMCA PAKT (Parents And Kids Together) Project. As part of a local Community Safety Partnership initiative Ballymena PAKT secured resources to engage an external evaluator to support the group in the development of an evaluation that included a framework for measuring attitudinal and behavioural change of parents and children participating in PAKT.
- The Spirit of Enniskillen Trust has devoted time and resources to the development of non-formal learning frameworks for measuring the personal and social development of young people. The group has supported

young people to set their own frameworks based on the principles of feedback, reviewing and reflective practice. Young people participating on Spirit of Enniskillen programmes are supported to measure their own development and to control their own learning objectives. This involves a process of triangulation involving self, peers, co-ordinator and parents. The organisations' experience suggests that its participants want frameworks to measure their own development and they put more value on the programme if these are accredited.

- In the late 1990s the North Eastern Education and Library Board Youth Service developed a framework entitled "Promoting the Development of Young People". See Figure 1 (overleaf).

Under the "Evidence indicating development" section of the framework, examples of evidence related to soft outcomes such as:

- Growing awareness of self in relation to attitudes, capabilities, skills and effects on others and;
- Ability to express their own opinions and listen to others at appropriate levels.



This document presents a series of guidelines designed to stimulate among youth leaders an awareness and understanding of how young people can be helped to achieve their potential...

While the guidelines are generally applicable to the different stages of development of young people from your own experience you will know that one must recognise an individual young persons uniqueness and difference.

The model leads from the general developmental stages of young people to the roles undertaken by leaders, to the needs of young people, to the response to needs of young people and finally gives some pointers towards evidence of growth and development...

This is presented in three age specific sections:

- *Primary Section (8-10 years old)*
- *Junior Section (11-14 years old)*
- *Senior Section (15+ years old)*

Each age section is then presented within a framework under the headings:

- *Developmental Phase*
- *Roles of Youth Leader*
- *Relevant needs of Young people*
- *Sample of Youth Service Experience*
- *Evidence indicating development*

Figure 1: Promoting the Development of Young People, NEELB

b) Tailored use of elements of existing frameworks such as those developed by John Huskins (From “Quality Work with Young People” and “From Disaffection to Inclusion”) in projects.

The Huskins Model has been adapted and tailored for use by youth workers in a range of groups in Northern Ireland. Huskins says of his young peoples self assessment attitude and behaviour questionnaire:

“...examples of self assessment forms are provided here, but it is important to develop your own appropriate to your particular situation and priorities”

(From Disaffection to Social Inclusion, John Huskins, 1998)

For example Clonard Monastery Youth Club in Belfast applied the framework to a website project. The framework was also used in Portadown YMCA to track progression of participants in youth centre and detached work. The framework supported workers to think about measuring progress of participants. Both examples found parts of the framework such as some of the pro forma useful but found the complete framework to be too time intensive.

c) Personal and social development elements of accredited award schemes.

The Mapping Exercise of Recognising Award Schemes and Accredited Training Programmes for Young People in the NI Youth Sector carried out by Youth Action in 2003 identified 59 award schemes and accredited courses.

Although awards and accredited courses often measure hard outcomes many accredited award schemes include elements that measure progress in aspects of personal and social development.



There is often a portfolio and self evaluation dimension to these parts of the awards. Examples include ASDAN Youth Achievement Awards, XL, CoPE, Duke of Edinburgh Award and various Trainee Leaders Certificates.

Youth Achievement Awards have become a key framework to enable young people to:

- Develop their personal and social skills
- Build a portfolio of evidence based on their voluntary activities in a youth work or informal education setting
- Gain nationally recognised accreditation through the Awarding body ASDAN

The Touchstone Award which has been developed by the Inter Board Youth Panel includes a framework for measuring the attainments of young people in relation to personal and social development, participation and acceptance and understanding of others. Assessment is focussed more on leader observation than test or courses.

d) Personal and social development elements of achievement awards and badges within uniformed youth organisations.

Awards and badges achieved by the large numbers of young people in Northern Ireland participating in various uniformed youth organisations also include some measures/indicators of personal and social development.

e) Self evaluation sheets and portfolios to support young people to chart their own personal and social development in settings such as school youth work and peer education.

In a variety of settings youth workers are using tools for measuring soft outcomes that may not be part of a systematic framework. Examples include social skills audit assessments, small group work, self evaluation pro forma, evaluations by young people ongoing and at end of sessions, portfolios, individual assessments, progress records, witness statements, photos, dairies, videos etc.

At the recent WELB Youth Service Conference on evaluation three pro forma were developed to pilot in the youth club setting. This pilot is addressing the challenge of measuring soft outcomes among large numbers of participants attending evening youth clubs/centres whose progress is not being measured through the evaluation systems in place within project work.

f) Use of personal and social development measuring tools developed in other fields such as social work, formal education or psychology.

There is evidence of youth workers making use of tools for measuring personal and social development that are a part of frameworks that have been developed in other fields such as social work, formal education or psychology.

Two examples that were identified during the research were:

- The Robert Goodman Strengths and Difficulties Questionnaire (SDQ). The SDQ is a brief behavioural screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers, clinicians and educationalists.
- The Rickter Scale® is a coloured plastic board that has been developed as a non paper based evaluation tool to *“allow clients to explore their present circumstances, to identify priority areas for support*



and intervention, to explore their past in order to pick up on strategies that have worked for them previously and to explore future possibilities. Using The Rickter Scale®, clients are empowered to make informed choices and set goals which are realistic and achievable, to take responsibility for their own action plan and determine the level of support they require.”

(Pacific Institute, 2006)

6.1.2 Frameworks from further afield

There are many examples from other places where frameworks have been specifically designed to measure the soft outcomes of personal and social development of young people.

A significant example to learn from is called “Step It Up...Charting Young Peoples Progress”. It was developed in Scotland by the Community Education Department of the University of Strathclyde and the Princes Trust Scotland. It took a cross sectoral and interdisciplinary approach as well as involving youth workers and young people in its development. It consists of a report, a toolkit, a CD Rom and web based self evaluation questionnaires for young people.

“The Step It Up materials have been produced to support development work with young people in youth work settings across Scotland. They are a resource for youth workers and young people to help raise the effectiveness, profile and status of youth work. The Step It Up materials provide a guide to social and emotional competences in youth work settings and offer practical links to curriculum development. The materials are based on a set of social and emotional competences, which derive from the purpose of youth work and are highly relevant to the kind of learning which young people gain in youth work settings.”

Step It Up comprises:

- *A report of the project, including research and findings, the purpose of youth work, the range of competences, and curricular links.*
- *A specially designed self-assessment programme providing a structure for young people to chart progress in social and emotional development and show evidence of this. “*

Step It Up indicates that:

“The key areas of social and emotional competence being tested were titled as follows:

- *Awareness of myself*
- *Solving my problems and making my decisions*
- *My working relationships with others*
- *My communication with others*
- *Managing my personal and social relationships*
- *The world around me”*

(The Report of the National Development Project entitled “Defining the purpose of youth work and measuring performance”, Community Education Department of the University of Strathclyde and the Princes Trust Scotland.)

In England the “Every Child Matters” Outcomes Framework has been developed. This extract from the National Youth Agency (NYA) briefing paper explains some of the detail:

“Increasingly, youth policy is being framed with reference to the Every Child Matters (ECM) outcomes:



6. findings

- *being healthy;*
- *staying safe;*
- *enjoying and achieving;*
- *making a positive contribution; and*
- *achieving economic wellbeing.*

The ECM Outcomes Framework provides details of targets and indicators under each of these headings. Some of these are particularly relevant to youth work, offering opportunities to identify its impact.

They include targets relating to drug and alcohol use, physical health, anti-social behaviour, sport and cultural activities, voluntary and community engagement, offending levels, school exclusions, young people not in education, employment or training, and community regeneration.

These five outcomes form the basis of Joint Area Reviews (JARs), introduced in September 2005. JARs inspect all services for children and young people directly managed and/or commissioned by local authorities, as well as health and youth justice services provided by other bodies. They describe the outcomes achieved by children and young people growing up in the area, and evaluate the way local services contribute to their wellbeing.

The Outcomes Framework sets out how inspectors will judge the contribution of services to improving outcomes.

(Demonstrating the Impact of Youth Work, Spotlight Briefing Paper, Issue 33: January 2006)

Measuring Soft Outcomes and Distance Travelled is a wider UK initiative around the development and use of soft outcomes. While it is not youth work specific it provides an

important foundation for the development of frameworks to measure soft outcomes.

Interesting examples from other places are described below:

- *The Youth Support & Development Service Team Toolkit, Planning, Recording and Evaluation Tools (PRET), Kensington. This includes Young Persons Self-Assessment of Needs, Young Persons Self-Assessment of Interests, Young Persons Learning Plans and Individual Development Plans.*
- *'Bridges to Progress', A Model For Measuring Individual Progression: A Guide and Toolkit for Practitioners, Bridges Project, England.*
- *Fairbridge Awards, aimed at supporting young people living in socially deprived communities in England*
- *The Commonwealth Youth Exchange Council has developed 'Journeys Outward ... Journeys Inward' - A Personal Record Of Achievement For Commonwealth Youth Exchange: The Personal Record of Achievement (PRA) enables participants to chart their personal growth and development as an exchange unfolds so that they have a record of all the learning, skills and personal achievements arising from an exchange.*
- *The 40 Developmental Assets for Middle Childhood framework developed by the Search Institute, (USA): "The Developmental Asset framework is categorized into two groups of 20 assets. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive*



use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

The twenty internal assets identify those characteristics and behaviors that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal Developmental Assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence."

(Search Institute Website, 2006)

- Steps to Excellence for Personal Success (STEPS) is a developmental programme which is aimed at individual and community regeneration.
(Pacific Institute)
- The Quality of Life Model developed by the Quality of Life Research Unit, was developed at the Centre for Health Promotion, University of Toronto.

6.1.3 Ethos

Interviewees and focus group participants were asked to describe the ethos that underpinned frameworks for measuring personal and social development of young people. The main features of the responses were a learning culture with a supportive ethos in which practitioners are prepared to be honest about their practice, are open to learn and continually improve and a commitment to critical reflective practice.

6.1.4 Primary Purpose of Frameworks for Measuring Personal and Social Development

The primary purposes of frameworks for measuring personal and social development identified by interviewees and focus group participants were as follows:

- To support young people to understand, identify and articulate their own learning and development
- To reinforce young peoples learning, recognition and celebration of achievement
- To provide outputs for young people not achieving in the education system
- To enable youth workers to assess if a programme is working and what needs improved, to prove outcomes and to justify their work
- To support high quality reviewing and learning
- To give youth workers a language to enable them to articulate their work in a more structured and conscious way
- To help organisations and workers to clarify and prioritise resulting in the provision of a better service for young people
- To support sustainability of youth work by providing evidence of impact to support arguing for resources
- To demonstrate to funders that an intervention has made a difference
- To shape future direction of youth work i.e. researched needs led work
- To make statements to the wider community



6. findings

6.1.5 Target Groups/Areas

Interviewees and focus group participants were asked to identify any particular target groups and/or areas for frameworks for measuring personal and social development. The responses highlighted targeted groups/areas rather than the generality of youth work. Areas and groups highlighted were:

- Areas of social need
- Marginalised young people
- Youth work in schools
- Young women
- Rural youth and community development
- Inclusion – disability
- Community Relations including communities of interests related to Section 75

6.1.6 Programme Areas/Social Issues

Interviewees and focus group participants were asked to identify any particular programme areas/social issues for frameworks for measuring personal and social development. This elicited a range of different responses. Some respondents believed that frameworks were useful for both specific programme work and generic work. Some interviewees pointed out that they appear to more likely to be used in projects addressing disadvantage or marginalisation than for example sports and arts based youth work.

However others referring to awards based frameworks indicated that accredited programmes tended to focus more

on the highly motivated young person resulting in a higher uptake in more affluent areas and grammar schools.

Some respondents regarded frameworks as important in helping groups to address unmet social need and gaps in programme provision.

Other specific examples of use in programme areas/ social issues given by respondents were:

- Citizenship
- Employment programmes
- Health education issues

6.2 Benefits and Constraints

Interviewees and focus group participants were asked to identify any benefits and constraints in relation to frameworks for measuring personal and social development of young people. The findings are summarised below.

Benefits

Four main areas of benefit were highlighted:

6.2.1 Benefits to Young People

- Young people are supported to recognise and track their own development
- Young people can get a sense of how they are benefiting from their participation in the youth service
- Young people benefit from more effective interventions based on their feedback
- Frameworks can help make the purpose of youth work more explicit to young people
- Raises the profile of young people



6.2.2 Benefits to Youth Workers

- Youth workers are supported in identifying and meeting needs to enable their work to be more targeted
- Youth workers receive feedback that will enable them to continually improve their programmes in response to the needs of young people
- Youth workers can assess the effectiveness of their processes and purpose driven relationships with young people
- Progress resulting from the quality of interventions of youth workers is recorded and recognised
- Frameworks can increase the capacity of workers to engage in critical reflective practice in a consistent way
- Best practice is shared

6.2.3 Benefits to Organisations

- The process of critical reflective practice can be embedded in all work resulting in the development of a learning culture
- Measurable outcomes can be used as evidence to justify funding and resources
- Organisations can evaluate if they are achieving their aims and objectives
- Frameworks can assist with forward planning and fundraising strategies

6.2.4 Benefits to the Youth Service

- The Youth Service can clearly articulate and demonstrate its impact to the wider community resulting in greater recognition of the value of the

service and increased professional credibility of methodologies and youth work

- The Youth Service can become “branded” as focussing on personal and social development
- Shared frameworks can lead to greater coherence and the continuous development of effective practice within the Youth Service
- The Youth Service can provide evidence of impact to justify funding and resources

6.2.5 Benefits to the Wider Society

- Wider society can benefit from a Youth Service that has a better grounding to influence policy and targeting of resources

Constraints

The main constraints highlighted were under five main themes:

6.2.6 Time Constraints

- Development, training (of both full time and part time staff), implementation and reflective practice requires a significant commitment of time
- A complicated system that demands significant additional time from volunteers may result in a loss of voluntary leaders

6.2.7 Practical Constraints

- There is a danger of any framework becoming ineffective by descending into bureaucracy, paperwork and a tick box exercise

6.2.8 Methodological Constraints

- Soft outcomes can be difficult measure
- It is impossible to measure every young person using one to one methodologies, particularly in youth centres/groups attended by high numbers of young people
- Workers need training to develop the confidence, knowledge and skills to develop appropriate methodologies and tools
- Frameworks need to be embedded as part of the developmental process
- Some impact may not be measurable until later in life and will require longitudinal methodologies
- Unintended outcomes can be overlooked
- Methodologies need to be appropriate to all young people e.g. for young people with literacy problems the methods used could be recording rather than written

6.2.9 Ideological Constraints

- Concerns that measuring outcomes will detract from the relationship at the core of youth work. As Mark Smith (2003) puts it *“organising youth work around concepts like outcomes, targets, curriculum and issues means there is a danger of losing relationship as a defining feature of youth work practice through a reduction in the amount of time youth workers spend with young people”*
- Confusion between measuring outcomes of the personal and social development of young people and measuring youth workers performance in the context of performance related pay

- Concern that formal education sector measurements are extending to the non formal
- Concerns that youth work becomes funding led or following a government agenda rather than young people led
- Some frameworks can be based on a negative view of young people with a focus on stopping negative behaviour
- Concerns that youth work is being deconstructed into a series of measured courses

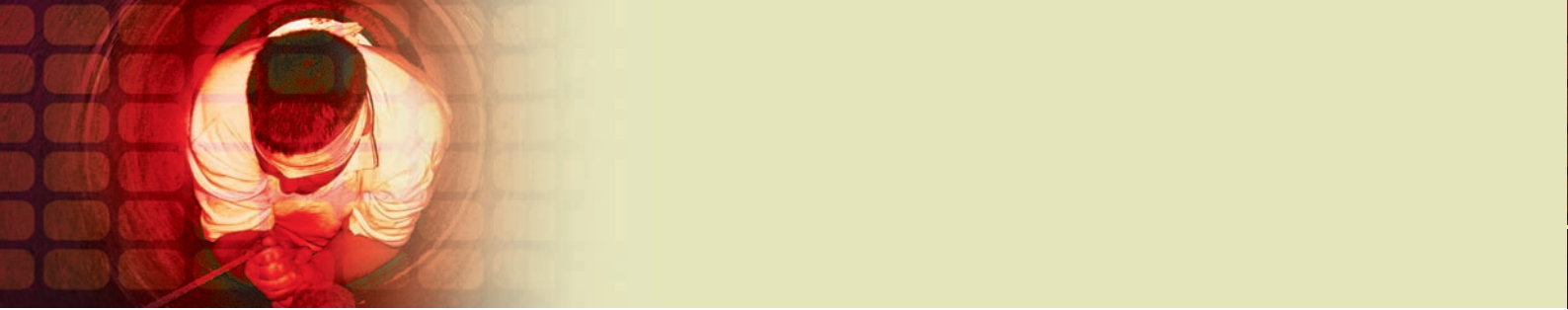
6.3 Relevance and Value

Interviewees and focus group participants were asked the value, relevance, difficulties and/or next steps that should be taken regarding the development of frameworks for measuring personal and social development in the Northern Ireland Youth Service.

The vast majority of informants indicated that there was a need, relevance and value in development of frameworks for measuring personal and social development in the Northern Ireland Youth Service. Respondents highlighted the need for an agreed set of indicators that clearly demonstrate that youth work is making a difference in terms of personal and social development, participation and progression.

However most informants also highlighted the challenges in the nature and scale of the task of taking such a development forward. This includes embedding a learning culture across the Youth Service.

While a few interviewees wanted to see a mandatory framework being developed that was directly linked to funding, the majority of informants envisaged a



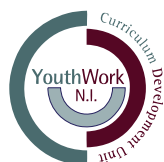
developmental process that would include consultation and involvement of youth workers and young people in the development of any framework(s). The main emphasis was on building ownership of any framework among all levels and sections of the Youth Service.

There was also support for the idea of a model for measuring personal and social development of young people as opposed to a single prescriptive framework. A significant number of respondents preferred the idea of a general framework alongside support for flexible more local/context/project based frameworks. Flexibility was consistently highlighted as an important feature of any framework(s).

Some interviewees were enthusiastic about the potential of IT to overcome some of the time constraint issues.

Several interviewees indicated that wider evaluation and performance indicators have to be in place as well as measuring personal and social development.

A common thread in the response to the issue of value and relevance was a desire to locate measuring personal and social development within critical reflective practice and peer support with an emphasis on learning and continuous improvement.





7. conclusions

- 7.1** There is a widespread use of evaluation methodologies for monitoring hard outcomes against intended objectives across the Youth Service in Northern Ireland particularly in relation to groups, centres, programmes, projects and quality assurance. However there are significantly fewer examples of the use of frameworks which are specifically designed to measure the soft outcomes of personal and social development.
- 7.2** Innovative frameworks have been developed by a significant minority of workers, groups and agencies with an interest in measuring soft outcomes of specific programmes or projects.
- 7.3** The Northern Ireland Youth Service can draw on a range of models and frameworks developed in other regions and already some youth workers have use elements of existing frameworks to measure soft outcomes in their projects.
- 7.4** Aspects of personal and social development are being measured through elements of accredited award schemes throughout the Youth Service and also elements of achievement awards and badges within uniformed youth organisations.
- 7.5** Young people are being supported to chart their own personal and social development in various settings through self evaluation sheets and portfolios.
- 7.6** Some personal and social development measuring tools developed in other fields such as social work, formal education or psychology are being utilised within the Youth Service.
- 7.7** There is no evidence of an agreed, structured or strategic approach to measuring personal and social development across the Youth Service in Northern Ireland.
- 7.8** There is a clear need and significant demand for the development within the Northern Ireland Youth Service of a framework(s) for measuring young people's personal and social development.
- 7.9** A significant number of youth workers express concerns regarding the purpose and practical difficulties of measuring the personal and social development of young people.
- 7.10** There are significant challenges in the nature and scale of the task of taking the development of a framework forward and there is a need to build ownership of any framework among all levels and sections of the Youth Service.
- 7.11** There is evidence that the development of a framework for measuring soft outcomes will benefit young people, youth workers, youth organisations and the Youth Service.
- 7.12** The development of a framework that provides further evidence of the impact of youth work will further enhance the profile and status of the Youth Service particularly with regard to influencing policy and resources.

8. feasibility options



At the Options Workshop eight feasibility options were discussed and evaluated. They were based on the main ideas and practical steps that interviewees and focus group participants had suggested at that stage of the research. The options were as follows:

1. Do not develop frameworks for measuring personal and social development of young people
2. Initiate a process of consultation and training to explore the issues and options to build ownership and agreement across the service before implementing a clear and agreed strategy
3. CDU provide training and support to groups/ organisations to develop their own frameworks relevant to their setting
4. DE establish an interdisciplinary consortium (including young people) to develop a single framework, methodology, methods and tools for implementation as a mandatory framework for measuring personal and social development throughout the Youth Service and provide appropriate training and support
5. Develop a single framework based on the core principles/values of the Model for Effective Practice which includes sufficient flexibility for the development of more specific setting appropriate measurement
6. Develop a model (as opposed to a prescriptive framework) that integrates the development of appropriate measures of personal and social development into critical reflective practice and provide appropriate education, training and support in the use of the methodology, methods and tools within the model

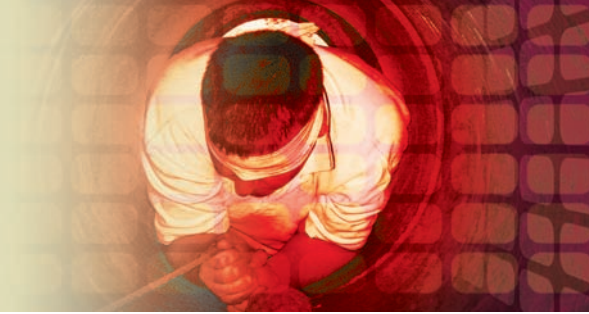
7. Develop a range of models for measuring personal and social development and provide appropriate training and support
8. Establish a working group / consortium to pilot a range of options to test out in a range of settings and identify the most effective approach

Before considering the options the workshop participants agreed a set of criteria by which they would assess each option. The criteria were:

- Who is it measuring for?
- Is it for young people?
- Will it be baseline?
- Will there be buy in from all relevant parties?
- Will there be ownership?
- Is it a framework for hard and soft outcomes?
- Is it practical and simple
- Is it flexible/adaptable to accommodate individuality, different age needs etc?
- Does it fit into a political strategy to argue for resources for the Youth Service?

The participants then assessed the advantages and disadvantages of each option.

The list of advantages and disadvantages recorded for each option are in Appendix X.



The participants then choose their preferred option and the group then attempted to agree on their preferred option.

The preferred options were a combination of options 4, 6 and 8 excluding the term “mandatory”.

DE establish an interdisciplinary consortium (including young people) to develop a single framework, methodology, methods and tools for implementation as a framework for measuring personal and social development throughout the Youth Service and provide appropriate training and support.

Develop a model (as opposed to a prescriptive framework) that integrates the development of appropriate measures of personal and social development into critical reflective practice and provide appropriate education, training and support in the use of the methodology, methods and tools within the model.

Establish a working group / consortium to pilot a range of options to test out in a range of settings and identify the most effective approach.

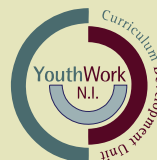


9. recommendations



As a result of the feasibility study the following recommendations are proposed:

- 9.1** The Department of Education should task the Youth Service Liaison Forum with establishing a consortium to develop a model, methodology, methods and tools for implementation as a framework for measuring personal and social development throughout the Youth Service.
- 9.2** The consortium should be representative of the entire Youth Service and should include youth workers and young people.
- 9.3** The consortium should consult with other relevant disciplines in the development of soft outcome measures and indicators.
- 9.4** The model should reflect the values, aims and priorities of the Youth Work Strategy.
- 9.5** The model should be flexible for use in local/project centre based contexts and should be practical and realistic in relation to the time required to implement.
- 9.6** The focus of the model should be on integrating the development of appropriate measures of personal and social development into critical reflective practice and developing a stronger learning culture throughout the Youth Service.
- 9.7** The model should enable youth workers to support young people to identify their own learning from their participation in youth service provision.
- 9.8** The consortium should be led, co-ordinated and supported by the Curriculum Development Unit.
- 9.9** The Curriculum Development Unit should develop a programme of appropriate preparation, support and training for the use of the methodology, methods and tools within the model.
- 9.10** The work of the consortium and the Curriculum Development Unit's co-ordination, support and training role should be adequately resourced.
- 9.11** The model should become embedded in youth work training and in the professional development of workers.
- 9.12** The consortium should pilot a range of methods including the use of IT to test out the model in a range of settings.
- 9.13** The consortium should work to a clear time bound action plan based on these recommendations. (See Appendix XI)



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appendix I

Telephone Consultations

The studies are exploring:

- Current use of age specific curricula.
- Frameworks for measuring the personal and social development of young people.

The studies will help to inform the work of the Northern Ireland Youth Work Strategy. Later in the research I will be carrying out a series of more in depth interviews and focus groups, but at this initial stage I am scoping possible sources of information.

1. Can you suggest possible sources of information for the research on age specific curricula?
2. Can you suggest possible sources of information for the research on frameworks for measuring the personal and social development of young people?
3. Are there any individuals or organisations that you think have a particular interest or experience on age specific curricula?
4. Are there any individuals or organisations that you think have particular interest or experience on frameworks for measuring the personal and social development of young people?
5. Reminder re Scoping Workshop on Wednesday the 22nd of March 2006, at 10am-1pm, in Antrim Board Centre, seminar room one.

Telephone Consultations

Gilbert Bell, Youth Welfare Adviser, NEELB.

Peter Graham, Education and Training Inspectorate.

John McCormick, Director Of Youth Work Services, YCNI.

Gerry McIntyre, Youth Officer (Projects), WELB.

Jacqueline O'Loughlin, Director, Playboard.

Geraldine Stinton, Family Field Officer, National Council of YMCAs of Ireland.



appendix II

Letter Requesting participation in Telephone Consultations/Scoping Workshop

Wednesday, 01 March 2006

Dear Colleague

YouthNet and the Curriculum Development Unit (CDU), is conducting two short term studies within in the Northern Ireland Youth Service. These studies will help to inform the work of the Northern Ireland Youth Work Strategy.

These studies will explore:

- Current use of age specific curricula
- Frameworks for measuring the personal and social development of young people

Age Specific Curricula

As part of the study, we are seeking to engage with a small number of organisations who use or have developed age specific curricula in the delivery of their youth work practice.

Frameworks for Measurement

As part of the study, we are seeking to engage with a small number of organisations who use or have developed a framework(s) for measuring the personal and social development of young people.

Tony Macaulay, the consultant selected to undertake the study would initially like to consult with a group of people via the telephone. The next phase of the study would involve bringing those people together to carry out a scoping exercise.

The time and venue for the scoping exercise have been agreed as:-

Wednesday the 22nd of March 2006, at 10am-1pm, in Antrim Board Centre, seminar room one.

Overall, the time commitment should involve no more than three hours for any one person interested in taking part.

We would greatly appreciate it if you would agree to be part of this research, and would like your consent for us to forward your details to Tony Macaulay, so that he can contact you by telephone.

Do not hesitate to contact us if you have any queries or require further information.

Joe Hawkins
YouthNet

Alastair Scott-McKinley
CDU



appendix III

Wednesday, 01 March 2006

Dear Colleague

YouthNet and the Curriculum Development Unit (CDU), is conducting two short term studies within in the Northern Ireland Youth Service. These studies will help to inform the work of the Northern Ireland Youth Work Strategy.

These studies will explore:

- Current use of age specific curricula
- Frameworks for measuring the personal and social development of young people

Age Specific Curricula

As part of the study, we are seeking to engage with a small number of organisations who use or have developed age specific curricula in the delivery of their youth work practice.

Frameworks for Measurement

As part of the study, we are seeking to engage with a small number of organisations who use or have developed a framework(s) for measuring the personal and social development of young people.

Tony Macaulay, the consultant selected to undertake the study will want to meet with representatives from your organisation. This may include senior managers and/or Management Committee members and the youth work staff involved in the use of the curricula and/or the framework. Overall, the time commitment should involve no more than three hours for any one person interested in taking part.

We will consult participating organisations in the development of the final report.

If you are interested in contributing to this debate, highlighting your curricula /framework and influencing the development of quality in youth work practice, please complete the attached form.

Submissions must reach Curriculum Development Unit by Wednesday 15th March 2006. The visits and structured interviews will take place during April 2006, for those selected to participate.

YouthNet/CDU will select organisations to participate based on ensuring as broad a representation as possible in the sample.

Do not hesitate to contact us if you have any queries or require further information.

Yours sincerely

Denis Palmer
Director



appendix IV

Organisation

Is youth work the primary focus of the organisation? YES NO

Please enter main contact person details below

Title	<input type="text"/>	Forename	<input type="text"/>	Surname	<input type="text"/>
Position in organisation	<input type="text"/>				
<i>Correspondence address</i>	<input type="text"/>			City/Town	<input type="text"/>
County	<input type="text"/>			Postcode	<input type="text"/>
Tel. (day)	<input type="text"/>			Tel (evening)	<input type="text"/>
Tel. (mobile)	<input type="text"/>			Fax.	<input type="text"/>
Email address	<input type="text"/>				

From the list below, tick the term that best describes the nature of the organisation

Regional Voluntary Organisation	<input type="checkbox"/>	Local Community Organisation	<input type="checkbox"/>
Statutory Organisation, Controlled Sector Unit / Project	<input type="checkbox"/>	Other, please specify	<input type="text"/>

Please tick which studies you would like to contribute to (It is possible to contribute to both).

Age Specific Curricula

Framework(s) for measuring young peoples personal and social development

From the list of statements below, please tick all that apply and specify any relevant details in the space provided.

Statement	Tick	Specify Details, if applicable
Our organisation works within a specific geographic area	<input type="checkbox"/>	<input type="text"/>
Our organisation works with people in a specific age group	<input type="checkbox"/>	<input type="text"/>
Our organisation targets young people from a particular background	<input type="checkbox"/>	<input type="text"/>
Our organisation targets a specific Section 75 social group	<input type="checkbox"/>	<input type="text"/>
Our organisation targets/works with all young people in our area/target group	<input type="checkbox"/>	<input type="text"/>
Other basis for targeting young people, please specify	<input type="checkbox"/>	<input type="text"/>

If possible, please identify the people (managers/staff) likely to be part of the study

Name	<input type="text"/>	Position	<input type="text"/>
Name	<input type="text"/>	Position	<input type="text"/>
Name	<input type="text"/>	Position	<input type="text"/>
Name	<input type="text"/>	Position	<input type="text"/>

Will the people, named above be available to take part in the study during the period late April 2006? YES NO

Is the curricula model/measuring framework of practice operated in your organisation written down? YES NO



appendix V

Semi Structured Interview Questions

1. Can you tell me your experience of frameworks for measuring the personal and social development of young people in the Youth Service in Northern Ireland?
2. What is the core purpose of these frameworks?
3. What social issues and/or programme areas are addressed?
4. What is the target group or area?
5. How are they structured?
6. How are they delivered? (explore operation, communication and maintaining/embedding)
7. Is there an ethos that underpins the framework?
If yes, explore.
8. What are the benefits and constraints?
9. What do you think is the relevance and value of further development of such frameworks in the Youth Service in Northern Ireland?
10. Have you ideas/suggestions on a feasible way of developing such frameworks in the Northern Ireland Youth Service?



appendix VI

List of Interviewees

1. Deirdre Bradley, Area Youth Officer, NEELB
2. Crawford Fitzsimmons, Clonard Monastery Youth Club, Belfast
3. Peter Graham, Department of Education, Education and Training Inspectorate
4. Neil McMaster, Citizenship & Diversity Co-ordinator, SOE
5. Clare Harvey, Policy/Research Officer, YCNI
6. Trish Hegan, Manager/Training Officer, Spirit of Enniskillen
7. Joe Hawkins, Peace II Project Manager, YouthNet
8. Francis Loughlin, Team Leader, C/o Glengormley Youth Centre, NEELB
9. Carolyn Lowry, Curriculum Development Officer, CDU
10. Michael McAlinden, Training Development Officer, YCNI
11. Jim McCartney, Senior Youth Worker, NEELB
12. John McCavana, Department of Education, Education and Training Inspectorate
13. Martin McMullan, Deputy Director, YouthAction NI
14. Dr Tony Morgan, University of Ulster at Jordanstown
15. Denis Palmer, Director, YouthNet
16. Chuck Richardson, Director, Spirit of Enniskillen
17. Alastair Scott-McKinley, Senior Curriculum Dev Officer, CDU
18. June Trimble, Director, YouthAction NI
19. Maggie Watson, Centre Leader, Greenisland/Knockagh Youth Centre, NEELB



appendix VII

Focus Group Participants

SEELB Youth Service : 4th May 2006

- Siobain Byrne, Senior Youth Officer – Curriculum
- David Logan, Full Time Youth Worker Cregagh Youth Centre
- John McCullough, Senior Youth Worker –Ballybeen Area Project
- Mary McGrath, Senior Youth Worker - Community Relations
- Jim Valente, Youth Officer – Ards
- Donna Weir, Senior Youth Worker- Laurelhill YC - Lisburn

Boys Brigade, Belfast Battalion Training Committee:10th May 2006

- Tommy Burns, Training Committee
- Anne Glenn, Anchor Boy Committee
- Harry Groves, Training Committee
- Irene Lowry, Training Committee Convener
- Sharon Mackey, Junior Section Committee
- Paul McCarroll, Battalion Senior Executive/Company Captain
- Elizabeth Smith, Training Committee
- Maurice Williamson, Battalion Chief Executive

WELB Youth Service:11th May 2006

- Hugh A Hastings, Manager, Pilots Row Centre
- Una McCartney, Leader-in-Charge, SCYC
- Michael McCaul, Long Tower Youth Club
- Marian McCourt, Youth Worker in charge, Rosemount Youth Centre
- Yvonne McKeever, Area Youth Worker, Bogside and Surrounding Areas
- Brain McMenamin, Long Tower Youth Club
- Michelle Reid, Area Youth Worker, Waterside
- Brendan Wilkinson, Leader-in-Charge, Pennyburn YC

appendix VIII

Frameworks for Measuring Personal and Social Development Feasibility Study

Options Appraisal Workshop

Friday 5th May 2006

11.30am	Welcome and Introductions
11.45am	Criteria for Appraising Options
12noon	Options Discussion/Appraisal
12.30pm	Other Options
12.45pm	Preferred Options

Options Appraisal Workshop Participants

- Siobain Byrne, Senior Youth Officer, Curriculum, SEELB
- Liam Curran, Deputy Head of Youth, WELB
- Crawford Fitzsimmons, Clonard Monastery Youth Club, Belfast
- Peter Graham, Department of Education, Education and Training Inspectorate
- Trish Hegan, Manager/Training Officer, Spirit of Enniskillen
- Eva Kane, Playboard NI
- Carolyn Lowry, Curriculum Development Officer, CDU
- Paul McCarroll, Battalion Senior Executive, Belfast Battalion, Boys Brigade
- Gerry McIntyre, Youth Officer (Projects), WELB
- Chuck Richardson, Director, Spirit of Enniskillen
- Alastair Scott-McKinley, Senior Curriculum Development Officer, CDU
- Geraldine Stinton, Family Field Officer, National Council of YMCAs of Ireland
- Louise Tohill, Playboard NI



appendix IX

Frameworks for Measuring Personal and Social Development Feasibility Study

Options for Appraisal Workshop

1. Do not develop frameworks for measuring personal and social development of young people.
2. Initiate a process of consultation and training to explore the issues and options to build ownership and agreement across the service before implementing a clear and agreed strategy.
3. CDU provide training and support to groups/ organisations to develop their own frameworks relevant to their setting.
4. DE establish an interdisciplinary consortium (including young people) to develop a single framework, methodology, methods and tools for implementation as a mandatory framework for measuring personal and social development throughout the Youth Service and provide appropriate training and support.
5. Develop a single framework based on the core principles/values of the Model for Effective Practice which includes sufficient flexibility for the development of more specific setting appropriate measurement.
6. Develop a model (as opposed to a prescriptive framework) that integrates the development of appropriate measures of personal and social development into critical reflective practice and provide appropriate education, training and support in the use of the methodology, methods and tools within the model.
7. Develop a range of models for measuring personal and social development and provide appropriate training and support.
8. Establish a working group / consortium to pilot a range of options to test out in a range of settings and identify the most effective approach.



appendix X

Options Appraisal Advantages and Disadvantages

Option 1: Do not develop frameworks for measuring personal and social development of young people

Advantages

- it is detrimental to young people political & social developments
- suggests worker is sole driver of young peoples development
- suggests linear development
- it's already happening – recognise it

Disadvantages

- Planning/outcomes/learning overlooked
- Youth Service could be criticised for lack of hard evidence
- Support for workers is not provided – reinventing the wheel
- Young people not supported to measure their own development
- Would give focus/evidence/resources

Option 2: Initiate a process of consultation and training to explore the issues and options to build ownership and agreement across the service before implementing a clear and agreed strategy.

Advantages

- Ownership
- Consultation

Disadvantages

- Too long term
- Has to be consultation anyway
- More difficult if not concrete

Option 3: CDU provide training and support to groups/ organisations to develop their own frameworks relevant to their setting

Advantages

- CDU involved in support & training
- Recognises existing expertise/values – voluntary & community sector

Disadvantages

- Long way round of producing a model anyway
- Could spilt the sector/competition – statutory/ voluntary
- Assume skill is already there
- Assumes framework is there – step missed
- Danger of subjectivity with own frameworks

Option 4: DE establish an interdisciplinary consortium (including young people) to develop a single framework, methodology, methods and tools for implementation as a mandatory framework for measuring personal and social development throughout the Youth Service and provide appropriate training and support

Advantages

- produces an agreed framework
- inclusion of young people (empowerment/ real involvement)
- provides common ground
- opportunity with DE at present



appendix X (continued)

Disadvantages

- “mandatory – imposed
- difficult to find a framework for whole age range
- single framework not possible – has to be different frameworks

Option 5: Develop a single framework based on the core principles/values of the Model for Effective Practice which includes sufficient flexibility for the development of more specific setting appropriate measurement

Advantages

- provides flexibility

Disadvantages

- Lose focus?
- Lose chance for coherent vision

Option 6: Develop a model (as opposed to a prescriptive framework) that integrates the development of appropriate measures of personal and social development into critical reflective practice and provide appropriate education, training and support in the use of the methodology, methods and tools within the model

Advantages

- supportive
- developmental
- empowering
- sow seeds for longer term development/learning
- recognises skilled professional & reflective practice
- fits with training for part time workers/full time training
- could result in a range of setting appropriate framework

Disadvantages

- missing young people inclusion
- might be too loose or wide (pilot would explore)

Option 7: Develop a range of models for measuring personal and social development and provide appropriate training and support

Advantages

- recognises what already exists

Disadvantages

- some models already exist
- confusion of many models
- strategic fit?

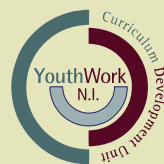
Option 8: Establish a working group / consortium to pilot a range of options to test out in a range of settings and identify the most effective approach

Advantages

- only if part of another option i.e. option 6

Disadvantages

- confusing





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