

Access All Areas

A Diversity Toolkit for the Youth Work Sector



Promoting Equality and Inclusion

A self-assessment Toolkit for youth leaders to assess the level of equality and inclusion in their programmes....

...with practical tips on how to make youth services fully inclusive for all young people

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by

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SECTION ONE

Why should I use this Toolkit?

In this Section:

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“Equality is not about treating people the same, because different groups of people have different needs, different groups experience discrimination in different areas of life in different ways. Treating everyone the same can have the effect of being an indirect form of discrimination when it is clear that some groups have much greater needs than others. Equality is about securing equality of opportunity, equality of participation and equality of outcome.”

NCCRI, March 2003

What is this Toolkit about?

This Toolkit has been designed to be used by trained youth workers, by volunteers at local youth services, by directors and managers of youth services and anyone else working with young people. This Toolkit invites us to look at the supports that are needed - at a personal and organisational level - to

make sure that all young people in a community feel they belong and are actively participating.

Young people have diverse lives and identities. Some will have a disability, many will have come from a minority ethnic background, others will have left school early; a number will be involved with the juvenile justice system. There are young people who are members of the



Traveller community, some young people may be parents, or they may be gay or coping with a mental health issue. Many young people may identify with more than one of the groups outlined above.

Creating a youth service that is inclusiveness of all these young people and responsive to their needs involves:

- Openness and dialogue
- A willingness to change and
- A commitment to equality



Equality is based on four key objectives:

1. Access to services
2. Inclusion in decision making and shaping one's own community
3. Relationships based on love, care, respect and solidarity, and
4. Acknowledgement of diversity and the right to social statusⁱ

Creating a service based on equality means asking if our projects, programmes and activities are based on the norms and values of the majority group or do they include the needs of young people from diverse living circumstances and identities?

NYCI identifies the benefits and outcomes of youth work to young people as being:

- ⇒ **A positive sense of self**
- ⇒ **The development of life skills and attributes**
- ⇒ **New experiences and opportunities**
- ⇒ **The opportunity to contribute to the development of their community**
- ⇒ **A sense of belonging**

Does your service offer the same level of outcome to all young people in your community? For example:

- ⇒ Do some young people feel intimidated by the dominance of the majority group?
- ⇒ Is it harder for some young people to physically access and participate in your project or group?
- ⇒ Is there racism or homophobia in the project or group which makes it difficult for young people from diverse backgrounds to participate?
- ⇒ Does your service accommodate the various learning needs of young people?

The principle of equality and inclusion needs to be firmly embedded in our society and promoted from an early age. Youth work is an ideal setting for working towards this goal by exploring issues and developing awareness with young people.

How will this Toolkit help you to Create an Inclusive Youth Service?

1. It can help you to **quickly assess** how well you are currently doing and begin equality proofing your work through providing equality and inclusion checklists
2. It can help you to **plan** by providing information about needs, demographics and how to consult with young people with diverse lives and identities
3. It can help you to **provide better service** to all groups by giving practical tips and supports
4. It can help you **develop policies** through providing guidelines and templates
5. It provides lists of **resources** and links for providing more effective and inclusive youth work

Funding

- ⇒ Don't forget that most funding bodies ask organisations to state how their service is being inclusive. This Toolkit will help you to assess your current level of inclusiveness and help you to develop inclusive practices

Equality and Inclusion – What is it?

Equality:

- ⇒ Everybody is of equal worth and deserves equal respect and dignity
- ⇒ Everybody should have equal prospects of well-being and having their needs met, and resources should be distributed in such a way to provide for this
- ⇒ Everybody should have equal prospects to develop
- ⇒ Everybody should have equal rights including an equal chance to have their say ⁱⁱ

Inclusion:

Inclusion is a process that is relevant to all young people but particularly focuses on those groups who have historically been marginalised or at risk. It involves a process of identifying, understanding and breaking down barriers to participation and belonging; and the provision of resources to achieve equality of outcome for all. It recognises the need to involve parents/carers in its practices and decision-making processes. It also asserts that inclusion is not possible without those being 'included' playing a full part in the process. ⁱⁱⁱ

Inclusion is about the quality of young people's experience; how they are supported to learn, achieve and participate fully in the life of the youth service. In essence it involves adapting policies and practices within youth services to remove barriers to learning so that nobody is marginalised. Inclusion moves away from labelling young people, towards creating an appropriate learning environment for all children. ^{iv}

What does Government Policy say?

There are clear Government and youth sector commitments to working better to meet the needs of diverse young people through legislation, policies and strategies. This commitment has been stated within two key documents and in the Equal Status Act.

The Youth Work Act

The Youth Work Act 2001 established a legal framework for the provision of youth work in Ireland. It governs all Youth Work in Ireland and commits youth services to meet the needs of all young people equally and fairly.



A key feature of the Youth Work Act is that it obligates providers to deliver youth work services to young people from socio-economically disadvantaged backgrounds, to minority language communities and on an equal basis with regard to gender. The Act also places quotas and obligations on the formation of elected voluntary councils with reference to gender equality and the inclusion of members from the Traveller community.^v

The National Youth Work Development Plan 2003-2007

This plan commits to uphold the Equal Status Act which places obligations on youth services to deliver services in an equal and non-discriminatory way. In its key points in relation to equality and inclusiveness,^{vi} it states:

“Proposals for a National Youth Work Development Plan are based on a commitment to a vision of youth work which values diversity, aims to eradicate injustice and inequality, and strives for openness and inclusiveness in all its dealings with young people and adults. It aims to uphold in spirit as well as in letter the provisions of the Equal Status Act, whereby no adult or young person may experience discrimination on the basis of gender, marital status, family status, sexual orientation, religion, age, disability, race, nationality or ethnicity, including membership of the Traveller community.”^{vi}

It also states:

“The fact that while organisations are increasingly attempting to work with groups of young people for whom provision has heretofore been inadequate (this includes but is not limited to young people with disabilities, young Travellers, young gay men, lesbian women, bisexuals and young refugees), much more still could be done in this regard.”

This statement clearly recognises the existence of inequalities and suggests that youth work should pursue a reformist and activist agenda in equality. The NYWDP acknowledges that one of the key challenges for youth work is:

“The need for intercultural aptitudes and awareness among young people and those who work with them. An adequate youth work response requires....that all young people, and all youth workers, are facilitated in developing the awareness and skills appropriate for a more diverse cultural environment.”^{vii}

The nine grounds are:

- ⇒ Age
- ⇒ Gender
- ⇒ Religion
- ⇒ Disability
- ⇒ Family Status
- ⇒ Marital Status
- ⇒ Sexual Orientation
- ⇒ Membership of the Traveller community
- ⇒ Race (Ethnicity, Skin Colour or National Origin)

Equal Status Act (2000) and Equality Act (2004) – as it relates to Youth Work

Equality legislation

The Equal Status Act 2000 and Equality Act 2004 prohibits services from discriminating and harassment on nine grounds. ‘Services’ includes all youth services, whether they are run by volunteers or paid staff or whether fees are paid by participants or not.

Discrimination

Discrimination is treating a person less favourably than another person. It includes making distinctions between people and denying them opportunities on the grounds of issues other than ability or qualifications; for example their gender, sexuality, ethnic background, disability, family circumstances etc.

Under the Equality Legislation there are 3 kinds of discrimination:

1. **Direct** (e.g. refusing someone a service, being hostile to young people because of their identities). Direct discrimination occurs when a person receives less favourable treatment or a less favourable outcome than another person in the same situation would have received on the grounds of their identity under the nine grounds.
2. **Indirect** (e.g. creating barriers to a young person's participation in a youth service). Indirect discrimination occurs when a seemingly neutral policy or requirement actually has an adverse impact on a person from a minority background. Indirect discrimination can be unintentional. It can happen when services fail to take into consideration that different groups of people have different needs. Treating people with different needs the same can have the effect of being an indirect form of discrimination. For example, failing to provide for the mobility needs, such as providing wheelchair ramps, for people who are wheelchair users is a form of indirect discrimination that is fundamentally inequitable as it clearly denies access to those young people.
3. **By Association** – a young person is discriminated against not because of their identity or status but because of their association with someone else (e.g. treating someone unfavourably because they are a family member or friend of a gay person, member of the Traveller community, person with a disability etc).



Harassment

NB: Harassment applies to both the actions of workers and of young people.

Harassment is any form of unwanted conduct related to any of the discriminatory grounds that has the purpose or effect of violating a person's dignity and creating a hostile, humiliating or offensive environment for the person.

Harassment, including sexual harassment on any of the nine grounds is prohibited. This prohibition applies to all aspects of a youth service: in programmes, in drop-ins, on trips, on the sports field, and so on.

A person who is responsible for the operation of a youth service must not permit a young person to be harassed or to be sexually harassed because of their identity or status linked to the nine grounds. This responsible person will be liable for the harassment or sexual harassment unless they took reasonably practical steps to prevent it.

In this way a young person could take a case against a youth service if they are being harassed or sexually harassed by another young person. The onus is then on the youth service to try to prove that they took all reasonable measures to ensure that it was stopped.

Youth services are liable for discrimination or harassment committed by an employee in the course of their work, whether or not it was done with the youth service's knowledge or approval. A service has a defence against being liable for the discriminatory actions or harassment of an employee if it can prove that it took such steps as were reasonably practical to prevent the employee from committing the actions.



Positive Action

Under the Equal Status Act, youth services are allowed to:

- Provide preferential treatment
- Take positive actions that are genuinely intended to promote equality of opportunity for young people covered by the nine grounds

Positive action occurs when measures are taken to correct an unequal state of affairs, for example where equality of outcome has been verifiably absent because of discrimination in the past. Examples would be where previously under-represented groups (such as women) are deliberately included.



Further info:

the Equality Authority

Phone: 1890 245 545

Email: info@equality.ie

Website: www.equality.ie

How can you use this Toolkit?

Each section will lead you through some of the positive actions you can take towards achieving equality and inclusion in your organisation. It will outline the specific barriers that young people from diverse backgrounds and circumstances may face in accessing and participating in youth work and it gives you information and guidelines on how to address those barriers.

Sections

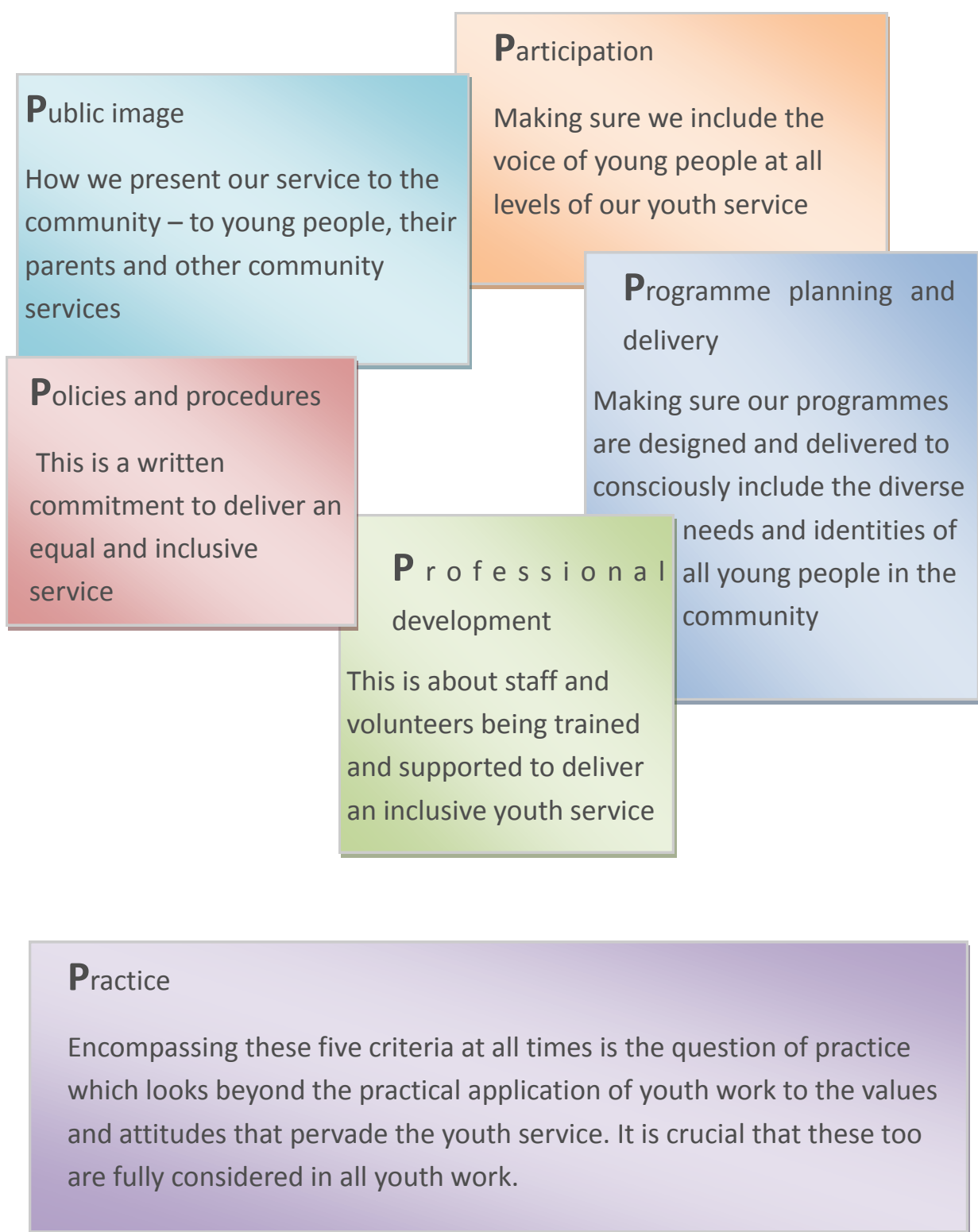
Each of the sections has:

- **Information** on the demographics of the particular diverse group
- The **needs** and **issues** of this group
- **Practical tips** on working with young people from this group
- **Resources** – contacts and useful links for working with this group
- **Checklist** to assess how well you are including each group

Checklists

The checklists presented at the end of each section will allow you to assess how well your service is doing in offering equality of opportunity, equality of participation and equality of outcome to young people who have diverse lives and identities in your community. It is a self-assessment exercise and can be used repeatedly and by all members of an organisation in an ongoing process of monitoring and evaluation. Best practice international models show that obvious improvements should be planned for and verified by repeating the self assessment on a bi-annual basis. This allows groups to ascertain their current position and to measure their achievements from this position over a two year period. At all times it is important to compare your current levels of inclusion with locally based statistics to get an accurate reading of how inclusive your service is in relation to the community in which you work.

The checklists are all framed under a proofing model referred to as the 5 P's which are outlined here:



Using the checklists

- ⇒ Read the checklists. You may find it easiest to do this in a team setting or with representatives from the staff, board, management and volunteers
- ⇒ Having completed the checklists you will have a number of 'no' and 'yes' and 'in progress' or 'partially' responses. Consider the yes responses as areas where you are doing well and no and 'in progress' responses as equality issues that need to be resolved in your youth service. With your 'no' and 'in progress' responses choose a workable number of issues to complete over a medium term period
- ⇒ Develop a work plan, indicating who will be responsible, when the action will be completed and milestones on the road to completion of the plan
- ⇒ When the work plan is completed, evaluate your progress and choose your next goal

Master checklist

At the end of this section we present a master checklist for managers of projects that will help you determine how well equality and inclusion is embedded in your service.

The master checklist is designed to explore how well youth services are reaching all young people in the community who have diverse lives or identities. When we talk about diversity in this checklist we are referring to young LGBT people, young parents, young people with mental health issues, young Travellers, early school leavers, young people from minority ethnic backgrounds, young people involved in the juvenile justice system, young parents or young people who are Deaf, have sight loss or a physical disability. Therefore, where the checklist refers in general to diversity we would ask you to think about all these diverse lives and identities when answering the questions. More specific checklists that are designed to look at service delivery for each of the above named groups are to be found at the end of each section of this Toolkit. Ideally all of the checklists should be completed by each youth service.

Looking at Equality and Inclusion Policies

After filling out the checklists you may have identified the need for a new equality and inclusion policy or a need to review your existing policies. Ideally, your youth service will have the capacity to commit to immediately developing an equality policy and action plan to bring about comprehensive and strategic actions to mainstream equality for all young people including those with diverse lives and identities.

Guidelines on developing an Equality and Inclusion Policy

An equality and inclusion policy should be developed in consultation with all team members. It should be reflective of practice and offer workable guidelines toward maintaining an inclusive and equal youth work. It should include the following headings:

1. Your organisations mission statement
2. Your organisation's general principles/core values/guiding principles
3. Statement of your organisation's commitments to equality and inclusion
4. A statement of who is targeted in an equality and inclusion policy. At minimum these must include all of the following 9 grounds:
 - ⇒ Gender
 - ⇒ Marital status
 - ⇒ Disability
 - ⇒ Race (Colour; Ethnic or National origin)
 - ⇒ Membership of the Traveller community
 - ⇒ Family status
 - ⇒ Sexual orientation
 - ⇒ Political or religious belief
 - ⇒ Age



Ideally you would also include the following:

- ⇒ Socio-economic status
 - ⇒ Antibody status
 - ⇒ Responsibility for dependants
 - ⇒ Address
 - ⇒ Trade Union membership
 - ⇒ Criminal conviction
 - ⇒ Recovering from addiction
5. Statements outlining the responsibility of your organisation and its staff with regard to equality and inclusion
 6. Policy implementation statements about your:
 - ⇒ Programmes and practices
 - ⇒ Publications
 - ⇒ Training
 - ⇒ The work/service environment
 - ⇒ Policy review and evaluations
 - ⇒ Complaints procedures
 7. Complaints procedures
 8. A clear outline of Irish Equality Legislation and Definitions in relation to equality legislation—(e.g. Discrimination—direct and indirect, harassment including sexual harassment, etc.)

Note

- Advice on writing an equality and inclusion policy can be obtained from the Equality Authority
- NYCI training is available on writing inclusion policies. NYCI Intercultural Officer can provide a detailed template to help you develop an Equality and Equality Policy

Ensuring Equality and Inclusion Practice: Identifying Diversity in your Youth Service



It is impossible to determine how inclusive your service is if you do not know if young people using the service have diverse lives or identities. The team who collated this Toolkit considered this question in great detail and looked at best practice in other countries. The sensitivity and expertise needed to allow young people to identify themselves as LGBT for instance, or of being concerned about their mental health, is considerable and the skills needed to do this cannot be imparted through this Toolkit. Readers are advised to directly contact the relevant organisations for training and advice.

However, contrary to this, it is totally appropriate and indeed crucial that some identities are ascertained. These include young people with special needs, those living with a disability and those from a minority ethnic background. Therefore, registration forms in all youth services should invite young people to identify their special needs, any disability and their ethnic identity. An example of how to do this is shown here. More examples, and how to use the information, in accordance with best practice, is laid out in Appendix 1.

Table 1 Identifier questions

Name? _____

What is your ethnic/national identity? _____

[Give your answer as you do to your friends. Examples others have given to this question include Irish, Irish-Traveller, Polish, Nigerian, Kurdish, Filipino, Indian-Irish, Brazilian, Nigerian-Irish, British etc.]

What is the ethnic/national identity of your:

Parent/guardian/primary care giver? _____

Parent/guardian/primary care giver? _____

Other relevant information: Please mention any requirements or needs you want us to know about e.g. disability, allergies, transport, dietary needs etc .

Diversity Toolkit Master Checklist

You may be filling out this checklist as a leader of a youth group/youth club or youth service. Alternatively you may be working within a youth organisation as an administrator or at organisation headquarters. Therefore the degree to which you engage directly with young people may differ from others. As a result many of the questions below have a bracketed section. The bracketed section is for those services that do not work directly with young people but whose work supports service delivery to young people.



Use this checklist to identify how you can improve your service for young people who have diverse lives and identities - young LGBT people, young parents, young people with mental health issues, young Travellers, early school leavers, young people from minority ethnic backgrounds, young people involved in the juvenile justice system, young parents and young people who are Deaf, have sight loss or a physical disability.

Public image

To be successful in making people from diverse backgrounds feel included in our services they need to be visible in our organisations, even if we do not work directly with young people:

How do we present our services - to young people, their parents and other community services?

- We portray a range of young people in advertising our service [or in promotional materials for our organisation]

Yes Partly No

- Our promotional material is accessible—i.e. Translated information, visual, disability accessible, plain English

Yes Partly No

Our service is accessible and we encourage services we work with to be accessible—i.e. people can:

⇒ Phone us

Yes Partly No

- ⇒ SMS (text us) Yes Partly No
- ⇒ Email us Yes Partly No
- ⇒ Fax us Yes Partly No
- ⇒ Drop in to our service Yes Partly No
- ⇒ Our website is disability accessible Yes Partly No
- We have a list of services that we can refer young people to (or we encourage the services that we work with to be aware of the services available for young people from diverse identities and living circumstances) Yes Partly No
- Staff attend inter-agency forums Yes Partly No
- We provide information about our service to a broad range of community groups Yes Partly No

Participation

To be effective in developing relevant, useful services, it is necessary to consult with diverse communities and young people even if we do not provide direct work:

How do we make sure we include the voices of young people at all levels of our youth service?

- Our management committee includes a diverse range of community members Yes Partly No
- We provide informal ways for young people to have a say about our service Yes Partly No

Programme planning and delivery

To be successful in addressing current issues faced by young people and youth workers our services need to be aware of who young people are, where they are from and how they live, even if we do not provide direct work:

How do we make sure our programmes are designed and delivered to consciously include the diverse needs and identities of all young people in the community?

- Our service has up to date information about the demographics in our area (or our organisation has up to date information about demographics of young people nationally and we encourage the services that we work with to have up to date information about the demographics in our areas

<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
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We collect statistics from young people, staff and volunteers who use our service (or we ask the youth services that we work with for statistics on the people that they work with) including:

⇒ Cultural or ethnic background

<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
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⇒ Requirements in relation to disabilities

<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
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- Our service compares the demographics of our local area with the people we work with to identify groups who do not use or volunteer/work at our service (or we encourage the services we work with to identify groups who do not use or volunteer/work at their service)
- We consider (or ask the services we work with to consider) community profiles and needs in our strategic planning processes
- We consult (or ask the services we work with to consult) with a broad range of young people including those who do not use our services

<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
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<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
--------------------------------------	------------------------------	--------------------------

<input checked="" type="radio"/> Yes	<input type="radio"/> Partly	<input type="radio"/> No
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Professional development

Our staff and volunteers are trained and supported to deliver an inclusive youth service?

- Our service has a written policy on employment equality opportunity Yes Partly No
- Job descriptions require staff to have awareness of equality and inclusion issues Yes Partly No
- Staff and volunteers receive training on equality and inclusion issues Yes Partly No

Policies and procedures

Our organisation has a written commitment to deliver an equal and inclusive service?

- Our service has a written commitment to equality and inclusion in its constitution Yes Partly No
- Our service has a written equality and inclusion policy/ies Yes Partly No
- Our staff, volunteers and management committee understand our equality and inclusion policy/ies Yes Partly No
- Our staff, volunteers and management committee under their legal obligation regarding equality and inclusion issues Yes Partly No
- Our staff, volunteers and management committee understand our funding bodies requirements regarding equality and inclusion Yes Partly No

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- v. Department of Education and Science 2001
- vi. Department of Education and Science, 2003 p 15
- vii. Department of Education and Science, 2003 p 3

Appendix 1

Assessing the levels of inclusion of young people who have a disability, or special needs, or who come from a minority ethnic background

Rationale for asking about ethnicity, disability and special needs

In order to be able to be able to meet the needs of the young people who use your service (and also your staff or colleagues) it is important to know them and what is important to them. One of the things that identify us the most is our ethnic identity and any special needs or disabilities we might have. In order to plan effectively it is important to know this information in advance. You might, for example, decide to acknowledge the diversity within your service by celebrating important festival days. You would need to know which ones are important to the group you are working with. You might also need to understand what cultural practices your service users live by – for example certain foods might cause offence or service users may have to abide by specific dress codes. When planning an event you would also need to know in advance what special supports you would have to put in place with regard to young people with a disability. For example you may need to ensure wheelchair access or have visual aids.

Collecting information on disability ethnic identity and special needs

Identity should always be self described – either by parents for participants under 11 - or by the person themselves if aged 11 or older. Young people may prefer to have someone present to explain aspects of a registration form and sometimes to help them fill it out. Always respect people's right not to disclose information about themselves.

Asking identity questions does raise the question of data protection and confidentiality. Be clear to your service users that this information will be kept confidential and safe and that it will be used to plan effective and safe services that meet the needs of all those using the service. Also explain that you are committed to inclusiveness and equality and without this data you cannot assess how well you are meeting this goal.

Reviewing and adapting your registration forms

Using the questions in the table below you can adapt your current registration form by changing your wording where applicable and by making any necessary additions.

Table 1 Identifier Questions

<p>Name? _____</p> <p>What is your ethnic/national identity? _____</p> <p><i>[Give your answer as you do to your friends. Examples others have given to this question include Irish, Irish-Traveller, Polish, Nigerian, Kurdish, Filipino, Indian-Irish, Brazilian, Nigerian-Irish, British etc]</i></p> <p>What is the ethnic/national identity of your:</p> <p style="padding-left: 40px;">Parent/guardian/primary care giver? _____</p> <p style="padding-left: 40px;">Parent/guardian/primary care giver? _____</p> <p>Other relevant information: Please mention any requirements or needs you want us to know about e.g. disability, allergies, transport, dietary needs etc</p> <hr/> <hr/>
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Reviewing your staff and volunteer forms

In adult situations, especially amongst staff and volunteers it is more appropriate to ask about the languages a person speaks rather than about their parent's ethnicity. This also gives you the opportunity to learn what language skills are present in your service.

Table 2 Ethnic identity questions to ask adults

What is your ethnic/national identity? _____

[Give your answer as you do to your friends. Examples others have given to this question include Irish, Irish-Traveller, Polish, Nigerian, Kurdish, Filipino, Indian-Irish, Brazilian, Nigerian-Irish, British etc]

What languages do you speak 1st language (Mother tongue) _____

2nd language _____

3rd language _____

4th language _____

Other relevant information: Please mention any requirements or needs you want us to know about e.g. disability, allergies, transport , dietary needs etc

Note: You may alternatively decide to ask both the question about parental ethnicity and language use.

When the young people have already filled out a registration form

In many situations the young people using your service will already have filled out registration forms. In order to do an identity survey for inclusion purposes it would be appropriate to present an entirely separate form that would include additional questions such as the one in Table 3 together with a rationale for the young people on why you are asking these questions.

Table 3 For young people who have already filled out a registration form at your service

For the attention of people filling out this form:

In order to better plan a safe and relevant youth group that both meets your needs and interests and is inclusive and equal for all young people it is important for us to know something about you. For this reason we are asking you to fill in this form.

The information will be treated with confidentiality. Only reveal what you are happy for us to know.

Name? _____

What is your ethnic/national identity? _____

[Give your answer as you do to your friends. Examples others have given to this question include Irish, Irish-Traveller, Polish, Nigerian, Kurdish, Filipino, Indian-Irish, Brazilian, Nigerian-Irish, British etc]

What is the ethnic/national identity of your:

Parent/guardian/primary care giver? _____

Parent/guardian/primary care giver? _____

(This question is asked to record what other cultural influences play a part in your life)

Other relevant information: Please mention any requirements or needs you want us to know about e.g. disability, allergies, transport, dietary needs etc

What activities are you interested in taking part in? _____
(you might fill in the various activities that you offer) _____

How did you hear about our club/group? _____

What days/evenings are you available to attend our club/group? _____

If you have a disability in what way would you like to get involved in our club/group?

Using the data collected to assess how inclusive your service is

The identifier form has been designed to help you with your planning. It is important to compare the statistics from your service with the demographic data from your area. It is also important to determine what supports would have to be put in place to meet the needs of your potential service users.

The following steps will help you with your service assessment and planning.

- Step 1** Determine the % of all people using your service from a minority ethnic background. Does this compare well with the % of all people from a minority ethnic background in your area? You can find statistics for each town in Ireland with over 5000 residents classified by ethnic or cultural background from <http://beyond2020.cso.ie/Census/TableViewer/tableView.aspx?ReportId=12483>
- For smaller towns information can be obtained from the CSO on request.
- Step 2** Determine the % of people from the Traveller community using your service. How does this compare with the demographics from your area? You can find statistics for members of the Traveller community resident for each town in Ireland with over 5000 residents from <http://beyond2020.cso.ie/Census/TableViewer/tableView.aspx?ReportId=12483>
- Step 3** Determine the largest representations of people using your service from a minority ethnic background by continent or country. Compare these with demographics from your area. Are the largest groups from minority ethnic backgrounds in your area represented in your service? You can find statistics for residents classified by nationality and age group from <http://www.cso.ie/statistics/nationalityagegroup.htm>
- Also the following report highlights the highest populations of non-Irish resident in Ireland together with a full breakdown of their living circumstances. <http://www.cso.ie/census/documents/NON%20IRISH%20NATONALS%20LIVING%20IN%20IRELAND.pdf>
- This table gives breakdown by region of continental origin <http://beyond2020.cso.ie/Census/TableViewer/tableView.aspx?ReportId=12483>
- See also the following report http://www.cso.ie/census/census2006results/volume_5/vol_5_2006_complete.pdf
- Step 4** Determine what supports you need to put in place to meet the needs of anyone taking part in your service who has a disability or special needs.

The following tables may help you to collate your results. They relate to the steps outlined above.

Step 1

% of all people in our service from ME background	<u>%</u>	% of all people from ME background in our area (CSO figures)	<u>%</u>	How well do the figures compare	<u>Our service</u>		Numbers of young people needed to reach equity _____
					+	%	
					-	%	

Step 2

% of all people in our service from Traveller background	<u>%</u>	% of all people from Traveller background in our area (CSO figures)	<u>%</u>	How well do the figures compare	<u>Our service</u>		Numbers of young people needed to reach equity _____
					+	%	
					-	%	

Step 3

Largest 3 groups from a minority ethnic background in our area	Largest 3 groups from minority ethnic background using our service	How well do the figures compare	<u>Our service</u>		Numbers of young people (and ethnic background needed to reach equity) 1. _____ 2. _____ 3. _____
			1. +	-	
1. _____	1. _____		2. +	-	
2. _____	2. _____		3. +	-	
3. _____	3. _____				

Step 4

List the people in your service who have stated they have special needs	List the various supports these young people will need:				
	Physical supports (e.g. cranes)	Environmental supports (e.g. ramps etc)	Dietary needs (e.g. allergens)	Medical supports (e.g. medication)	Other supports (e.g. personal assistant)
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5

Collating the information within your own service for reporting purposes

For your ongoing planning needs you will need to store the information you have collected. You may want to see how inclusive you have become over a period of time. You may need to refer back to information when planning new activities. There are several ways of recording the information collected.

Simplest form of recording and using the data collected

When using these forms for your own reporting purposes it is not necessary to note every ethnic identity (for example in a database). A database entry could have just 4 options:

1. Irish
2. Irish Traveller
3. Minority ethnicity,

4. 2nd generation or mixed ethnicity. This is where a young person's ethnicity differs from their parents/guardians (2nd generation young people or young people with mixed ethnicity may have very different needs from 1st generation migrants)

These 4 divisions will give you a broad breakdown of statistics that you can use to assess your service. It is also advisable to count the number of different ethnic backgrounds the young people come from.

More complex form of recording and using the data collected

Planning at a project or service level entails having a full, detailed, ethnic breakdown recorded just as the detailed special needs assessment is important. This would entail having a hard copy file for each service user and a separate file listing the range of a) ethnic diversity in your service and b) special needs in your service.

If you want to record this fuller set of information into a data set you might decide to follow the CSO divisions given below. Dividing your data into the CSO divisions does allow you to do a wide comparative study which might be helpful for your forward planning especially at headquarter level. This would entail dividing the information given into the following categories, either in full or just within their subheadings (i.e. White, Black, Asian, or Other):

A - White

- 1 – Irish
- 2 – Irish Traveller
- 3 – Any other White background

B - Black or Black Irish

- 4 - African
- 5 - Any other Black background

C – Asian or Asian Irish

- 6 – Chinese
- 7 - Any other Asian background

D – Other including mixed background

- 8 – Other

Please note: using these categories has the effect of dividing people on grounds of skin colour, a category that is not at all helpful in the planning and delivery of youth services but may have some relevance in Government planning. It would not be our recommended choice. More appropriate would be to have a full listing of ethnic origin that would grow as your service becomes more diverse.

Collating your data if you have used the language question

If you use the language question in your questionnaire you will get a much more complex data set. You can try to extrapolate ethnicity from the answers but it would prove very difficult as you cannot expect to know which languages match up to which ethnic background. Neither would you know if the languages are languages learnt in school/university or mother tongue languages therefore you would have to rely on the ethnicity identification stated by the respondent as your only information by which to record ethnic information and sort it in either of the methods given above. In a separate data field you could collect the diversity of languages spoken.



Appendix 2

Develop your Action Plans

Use the Toolkit to develop an action plan.

Refer back to the checklists you have reviewed. Consider the explanations you gave to the ‘no’ and ‘in progress’ responses. Choose the areas where you feel you can make some concrete improvement in the:

- Short term, (1-2 weeks)
- Medium term (1-2 months)
- Long term (6 months – 1 year)

Write up an action plan – with

1. Timeframes for completing your chosen tasks,
2. Allocate a person responsible for ensuring these tasks are completed
3. Determine what supports need to be put in place to complete these tasks

Action Plan Template

Section (e.g. working with young LGBT people)	Description of action to be taken	Date for completion	Person responsible	Supports needed
Short term				
Mid term				
Long term				