



# National Youth Work DEVELOPMENT PLAN 2003–2007







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# National Youth Work Development Plan

## 2003–2007

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AN ROINN OIDEACHAIS  
AGUS EOLAÍOCHTA | DEPARTMENT OF  
EDUCATION  
AND SCIENCE

# National Youth Work Development Plan 2003–2007

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### Foreword by the Minister for Youth Affairs



As Minister for Youth Affairs, it gives me great pleasure to introduce the National Youth Work Development Plan 2003–2007. The National Youth Work Advisory Committee (NYWAC) was commissioned to prepare a comprehensive plan to act as a blueprint for the development of Youth Work in Ireland. This Plan has been developed by NYWAC following an extensive consultative process and is the culmination of months of work and co-operation by many individuals, groups and organisations.

The Plan sets out a strategy for the first five-year plan for the development of youth work in Ireland and is the first sustained examination of current youth services and their relationship with other aspects of youth policy and provision. It explores the challenges facing the youth work sector, depicts a vision of youth work in Ireland and sets goals and actions for the development of youth work over the next five years.

For the first time, there is now a framework in place for the delivery of a comprehensive youth service at local and national level.

The Plan aims to assist all young people to realise their full potential as individuals and to become active participants in a democratic society. All involved in youth work believe that it is vital that young people are given the opportunity to advance their personal and social development and this National Youth Work Development Plan has a significant role to play in that.

A key influence in the drafting of this Plan is the Youth Work Act, 2001. This Act, which was enacted in December 2001, places youth work in Ireland on a statutory basis for the first time and provides a legal framework for the provision of youth work programmes and services by the Department of Education and Science and Vocational Education Committees. I am of the view that the National Youth Work Development Plan will contribute towards the realisation of a fully co-ordinated, integrated, effective, value for money service to young people in Ireland.

Five priority areas have been identified; 1) the appointment of an Assessor of Youth Work, 2) the creation of a Development Unit, 3) the establishment of a Funding Review Body, 4) the setting up of a Validation Body for Youth Work Training and 5) the expansion of the Local Youth Club Grants Scheme. I look forward to the phased implementation of this Plan, following agreed financial provision with the Minister for Finance.

I would like to express my thanks to all those involved in the preparation of the National Youth Work Development Plan, to the National Youth Work Advisory Committee, both past and present members, and, in particular, Dr. Maurice Devlin, who contributed in a very tangible manner in bringing the Plan to fruition.

**Síle de Valera, T.D.,  
Minister for Youth Affairs**

## Acknowledgements

The publication of the National Youth Work Development Plan 2003–2007 would not have been possible without the huge contribution made by the various youth work organisations and individuals who made submissions, both oral and written, and who took part in the extensive consultative process. A full list of these organisations/individuals is included on Pages 45 and 46 of the Plan.

Tribute is due to the members of the National Youth Work Advisory Committee, both past and present, for their commitment, patience and attention to the development of this Plan. Special thanks are due to the members of this Committee whose combined skill, dedication and thoroughness deserves the highest commendation.

Thanks are also extended to the Children's Research Centre, T.C.D., and in particular, Ms. Louise Hurley, for the professional research undertaken to underpin the Plan.





# Part One

## The Context

### 1.1 A Changing Ireland

Irish society today is dramatically different from the one in which youth work services were first provided on a spontaneous and philanthropic basis more than one hundred years ago. At no time has the process of change been more striking than in the last ten to fifteen years. At least four major types of recent change, all clearly interrelated, can be identified: economic, political, technological and cultural. These are very briefly illustrated below.

**Economically**, there has been a remarkably rapid emergence out of a period of sustained stagnation. Even allowing for the current uncertainty generated by international, economic and political developments, the overall economic climate in Ireland is very different from the one which prevailed throughout the 1980s. Then, unemployment affected roughly one fifth of the labour force and young people were particularly vulnerable. Today, labour shortages are common in a wide range of sectors, and young people are “vulnerable” in an entirely different sense, since they are presented with opportunities for employment which are attractive in the short term but which may not be sustainable in the longer term. (This has obvious implications for those attempting to work with and for them.) A further important factor is the process of economic union, manifested most obviously in the introduction in January 2002 of the Euro as a common currency in twelve EU countries. This will mean that despite the distinctive features of the Irish economy in recent years, in the future we will move closer in economic terms to our European neighbours, and will increasingly be subject to the same International economic forces.

It is very important to stress that despite the generally very positive character of economic development in Ireland in the past decade, significant difficulties persist, and in particular the challenge of combating social and economic inequalities remains. There is evidence that the gap between rich and poor has actually widened, and a substantial proportion of children and young people continue to experience poverty and related disadvantage. While these are structural problems requiring a structural response at national level, youth work also has an important role to play, and the proposals herein attempt to sustain and enhance that role.

**Politically**, and in addition to the moves towards (and debates about) European integration, the key development in Ireland in recent years has undoubtedly been the ratification of the Good Friday Agreement by the electorates of both Northern Ireland and the Republic. This has opened up the prospect not just of the creation of a peaceful, stable and equitable society in the North but of enhanced cooperation and development on a North/South basis. Education, formal and non-formal, is one of the areas specified in the Agreement for such cooperation, a fact which has informed certain of the key proposals in this document. It is particularly concerned with addressing what is widely perceived to be an increasing alienation of young people from institutional politics and from other social institutions. An adequate response, of course, requires change not just among young people but on the part of the institutions themselves.

**Technologically**, some of the changes have been perhaps more challenging for adults, especially older adults, than the young. The electronic revolution has had an impact on virtually all areas of everyday life. Devices and facilities such as mobile phones and the internet have begun to subvert traditional conceptions of space and place, and to transform patterns of social interaction. The worlds of leisure and of learning have been particularly affected, and the implications are profound for youth work, where both of these come together. In addition,

advances in reproductive technology are beginning to present ethical dilemmas never before confronted by humankind. As with all human inventions and innovations, modern technology has its uses and abuses, and presents both challenge and opportunity on an unprecedented scale.

All the above factors – economic, political, technological – are important aspects of **culture**; and changes such as those mentioned are therefore aspects of, and contributors towards, broader cultural change, affecting both young people and adults in Ireland. A further development of enormous significance is the fact that these very young people and adults have become much more diverse. Ireland has never been entirely monocultural: it has long been home, to one degree or another, to people of different cultures, different religious, political and ethnic backgrounds, including the Travelling community. For generations it has had the linguistic diversity of two languages, Irish and English. The multi-cultural nature of Irish society has, however, in recent years become much more pronounced, as people have increasingly come here from other parts of the world, whether because they have been actively encouraged to come here to work, or because they are seeking asylum. One way or another, young people in Ireland are growing into adulthood in a much more culturally diverse environment. Ensuring that this diversity is seen as a positive thing from which all can gain enrichment, and by the same token countering racism and intolerance in all their forms, are among the key tasks for those working with young people in Ireland today.

A further important aspect of cultural change in Ireland has been the continuing trend towards urbanisation, and the corresponding impact, largely negative, on rural communities. Particularly significant in the context of a Development Plan for Youth Work is the migration of young people away from rural areas to study or work, with most of them unlikely to return on a permanent basis. This, along with the rapid reduction in farm holdings and other changes in the countryside, has profound sociological and psychological repercussions for rural Ireland and indeed for Irish society as a whole. For young people living in rural areas the challenge is to provide youth work opportunities which are specially tailored to their needs and which take account of the ways in which their circumstances (e.g. regarding transport and access) are different from those of their urban peers.

## 1.2 The Changing Nature of Youth

By definition, the emergence and development of youth work over the last century or so has rested on certain widely-shared assumptions about the nature of “youth” itself. A young person means a person who has not attained the age of twenty five. Throughout its history, the success or otherwise of youth work has depended most centrally on the extent to which it has remained in touch with the changing needs and circumstances of young people. If “youth” changes, then obviously “youth work” must change, if it is not to become irrelevant, ineffectual, or both. In Ireland and in other countries with which we share significant characteristics, research, and in some cases simple experience and observation, suggest that the following are among the more important ways in which the nature of youth as a stage in the life course (and therefore inevitably the experience of individual young people) is undergoing change. Many of these are clearly related to the kinds of cultural change referred to in the previous section.

### Demography

The size of the youth population, in proportional terms, is diminishing. While Ireland has (again, in proportional terms) a larger youth population than the European average, it shares, in the longer term, a trend towards an ageing of society as a whole. However, this does not in any respect lessen the importance of effective and adequately-resourced youth work provision. Quite the contrary: the need for social cohesion, stability and equity in the future, when the dependency ratio will be substantially greater than at present (i.e. the numbers of “economically active” will be proportionally much lower) makes the social, civic and political education of young people, in formal and informal settings, much **more** important, not less.

## Diversity

As already suggested, the make-up of the youth population is much more culturally diverse than heretofore, increasing the need for intercultural aptitudes and awareness among young people and those who work with them. An adequate youth work response requires more than the provision of separate programmes for young people from diverse cultural backgrounds (although these have a role to play); it requires that all young people, and all youth workers, are facilitated in developing the awareness and skills appropriate for a more diverse cultural environment.

## Blurring of Boundaries

Social and cultural boundaries distinguishing youth from childhood on the one hand and adulthood on the other, which have never been rigidly fixed in any case, are being blurred further. Children are continuing to develop faster and earlier, in physical terms; and in the post-industrial age of information technology they often have readier access to certain types of knowledge than many adults, without necessarily having had the opportunity to develop the capacity for critical and responsible use of that knowledge. At the same time, the acquisition of full “social adulthood” is in many cases being delayed as young people stay in the education system longer, or for financial reasons find it difficult to develop a sense of (or an objective state of) full autonomy or independence.

In train with these changes, the boundaries between “youth culture” – in terms, for instance, of leisure pursuits, music, dress – and the cultural artifacts and expressions associated with both childhood and adulthood, have also become more fluid. To take a very obvious example, “pop music” is now both performed by and enjoyed by a much wider age span than was the case twenty years ago.

## Complex Transitions

As a result of the above, the period of transition that has for so long been associated with youth is being significantly extended. In addition, the transition – in fact, the transitions – are becoming much more complex. An important example is in the relationship between education and work. In the past, the norm was for young people to move through a fairly predictable and unilinear progression from formal schooling and /or training into work of one kind or another, with the more detailed patterns of the progression depending on factors such as gender and socio-economic background. Now it is becoming increasingly common for young people to be in education and employment simultaneously. This has obvious implications for the amount of free time at their disposal, and for how they might choose to use it. Moreover, the increasing need for education and training – or “re-training” – well into adulthood and throughout working lives has given impetus to the development of the concept of “life-long learning” for all. In the broadest cultural sense, these fundamental shifts in perceptions of, and approaches to, the nature of such things as “knowledge” and “education” in a post-industrial world are having a profound impact on other, related concepts, such as “authority”; and therefore are redefining age-relations in contemporary society, just as happened at the onset of the industrial revolution, when the modern idea of “youth” began to take hold.

## Choices and Pressures

The points above relate primarily to young people’s public lives in educational settings and in the workplace. In their personal lives also, the picture is more complex than in the past, when it was overwhelmingly the norm for young people to progress (or at least to want to progress) sequentially, and at a relatively early stage, through heterosexual courtship, marriage and parenthood. While this is of course still a prevailing norm, young people are today exercising a greater variety of choices about lifestyle, relationships and sexuality, and in particular about the sequence and timing of significant life events. As a result, “the family” itself is undergoing profound change. There is an obvious link here with the economic factors already mentioned, since decisions involving such important events as marriage, parenthood or setting up an independent home have considerable cost implications; but these changes in the personal lives of the young are also related to cultural and moral change which goes far beyond the material.

The fact that young people today may appear to have more choices at their disposal than earlier generations is not, of course, a uniformly positive thing. Too many choices, or “choices” presented earlier than appropriate, may in fact be experienced as pressures, or may be exercised to harmful effect, whether for the individual him/herself or for others, and often with consequences for the wider community or for society as a whole. There are increasingly complex health issues facing young people today. The link between these and socio-economic and other factors needs to be examined. Issues like drug misuse, suicide and mental health problems are a major concern for all those involved in youth work.

### Individualism and Consumerism

This increasing emphasis on, and growing expectation of, lifestyle choice, is in keeping with a broader cultural trend throughout the “developed” world towards individualism. This is presenting significant challenges to traditional conceptions of “community”, and to ways of living and working which were based on such conceptions. It is also in keeping with a culture of *consumerism*: people, and particularly perhaps the young, are encouraged to see themselves as making autonomous, individual decisions about what to buy, what to wear, what to listen to, what to read or watch, where to spend leisure time, what types of relationship to have, and so on. Ironically of course, such a consumerist culture depends for its survival not on a genuine autonomy on the part of the public but rather on a high degree of passivity and conformity. In a world that is increasingly a vast marketplace, consumerism in itself is probably irreversible, but “critical consumption” can be encouraged and enhanced by effective educational programmes; and youth work, if it can reach out to young people in a way that is as meaningful and attractive to them as the commercial alternatives, has a particularly important role to play in this regard.

An increasing individualism can be seen in approaches to personal morality and belief systems as well as in more public and behavioural contexts. It has already been noted that young people may be more alienated than heretofore from major social institutions, or at least more sceptical and questioning with regard to them, and this includes institutional religion. At the same time, and as part of the general social and cultural change already outlined, the relationship between the Churches and youth work (both organisationally, in terms of management and control, and locally, in terms of the people actually involved in the work) has changed very significantly. Nonetheless, there is nothing to suggest that young people are any less interested than before in the “spiritual dimension” of their lives, in developing a belief system which makes sense of their experience and informs their relationships with others and with society. If anything, this spiritual dimension takes on an added significance, for young people **and** adults, at a time of very rapid change, and it is important that youth work continues to accommodate it, and does so in a way that is in touch with young people’s own experiences and perceptions.

## 1.3 The Changing Policy Context

### 1.3.1 Youth work policy: previous discussion and debate

While this document sets out proposals for the first five-year plan of development for youth work services in Ireland, it is not by any means the first significant national policy document in the youth work sector. At least since the early 1970’s the youth organisations, principally through the National Youth Council of Ireland, have stressed the need for a comprehensive youth policy, including a policy for youth work. The White Paper *A Policy for Youth and Sport* (1977) and the report of the O’Sullivan Committee, *Development of Youth Work Services in Ireland* (1981) were important early publications. There was also a chapter on youth work services in the *White Paper on Educational Development* (1981). However, the first sustained examination of youth work services and their relationship with other aspects of youth policy and provision was undertaken by the Costello Committee whose *Final Report* was published in 1984. Its continuing significance lies in the fact that it set out for the first time a framework for the delivery of a comprehensive youth service at local and national levels, and its influence can in fact be traced in the *Youth Work Act, 2001* (see below).

The White Paper *In Partnership with Youth: the National Youth Policy* (1985) was the Government response to the Costello Report, largely adopting its recommendations. The policy had not been implemented by the time of a General Election in 1987. The incoming Government opted not to establish Local Youth Committees as envisaged in the Costello Report but instead established eleven pilot Local Voluntary Youth Councils. While these have remained the only eleven such councils to date, the *Youth Work Act, 2001* does include provision for similar structures throughout the country.

Both the Green Paper *Education for a Changing World* (1992) and the White Paper *Charting our Education Future* (1995) included consideration of the development of youth work services, and the latter document contained a commitment to the introduction of separate youth work legislation. The period between the publication of the Green and White Papers saw an extensive consultation process facilitated by the Department of Education and Science, Youth Affairs Section, during which the major voluntary organisations reached a common position on most, but not all, of the key structural issues; and it was also at this time that the National Youth Council of Ireland published *Towards the Development of a Comprehensive Youth Service* (1994), which called among other things for a legislative framework for the delivery of youth work.

These various contributions, and the consultations on which they were based, provided the context for the *Youth Work Act, 1997*. The youth work services at sub-national level provided for by that Act were tied to structural reform of the broader education system which was not proceeded with after a change of Government, thus necessitating amending legislation, but the Act did lead directly to the establishment of the National Youth Work Advisory Committee (NYWAC). Shortly after its establishment, NYWAC considered and approved a proposal developed by NYCI for the preparation of a youth work development plan, on the basis that with or without legislation governing the delivery of youth work services nationally and locally, there was an urgent need for a planned and systematic approach to such delivery, all the more so given the rapid expansion of disparate provision for young people outside the formal education system, funded by various sources. While NYWAC was considering the key elements which might constitute the development plan, and consulting with the various voluntary and statutory interests involved (see introduction), the Government published its amending youth work legislation, the *Youth Work Act, 2001*, which is summarised below.

### **1.3.2 Youth Work Act, 2001**

The purpose of the *Youth Work Act, 2001* is to provide a legal framework for the provision of youth work programmes and services by the Minister for Education and Science and the vocational education committees (VECs). The principal features of the Act are:

- 1.** Definition of the functions of the Minister regarding youth work. These include the development and coordination of youth work programmes and services (including coordination of youth work with other services for young people), financial support, research, monitoring and assessment of programmes and services.
- 2.** Definition of the functions of Vocational Education Committees (VECs) regarding youth work. These include providing assistance, including financial assistance, to youth work organisations, the preparation and implementation of (three-yearly) Youth Work Development Plans for each VEC area (while ensuring coordination of youth work with other services for young people), the drafting of annual Youth Work Budgets for each VEC area, and reporting on youth work services in the VEC area to the Minister. Each VEC will establish a Youth Work Committee and a Local Voluntary Youth Council for its area (see below).
- 3.** Definition of the role of the Assessor of Youth Work. The Assessor has two principal functions: the assessment and monitoring on behalf of the Minister of youth work programmes and services, and the review of functions relating to the Minister and the VEC's administration of the various youth work programmes and services.

4. Composition and functions of the National Youth Work Advisory Committee (NYWAC). NYWAC's membership will number 31 to 33 and apart from one-three persons appointed by the Minister for Education and Science (including the chairperson) will be made up of:
  - a. persons nominated by the various Government Ministers and statutory agencies with an involvement in the provision of services for young people, including four nominees of the Irish Vocational Education Association, and
  - b. nominees of the "Prescribed National Representative Youth Work Organisation" (NYCI is prescribed as the first such body). Nominees of the PNRYWO/NYCI shall equal in number the total of all other members excluding the chairperson. The role of NYWAC is to advise the Minister in relation to the provision of youth work programmes and services, the development and implementation of youth work policies, the coordination of youth work with other services for young people, the equitable treatment of young men and women in youth work, and the implementation of the various detailed provisions of the Youth Work Act at national and VEC level.
5. Establishment of a Youth Work Committee for each VEC, to advise and make recommendations to the VEC on the performance of its youth work functions, with a membership of 16–20 members comprising, in equal numbers (a) persons nominated by the relevant statutory agencies, including the VEC itself, and (b) nominees of the Voluntary Youth Council for the area (see below).
6. Establishment of a Voluntary Youth Council for each VEC area, to advise on matters related to the Youth Work Development Plan and to act as a forum for voluntary youth work organisations operating in the VEC area. Members of the Voluntary Youth Council shall number 10–20 (of whom, as far as practicable, at least one-fifth should be under 25) and will be elected in accordance with directions issued by the VEC, these latter following regulations and guidelines issued by the Minister after consultation with the National Youth Work Advisory Committee.

### 1.3.3 Other Policy Developments

#### Social Inclusion and the National Development Plan

Social policy developments of recent years, both in Ireland and at European Union level, have been marked by a greatly increased emphasis on the need to enhance social inclusion and combat disadvantage in all its forms. The National Development Plan (2003–2007), as one of its overall objectives, sets out to ensure that the socially excluded are fully enabled to participate in, contribute to and benefit from current and future social and economic development in the Republic. Particularly relevant in the present context are the measures under the Local Development Social Inclusion Programme, most notably Measure C, Community-Based Youth Initiatives, and many of the Social Inclusion Measures to Tackle Educational Disadvantage, many of which provide the means through which partnership approaches between formal and non-formal education providers can be resourced.

In relation to such educational partnership, it may be noted here that the Education (Welfare) Act, 2000 requires that schools, in preparing their attendance strategies, should provide, among other things, for the development of links with bodies engaged in the provision of youth work programmes and services. In addition, the National Youth Work Advisory Committee is specified as a "relevant authority" for the purposes of Section 11 of the Act (dealing with liaison between the National Educational Welfare Board and other bodies).

#### National Children's Strategy

The National Children's Strategy sets out an ambitious series of objectives to guide children's policy over the next ten years. It is based on adopting a 'whole child' perspective and is grounded in six operational principles to guide all actions to be taken as part of the strategy. Such actions will be: child centred; family oriented; equitable; inclusive; action orientated; and integrated. The strategy draws on the most recent research and knowledge about

children's development and the relationship between children and family, community and the wider society and sets out three national goals.

The first of these is that children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity. Measures put forward to achieve this goal are the establishment of a National Children's Parliament and an Office of Ombudsman for Children. Additional measures under this goal will include a review of existing arrangements at local level, particularly with respect to County and City Development Boards to ensure that children's views are obtained in formulating and implementing their Economic, Social and Cultural Strategies.

The second goal of the Strategy is that children's lives will be better understood and that their lives will benefit from evaluation, research and information on their needs, rights and effectiveness of services. Measures to be undertaken to support this goal will be: the establishment of a national longitudinal study of children; a children's research programme; the establishment of a set of 'child well-being' indicators and a National Children's Research Dissemination Unit.

The third goal of the Strategy is that children will receive quality supports and services to promote all aspects of their development. Fourteen objectives are set out associated with this national goal and will involve an extensive programme of measures at national and local level. At national level a National Children's Advisory Council, and a National Children's Office have been established to co-ordinate and implement the strategy.

## Children First

The document *Children First: National Guidelines for the Protection and Welfare of Children* was published by the Department of Health and Children in 1999. The guidelines are intended to assist people in identifying and reporting child abuse. They aim, in particular, to clarify and promote mutual understanding among statutory and voluntary organisations about the contributions of different disciplines and professions to child protection. They emphasise that the needs of children and families must be at the centre of child care and child protection activity and that a partnership approach must inform the delivery of services. They also highlight the importance of consistency between policy and procedures across health boards and other statutory and voluntary organisations. They emphasise in particular that the welfare of children is of paramount importance.

The objectives of the Guidelines are summarised as follows:

1. They should improve the identification, reporting, assessment, treatment and management of child abuse.
2. Having regard to the findings from official child abuse inquiries carried out in Ireland, the National Guidelines should facilitate effective child protection work by emphasising the importance of family support services and the need for clarity of responsibility between various professional disciplines.
3. The National Guidelines should maximise the capacity of staff and organisations to protect children effectively by virtue of their relevance and comprehensiveness.
4. The National Guidelines should consolidate inter-agency co-operation based on clarity of responsibility, co-ordination of information, and partnership arrangements between disciplines and agencies.

The National Youth Work Advisory Committee made use of the National Guidelines when preparing its own *Code of Good Practice, Child Protection for the Youth Work Sector*, which was published in September 2002. The National Guidelines were consulted in the formulation of the material in that document which is specifically aimed at youth workers, both employee and volunteer, within the youth work sector.

## Local Government and Local Development

The 1996 White Paper *Better Local Government* set out a framework and recommendations for improved coordination and integration of the systems of local government and local development, and led to the establishment of Strategic Policy Committees (SPCs) focusing on the key functions of local government and operating on a “partnership” basis with relevant organisations and interests. The Task Force on the Integration of Local Government and Local Development Systems developed the White Paper’s proposals and recommended the establishment of City/County Development Boards (CDBs) for each county/city area. The membership of the CDB is drawn from the local authority, state agencies, local development bodies and the social partners, the latter including the community and voluntary sector. The function of the CDB is to focus on the more coordinated delivery of public services at local level and to draw up a comprehensive strategy for economic, social and cultural development within the local authority area and oversee its implementation. Each of the 34 CDBs published their 10-year Strategies in early to mid-2002.

## White Paper on Voluntary Activity

*Supporting Voluntary Activity: a White Paper on a Framework for Supporting Voluntary Activity and for Developing the Relationship between the State and the Community and Voluntary Sector* was published in October 2000. The aims of the White Paper are to:

1. Describe the current context in which the Community and Voluntary sector operates, and the range and diversity of the sector;
2. Set out a cohesive framework of support for the Community and Voluntary sector across Government Departments and Agencies;
3. Promote sound principles and best practice models for the effective functioning of the State/Community/Voluntary sector relationship; and
4. Make recommendations across a number of areas relevant both to the support of voluntary activity generally and to the framework (e.g funding, enabling and administrative) necessary to support and deepen the relationship.

The White Paper formally recognises the role of the community/voluntary sector in contributing to a mature democratic society. It provides for the establishment of Voluntary Activity Units in all relevant Government Departments to liaise with the sector and provides for consultation with and the participation of the sector in public policy making.

It sets out the principles which will apply to the statutory funding of the sector, which will require each Department to publish a statement of its objectives and clear descriptions of all funding schemes. The White Paper proposes that multi-annual funding should be made available to voluntary sector organisations providing services or undertaking development activities that are agreed to be priorities.

The White Paper proposes the reform of the legislation and regulations governing the charitable/voluntary/community sector. It also provides for additional funding to promote volunteering, conduct research, support national networks and federations and develop the training capacity of the sector.

An Implementation and Advisory Group (IAG) established in July 2001 comprising six voluntary and six statutory sector representatives began overseeing the implementation of the recommendations of the White Paper. To date, the group have been working on devising the funding schemes to support national networks and federations and to develop the training capacity of the sector. The remaining recommendations of the White Paper will be implemented on a phased basis over the next three years.



## RAPID

The RAPID programme (Revitalising Areas by Planning, Investment and Development) aims to deliver a range of measures to the most disadvantaged urban and rural areas in the country, determined by factors such as unemployment, income levels, family and social structure, educational disadvantage and high levels of rented local authority housing. Twenty-five of these areas are based in the nine major urban counties and twenty are in provincial towns. The targeted areas are being prioritised for investment and development in relation to health, education, housing, childcare and community facilities including sports facilities, youth development, employment, drug misuse and policing.

Development will be on the basis of an implementation plan drawn up by an Area Implementation Team bringing together local State Agency personnel (Health Board, Local Authority, VEC, Department of Social, Community and Family Affairs, FÁS, etc.) the local Partnership Company, residents of the local community and, where they exist, Local Drug Task Forces. A specially appointed Coordinator in each area will work with the local community to:

- a. Draw up an audit of local needs;
- b. See how best to tackle the problems;
- c. Ensure provision and co-ordination of services and investment, involving the kinds of services and facilities that are most urgently needed in the area and can be delivered within three years.

At county/city level, a Monitoring Group comprising State Agency personnel, representatives of the local development sector and each pillar of the Social Partners and local public representatives will have an input into devising a plan for the area and ensuring the delivery of services. A National Monitoring Committee will report regularly to the Government. RAPID is being complimented by two further initiatives to help disadvantaged areas in provincial towns and in rural Ireland (CLAR).

## Qualifications (Education and Training) Act 1999

The principal objectives of the Qualifications (Education and Training) Act 1999 are to promote and develop:

- standards of knowledge, skill or competence;
- quality of education and training provision;
- a system for coordinating and comparing awards;
- procedures for transfer and progression;
- access and opportunities for all learners;
- cooperation between education and training providers;
- recognition of awards;
- diversity of education and training; and
- the greater use of Irish language and the promotion of the distinctive cultures of Ireland.

The Act provides for the establishment of three new bodies: the National Qualifications Authority (NQA), with the overall responsibility of ensuring quality and standards in further and higher education; and the Further Education and Training Council (FETAC) and Higher Education and Training Council (HETAC). These two new Councils replace the National Council for Vocational Awards and the National Council for Educational Awards respectively. Their functions include the establishment of policies and criteria for the making of further and higher education awards, as appropriate, and the validation of such programmes of education and training. They will determine standards of knowledge, skill or competence to be acquired by learners before an award may be made. 'Recognised institutions', under the terms of the Act, must apply to the relevant Council for validation of programmes of education and training, and other bodies, including universities, may also apply for validation.

### National Drugs Strategy 2001–2008

The National Drugs Strategy 2001–2008 sets out a framework and recommendations for a drugs strategy for Ireland until the year 2008. The report builds on previous Task Force Reports in 1996 and 1997 which resulted in the establishment of a Cabinet Drugs Committee chaired by An Taoiseach and the setting up of the National Drugs Strategy Team and of Local Drugs Task Forces in the worst affected areas with a mandate to develop comprehensive anti-drugs strategies at a local level. The Second Drugs Task Force on Measures to Reduce the Demand for Drugs (1997) concluded that the misuse of alcohol and non opiate drugs such as cannabis and ecstasy is a nation wide phenomenon and is closely associated with youth culture.

One of the major initiatives in the Drugs Strategy to date has been the establishment of the Young People's Facilities and Services Fund which aims to target those young people most at risk of serious drug use in the designated Task Force areas and also in other major urban areas. The new Strategy builds on the existing structures and also puts in place additional measures such as the establishment of Regional Drugs Task Forces in each of the current Regional Health Board areas. The National Drugs Strategy 2001–2008 outlines objectives and actions to tackle the drugs issue under the four main pillars of Supply Reduction, Prevention, Treatment and Research.

### National Health Promotion Strategy 2000–2005

The National Health Promotion Strategy 2000–2005 was launched in July 2000. It is the second national health promotion strategy. For the first time the 'Youth Sector' has been identified as a key setting for targeting young people and promoting health and well being. The aims and objectives for the youth sector acknowledges the investment in this setting to date and recommend a continuation and expansion of this into the future.

**Strategic aim:** to continue to develop and promote the role of health promotion within the youth sector.

#### Objectives:

- To *initiate* research into the role of peer education as a health education/health promotion methodology within the youth sector.
- To *support* the ongoing development and implementation of health promotion training programmes.
- To *facilitate* youth organisations and relevant bodies to address the health needs of young people identified as being "at risk".

One of the most significant features of the **National Health Promotion Strategy 2000–2005** is that it recognises and clearly states that many of the determinants of the health and well-being of the population are outside the scope of the health services. Therefore, the importance of partnership with other relevant stakeholders, such as those involved in youth work, in achieving these aims and objectives is seen as central to the implementation of this strategy.

### Equal Status Act, 2000

The Equal Status Act, 2000 provides for the promotion of equality and the prohibition of discrimination, harassment, and related behaviour in non-employment areas, and for remedies and enforcement measures. It complements the Employment Equality Act 1998, and extends the remit of the Equality Authority (formerly the Employment Equality Agency) and the Director of Equality Investigations to include equal status matters.

The specific grounds on which the Equal Status Act prohibits discrimination are: gender, marital status, family status, sexual orientation, religion, age (not including people under 18), disability, race (including colour, nationality and ethnic or national origin) and membership of the Traveller community. The act outlaws both direct and indirect discrimination on the above grounds in the provision of goods and services. All services generally available to the public or to a section of the public, whether with or without payment, are covered by the legislation.

## European Commission White Paper on Youth Policy

At the meeting of the European Council of Youth Ministers at the end of 1999, the European Commission proposed the drawing up of a new form of cooperation in youth policy. It received the support of the EU Member States and the European Parliament and embarked on an extensive consultation exercise, including:

- seventeen national conferences, including the Irish conference in Dublin in July 2000;
- the European Youth Gathering in Paris in October 2000, with four hundred and fifty young delegates attending;
- hearings with the Economic and Social Committee in Brussels in February 2001, attended by more than sixty organisations;
- meetings in all EU Member States with policy-makers and administrators and national youth councils, and two meetings of the Directors General for Youth;
- consultation with a group of academics in the field of youth studies, and
- a conference in Umea, Sweden, in March 2001, attended by young people, youth organisations, officials, public authorities and researchers.

The results of the consultation process were published in summary form in November 2001, along with the White Paper itself: *A New Impetus for European Youth*. The White Paper proposes two main developments in a “new cooperation framework”:

- a. Application of the “open method of coordination” in the specific field of youth. The open method of coordination, as defined in the Presidency Conclusions of the Lisbon European Council in March 2000, involves “ fixing guidelines for the Union combined with specific timetables for achieving the goals which [the Member States] set in the short, medium and long terms; establishing, where appropriate, quantitative and qualitative indicators and benchmarks against the best in the world and tailored to the needs of different Members States and sectors as a means of comparing best practice; translating these European guidelines into national and regional policies by setting specific targets and adopting measures, taking into account national and regional differences; periodic monitoring, evaluation and peer review organised as mutual learning processes”;
- b. Ensuring that “youth-related concerns” are taken more into account in the full range of policies, nationally and at European level, which might have an impact on young people.

## 1.4 Challenges for Youth Work

The changes described in foregoing sections – in the nature of Irish society, in the circumstances, experiences and expectations of young people and in the broader legislative and policy context – inevitably present substantial challenges for youth work and youth workers. Some of these challenges have been noted already in passing, others have been implied. They may be enumerated explicitly, and briefly, as follows:

- The challenge of recruiting and retaining adults as volunteers in youth work, due to factors such as: competing demands on time, the work itself being perceived as more difficult, increases in consumerism and individualism, and subtle changes in age-and authority relations, which may be diminishing people’s sense of confidence and competence for youth work.
- The challenge of attracting and sustaining the interest and involvement of young people, especially “older young people”, given that: a) they too have more demands on their time and are more likely to be engaged both in formal education and some form of employment; b) there is a greater range of alternative and readily accessible leisure-time provision on offer than heretofore (much of it IT based); and c) the changes in age- and authority relations already mentioned are rendering “traditional” youth work less attractive to young adults.

- The challenge of maintaining relevance, and an ongoing capacity to respond flexibly in a rapidly changed and changing environment, including the capacity to:
  - cater for the changing **economic** circumstances of young people and adults;
  - contribute to the building of **political** stability and equity, both on a North/South context in Ireland and, in whatever modest ways possible, in a broader global context;
  - take full advantage of the social and pedagogical opportunities provided by **technological** innovations, while enabling young people and adults to use these in a critically aware and responsible manner;
  - play a part in building a mutually-enriching **multicultural** society.
- The challenge of ensuring that youth work – given that it has become a more complex and demanding endeavour – can compete and compare favourably with other forms of provision for young people, in terms of rewards for both volunteers and for paid workers.
- The challenge of responding to relevant developments in the broader policy and legislative context, of cooperating with other forms of provision for young people and of meeting the requirements of equity, efficiency and effectiveness.

All of the above challenges, of course, must also be seen as **opportunities** which present themselves in the context of the preparation of a National Youth Work Development Plan and the passing of youth work legislation: opportunities to further the interests of young people and those who work with them in a voluntary and paid capacity, to build a comprehensive and sustainable youth work service at local and national level, and thus to contribute not only to the personal development of the young but to broader community and social development. This suggests a **vision** of youth work's nature and purpose which is presented in the following section.

# Part Two

## Vision of Youth Work

NYWAC's proposals for a National Youth Work Development Plan take as their starting point the definition of youth work given in the *Youth Work Act, 2001*:

**“Youth Work” means a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is –**

- a. complementary to their formal, academic or vocational education and training; and**
- b. provided primarily by voluntary youth work organisations.’**

This definition encapsulates several important features which have come to be widely agreed upon among youth work policy-makers and practitioners in Ireland: the fundamentally **developmental and educational** nature of the work; the fact that it rests on the **voluntary participation** of young people; and the fact that it has been, and is, in the main provided by **voluntary organisations**. These features and other related points which have informed the approach of the National Youth Work Advisory Committee to the preparation of its proposals for a Development Plan are elaborated upon briefly below.

### The Educative Process

Youth work's primary concern is with the **education** of young people in non-formal settings, and education is by definition a planned, purposeful and conscious process (whereas “learning” may or may not be planned and purposeful, and may or may not be conscious). The actual methods adopted or activities engaged in by youth workers and young people vary widely, and include:

- recreational and sporting activities and indoor/outdoor pursuits, uniformed and non-uniformed;
- creative, artistic and cultural or language-based programmes and activities;
- spiritual development programmes and activities;
- programmes designed with specific groups of young people in mind (including young women or men, young people with disabilities, young Travellers, young lesbians, gay men or bisexuals).
- issue-based activities (related to, for example, justice and social awareness, the environment, development education);
- activities and programmes concerned with welfare and well-being (health promotion, relationships and sexuality, stress management), and
- intercultural and international awareness activities and exchanges.

Despite the apparent diversity, however, what all of these various methods and activities share, in the youth work context, is the focus on **process**: on the ongoing educational cycle of experience, observation, reflection and action, and – essential for this to happen – on the active and critical **participation** of young people. The successful facilitation of this process clearly requires substantial experience and a high degree of skill on the part of those responsible, the “educators”, whether paid or volunteer.

## Youth Workers as Educators

Not everyone can or should be a youth worker, in the same way that not everyone can or should be a teacher, doctor, administrator or actor. The doing of youth work, in the sense understood in this document, requires a particular combination of knowledge, skills and personal qualities. This is the case whether the person in question is a volunteer or a paid worker, and is more important than ever in the light of the current concern with child protection and related matters. Youth work is not just a **vocation**, although almost inevitably the people who do it have a particularly strong sense of personal commitment to the work and to the wellbeing of young people. It is a **profession**, in the sense that all those who do it, both volunteer and paid, are required and obliged, in the interests of young people and of society as a whole, to carry out their work to the highest possible standards and to be accountable for their actions.

## A Positive Contribution to Young People, Communities and Society

The view of young people, and of youth work, which underlies this set of proposals for a Development Plan is an unequivocally positive one. Young people are not a “problem” to be solved, any more or less than adults; and youth work is not primarily about solving social problems. It is rather about adults and young people working together to further personal, community and social development. Given this positive orientation, it follows that youth work should be regarded as something from which **all** young people can benefit, rather than a remedial service for those whose needs are not being met otherwise. It also follows that an investment in a comprehensive youth work service is an investment in a better future for society as a whole.

## The Voluntary Dimension

A defining feature of youth work, and one enshrined in the *Youth Work Act, 2001*, is the fact that young people engage in it voluntarily. While qualities of commitment and responsibility are actively encouraged in youth work, and are sometimes “formalised” (or semi-formalised) in youth groups through negotiated agreements or “contracts” between all those involved in a programme (both young people and adults), it remains the case that ultimately the young people can take or leave what is on offer from the youth workers and from the service provided. This is at once both the greatest challenge and the greatest opportunity in youth work. The challenge is to attract and sustain the interest and commitment of young people, when there are many alternatives on offer; the opportunity is to build on that interest and commitment, voluntarily entered into, to further their education and development in an enjoyable and empowering way.

The term “voluntary” has a number of meanings when applied to youth work. In addition to the voluntary (non-compulsory) involvement on the part of young people, it is also the case that the vast majority of the adults involved in youth work are volunteers (unpaid). Furthermore, and related to this, most youth work takes place in the “voluntary [i.e. non-commercial and non-statutory] sector”, the very existence of which rests on the acknowledgement of, and commitment to, the value of associative and collaborative ways of living and working. This aspect of youth work has also been recognised in the *Youth Work Act, 2001*.

## Rights and Citizenship

The emphasis in youth work on the importance of the active and critical participation of young people is in keeping with the view that young people have rights as citizens. In 1992, Ireland ratified the UN Convention on the Rights of the Child, hence acknowledging the right of children and young people to have their perspectives taken into consideration in all matters that affect them. Specifically, Article 3 says that actions concerning children and young people should take account of their best interests, and Article 12 upholds their right to express an opinion, and to have that opinion taken into account, in matters or procedures affecting them. The convention also contains a number of important social rights for the young, such as the right to participate in leisure, recreational and cultural activities. The principle of participation in youth work recognises these rights and the responsibility of youth work organisations to uphold them.

## Equality and Inclusiveness

These 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.

## Relationships with other Services

Recent years have seen a pronounced increase in the range and variety of out-of-school services for young people, provided, funded and supported by diverse sources. This has given rise to some confusion about the meaning and ambit of the term “youth work”. As already stated, this document takes as its starting point the definition of youth work in the *Youth Work Act, 2001*, whereby certain features are highlighted, in particular the fundamentally educational nature of the work and the voluntary nature of the young person’s involvement.

The various forms of provision for young people which have developed outside the “traditional” or well-established youth work organisations conform to varying degrees to these defining features (and the others mentioned above, such as the emphasis on process and participation). The important point here is not to draw rigid boundaries between one type of provision and the others, but to attempt to ensure that – in the interests of young people themselves and so as to ensure efficiency and effectiveness – there is adequate **coordination** between all the services and provisions for young people. *The Youth Work Act, 2001* includes the coordination of youth work with other youth services (educational and otherwise) as one of the functions of the Minister for Education and the Vocational Education Committees. It is hoped that the implementation of the proposals in the following pages will also enhance such coordination.





# Part Three

## Goals and Actions for Development

In setting priorities for the development of youth work over the following five years, and informed by the results of the research and consultation process as well as by its own deliberations and conclusions, the National Youth Work Advisory Committee identified eight principles which should underlie all the provisions included in a Development Plan, and their subsequent implementation. These are clearly related to, and in some cases are reiterations of, the observations and concerns presented in previous sections.

The principles are **that the National Youth Work Development Plan should:**

- a. uphold the “voluntary dimension” of youth work, in the various senses outlined in Part Two of this document and as now defined in law, as an integral part of the tradition of youth work and of its distinctive contribution to Irish society;
- b. recognise and uphold the right of young people to participate (in age appropriate levels of responsibility) as full partners in the development and delivery of all aspects of youth work;
- c. promote equality, openness and inclusiveness at all levels and in all areas of youth work;
- d. acknowledge the vital role played by paid youth workers, both in their direct work with young people and their support work with volunteers and organisations;
- e. strive to enhance and support professionalism and the highest standards of quality, efficiency and safety (for both young people and adults) among youth work providers, including organisations, volunteers and paid staff;
- f. learn from, and build on, the many strengths of existing processes, relationships and provision, while also responding flexibly and imaginatively to the changing environment in which youth work is practiced;
- g. acknowledge the right of communities (both local communities and communities of interest or culture) to active participation and involvement in the development and delivery of youth work to meet the needs of their young people;
- h. promote learning by young people through youth work, having regard to, and in a manner complementary with, learning undertaken in formal education settings.

Proceeding from these principles to consider what should be done in practical terms to support the development of youth work in the coming years, the National Youth Work Advisory Committee agreed a framework of four broad goals. These are:

- 1. To facilitate young people and adults to participate more fully in, and to gain optimum benefit from, youth work programmes and services.**
- 2. To enhance the contribution of youth work to social inclusion, social cohesion and active citizenship in a rapidly changing national and global context.**
- 3. To put in place an expanded and enhanced infrastructure for development, support and coordination at national and local level.**
- 4. To put in place mechanisms for enhancing professionalism and ensuring quality standards in youth work.**

In the following pages, a brief statement is made of the considerations which have informed each of these four goals, arising from the research and consultation process and from the National Youth Work Advisory Committee's subsequent deliberations. The actions by means of which it is proposed to achieve each goal are then enumerated. The order in which the goals are presented is intended to reflect the centrality of young people in the youth work process and the view that the purpose of structures and institutional frameworks is to support the involvement of young people and adults in youth work. Cross-referencing is used where necessary to direct the reader to relevant actions under other goals.

### Goal 1

**To facilitate young people and adults to participate more fully in, and to gain optimum benefit from, youth work programmes and services.**

#### Considerations

Existing youth work provision has enormous strengths, and is characterised by a great deal of dedication, resilience and imagination on the part of those involved. With the resources available to them to date, youth work organisations have achieved highly impressive results. Volunteer effort has been pivotal to this record of achievement: the ratio of volunteers to paid staff in youth organisations is 50:1, and in community-based youth projects it is 6:1. It is precisely because of the quality of the work, and the benefits that accrue to the young people and adults who participate, that the proposed Development Plan is concerned with consolidating and developing existing youth work provision and ensuring that positive outcomes can be both deepened and shared as fully as possible. Areas of innovation deserve to be acknowledged and sustained. Where there are gaps in current provision, or issues that need to be addressed, action is necessary.

The research and consultation for the Development Plan highlighted the following factors in particular:

- participation rates in youth work continue to be higher in the younger age groups;
- a significant reason why young people cease to participate in youth work may be the absence of opportunities to participate in decision-making, and a related perception of the work as lacking relevance;
- young people continue in fact to be in a small minority in decision-making structures in youth organisations;
- competing pressures on the time both of young people and adults have had an impact on voluntary involvement of people of all ages;
- for prospective volunteers, the perceived benefits and "rewards" of involvement (in the form, for example, of accredited training) may not sufficiently outweigh the pressures or "costs"; and many may not have, or consider themselves to have, the requisite skills and experience for an increasingly complex range of tasks;
- child welfare legislation, as well as legislation governing the operation of youth organisations and youth projects as limited companies and charities now require that volunteers have high degrees of competence in the work they undertake; yet they may not have had access to the necessary training or support;
- much of young people's leisure time interests now revolve around new information and communication technologies, and youth work may not sufficiently reflect or take account of that;
- youth work has a poor, if not non-existent, media presence; and dominant media images of young people themselves are not positive;
- there is an uneven spread of youth work provision as between rural and urban areas;

- the specific geographical remit of most work targeting disadvantaged young people means that certain types of youth work, and "youth project", have become associated with certain types of areas, and other areas have little or no such provision.

## **Actions**

### **Action 1.1**

The strengths of existing youth work provision should be maintained and enhanced by additional support for areas of work with a record of innovation and achievement. In particular, a number of actions should be taken to achieve same.

- a. The Review of Funding (see Action 3.7) should seek to establish benchmarks for the financial, human and capital resources required to ensure the continuation of quality youth work provision in a number of settings.
- b. The Local Youth Club Grant Scheme (see Action 3.9) should provide additional support to local voluntary youth groups;
- c. The Youth Work Assessor, to be established under the terms of the *Youth Work Act, 2001*, should undertake an ongoing programme of evaluations of innovative projects and should publish the findings to ensure the dissemination of learning from these projects;
- d. The Development Unit (see Action 3.1) should have a development fund and should invite proposals for new innovative projects proposed by local or national youth organisations. The budget available should be such to ensure that a number of new projects will be supported each year.

### **Action 1.2**

Additional support should be provided for youth work in geographical areas which research has shown to be under-resourced in relative terms. Specifically, a programme for the development of rural youth work should build on the learning from recent research, and should include a pilot "independent transport initiative" for rural young people. Consideration should be given to the provision of attractive and safe facilities for young people who are disadvantaged.

### **Action 1.3**

Projects currently resourced under the Peace 1 programme should be considered for direct funding by the Department of Education and Science (Youth Affairs Section) in 2002.

### **Action 1.4**

Guidelines and criteria relating to the active participation of young people in all aspects of youth work provision (including governance) should be developed, *having regard to existing and innovative youth participation models* and promulgated by the Development Unit. These should then be phased in over the period of this plan as part of the requirements for statutory funding for youth work programmes.

### **Action 1.5**

In order to encourage the active participation of young people and volunteers, guidelines and policies towards best practice should be adopted and implemented by all youth organisations approved by the Youth Affairs Section of the Department of Education and Science or designated by VECs. The Development Unit should assist organisations as required.

### **Action 1.6**

The Development Unit for youth work, in association with the National Youth Work Advisory Committee and in consultation with young people, should establish a charter of rights for young people in youth work.

### Action 1.7

A number of “demonstration projects/programmes” based on principles of peer management/assessment should be funded and supported by the Development Unit. These programmes/projects would involve young people in their development, running and management. These programmes/projects should be based on models of peer education both nationally and internationally.

### Action 1.8

A pilot programme should be designed and supported by the Youth Work Development Unit aimed at promoting and developing volunteerism. In addition, research should be carried out on new initiatives to facilitate volunteering, such as paid leave and tax incentives (for employers and employees) and recommendations made to Government as appropriate.

### Action 1.9

The Development Unit for youth work, in association with the National Youth Work Advisory Committee, should establish:

- a. a charter of rights for youth work volunteers;
- b. a national award scheme for volunteers;

to be promulgated and administered in partnership with the National Youth Council of Ireland.

### Action 1.10

The National Youth Work Advisory Committee, in consultation with the National Youth Information Monitoring Committee, should undertake to review youth information provision nationally, and explore the possibility, and the costs, of upgrading and expanding the network of existing youth information centres.

### Action 1.11

Support and investment should be committed to the development of relevant partnerships to promote the health and well being of young people, volunteers and youth workers taking into account the new Health Promotion Strategy and the existing partnership within the National Youth Health Programme.

### Action 1.12

A multi professional approach to the development of services for young people should be developed and piloted in a number of areas. The Development Unit should use its Development Fund to part-fund a number of pilot initiatives to develop best practice. In particular, it should invite health boards, VECs and youth work providers to submit proposals based on a partnership model for inclusion in the pilot programme.

### Action 1.13

The Youth Work Development Unit should conduct a feasibility study for the development on a joint public/private basis of a high-profile media vehicle (e.g. prime-time television series) aimed at the youth and young adult market and designed to heighten awareness and impart positive images of young people and youth work.

### Action 1.14

The Youth Work Development Unit should examine options for means of supporting youth groups and organisations to optimize their use of new information and communications technologies.

### Action 1.15

Existing innovative work which is happening on a partnership basis between formal education and youth work sector should be documented paving the way for the development of further initiatives in this area.

## Goal 2

**To enhance the contribution of youth work to social inclusion, social cohesion and citizenship in a rapidly changing national and global context.**

### Considerations

It has long been accepted that youth work is concerned not just with the personal development of individual young people (although this is of course a crucial part of its purpose) but with making a contribution to the development of communities and of the wider society. These processes are, at best, mutually complementary. However, for this to be the case, a planned and consciously integrative and holistic approach must be adopted (otherwise, the “personal development” might be selfish or individualistic, or “social” objectives might be pursued without regard to the impact on individuals).

Certainly, youth work should not simply set out to provide in a “neutral” or “impartial” way for the personal development of young people, without having regard to the fact that some young people, by virtue of their circumstances, have a particularly urgent need for developmental support, and that this very fact is a social issue, in itself worthy of the attention and critical awareness of youth workers and of *all* the young people they work with.

The emphasis on an integrative approach to the personal and social dimensions of youth work is in keeping with much contemporary social thinking and social policy provision in Ireland and further afield (some of it, such as equal status legislation or the focus on young people’s rights and citizenship, already mentioned in earlier sections). It is also particularly apt in the light of the changing social, political and economic climate nationally and internationally. In relation to social inclusion, cohesion and citizenship, the research and consultation for the Development Plan highlighted in particular:

- 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;
- the urgent need to ensure that youth work contributes in a positive and proactive way to the building of a harmonious multicultural society in Ireland, and thereby helps to combat the encroachment of racism and intolerance;
- the opportunities presented in the wake of the Good Friday Agreement (and specifically the designation of education as one of the six key areas for the development of common policy-making) to contribute to social stability and solidarity on the whole island of Ireland through the enhancement of North/South cooperation in youth work (all the more so given that many youth organisations already have 32 county remits);
- the ever-increasing significance and relevance of international youth work, which has been promoted for many years by Irish youth organisations and supported by Léargas the Exchange Bureau, as the process of globalisation and international interdependence deepens;
- the potential for youth work’s integrated contribution to personal, community and social development to be enhanced by a stronger focus on civic, social and political education, including intercultural education.

## Actions

### Action 2.1

A proactive approach should be adopted to the promotion of equality and inclusiveness within youth work. Specifically, youth work organisations and Vocational Education Committees (in their preparation of Youth Work Development Plans) should be encouraged to use the categories specified in the *Equal Status Act, 2000*, and other relevant categories (e.g. rural young people) in a positive way as a template for the active promotion of equality within their areas of operation, and for the monitoring and evaluation of youth work programmes and services in their areas.

### Action 2.2

The Youth Work Development Unit should undertake an equality initiative, with pilot projects and training programmes aimed at promoting best practice on equality issues in youth organisations.

### Action 2.3

The National Youth Work Advisory Committee and the National Consultative Committee on Racism and Interculturalism should jointly devise a programme aimed at enhancing the contribution of youth work in a multicultural society, to be supported and resourced by the relevant statutory bodies.

### Action 2.4

The Development Unit for youth work should research models for developing a structured programme aimed at furthering the social and political education, including the intercultural education, of young people, and at promoting citizenship and participatory democracy.

### Action 2.5

Support should continue for international youth work and transnational contacts, exchanges and experiences in youth work organisations and new measures should be introduced to promote the international and transnational dimensions in youth affairs. The National Youth Work Advisory Committee and the Youth Affairs Section in conjunction with Léargas, should develop and promote new measures that would open greater access among young people to international youth work.

### Action 2.6

The National Youth Work Advisory Committee should consider the EU White Paper on Youth and should bring forward recommendations on how best it can be implemented in Ireland.

### Action 2.7

The National Youth Work Advisory Committee should explore methods for enhancing the formal participation of young people in decision-making which has an impact on their lives, locally, nationally and internationally.

### Action 2.8

The National Youth Work Advisory Committee, the National Youth Council of Ireland and other relevant organisations and interests should continue to develop the North/South dimension in youth work; and continued support should be given to North/South and East/West initiatives within youth work.

## Goal 3

**To put in place an expanded and enhanced infrastructure for development, support and coordination at national and local level.**

### Considerations

As discussed in Section 1.3 above, there have been a number of reviews and policy initiatives over the years which have aimed at providing the framework for the delivery and development of a comprehensive youth work service nationally and locally. Most recently, the *Youth Work Act, 2001* has provided that responsibility for development and coordination should lie with the Minister for Education and Science at national level and with the Vocational Education Committees at local level.

The National Youth Work Advisory Committee will advise on the detailed implementation of many of the Act's important structural provisions. Nothing in what follows should be taken as preemptive of the National Youth Work Advisory Committee's consideration of these matters. However, the research and consultation process has identified a number of important considerations and concerns, some of them directly related to the legislation, which need to be addressed if an adequate infrastructure for development, support and coordination is to be put in place. It is necessary to keep firm control on the growth of the number of administrative structures and the need to be vigilant to avoid duplication of roles and services.

#### *These include:*

- The need for the Youth Affairs Section to be adequately resourced and staffed to deal with the scale and complexity of the youth work sector and respond to the unprecedented range of challenges and opportunities it currently faces;
- The need for coordination between the implementation of youth work legislation and other related legislative and policy provisions (e.g. the City and County Development Boards, the provisions relating to educational welfare, drugs, social inclusion) as provided for in such legislation or in guidelines;
- The need to have regard to the experience of the existing Local Voluntary Youth Councils and any additional relevant information or research before establishing Councils on a nation-wide basis;
- The need to take account of the fact that the Department of Education and Science is now one of several Departments, statutory agencies and other bodies providing or aiding the provision of out-of-school work with young people, and the necessity for coordination between the various types of provision, nationally and locally;
- The differences in the levels of funding for youth-related project work across different Government Departments and other agencies; and the lack of any agreed salary scales or job conditions for youth workers;
- The fact that regional/local youth services currently operate a variety of models without an agreed model being understood or implemented throughout the country;
- The fact that youth organisations and youth workers identify a number of difficulties and inconsistencies in the criteria for, operation of, and reporting procedures for the Youth Service Grant Scheme and the Disadvantaged Projects Scheme (now the Special Projects for Youth Grant Scheme);
- The questions outstanding about funding arrangements following the passing of the *Youth Work Act, 2001*;
- The lack of comfortable, inviting and independently-owned facilities for dedicated youth work use, with the exception of premises owned by some of the uniformed organisations and a small number

of other youth organisations; and the limitation of capital funding under the Young People's Services and Facilities Fund to the drugs task force areas;

- The new challenges, opportunities and responsibilities facing the National Youth Council of Ireland in the light of its prescription as the national representative youth work organisation in the *Youth Work Act, 2001*, particularly given the increase in the range of funders, supporters and direct providers of services for young people;
- Taking into account the expanded role of the National Youth Work Advisory Committee under the Youth Work Act, the need for the Committee to review its working mechanisms, to include: increasing the identity and status of the Advisory Committee, ensuring full and active participation of all delegates and their relevant Departments or organisations and reviewing the agenda and the working methods of the Committee.

### Actions

#### Action 3.1

As a priority action under this Development Plan and one on which the implementation of much of the rest of the Plan depends, a Development Unit for youth work should be established at national level, with adequate resources and specialist youth work expertise.

The functions should include:

- Researching and developing guidelines for best practice in youth work and assisting youth organisations to implement same;
- Managing and coordinating research;
- Piloting innovation;
- Overseeing and monitoring the implementation of the relevant provisions of the Development Plan.

**Four options for the manner in which the Unit might be constituted are presented in Annex 1. After careful consideration of the options, a majority of the members of NYWAC believe that Option 2 has most to recommend it, with some members in favour of Option 1.**

#### Action 3.2

The National Youth Work Advisory Committee should carry out an assessment of the range of options available, and the range of experiences to date regarding local/regional youth services. This should be done with a view to ensuring quality standards and best practice with regard to existing and new services at local level.

#### Action 3.3

The National Youth Work Advisory Committee should establish a sub-committee comprising its members representing Government Departments and statutory agencies to enhance the coordination of provision for young people and facilitate the Committee in carrying out its advisory functions under the *Youth Work Act, 2001*.

#### Action 3.4

The National Youth Work Advisory Committee should review its working methods to ensure that it can carry out its enhanced statutory functions. It should put in place a plan of work for the committee that sets out its targets and methods for achieving them in each year.

#### Action 3.5

The Department of Education and Science, National Youth Work Advisory Committee and the Vocational Education Committees should be supported and resourced to enable them to fulfil their respective functions under the terms of the Youth Work Act, 2001.



### **Action 3.6**

The National Youth Council of Ireland should be supported and resourced to enable it to fulfil its remit as the prescribed national representative body for youth organisations under the terms of the *Youth Work Act, 2001*.

### **Action 3.7**

A Funding Review Group should be established by the National Youth Work Advisory Committee with a view to ensuring that:

- financial allocations to youth work should be realistic and reflect the real costs of the work including capital and human costs;
- staffing requirements will be identified and staff remunerated by reference to analogous employments;
- there are clear criteria for the allocation of funding between and within schemes developed;
- there is a clear, known and understood rationale for determining the distribution of grant aid at national and area level.

For further information on the Funding Review Group see Annex 2.

### **Action 3.8**

In line with the commitment in the White Paper, the Department of Education and Science should introduce a three-year funding cycle consistent with the timeframe proposed in the *Youth Work Act, 2001*.

### **Action 3.9**

The Department of Education and Science should ensure that adequate funding is made available to voluntary youth groups as a direct support to the important youth work undertaken by volunteers in communities throughout the country.

### **Action 3.10**

In principle, single worker projects should be upgraded to two worker projects with immediate priority to be given to those funded under the Special Projects for Youth Scheme.

### **Action 3.11**

The Department of Education and Science should ensure that a programme of support and training for youth work organisations, Voluntary Youth Councils, and VECs and the relevant national organisations should be put in place to enable them to implement the provisions of the *Youth Work Act, 2001*. This should include a programme of regional seminars.

### **Action 3.12**

A capital investment scheme should be established to provide purpose-built youth centres in selected areas other than those currently covered by the Young People's Facilities and Services Fund.

### **Action 3.13**

The Department of Education and Science and the National Youth Work Advisory Committee should conduct an assessment of how best to gain increased access for youth work purposes to educational and community facilities owned wholly or partly by the State.

### **Action 3.14**

The National Youth Work Advisory Committee should conduct a mid-term review of the implementation of the National Youth Work Development Plan; and make arrangements, including consultation arrangements, for the preparation of a subsequent plan.

## Goal 4

**To put in place mechanisms for enhancing professionalism and ensuring quality standards in youth work.**

### Considerations

The Development Plan should provide for measures to facilitate youth work aimed both at promoting the personal development of individuals and furthering the development of communities and of society. It should, in consequence, support the institutional infrastructure necessary for provision of youth work services locally and support to youth work in a national context. It is essential that the Development Plan addresses the need to ensure to the young person and/or his/her parent or guardian the quality of youth work programmes or services, as well as their safety, efficiency and effectiveness.

Youth work has thrived throughout its history on the goodwill and voluntary effort of community-spirited individuals, and it is the intention underpinning the proposals presented here that this will continue to be the case. Even in recent years, when more and more paid workers have been employed in youth work, it has often been the case that their demonstrated commitment, interest and record of involvement have been decisive in securing employment rather than specific professional training or qualifications. Again, it is the intention here that such qualities, and such people, should continue to be rewarded.

For a number of reasons, however, there is increasingly seen to be a need for the utmost rigour to be exercised when decisions are made about the involvement of adults with young people in youth work settings. Chief among these is the heightened awareness in recent years of child protection issues and related matters: the safety and well-being of children and young people has to be the paramount concern. There has also been a growing concern in youth work circles to address the question of the protection of youth workers themselves, paid and voluntary, both from unfair allegation and from any threat to their safety, physical or otherwise. These specific concerns have to be placed in the context of broader human resource considerations and matters such as training provision, certification and registration. The research and consultation process for the Development Plan also highlighted a number of related points:

- It is no longer satisfactory that anyone, regardless of background or aptitudes, can describe him/herself as a “youth worker” and begin to provide programmes or services for young people on that basis;
- Despite the fact that the *Costello Report* (1984) proposed the setting up of a validation body for youth work qualifications no such body has ever been established;
- The need for a validation body is now even greater than at the time of the *Costello Report*: intervening years have seen the introduction of a range of training courses and routes to certification in youth work (and “youth and community work”), including professional training at university level (NUI Maynooth and University College Cork) and, more recently, pilot “Level 2” certification by the NCVA (now FETAC), in addition to many programmes of “in-house” training run within organisations without any formal certification as such;
- Any validation systems and procedures put in place must take account of the provisions of the Qualifications (Education and Training) Act, 1999;
- In keeping with the spirit of that Act and with demands from volunteer and paid youth workers “on the ground”, a national framework of certification should provide for accessible, flexible progression routes to professionally trained status, including arrangements for credit transfer and accreditation of prior and experiential learning;
- Related to the need for a national validation framework is the need for national guidelines on quality standards/good practice in youth work;

- With the exception of the *Code of Good Practice; Child Protection for the Youth Work Sector*, published in September 2002, there are no other national youth work guidelines/standards on critical welfare issues;
- Youth workers themselves are in many cases in need of more professional supervision and support than is available to them; and in many cases their community-based employers have had inadequate preparation or experience for their role and responsibilities;
- The relative dearth of professional social-scientific research into youth and youth work in Ireland has hindered the development of good practice;
- Data collection and reporting procedures for the Youth Affairs Section's grant schemes and for other statutory funding lines for youth provision are in need of review and improvement;
- The responsibility of acting as an employer, whether relating to existing organisations or new organisations to be established, will require significant expertise particularly with reference to financial management, personnel matters and organisational governance – all areas that would benefit from specialist expertise being targeted through resources, advice and training.

## **Actions**

### **Action 4.1**

As a priority action of this Development Plan, a Youth Work Validation Body should be established, with the purpose of developing a comprehensive framework for accreditation and certification in youth work, taking into account the provisions of the Qualifications (Education and Training) Act, 1999 and the need for accessible and flexible progression routes for both volunteers and paid workers.

The Validation Body should have representation of all the relevant youth work interests in the Republic. Furthermore, it is the view of the National Youth Work Advisory Committee that it should be established on a partnership basis with youth work organisations and interests in Northern Ireland, where new arrangements for the validation of youth work training are also currently being implemented.

*For further details on the priorities for the Validation Body see Annex 3.*

### **Action 4.2**

As an immediate response both to the demand from existing youth workers (volunteer and paid) for flexible and accessible routes to certified training, and to the severe problems currently reported by youth organisations in recruiting trained and qualified staff, support should be provided for a substantial once-off, in-service training initiative with a significant distance/open learning dimension, leading to formal third-level certification in youth work.

### **Action 4.3**

The Department of Education and Science and the National Youth Work Advisory Committee, in consultation with youth work providers, should examine procedures (existing and emergent) for the registration of practitioners in sectors comparable with youth work. This should be done with a view to the establishment of a national system of registration of youth workers, paid, voluntary, students and trainees. The system of registration should pay particular attention to the needs of volunteers.

### **Action 4.4**

The National Youth Work Advisory Committee should initiate a debate in the youth work sector to examine whether the objectives of the Development Plan, and the long-term interests of youth work, might be furthered by the establishment of a professional association of youth workers and a youth work employers' body.

### **Action 4.5**

A national programme of training and support should be put in place to facilitate the implementation of the *Code of Good Practice, Child Protection for the Youth Work Sector*, which was prepared by the National Youth Work Advisory Committee and published in September 2002.

### **Action 4.6**

The National Youth Work Advisory Committee, in association with the Development Unit for youth work, should prepare national youth work guidelines in related areas of youth welfare, such as bullying, drugs, alcohol, health issues, suicide and youth organisations should be supported in the implementation of best practice.

### **Action 4.7**

The National Youth Work Advisory Committee, in association with the Development Unit for youth work, should prepare guidelines aimed at ensuring the safety and protection of young people and those who work with them in youth work settings, to cover such matters as recruitment and selection procedures and provision of support for volunteers and paid workers. The Development Unit and the National Youth Work Advisory Committee should take into account existing guidelines in operation in a number of organisations when new guidelines are being put in place.

### **Action 4.8**

A national youth research programme and youth research fund should be established and managed by the Youth Work Development Unit. It should support individuals and organisations competent to conduct professional research into such matters as youth policy, youth culture and youth work; and into the impact of social, economic and cultural change on the lives and lifestyles of young people.

### **Action 4.9**

The National Youth Work Advisory Committee should examine the possibility of putting in place a common set of procedures, including the collection of beneficiary data, in the various Government departments funding work with young people.

# ANNEX 1

## Models for a Development Unit for Youth Work

### Introduction

The proposals for a Development Plan include, as a central part, the establishment of a Development Unit for Youth Work. It is envisaged that this Development Unit should be established early in the life of the Plan and that many of the other proposals for action are dependent on this.

### Functions of a Development Unit

It is proposed that the following would be the key functions of the Unit:

- Researching and developing guidelines for best practice in youth work and assisting youth organisations to implement same;
- Managing and co-ordinating research;
- Piloting innovation;
- Overseeing and monitoring the implementation of the relevant provisions of the Development Plan.

It is proposed that the Unit would be an operational and not a policy making unit. In addition, it is not envisaged that the Unit would provide direct services or products to youth work providers other than those directly within the remit of the Department of Education and Science, the National Youth Work Advisory Committee or in relation to specific actions highlighted within the Youth Work Development Plan. In general, its functions would be to spear-head development in the areas outlined above by working in co-operation with the relevant Departments, organisations, networks and project promoters as appropriate. Its functions would be akin to the technical support units (e.g. Youthstart TSS) created to support the various initiatives and programmes operated under the last round of EU Structural funds.

### Relationship between the Development Unit and the Department of Education and Science (Youth Affairs) and the National Youth Work Advisory Committee.

As an operational unit, and however established (see options below), it is proposed that the relationship between the Unit and the Department and NYWAC would be as follows:

The Department of Education and Science (Youth Affairs) and NYWAC would set the priorities of the Unit. The annual work plan for the Unit would be considered and approved by the Department and NYWAC. The policy development function for youth work will be held as an integral function of the Department of Education and Science (Youth Affairs). The remit of the Unit in this respect will be to feed the outcomes of research and innovation arising from its programme of work into the Department of Education and Science (Youth Affairs) for the attention of the officials and NYWAC as appropriate.

If option one is chosen, the Department will oversee the day to day management and programme of the Unit. The relationship between the Department and the Unit will be closer than in the other options but the basic division of responsibilities will remain the same.

### Options for the management of the Unit

There are a number of options for how this unit could be established and managed and four options are set out below. Regardless of the option chosen the four key functions set out above will remain. Each of the options has its benefits and some of these are highlighted here.

## OPTION ONE

### **Development Unit as part of the Youth Affairs Section.**

This model would establish the Development Unit as a specialist unit within the Youth Affairs Section of the Department of Education and Science. In addition to the recruitment of Civil Service staff it would also allow for the recruitment of specialist staff on a contract basis. It would not have an independent board.

The following are the strengths if such a model were to be adopted:

- A limited company would not have to be formed and functions would not have to be contracted out;
- The management of the Unit could be dealt with by the existing management structures within the Section;
- There should be a high level of co-ordination and integration between the developmental work of the Unit and the other work of the Youth Affairs Section.

## OPTION TWO

### **Development Unit established as a separate legal entity (eg Léargas)**

This model would entail the Minister establishing a company limited by guarantee with a Board that comprises a partnership between the voluntary youth sector and the statutory bodies, to reflect the existing partnership on the National Youth Work Advisory Committee. Ideally the Board would comprise no more than ten representatives.

The following are the strengths if such a model were to be adopted:

- Where option one would only allow for existing civil service staff to work in the Unit, this model would allow for the recruitment of specialist staff with backgrounds in youth work. The recruitment process would therefore be broader based and the terms of employment could ensure stability and continuity of staffing.
- It is in keeping with recent Government reports (e.g. Cromien Report) and other actions, which have been undertaken by Departments in contracting out specific developmental functions in areas of specialist activity;
- The establishment of a board, representative of the relevant sectors, would ensure a sense of 'ownership' and identity with the Unit. In addition, the establishment of common standards and guidelines in youth work across Government Departments and Agencies might be easier to negotiate with all the appropriate agencies working as partners on the Board of the Unit.

## OPTION THREE

### **Independent entity established by statute (e.g. Irish Sports Council, Arts Council)**

This model would allow for an organisation to be created by statute with specific functions transferred by the Minister to the new legal entity. This would require legislation to establish the body. Similar to option two, the Unit would have a board, reflective of the partnership on NYWAC of voluntary and statutory interests.

The following are the strengths of this model:

- The strengths identified in option two would apply to this model also;
- In addition, by establishing the body by statute, this would give added permanence to the Unit;
- The Unit would have a strong identity within the Department of Education and Science.

## OPTION FOUR

### **Establishing the Unit by Ministerial order, under the Education Act**

The Minister could, by 'establishment order', establish a body to perform functions in regard to the provision of services. The Development Unit could be established in this manner. It is possible for such a body to be established under Section 54 of the Education Act, 1998 and to be a body corporate with perpetual succession and a seal and with power to sue and be sued in its corporate name and to hold land. The body would have unlimited liability and the Minister would be liable for any and all debts of the body. It would have 'members' rather than directors and the members' function would be advisory. *(It is the view of the National Youth Work Advisory Committee that the composition of the 'members' should reflect the voluntary/statutory youth work partnership.)* The 'establishment order' process would, of course, have to take appropriate account of the provisions of the *Youth Work Act, 2001*.

Staffing for the Unit would be civil servants, similar to option one and the CEO would be accountable to the Minister rather than the members of the organisation.

The following are the strengths of this model:

- Most of the strengths of models 2 and 3 would apply here also;
- The Unit would have added security and permanence;
- The links with the formal education sector would be strong.

## ANNEX 2

### Funding Review

NYWAC will establish a funding review group and ensure that the objectives for a funding review of youth work will be met.

The funding review proposed in Action 3.7 will have the following main objectives:

- To review funding across Government Departments and other agencies with a view to ensuring that financial allocations to youth work should be realistic and reflect the real cost of the work, including capital and human costs.
- To review funding of different types of provision – youth organisations, community based youth projects, youth information and others. This review will include the identification of staffing requirements with respect to quality youth work provision and will make recommendations in relation to staff remuneration with reference to analogous employments.
- To examine the current use of pay scales within the sector and will document which pay scales are most commonly used. There will also be an examination of the outcome of other reviews carried out in other sectors.
- To review the current funding schemes for youth work and assess whether these are the most useful ones or should new ones be created. The rationale for these schemes and the relationship between various schemes will be examined and recommendations made. The purpose will be to ensure that there is a clear rationale, known and understood within the sector, for determining the distribution of grant aid at national and area level.
- The review will make recommendations and draw up grant criteria for any funding schemes and ensure that these have consistency with respect to core costs such as salaries, overheads, administration, travel etc..



## ANNEX 3

### Validation Body for Youth Work Training

The need for a coherent national framework of validation and accreditation for youth work training is now widely accepted. It was one of the most common themes arising in submissions to the NYWDP and has been the subject of ongoing discussion and development in the inter-agency Training and Certification Forum which was set up to build on the work of the “Youthcert” project (Youthcert was an initiative jointly developed and managed by the National Youth Federation and the City of Dublin Youth Service Board under the EU EMPLOYMENT-Youthstart programme). Other relevant recent developments are the piloting by National Council for Vocational Awards (now the Further Education and Training Awards Council) of “Level 2” certification in youth work, the expansion of routes to a professional qualification at third level and the establishment of the National Qualifications Authority.

Training and accreditation is an area where there appears to be particular potential for development on an all-island basis. A number of organisations in both parts of Ireland have in recent years been engaged in discussion with a view to enhancing North/South cooperation in youth work, and have identified training as one of the key areas for future partnership. In addition, the Youth Council for Northern Ireland (established under the Youth Service (Northern Ireland) Order 1989) is about to take over (from the National Youth Agency in Leicester) the “licence” for the professional endorsement of youth work training in the North, and it is keen to develop its new role on a partnership basis with relevant interests in the Republic. This would be fully in keeping with the spirit, and the actual provisions, of the Belfast Agreement, under the terms of which education has been identified as one of the areas on which North/South cooperation will be enhanced.

A genuine partnership in relation to the validation of youth work training can only be built if there is a validation body in the Republic whose role would “mirror” the role of the Youth Council in Northern Ireland. *It is proposed to establish such a body as part of the National Youth Work Development Plan. The purpose of the body would be to develop a comprehensive framework for accreditation and certification in youth work, taking into account the provisions of the Qualifications (Education and Training) Act 1999 and the need for accessible and flexible progression routes for both volunteers and paid workers.*

In 2003, the body would be in a developmental phase, with an Interim Board, representative of the various parties with an interest in the validation of youth work training (including the voluntary sector, VECs, Department of Education & Science, youth workers, training institutions), and with the immediate tasks of:

- apprising itself of the range and levels of training provision currently on offer and assessing the findings of relevant recent research and investigation into training/certification needs in the youth work sector;
- assessing the commonality of needs and circumstances on both sides of the border, and
- reaching agreement with the Northern Ireland Youth Council on the key elements of a partnership strategy for future development.

It is accepted that North/South partnership arrangements may be developed and implemented in different ways and at different stages for the various levels or types of youth work training, and that university-level professional training may lend itself most quickly to a partnership approach, given that all universities offering professional youth work training in both the Republic and Northern Ireland have designed their courses in accordance with the professional endorsement requirements of the National Youth Agency in Leicester. All partnership arrangements engaged in by the Validation Body will be entered into in accordance with the North/South Ministerial Council.

## ANNEX 4

## Draft Financial Estimate for the Implementation of the Youth Work Development Plan

Actual annual costs with an accumulative total	€		€		€		€		Accumulative Total €
	2003	2004	2005	2006	2007	2007	2007		
Actions									
1.1a Funding Review	63,500	0	0	0	0	0	0	63,500	
1.1b Youth Club Grant Scheme	0	317,500	635,000	698,500	762,000	762,000	0	2,413,000	
1.1c Youth Work Assessor	0	0	0	0	0	0	0	0	
1.1d Youth Work Development Fund	63,500	190,500	381,000	571,380	762,000	762,000	0	1,968,380	
1.2 Rural Youth Work*	0	0	0	0	0	0	0	0	
1.3 Peace 1 Projects <sup>1</sup>	507,900	533,200	560,000	588,000	617,085	617,085	0	2,806,185	
1.4 Active participation of young people*	0	0	0	0	0	0	0	0	
1.5 Adoption of best practice	0	0	0	0	0	0	0	0	
1.6 Charter of rights for young people*	0	0	0	0	0	0	0	0	
1.7 Peer Management projects*	0	0	0	0	0	0	0	0	
1.8 Promoting and developing volunteerism*	0	0	0	0	0	0	0	0	
1.9a Charter of rights for volunteers*	0	0	0	0	0	0	0	0	
1.9b National Awards Scheme	0	0	12,700	15,300	19,000	19,000	0	47,000	
1.10 Youth Information Centres	0	38,000	673,000	926,900	1,180,900	1,180,900	0	2,818,800	
1.11 Health Strategy	0	0	0	0	0	0	0	0	
1.12 Multi-agency professional services*	0	0	0	0	0	0	0	0	
1.13 High profile media vehicle*	0	0	0	0	0	0	0	0	
1.14 Support to organisations re info technology*	0	0	0	0	0	0	0	0	
2.1 Promotion of Equality and Inclusiveness	0	0	0	0	0	0	0	0	
2.2 Equality Initiative	0	0	0	0	0	0	0	0	
2.3 Multi Cultural Pilot Initiative	0	63,500	76,200	88,900	101,600	101,600	0	330,200	
2.4 Social and Political Education*	0	0	0	0	0	0	0	0	
2.5 International Youth Work	0	0	38,100	50,800	63,500	63,500	0	152,400	
2.6 EU White Paper	0	0	0	0	0	0	0	0	
2.7 Formal Participation of young people	0	0	0	0	0	0	0	0	
2.8 North-South Dimension	0	0	0	0	0	0	0	0	
3.1 Establishment of the Development Unit	127,000	190,500	222,200	254,000	279,400	279,400	0	1,073,100	
3.2 Regional/local youth services	25,500	12,697	0	0	0	0	0	38,500	
3.3 NYWAC sub-committee	0	0	0	0	0	0	0	0	
3.4 NYWAC review working methods	0	0	0	0	0	0	0	0	
<b>Sub Total for page</b>	<b>787,400</b>	<b>1,346,200</b>	<b>2,598,200</b>	<b>3,193,780</b>	<b>3,785,485</b>	<b>3,785,485</b>	<b>0</b>	<b>11,711,065</b>	

<sup>1</sup> 5% increase

\* Costs included in main recommendations

Actual annual costs with an accumulative total	€					Accumulative Total €
	2003	2004	2005	2006	2007	
Actions						
3.5a Resourcing NYWAC	12,700	14,000	15,300	16,500	17,800	76,300
3.5b Resourcing VECs <sup>2</sup>	254,000	1,015,800	1,523,700	1,650,700	1,777,600	6,221,800
3.6 Resourcing NYCI	63,500	69,900	79,200	82,500	88,900	384,000
3.7 Outcome of Funding Review see 1.1a	0	317,500	634,900	1,269,700	1,904,600	4,126,700
3.8 Three year funding cycle	0	0	0	0	0	0
3.9 Grant Scheme for Youth Clubs see 1.1b	0	0	0	0	0	0
3.10 Single worker projects (180) <sup>3</sup>	0	634,900	1,016,000	1,396,700	1,777,600	4,825,200
3.11 Training and support on Implementation*	0	0	0	0	0	0
3.12 Capital Programme	0	634,900	1,269,700	1,904,600	2,539,500	6,348,700
3.13 Access to community/educational facilities	0	0	0	0	0	0
3.14 Review of Development Plan <sup>4</sup>	1,120,000	0	25,500	0	190,500	1,336,000
4.1 Youth Work Validation Body	82,500	127,000	152,400	177,800	209,500	749,200
4.2 Once-off Training Initiative	190,500	127,000	127,000	0	0	444,500
4.3 National Registration Scheme <sup>3</sup>	0	63,500	127,000	139,700	152,500	482,700
4.4 Debate on PAYW and Employers Body	12,700	0	0	0	0	12,700
4.5 Child Protection Guidelines	127,000	127,000	0	0	0	254,000
4.6 Good Practice Guidelines*	0	0	0	0	0	0
4.7 Guidelines for Safety and Protection*	0	0	0	0	0	0
4.8 Youth Research Programme*	0	0	0	0	0	0
4.9 Common set of procedures for data	0	0	0	0	0	0
Sub Total for page	1,862,900	3,131,500	4,970,700	6,638,200	8,658,500	25,261,800
Total	2,650,300	4,477,700	7,568,900	9,831,980	12,443,985	36,972,865

<sup>2</sup> €50,790 per post. Estimate Only

<sup>3</sup> Estimate Only

<sup>4</sup> Preparation of New Plan

\* Costs included in main recommendations

## ANNEX 5

<b>Draft Implementation Time-table</b>											
<b>Goals and Actions</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>	
<b>To facilitate young people and adults to participate more fully in, and to gain optimum from, youth work programmes and services</b>											
<b>Goal 1</b>	Reviewing Funding	Funding review undertaken and criteria agreed and resources allocated	Negotiation of funding and implementation of new arrangements	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes	Phase in the implementation of the changes
<b>Action 1.1a</b>	The Local Youth Club Grant Scheme	Maintain existing provision.	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation	Increase the allocation.
<b>Action 1.1b</b>	Youth Work Assessor	Recruitment and appointment – provide assistance to the implementation of the Youth Work Act 2001	Support implementation of Ministerial directions – provide support to organisations	Commence evaluations	Implementations of 3-year	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations	Evaluations
<b>Action 1.1c</b>	Establish Youth Work Development Unit	Establishment of the Board of Unit, recruitment of staff.	Development Unit will commence programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC
<b>Action 1.1d</b>	Programme for the development of rural youth work.	The Development Unit will fund an initiative based on the learning of existing research	The Development Unit will fund an initiative based on the learning of existing research	New programmes monitored	New programmes monitored	New programmes monitored	New programmes monitored	New programmes monitored	New programmes monitored	New programmes monitored	Programmes monitored, evaluated and findings published
<b>Action 1.2</b>	Peace 1. Projects	Youth Affairs section reviews existing Peace 1 projects	Mainstream funding as appropriate								
<b>Action 1.3</b>	Develop guidelines and criteria to enhance active participation of young people in decision-making	Development Unit is established	Development of guidelines and criteria and preparation of supports for development of participative structures in organisations	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Support to organisations for development of participative structures	Review undertaken
<b>Action 1.4</b>	Adoption of best practice guidelines as one of the criteria by funding agencies			Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Examination of existing structures in organisations funded by the Department by the Assessor	Implementation by funding bodies
<b>Action 1.5</b>	Charter of rights for young people			The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	Training for youth workers in use of Charter (Year 2)
<b>Action 1.6</b>											

<b>Goals and Actions</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>	
<b>Action 1.7</b> Peer Management Demonstration Projects	Development Unit is established	Pilot programme	Pilot programme	Pilot programme	Pilot programme	Pilot programme	Pilot programme	Pilot programme	Pilot programme	Evaluation and publication	
<b>Action 1.8</b> Promoting and developing volunteerism		Development Unit examine new initiative	Development Unit examine new initiative	Support implementation of new initiative	Support implementation of new initiative	Support implementation of new initiative	Support implementation of new initiative	Support implementation of new initiative	Support implementation of new initiative	Support implementation of new initiatives	
<b>Action 1.9a</b> Charter of rights for volunteers				The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	The Development Unit and NYWAC will establish a process for the preparation of a charter	Support to organisations to implement the Charter (Year 2)	
<b>Action 1.9.b</b> National Award Scheme for Volunteers		NYWAC establish criteria for scheme	NYWAC establish criteria for scheme	NYCI will manage the scheme annually	NYCI will manage the scheme annually	NYCI will manage the scheme annually	NYCI will manage the scheme annually	NYCI will manage the scheme annually	NYCI will manage the scheme annually	NYCI will manage the scheme annually	
<b>Action 1.10</b> Review of Youth Information Centres	NYWAC will consult the National Youth Information Monitoring Committee on the process involved	Undertake the review for upgrading and new Youth Information Centres, as appropriate	Undertake the review for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	Approval for upgrading and new Youth Information Centres, as appropriate	
<b>Action 1.11</b> New Health Strategy	Health Promotion Unit, Department of Education and Science and NYCI to disseminate good practice	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
<b>Action 1.12</b> Piloting multi-professional services											
<b>Action 1.13</b> The Development Unit will conduct a feasibility study		Development of high profile media vehicle	Development of high profile media vehicle	The Development Unit will fund a Pilot innovation (Year 1)	The Development Unit will fund a Pilot innovation (Year 1)	The Development Unit will fund a Pilot innovation (Year 1)	The Development Unit will fund a Pilot innovation (Year 1)	The Development Unit will fund a Pilot innovation (Year 1)	The Development Unit will fund a Pilot innovation (Year 1)	Piloting innovation (Year 3)	
<b>Action 1.14</b> Support to youth organisations in their use of new information and communication technologies				The Development Unit will examine options for developing supports to organisations	The Development Unit will examine options for developing supports to organisations	The Development Unit will examine options for developing supports to organisations	The Development Unit will examine options for developing supports to organisations	The Development Unit will examine options for developing supports to organisations	The Development Unit will examine options for developing supports to organisations		

<b>Goals and Actions</b>		<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
		<b>To enhance the contribution of youth work to social inclusion, social cohesion and active citizenship in a rapidly changing national and global context.</b>				
<b>Goal 2</b>						
<b>Action 2.1</b> Promotion of Equality and Inclusiveness	Department of Education and Science monitor application of terms of Equality Status Act	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>Action 2.2</b> Equality Initiative	Establishment of the Development Unit.	Invite the submission of proposals and initiate pilot programme	Pilot programme	Pilot programme	Pilot programme	Evaluation and publication
<b>Action 2.3</b> Enhancement of youth works contribution to a multi-cultural society	NYWAC and the National Consultative Committee on Racism and Interculturalism agree joint initiative	Pilot initiative	Pilot initiative	Pilot initiative	Evaluate initiative	
<b>Action 2.4</b> Social and Political Education				The Development Unit will commission pilot programme	Pilot programme	Evaluation and dissemination of learning
<b>Action 2.5</b> International Youth Work			NYWAC will develop new measures	Implement same	Implement same	Implement same
<b>Action 2.6</b> EU White Paper on Youth	NYWAC to discuss and make proposals on implications of EU White Paper on Youth					
<b>Action 2.7</b> Enhancing the formal participation of young people in decision-making			NYWAC will explore new methods	NYWAC will make recommendations		
<b>Action 2.8</b> NYWAC and NYCI develop North/South dimension of Youth Work	Discussions on North/South Actions	Ongoing implementation	Ongoing implementation	Ongoing implementation	Ongoing implementation	Ongoing implementation

<b>Goals and Actions</b>		<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>To put in place mechanisms for enhancing the infrastructure for the development, support and co-ordination at national and local level.</b>						
<b>Action 3.1</b> Development Unit for Youth Work	Establishment of the Board of Unit, recruitment of staff.	Development Unit will commence programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC	Development Unit will undertake programme of work in agreement with NYWAC
<b>Action 3.2</b> Local/regional youth services	NYWAC will carry out an assessment of the range of options available based on the range of experiences to date regarding local/regional youth services	Consider the outcomes, develop proposals, and implement same				
<b>Action 3.3</b> NYWAC establish a sub committee	Statutory sub committee established	Ongoing implementation	Ongoing implementation	Ongoing implementation	Ongoing implementation	Ongoing implementation
<b>Action 3.4</b> NYWAC review its working methods and put in place a plan of work.	Establishment of new NYWAC and review of working methods. Establishment of work programme.	Implement work programme. Review at end of year and establish new programme for coming year.	Implement work programme. Review at end of year and establish new programme for coming year.	Implement work programme. Review at end of year and establish new programme for coming year.	Implement work programme. Review at end of year and establish new programme for coming year.	Implement work programme. Review at end of year and establish new programme for coming year.
<b>Action 3.5</b> Resourcing the Department, NYWAC and the VECs to fulfil their respective functions under the terms of the Act.	Examination of resourcing requirements by individual organisations and negotiations with DEPT.					
<b>Action 3.6</b> Resourcing the NYCI	Examination of resourcing requirements and negotiation with the Department of Education and Science.					
<b>Action 3.7</b> Funding Review Group	NYWAC will establish a Funding Review Group and contract in the consultants. Review will be undertaken. Group to bring forward proposals to NYWAC. Recommendations to be made to the Minister for consideration.	Minister to phase in recommendations adopted	Minister to phase in recommendations adopted	Minister to phase in recommendations adopted	Minister to phase in recommendations adopted	Minister to phase in recommendations adopted

# National Youth Work Development Plan 2003–2007

Goals and Actions	2003		2004		2005		2006		2007	
<b>Action 3.8</b> Department of Education to introduce a three year funding cycle.		Approval for Department to introduce scheme	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>Action 3.9</b> Grant Scheme for Voluntary groups and Clubs.		Maintain funding available	Increase funding available	Increase funding available	Increase funding available	Increase funding available	Increase funding available	Increase funding available	Increase funding available	Increase funding available
<b>Action 3.10</b> Review of single worker projects/ initiatives		Appointment of Assessor of Youth Work	Undertake a review of single worker projects/initiatives and recommend upgrade as appropriate.	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives	Phase in upgrade of single worker projects/initiatives
<b>Action 3.11</b> Programme of support and training to assist the implementation of Act.		Establishment of the Implementation Working Group of NYWAC and the establishment of the Development Unit.	Department of Education and Science, NYCI and IVEA will agree and implement an appropriate programme of regional and national seminars.							
<b>Action 3.12</b> Capital investment (purpose-built youth facilities)		NYWAC will devise and recommend a capital investment scheme.	Capital investment (Year 1)	Capital investment (Year 2)	Capital investment (Year 3)	Capital investment (Year 4)	Capital investment (Year 4)	Capital investment (Year 4)	Capital investment (Year 4)	Capital investment (Year 4)
<b>Action 3.13</b> Access to community and educational facilities and resources			Negotiations with Department of Education and Science held. Transfer of liability – legal issues examined and measures devised	NWYAC will recommend changes						
<b>Action 3.14</b> Review of Implementation of the NYW Development Plan		Consultation by Minister, production of Minister's Plan and phased introduction	Phased introduction Monitoring by NYWAC annually	Phased introduction Monitoring by NYWAC annually. Mid term review.	Phased introduction Monitoring by NYWAC annually	Phased introduction Monitoring by NYWAC annually	Phased introduction Monitoring by NYWAC annually	Phased introduction Monitoring by NYWAC annually	Phased introduction Monitoring by NYWAC annually	Evaluation and commencement of preparation of a new Development Plan.



<b>Goals and Actions</b>		<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>	
<b>To put in place mechanisms for enhancing professionalism and ensuring quality standards in youth work</b>											
<b>Action 4.1</b> Framework for recognition and award of qualifications	Youth Work Validation Body established and will commence programme of work in agreement with NYWAC	Youth Work Validation Body will commence programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC	Youth Work Validation Body will undertake programme of work in agreement with NYWAC
<b>Action 4.2</b> Once off Training Initiative for existing staff.	Finalise plan, target participants and commencement of programme.	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training	Implementation of training
<b>Action 4.3</b> National System for registration of youth workers	NYWAC and Department of Education and Science examine models for the registration of youth workers	Pilot an agreed model in a specific area for the registration of youth workers	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative	Evaluation of pilot initiative
<b>Action 4.4</b> Debate the establishment of a Professional Association for Youth Workers and Employers Body.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.	NYWAC will initiate a debate and make recommendations on the outcome to the Minister.
<b>Action 4.5</b> Child Protection Guidelines	NYWAC will publish the Guidelines and establish a national training programme	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place	Programme of support and training is put in place
<b>Action 4.6</b> Good Practice Guidelines in areas of youth welfare e.g., bullying, drugs, suicide the development of guidelines.	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines	NYWAC and the Development Unit will initiate a programme for the development of guidelines
<b>Action 4.7</b> Guidelines on the Safety and Protection of young people and those who work with them.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.	Allocation of Research budget and agreement on programme of research.
<b>Action 4.8</b> Youth Research Programme	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.	Establishment of the Development Unit.
<b>Action 4.9</b> Common set of procedures for the collection of beneficiary data.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.	NYWAC will examine the possibility and make proposals.

## ANNEX 6

### First National Youth Work Advisory Committee

#### Members

<b>Mr. Tom Daly</b>	Chairperson
<b>Mr. Martin Brady</b>	NYCI
<b>Mr. P.J. Breen</b>	Dept. of Education and Science
<b>Dr. Maurice Devlin</b>	NYCI
<b>Mr. James Doorley</b>	NYCI
<b>Ms. Margaret Dunne</b>	NYCI
<b>Ms. Joyce Furlong</b>	NYCI
<b>Ms. Olive Good</b>	NYCI
<b>Ms. Anna Gunning</b>	NYCI
<b>Mr. Brian Hamilton</b>	Dept. of Justice, Equality & Law Reform
<b>Ms. Paula Hanrahan</b>	Dept. of the Environment & Local Government
<b>Cllr. Clifford Kelly</b>	IVEA (Observer)
<b>Ms. Veronica Kelly</b>	Dept. of Enterprise, Trade & Employment
<b>Mr. Dermot Lacey</b>	Ministerial Nominee
<b>Ms. Joan Mc Kevitt</b>	NYCI
<b>Ms. Mary Claire Murphy</b>	Dept. of Justice, Equality & Law Reform
<b>Mr. Tony Murphy</b>	NYCI
<b>Ms. Aoife Ní Lughadha</b>	NYCI
<b>Mr. Eamonn O Bróithe</b>	Ealaíonn, Oidreacht, Gaeltachta & Oiléan
<b>Mr. Guss O'Connell</b>	FÁS
<b>Mr. Declan O'Leary</b>	NYCI
<b>Ms. Paula O'Reilly</b>	Dept. of Health & Children
<b>Mr. Pat Ryan</b>	IVEA (Observer)
<b>Mr. David Treacy</b>	Ministerial Nominee
<b>Ms. Maureen Waldron</b>	Dept. of Social, Community & Family Affairs

### Second National Youth Work Advisory Committee

#### Members

<b>Mr. Pat Forde</b>	Chairperson
<b>Mr. Seamus Bane</b>	Ministerial Nominee
<b>Mr. Martin Brady</b>	NYCI
<b>Mr. P.J. Breen</b>	Dept. of Education and Science

<b>Mr. Malcolm Byrne</b>	Ministerial Nominee
<b>Ms. Mary Cunningham</b>	NYCI
<b>Mr. Eddie d’Arcy</b>	NYCI
<b>Dr. Maurice Devlin</b>	NYCI
<b>Mr. Ray Devlin</b>	NYCI
<b>Mr. Kevin Hickey</b>	NYCI
<b>Ms. Margaret Dunne</b>	NYCI
<b>Ms. Alison Fox</b>	NYCI
<b>Ms. Joyce Furlong</b>	NYCI
<b>Ms. Olive Good</b>	NYCI
<b>Mr. Brian Hamilton</b>	Dept. of Justice, Equality and Law Reform
<b>Cllr. Clifford Kelly</b>	IVEA/CEOs’ Association
<b>Mr. Deiniol Jones</b>	NYCI
<b>Ms. Aoife Ní Lughadha</b>	NYCI
<b>Mr. Eamonn Lynch</b>	NYCI
<b>Ms. Carol McGann</b>	Dept. of Social and Family Affairs
<b>Mr. Michael McKenna</b>	Dept. of Environment and Local Government
<b>Ms. Joan Mc Kevitt</b>	NYCI
<b>Ms. Niamh Mernagh</b>	Dept. of Education and Science
<b>Ms. Betty Moriarty</b>	Dept. of the Environment & Local Government
<b>Mr. Diarmuid Kearney</b>	NYCI
<b>Mr. Guss O’Connell</b>	FÁS
<b>Mr. Brian Ó Tiomáin</b>	Dept. of Community, Rural and Gaeltacht Affairs
<b>Mr. Bob Quinn</b>	Ministerial Nominee
<b>Mr. Pat Ryan</b>	IVEA/CEOs’ Association
<b>Mr. Michael Smith</b>	Dept. of Health & Children
<b>Mr. David Treacy</b>	IVEA/CEOs’ Association

## **Former Members**

### **Resigned:**

<b>Ms. Fiona Hartley</b>	IVEA/CEOs’ Association
<b>Ms. Helen Raftery</b>	Irish Sports Council
<b>Mr. David Walker</b>	Dept. of Justice, Equality and Law Reform
<b>Ms. Fiona Ward</b>	Dept. of Social and Family Affairs

## ANNEX 7

### Youth Affairs Section

### Department of Education and Science

#### Staff Members

<b>Mr. PJ Breen</b>	Principal Officer
<b>Ms. Patricia Brennan</b>	Higher Executive Officer
<b>Ms. Doreen Burke</b>	Higher Executive Officer
<b>Ms. Carmel Reilly</b>	Higher Executive Officer
<b>Ms. Teresa McCabe</b>	Executive Officer
<b>Ms. Niamh McKeon</b>	Executive Officer
<b>Ms. Eithne O'Neill</b>	Executive Officer
<b>Mr. Mike Wootton</b>	Executive Officer
<b>Ms. Frieda Brennan</b>	Clerical Officer
<b>Ms. Anne Kearney</b>	Clerical Officer
<b>Ms. Ruth Shannon</b>	Clerical Officer

#### Former Staff Members

<b>Ms. Máire Ní Fhlaithbheartaigh</b>	Assistant Principal Officer
<b>Ms. Audrey Hagerty</b>	Higher Executive Officer
<b>Mr. Patrick Brennan</b>	Executive Officer
<b>Ms. Gráinne Dooher</b>	Executive Officer
<b>Ms. Andrea Lennon</b>	Executive Officer
<b>Ms. Vera Farrelly</b>	Clerical Officer

## ANNEX 8

### List of bodies from whom submissions were received

Ballyhoura Development Ltd, Kilfinane, Co. Limerick  
Breaking Through, Centre for Adult Education, NUI, Maynooth  
Carlow Urban District Council  
Catholic Youth Council  
Centre for Applied Social Studies, NUI, Maynooth  
City of Dublin Youth Service Board  
City of Cork VEC  
Cll. Declan Breathnach, Annagh McCanns, Knockbridge, Dundalk, Co. Louth  
Clondalkin Travellers Development Group  
Clondalkin Partnership  
Community Education Centre, Arklow (Co. Wicklow VEC)  
Community Youth Work Project, Letterkenny  
Copping On, NUI  
Co. Wexford Co-ordinating Committee for Demand Reduction Measures for Drugs  
Co. Wexford Rural Youth Forum  
Donegal Youth Workers Network  
ECO UNESCO  
ESB Community Games  
EU Advocacy Programme – Guidance for Young People Innovatory Programme  
Ferns Diocesan Youth Service  
Integrated Services Process, 37 Lower Gardiner St., Dublin 1  
Irish Girl Guides  
Irish Wheelchair Association  
Josephine Henry, 11b St. James Court, Renoir, Serpentine Ave., Ballsbridge, Dublin 4.  
Kilrush Youth Club, Ballyroebuck Hall, Kilrush, Co. Wexford  
Management Committees of Community Youth projects – Dublin City  
Mary Hennessy, Rosbeg, Anacarty, Co. Tipperary  
Midland Regional Youth Service Limited, Elliot House, St. Marys Square, Athlone, Co. Westmeath  
National Association of Youthreach Co-ordinators, Transition Centre, Youthreach, 34 Dominick Place, Dublin 1  
National Co-ordinator for Senior Travellers Training Centre, Department of Education and Science, Ennis, Co. Clare  
National Forum for Local Voluntary Youth Councils, 8 Cypress Grove, Viewmount, Waterford.

National Youth Arts Programme

National Youth Council of Ireland

National Youth Federation

National Youth Health Programme

Northside Partnership, Bunratty Drive, Coolock, Dublin 17.

Ossory Youth

Partnership for Youth Health, Midland Health Board, Tullamore, Co. Offaly

Pavee Point Travellers Centre

Plough Youth Club, 11 Coultry Lawn, Santry Avenue, Dublin 9

Ramelton Community Youth Project

Scouting Ireland CSI

Travellers Youth Service

Voluntary Clubs/Groups, Dublin City

Waterford Voluntary Youth Council

Wexford Refugee/Asylum Seeker Support Project, c/o Youth Info, South Main Street, Wexford

Windmill Lane Limited, Dublin 2

YMCA Cork

YMCA Ireland

Youth Action Against Racism and Discrimination, 17 Upper Stephen Street, Dublin 8

Youthreach

Young Christian Workers

Youth Science Ireland, 17 Newbridge Avenue, Dublin 4

Youth Workers, Dublin City.



5K, 08/2003

