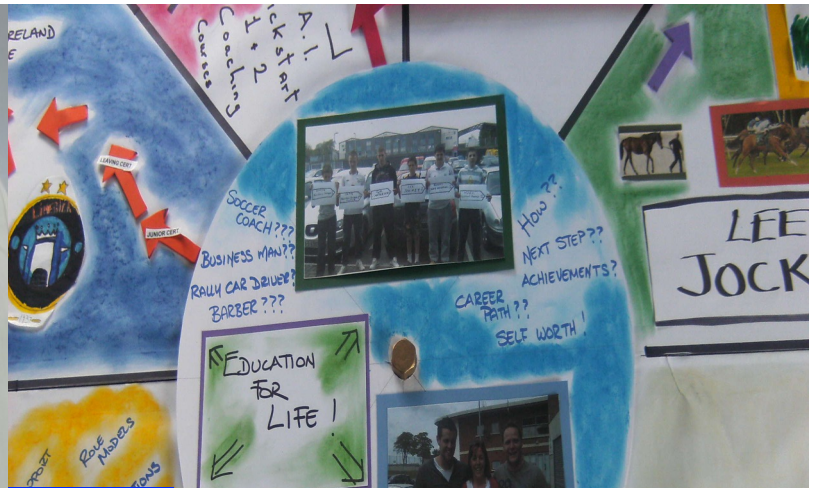


Yap Ireland
Education Event Report
“Education for All?”



LAZY PEOPLE
'Just sit around all day'
smokin' a j...

SCHOOL TEACHERS
'They don't listen'

DAD
'Junkie scumbag'
crack head...

TEACHER
'Annoying headwrecker!'
gobs of 'es...

PEOPLE ON MY ROAD
shifty eyes...

YOUTHREACH TEACHERS
'They're like your mates'
let you have a smoke break...

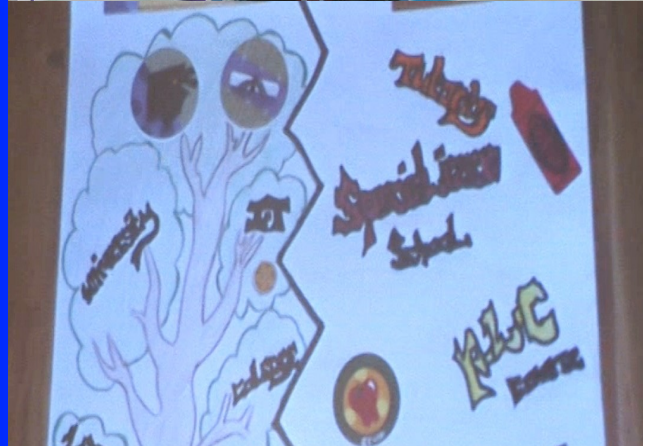
MY MAM
'She gave me a home'

M.M.A COACH
'Sound'
he's a tank...

MYSELF
'Because I'm me'

MY DAD
'Look up to him'

RESPECT



'I don't care what people think of me.'

uniform; 'having a bit of a say.'

'hair, make-up piercings, tattoos'

'express yourself.'

'It's my decision nobody else's.'

'who am I?'

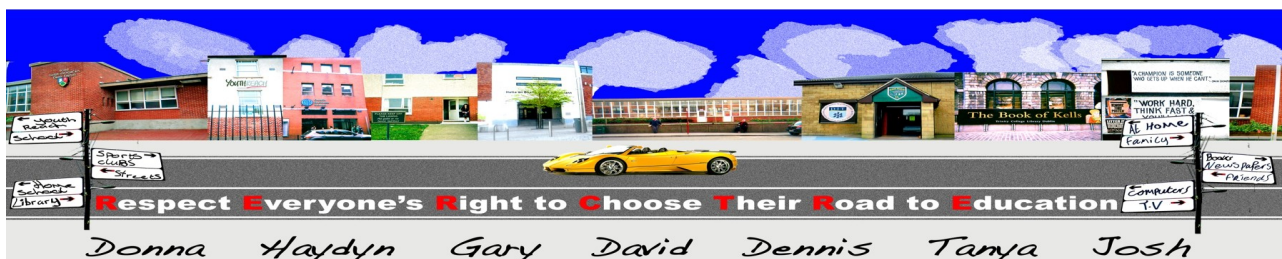
“Education for All?”

“Life is like one big puzzle, without school, home, parents and carers it would not be complete”

(Galway Parent’s Group)

Introduction

YAP Ireland is a leading provider of intensive support programmes for young people and families primarily funded by the Health Service Executive. YAP Ireland uses a strengths based, family focused approach for young people with very complex needs leading to positive outcomes for the young people, their families and referral agents. (See www.yapireland.ie) YAP Ireland is a lead agency in providing a real voice to young people and families through participation work and this event is one of a series of events to enable young people and family’s views to be heard. Each YAP Programme has both parent and young people’s participation groups. Each group worked together to create art, stories, drama and other creative media to showcase their feelings, thoughts and ideas for change in Education at the event. The choice of education as the topic for the national event indicates how important education in the broadest meaning of the term is for young people and families. This report summarises the main themes arising from the roundtable discussions and the young people’s and families practical solutions for change. The presentations and art work are available on the disc in the pack.



The Discussions and Recommendations in this Report Reflect the Following Themes:

- « Young people need to be involved in a meaningful way in developing solutions to problems that affect them.
- « Education is a holistic approach involving teachers, parents and the young person. They are all part of the problems and the solutions.
- « Education is a lifelong process and this needs to be recognised. There are options but a lot of people are not aware of what they are.
- « Alternative education needs to be seen as an “alternative” not just where traditional schooling has not worked. More alternatives need to be available and a range of alternative options offered.
- « Young people need to have additional supports made available to them **when needed**.
- « Delegates suggested that YAP can play a key role in providing support to young people who have not been in the school system for a while and need some support to re-engage.
- « They also spoke of YAP’s role in “Educating for Life”, learning life skills through our Programmes and as part of participation and empowerment work.

Setting the Scene:

Education in the Context of YAP Ireland

As part of the background work to the event, we carried out some analysis on the experiences of young people on the YAP Programmes using our internal data systems. We also developed and distributed a questionnaire to young people and families to ask their views on specific aspects of education and the briefing is at Appendix 1.

Some of the key findings are:

- « 78% of young people on YAP Programmes attend school and 79% of those attend regularly.
- « YAP Ireland Outcomes for 2010 show a 66% improvement in school attendance and 71% improvement in Performance at School. (Full findings in Appendix 2). The young people surveyed suggest that a positive or negative experience for them is characterised by the presence of respect or the lack of respect from teachers.

Education for All?

The young people and families presented a large amount of material on the day and the accompanying DVD carries footage of the presentations, speeches and work presented. The format also involved round table discussion following the presentations and the key themes that came from the discussions on the day are summarised below.

Respect and Relationships

“In general kids aren’t that bad they just need an outlet and some direction and support”.

Delegates felt that respect works both ways and needs to be earned and that you have to respect yourself in order to respect others. Home, school and community are all interlinked. Pupils need lots of encouragement from different people (parents, teachers etc., to flourish). It’s about recognising young people have goals and supporting them. Teachers need to get a chance to know each individual. When teachers don’t treat students with respect it brings out the worst in the student.

“the relationship between parents and teachers is so important.”

One person suggested that if a young person’s relationship with their parent is bad it shows in school. Parents want to be listened to as experts on their children’s needs by schools. One parent spoke of how she was told her child was just bold but it turned out that he had ADHD; she spoke of being angry with the school when she heard about the diagnosis and the waste of years and lack of education as a result. Another parent spoke of when individual attention was given a lot of changes happened when she was eventually listened to.

“Sometimes they shout at you and don’t realise what you’ve been through that day or the night before at home”.

It was suggested that empathy and genuine understanding are needed in schools. Teachers need to consider what sort of life some students have and things might be tough at home. Principals should take the time to see where the student is coming from instead of always siding with the teacher. There is an understanding that adults can have a bad day but children are not allowed to have them. Teachers can have difficult situations/days too. Teachers are in a system and it can be difficult for them too. One table discussed where teachers are afraid of students and don’t feel they can punish bad behaviour.

“Suspensions should be banned.”

There was a discussion about suspension with one table posing the questions; Why suspend children for small matters? It is hard enough to get kids to school without them being sent home suspended for something minor. Suspensions tell young people that schools aren't really interested in them and them being there. It makes it very hard for parents when they are up against kids being sent home. Some schools are better than others, e.g. one school provides time out facilities to provide young person who might be upset about something outside school the opportunity to chill out, etc.

“Everyone needs a place to let off steam some times”.



Recommendations

Adults need to listen to young people – sometimes we think we're listening but we're not really. There is a need to recognise and consider a student's life in the wider context not just in a school context. During teacher training, teacher's need exposure to the community they will be working in and some of the issues people in those areas face. Teachers need to constantly retrain to make sure they are up to date with the difficulties students have. It was also suggested that teachers receive training in basic counselling skills.

Other suggestions were....

- ❖ Establish open dialogue between students and school by having peer mediation and good student councils
- ❖ Breakfast Clubs were suggested as a good way of teachers and young people getting to know each other in a more informal setting.
- ❖ Young people to have extra support available from teachers throughout the summer if needed.
- ❖ Teachers to take time to discuss things at the end of class instead of shouting during class. Monitor student/ teachers behaviour in class and play it back.
- ❖ Abolish suspension and replace it with a measured system of putting consequences in place and making sure the consequences are linked to the level of what had happened.
- ❖ Giving young people credit for being good – system to log this and reward good behaviour.
- ❖ More individuality in uniform won't affect learning and is important to our identity. Students want to be able to wear their hair and make up the way they want they feel this has no effect on their education.
- ❖ Introduce a fun element into learning, make it relevant to life

Parents need to be supported to have positive relationships with the educational establishment.

Examples given were....

- ❖ A liaison officer in a school organising events for parents such as salsa and computers.
- ❖ Primary school having a parent's room for parents to spend time in
- ❖ Having parents go into the school for positive reasons generally
- ❖ Parents being supported to get involved in parent committees.

Bullying and Acceptance

Change has to happen, how a teacher views bullying, needs to not isolate the victim in bullying and to take bullying seriously.

Delegates felt that bullying is still very common and anti bullying policies are still not enforced in all schools. There are so many new ways of bullying such as through mobile phones and social media. Some schools have a “go to student” elected in each class who students can speak to about bullying. Delegates felt that there is a lot of peer pressure nowadays. Difference in terms of sexuality, ethnicity and gender were cited as reasons why young people are bullied today. A lot of students have said they would not go to a teacher about bullying but they would go to a prefect. They feel that even if in uniform outside of a classroom teachers sometimes don’t do anything about bullying. Some people are bullied so badly it makes them want to leave school early. One group felt that slow learners are bullied more. Teachers and Principals need to be firmer on bullies. Young people want the opportunity to express themselves more through what they wear and to be given more opportunity to have their say.

Recommendations

There needs to be a whole school approach to bullying. Teachers, principals and parents need to provide children with the skills and confidence to deal with bullies. Education environments need to be created where people feel safe by...

- « Enforcing bullying policies
- « Having a peer mentoring system, where a “go to” person is voted in each class as the person who will support you around bullying.
- « Supporting young people in each school to be involved in developing a mediation process. When bullying has taken place, having the bully and victim come together in a structured environment.
- « Having higher levels of supervision in lunch and bus areas would make young people feel safer in and around school.
- « Counselling and psychology services- there need to be more resources in this area and more information made available to families. Having counsellors in primary schools would help stop bullying earlier and support young people to develop better coping skills.
- « Instead of having detention, have a class for bullies to help them understand their behaviour
- « Diversity and acceptance training to be put in place for teacher, students and parents.
- « Having more EWO’s
- « Having a buddy system for new secondary students to support with the transition from primary to secondary school
- « Having a behaviour award system in place.

Traditional v Alternative Education

No One size fits all, its okay to be different. Everyone wants a different type of education. There is more than one way to learn.

There is too much pressure to perform in traditional schools. Delegates felt that the level of stress is higher in mainstream schools due to exams. The curriculum is rigid and operates a “one size fits all” system. There are too many subjects in traditional school. Some people felt that higher level students get better teachers and that traditional schools leave weaker students behind. Uniforms are ok but why can’t the young person express their own identity with the extra items, e.g. hair, make-up, piercings, etc.,?

One young person described being out of mainstream education since October and having nothing in place except the YAP Programme. He is now going to Youthreach.

Youthreach does not have the same pressure yet you can still get your Leaving Cert. Some people felt that there can be negative perceptions associated with alternative education. There is a social stigma where traditional school is seen as “proper” school. Youthreach is seen as being for people who don’t like school not as an alternative to traditional school. One parent said that they felt the presentations from Youthreach students today changed their perception from a bad to a good one. There was some debate as to whether payment for Youthreach is a good incentive. Young people feel the money is important and is linked to attendance at work means you make money. Some young people said they would go to Youthreach regardless of money.

All groups cited the benefits of having smaller classes to support monitoring bullying better and giving more attention to the students regardless of whether it is traditional or alternative education. Education is a right for all.

One young person suggested that while it is important to have options it is also important not to drop boundaries, i.e., not having options before the age of 16 when you are old enough to make an informed choice. Another group felt it was important to provide alternatives to young people between 13 years and 16 years as there are none at present.

Recommendations

There needs to be more diversity of choice of education options. There is a need to investigate more alternatives if young people drop out. Young people need to have a voice in this investigative process. The education system needs to further recognise different learning styles. Regardless of the type of learning young people engage in, smaller classes with more one to one interaction with students are recommended. Incentives and vocational learning need to be offered in traditional as well as alternative education.

Other recommendations made were...

- « In rural areas, if problem in one school there are little alternatives either other schools or alternative education.
- « Payment in Youthreach - there needs to be some measure to give equality to young people in traditional schools.
- « Invest money in education after Youthreach instead of giving money in the moment that will be used for day to day living
- « Teaching of vocational skills that will lead to work. Having career focused subjects after Junior Cert.
- « There needs to be more emphasis on practical experiences to reinforce learning, i.e., poetry, fieldtrips etc.
- « To be able to repeat one subject instead of the whole year.
- « Reduce the number of subjects for the Leaving Certificate.
- « There needs to be a continuous assessment option instead of exams
- « There needs to be easier access to information on all education options.
- « More drug awareness in schools for students and parents
- « Graded financial incentives so if you work hard you get a financial reward.



The Adult's Experiences

“When I went to school there were no alternatives.”

“Issues are generational, if you change it for yourself then your children will not go through the same thing.”

Some parents could relate to the experience of leaving school at 14 and feeling it was a big mistake. Parents are sometimes afraid to approach schools about their children due to their own bad experiences in education in the past. Some parents feel it is easier to finish school now as there are more options. Sometimes it's hard for parents who've had a bad experience of school to let go and accept that a lot of teachers are different now. Some delegates felt that parents are the primary educators. Some people feel that many teachers are more open and supportive now and there are some very dedicated hard working teachers. Teachers are sometimes frustrated also and go out of their way for students such as buying materials for school instead of the school paying for them. It's never too late to go back to education.

Recommendations

- « Re-emphasise the importance of supporting parents of young people who need support
- « More support put in place for parents in how to properly support their children.
- « More opportunities to highlight adult's education needs as there can be barriers to adults returning to education.
- « Support parents to have a better knowledge of the services and support available to them



Additional Needs

Additional support needs were discussed and the need for more resources for young people with additional needs. One table discussed ADHD in their school and the teacher's lack of understanding of the condition and lack of desire to understand it. Teachers need additional training in the area of additional support needs.

Recommendations

- « Foundation level made available in all schools. More remedial education made available generally.
- « SNA's and extra resources for everyone that needs them.
- « Design programmes for individual needs.
- « Individual support should be available where needed.
- « After hours tutoring available where required.

Education for Life

“There is a little bit of specialness in everyone, develop perseverance and find out what ignites the spark.”

Education is a lifelong thing. It takes young people time to realise what they want to do and that they have to work. It doesn't make a difference what path you take, education is for life and people learn at different rates. It's never too late to learn. There is a need to see a child not as a problem but as they are.

Recommendations

- « Delegates highlighted the need for more life skills and practical skills teaching.
- « More aftercare type services when young people are moving out of the care system.
- « Doing more life skills in school particularly through role plays and drama.
- « Alternative options for education in life and opportunity to explore talents, e.g. filming the RAP was an opportunity to do something new (i.e. filming).

School Times

There were a variety of views on school start and finish times. Start and finish times need to be reviewed as well as the times school buses run particularly in rural areas as some students get in way too early and find it hard to focus in class as a result. One group discussed every parent's dilemma – getting young people up in the first place as they feel that school starts too early. Some parents felt that in order to be able to get a young person up in the morning you need to have a very strict routine. Another group felt that early morning starts are good practice for when in the workforce.



Conclusion

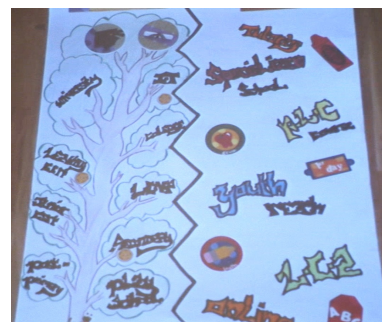
The Education Event supported all stakeholders in YAP Ireland to come together to collectively discuss an important topic in the lives of the young people and families we support. They offer simple practical solutions to the issues raised in relation to the current education system to make it more inclusive and to work towards Education truly being for All.

Speakers, DVD's, Artwork, Drama, Presentations on the Day – See Accompanying DVD

- « The event was opened by Andrew O' Shaughnessy, Board Member of YAP Ireland who spoke of the innovation involved in the event.
- « Cora, a parent from Louth discussed her 12 year old son's experience of school. She described it as trying to fit "a round peg into a square hole". **1 on Menu.**
- « Monaghan Parent's made a DVD of interviews on their experiences of education. **The full DVD is available at www.yapireland.ie**
- « Tommy Linnane, a vice principal in a primary school in Darndale and YAP Ireland Board Member spoke about the many changes he has seen. He believes the best results happen for a pupil when there is collaboration between the pupil, parent and teacher. If a young person messes up their first opportunity to learn then it is important they use the 2nd or even the 3rd opportunity they get.
- « Dublin Young People's Rap DVD. The concept uses the debate on traditional versus alternative education. The group developed skills in rapping, filming and a range of other things while making the DVD. **3 on Menu.**

Speakers, DVD's, Artwork, Drama, Presentations on the Day – See Accompanying DVD

- « Dublin Young People produced a vox pop of interviews on the pro's and con's of traditional versus Youthreach education. "One Size Does Not Fit All". **2 on Menu.**



- « Jade from Kildare created a poster of formal education on one side and alternative education on the other. Yasmin from Kildare spoke of how she feels YAP helped her to get back to school. **4 on Menu.**
- « Brian, a parent from Monaghan, spoke about his life experience. He feels it is never too late to go back to school and re-educate for the future particularly in a recession. **5 on Menu.**
- « Jeff Fleisher CEO of YAP Inc cited research which suggests that no matter what is happening academically, the better the quality of adult relationships be it teachers, parent or others that a young person has, the more successful they will be. He spoke of the work YAP do with gangs in Chicago, stating that 50 less young people have been killed within two years than in the previous year due to gun crime on the way to school as a result of the YAP Programme. The strengths based approach means we find a young person's strengths and help them to channel that strength into something that gives them meaning. For example, a young person who is good at Maths tutoring another young person who is not so good at it. The work of YAP Inc falls under four headings in education; morning activities, i.e., getting young people to school, parental empowerment, academic support and community linkages after school.
- « Young people from Galway wrote, produced and performed a short play illustrating that when young people are treated with respect by teachers they show respect in return. **6 on Menu.**
- « Limerick Parents produced an art installation. The concept of the piece is that many influences play a part in a young person's experience of school and development. **7 on Menu.**
- « Meath Parents presented a collage of education in the past, present and future. **7 on Menu.**
- « Louth Parents created a wall hanging illustrating that education is not just about subjects, its about life. **7 on Menu.**
- « An advocate from Limerick introduced Limerick Young People's piece on personal aspirations. **8 on Menu.**
- « 11 year old Damien from Limerick spoke of his experience of the project and achievements. **8 on Menu**
- « Gary and Donna, Dublin Group introduced their posters. **8 on Menu.**
- « Galway Young People showcased their calendar on the different ways you can learn about a subject. **8 on Menu.**
- « An advocate from Galway spoke about diversity in schools. Diversity is not a barrier or an obstacle and we should accept the invitation to learn from others. Each person has capabilities and communication is the key. **9 on Menu.**

- « Galway Parent's Group showcased their jigsaw about How what is taught at home is equally as important as what is taught in school. **9 on Menu.**



- « Mary Ann and Margaret Ann from Monaghan spoke of the YAP Aftercare Programme. **10 on Menu.**
- « Jen, Laura and Michelle introduced the North East Young People's Booklet called "See Me, Hear Me, Be Me". The booklet shares some reflections of young people on their experiences in school. **11 on Menu.**
- « Dublin's Parent's Group launched the DVD of the drama they wrote and performed on the impact of Drugs and Alcohol on families last year. **12 on Menu.**

Appendix 1

Youth Advocate Programmes Ireland Education Briefing

Introduction

Youth Advocate Programmes Ireland is a leading provider of intensive support programmes for young people and families primarily funded by the Health Service Executive. YAP Ireland uses a strengths based, family focused approach for young people with very complex needs leading to positive outcomes for the young people, their families and referral agents. YAP Ireland was established in Ireland in 2002 in the areas of North Dublin, Galway, Roscommon and Mayo using the model of The Youth Advocate Programme in the US. YAP Inc, is a major provider of strengths based, needs led advocacy programmes for thousands of young people and families across the US and YAP Ireland are delighted to be the first affiliate programme. We currently operate in 12 area's – Dublin North and City, Dublin South West, Limerick City and County, Galway, Roscommon, Louth, Meath, Cavan, Monaghan, Cork, Kerry and Kildare - and we offered 393 places to young people and their families in 2010.

Unique features of YAP Model.

- « Strengths based, needs led, wraparound, family support model with proven success
- « No Reject, No Eject Policy and never give up approach
- « On Call service 24 hours a day, 7 days a week, 52 weeks a year
- « Recruit, train and employ advocates from local communities on a fixed term basis
- « Outcomes measurement system in place

Why an Education Briefing?

YAP Ireland is a leading agency in providing a real voice to young people and families through participation work not just within YAP but also on a national and international stage. The young people and parents/carers with staff support decided to hold a national event in May 2011 titled "Education for All?" The choice of education as the topic indicates how important education in the broadest meaning of the term is for young people and families. As part of the background work to the event, we carried out some analysis on the experiences of young people on the YAP Programmes using our internal data systems. We also developed and distributed a questionnaire to young people and families to ask their views on specific aspects of education.

Methodology

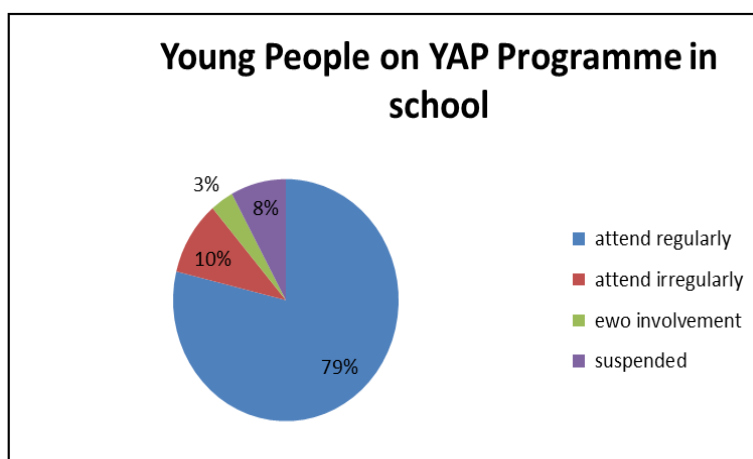
A brief questionnaire was developed to ascertain young people and parents'/carers' views and experiences of education. To achieve the highest possible response rate, the questionnaire was given to young people and families through their Advocates and Deputy Managers. It was considered that the advocate support to young people and parents/carers in filling out the questionnaire would be helpful and encourage participants to complete it. The disadvantage of this approach was that we do not know how many young people and parents/carers were asked to fill it in. At the 1st of April, there were 184 cases active within the organisation, allowing for cases which had just started or were just finishing, it was decided that 130 cases would be deemed a 100% response rate. 41 parents/carers and 33 young people completed the questionnaire which is 32% of parents/carers and 26% of young people.

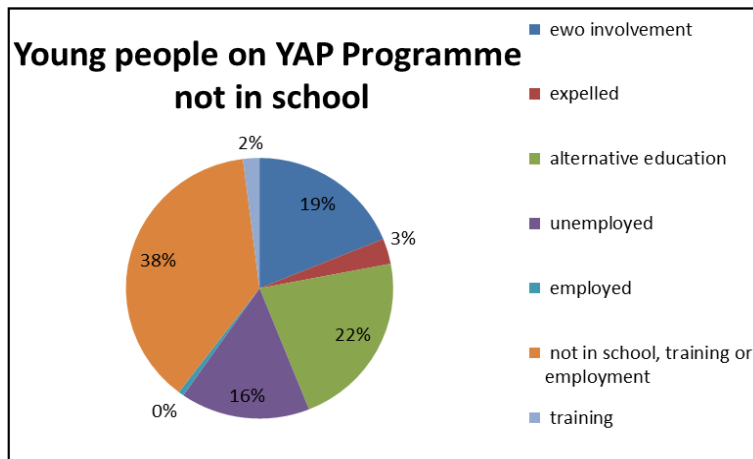
Key Findings

- ⚡ 78% of young people on YAP Programmes attend school and 79% of those attend regularly.
- ⚡ YAP Ireland Outcomes show a 66% improvement in school attendance and 71% improvement in Performance at School. (Full findings on Page 5).
- ⚡ The young people surveyed suggest that a positive or negative experience for them is characterised by the presence of respect or the lack of respect from teachers.
- ⚡ Positive reinforcement messages are not mentioned in the survey while negative messages are. This suggests a need to refocus the messages from principals and teachers to a more positive focus reinforcing positive behavior and achievements.
- ⚡ Views on school rules were dependent on the type of learning the young person is engaged in (I.e., traditional or alternative learning environments). The range of answers suggested that some rules are too strict and some too lenient. This perception is reflected in parents/carers answers also. Research suggests a strict but fair approach, where both student and teacher are clear on the rules and the consequences, creates a supportive learning environment.
- ⚡ Bullying was highlighted as an ongoing problem which has not been dealt with by school rules. Suggestions to get older students involved in anti-bullying campaigns and in strengthening bullying policies were made.
- ⚡ The majority of young people said they would like the school day to start later.
- ⚡ Young people would like to learn through fun, interactive and hands on activities.
- ⚡ Parents/carers of young people on the Programme had in hindsight, a more positive than negative experience of education.
- ⚡ If they could turn back the clock, the majority said they would have finished school or gone on to college.
- ⚡ Half of the young people and parents said that a family member was their inspiration for staying in school and doing well. 20% of both groups said that they had/have no one who inspires them to do well in education. Parents were more likely to name a teacher as their inspiration, where young people named celebrities as their inspiration.

Background Information on Young People

Currently 151 out of 184 (78%) young people on YAP Programmes attend school. Of that 151, the majority (79%) are regular attenders. 22% of young people on the YAP Programme do not attend school and of that number 24% are in training or alternative education.





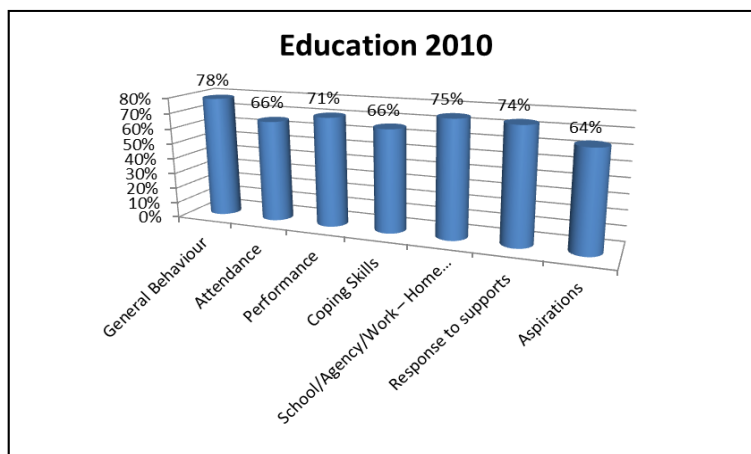
Of the 33 young people who are not in school, 12 of those young people (38%) do not have any contact with the education system. *(Statistics at 1st April 2011)*

YAP Ireland Outcomes in Education

YAP Ireland introduced outcomes reporting in 2009. The system is based on measuring the views of young people, families, referrers, advocates and deputy managers at the beginning of the service and then at the 2, 4 and 6 month exit on a range of indicators such as the self, family, education, employment/training and offending behaviour. 2010 was the first full year that the measurement system was in operation and contains outcomes for 190 young people. The educational outcomes for these young people show that YAP Ireland is supporting young people and families to achieve positive outcomes in education/training and employment.

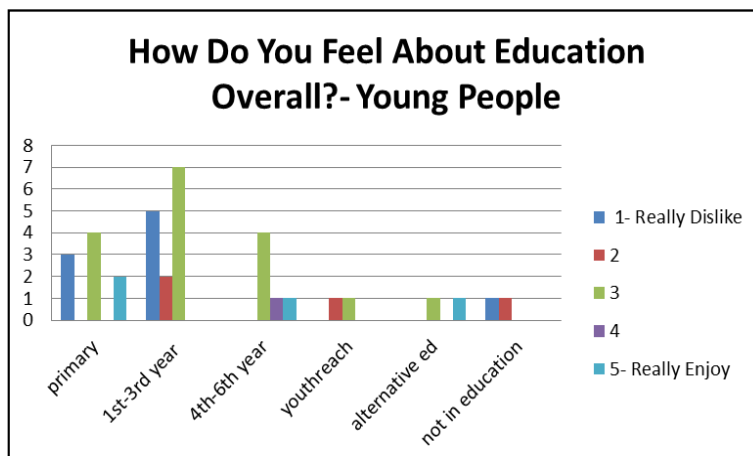
- ⌘ 78% of young people showed some or significant improvement in their general behaviour in school.
- ⌘ 66% showed some or significant improvement in school attendance;
- ⌘ 71% showed some or significant improvement in Performance;
- ⌘ 66% showed some or significant improvement in Coping Skills,
- ⌘ 75% showed some or significant improvement in the links between home and other agencies working with the young people,
- ⌘ 74% showed some or significant improvement in their response to supports
- ⌘ 64% showed some or significant improvement in their level of aspiration.

Summary Outcomes Education/Employment/Training



Feedback from Questionnaire- Young People

83% of young people who responded to the questionnaire are currently in school. The majority of young people of all age groups sampled scored education 3 out of 5, suggesting they neither dislike nor really enjoy it. The second highest response was from primary students and 1st-3rd year students who said they really dislike education. 4th-6th year students had the most positive feeling about education. The young people who are no longer in education really disliked their experience of education.



The questionnaire asked young people the three things they liked, disliked and the things they would change if they had the power to within the education system. Their answers can be categorised under the following themes.

Teachers

A number of young people mentioned positive experiences of teachers; “Good sound teachers”, “teachers talk to you not at you”. One young person talked about the positive experience they have had with home tutoring and that the home tutor treats them with nothing but respect. Some young people talked about the lack of support from some teachers and not feeling like they are treated with respect “The attitude of some teachers needs to change”.

4th-6th year students talked about the need for continuous improvement for teachers.

“Some teachers need to return to education”

“Change teachers every 10-15 years”

Students who were no longer in the education system felt the main thing that needs to change is an understanding attitude among principals and teachers, applying less pressure on learners.

Positive Reinforcement

“Teachers looking at your old ways not your new ways”

“Giving notes, don’t need to write it down when you do something wrong”

This would suggest a focus on previous incidents or experiences with that particular young person. Positive reinforcement is not mentioned within the young people’s answers.

Length of the School Day/ Year

Respondents said they would like the school day to start later and finish later and a 4 or 4.5 day week. There was also a suggestion to “shorten summer holidays and lengthen winter ones” and to make the Leaving Cert syllabus three years instead of two. 2 young people suggested removing detention. Evening study in all schools was suggested with less, if any, homework.

School Rules

The focus on the colour of your socks, not smoking, colour of your hair and not being allowed to wear make-up are cited as “stupid rules”. The 1st- 3rd year group had the most issues with school rules, “Rules can sometimes be too strict”.

Young people involved with Youthreach where school rules are more lenient had mixed views on Youthreach’s no uniform and smoking policy.

It is also suggested by those who are not happy with school rules that school rules still do not stop bullying. Bullying is cited by all age groups as a problem. One suggestion was to get older students involved in bullying campaigns and have stricter bullying policies.

Focus of Learning

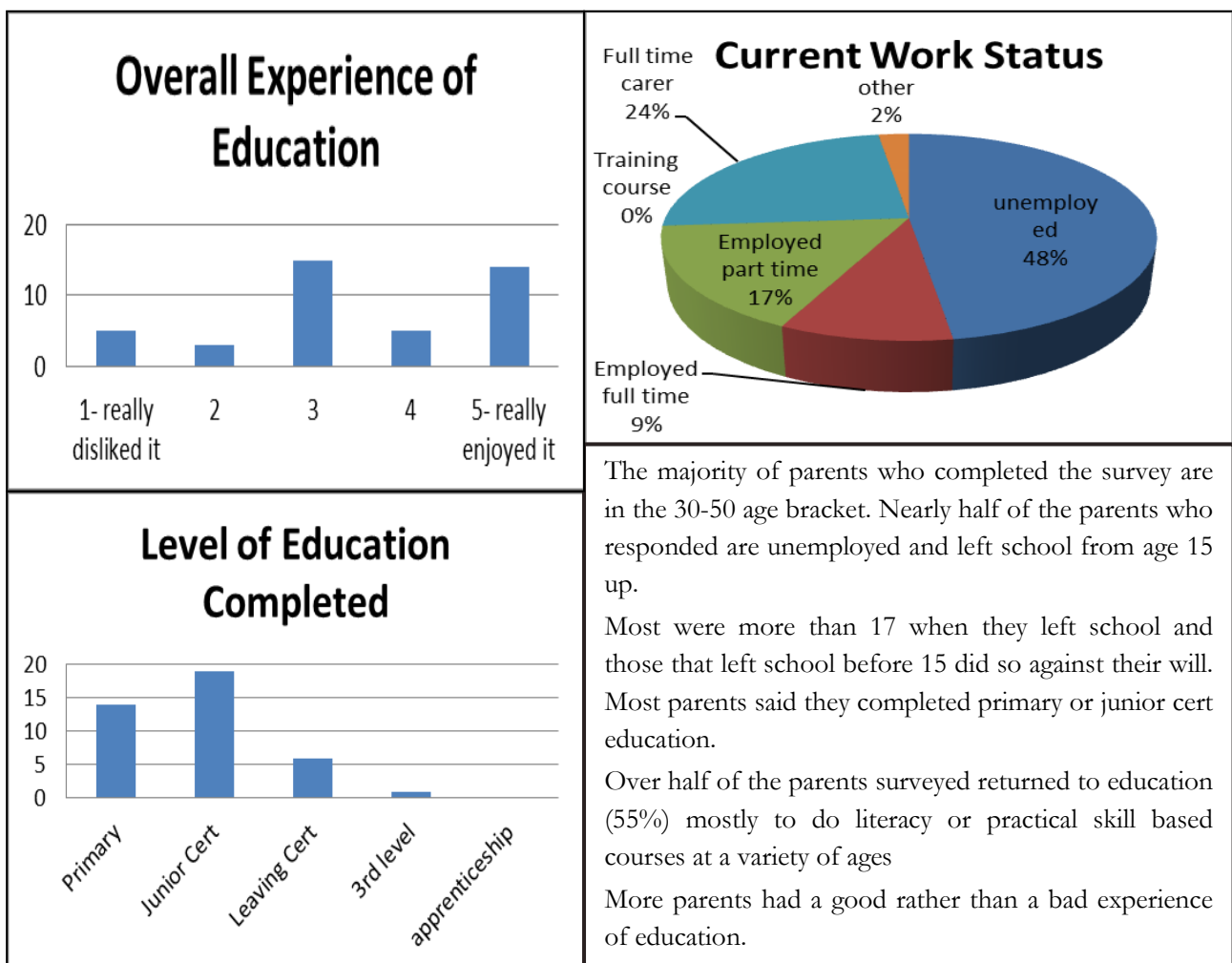
Primary students want the focus to be on fun and more time with their friends in the yard.

“Fun stuff, more fun stuff”

The 1st to 3rd year students enjoy art, drama, wood and metal work and other practical subjects. The importance of friends was cited on a number of questionnaires. They show a willingness to have hands on involvement in their own education and the school, citing “more activities, more exercise and more hands on subjects” as suggestions for change. They also would like to have “as much fun as possible” when learning.

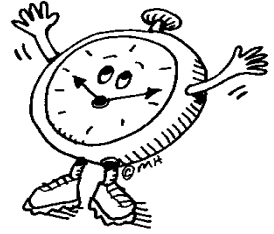
4th-6th year students talked about the need for technology “use laptops instead of books”.

Feedback from Questionnaire- Parents



If you could turn back the clock...

A number said they would have gone on to college or finished school and listened more.

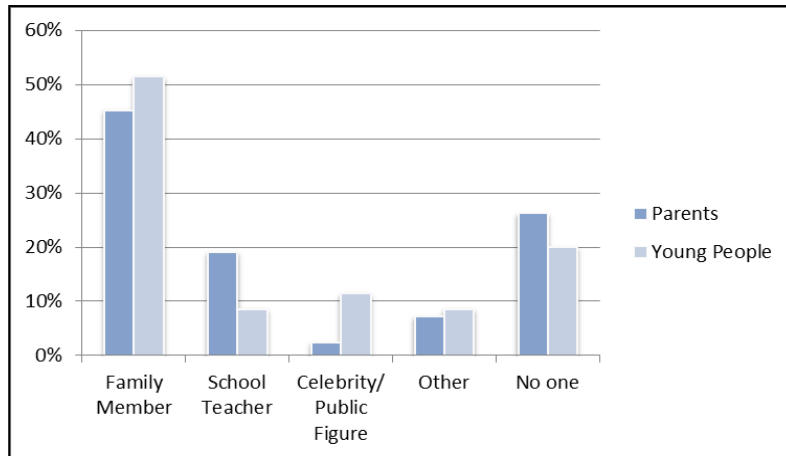


The majority felt that the education system has changed

<u>For the better...</u>	<u>For the worse...</u>
More learning supports	A lot more bullying
Aiming higher	Subjects are harder
Computers	Classes too big.
Better ways of teaching	No respect for teachers
No corporal punishment	Not enough discipline now

Of the parents who feel the school system hasn't changed, the main reason cited was that young people were not listened to back when they were in school and they feel they still aren't listened to today.

Inspiration



The majority of young people said that family members were their inspiration for staying in school if anyone at all.

“Most of my family don't believe I can do it”

“My carer encourages me on a daily basis to reach my full potential”

“I never even thought about not finishing my education”

“Family keep nagging me to keep going”

Parents were more inspired by their teachers than young people are. Young people were more inspired by public figures than parents.

Two celebrities mentioned were:

Derren Brown-

“I want to be a psychologist”
(young person).

Ruby Walsh -

“ I want to be a jockey”.



Appendix 2

YAP Ireland Outcomes Summary 2010

The outcomes summary for 2010 contains outcomes for 190 young people in comparison to 93 young people in 2009. YAP Ireland introduced this system of measuring outcomes in 2009 and this is the first full year that the measurement system has been in operation. The system is based on measuring the views of young people, families, referrers, advocates and deputy managers at the beginning of the service and then at the 2, 4 and 6 month exit on a range of indicators. The outcomes summary shows that YAP Ireland continues to achieve positive outcomes with young people and families across the range of needs that young people present.

For example 70% showed some or significant improvement in their relationships with parents/ carers;

- ⌘ 71% showed some or significant improvement in Self Esteem/ Confidence.
- ⌘ 77% showed some or significant improvement with Social Supports – Family.
- ⌘ 73% showed some or significant improvement in General Behaviour – Education, Employment and Training.
- ⌘ 67% showed some or significant improvement in Current Offending.

The outcomes system is just one way of measuring the positive impact of the YAP model and is a useful tool for helping young people and families themselves to see how they are changing their lives through the use of the outcomes booklets. The summary assists the organisation to measure exactly what we are achieving through our work and to enhance the services we offer to continue to improve the outcomes for young people and families.

Summary Outcomes Tables

The cohort is 190 young people

- ⌘ 72 girls (38%)
- ⌘ 118 boys (62%) - a 7% increase in the number of boys from 2009.

Ages of young people:

- ⌘ 15% aged 10 – 12;
- ⌘ 61% aged 13 -15;
- ⌘ 24% aged 16 – 18.

This is a 5% increase in the number of young people aged 10-12 and a 6% reduction in those aged 16-18 from 2009.

Key to the Outcomes Table

The outcome rating is on a scale of 1 – 9, with 1 indicating significant issues, 4 some difficulties, 5 is a medium point and 6 – 9 showing some or significant improvements. We use the scale 1 – 9 as for some young people and families even a small move between points 1 and 3 can have a major impact on their future ability to cope with and manage their lives more effectively in the future. Also, given the strengths based model every small step toward positive change is an important one.

The base cohort per factor is calculated by excluding those who did not have the factor as an issue on referral (Column 4) for example the relationships with parents/carers base cohort is 189. The percentage improvement column is calculated by the number in Column 2 as a percentage of the base cohort. Using the same example above, 133 showed some or significant improvement which is 70% of the base cohort of 189. The percentage improvement contained in the 2009 report is in brackets in Column 5.

<i>Self – Young Person</i>	Number reporting some or significant risk at 1 st outcome	Number reporting less risk at last outcome	Number showing some or specific difficulty at final outcome	Number not relevant	Percentage Improvement
Relationship with parents /carers	123	133	55	1	70% (78)
Relationship with siblings	93	122	48	21	72% (76)
Relationship with peers	114	133	52	8	73% (78)
Relationships in community	137	125	63	3	67% (69)
Self Esteem / Confidence	145	133	56	2	71% (85)
Physical Health	77	136	35	24	82% (80)
Mental Health	103	125	42	26	76% (78)
Self Harm Behaviours	36	94	15	81	86% (88)
Substance Abuse	59	91	27	67	74% (82)
Anger Issues	133	126	57	9	70% (77)
Withdrawn/ Isolated	119	121	48	21	72% (78)
Family					
Parenting Skills	124	117	64	13	66% (57)
Parental Supervision	98	119	51	16	68% (68)
Home Environment – Physical /Financial	75	122	45	30	76% (75)
Home Environment – Emotional	115	129	52	10	72% (69)
Mental Health – Parent	84	96	45	47	68% (63)
Domestic Violence	34	77	12	100	86% (80)
Parental Offending	24	62	17	108	76% (87)
Social Supports – Family	90	132	42	18	77% (79)
Education/ Training/ Employment					
General Behaviour	105	130	44	13	73% (76)
Attendance	103	127	49	11	71% (75)
Performance	109	124	51	15	71% (63)
Coping Skills	127	119	59	12	67% (69)
School/Agency/Work – Home Links	95	123	46	23	74% (76)
Response to supports	100	130	49	16	75% (74)
Aspirations	116	133	54	4	72% (67)
Offending /Safety					
Current Offending	61	87	29	83	81% (75)
Risky behaviour - (Self)	99	107	42	42	72% (69)
Risky behavior - (Peers)	82	92	49	55	68% (69)
Impulsivity	108	101	50	39	67% (53)
Co-operation with JLO/ Gardai	40	43	23	126	67% (67)
Co-operation with Probation	13	16	10	169	76% (70)



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