

# STEPS TOWARDS INCLUSION

DEVELOPING  
YOUTH  
WORK  
WITH  
SEPARATED  
CHILDREN



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a programme within the National Youth Council of Ireland



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## YARD

*Youth Action against Racism and Discrimination* (YARD) is a programme within the National Youth Council of Ireland. It works to address racism and discrimination through the provision of anti-racist, anti-discrimination and intercultural training to youth leaders. YARD also provides programme support to youth organisations, promotes the inclusion of young people from minority groups in youth work and organises youth centred awareness raising events to mark International Day Against Racism (March 21<sup>st</sup>).

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# Research Summary

## 1. Introduction

Young people make up a significant proportion of the refugee and asylum-seeking community in Ireland. Figures for the Eastern Regional Health Authority Area indicate that in February 2001, 27% of those seeking asylum in that region were under the age of 18.

This piece of research focuses on a particular group of young asylum-seekers, namely separated children. It explores the role which youth organisations can play in welcoming these young people and assisting their integration into Irish society.

A separated child, also known as an unaccompanied minor, is

“a child or young person under eighteen years of age who is outside their country of origin and separated from both parents, or legal or customary primary caregiver” .

### Research aims and objectives:

- To identify the needs of separated children in relation to youth work.
- To examine the potential within the youth work sector for undertaking work with separated children.
- To highlight barriers to the participation of separated children in the activities of youth organisations.
- To explore whether separated children should be provided with targeted youth work programmes or be integrated into existing services.
- To identify strategies for effective youth work practice with separated children.

### Who are separated children?

- 1,213 separated children applied for asylum in Ireland between 1998 and November 2002.
- 762 were male and 451 were female.
- 9% of these have been granted refugee status.
- The main countries of origin of separated children living in Ireland are Nigeria (540), Romania (94) and Sierra Leone (68).

## Why do separated children come to Ireland?

Separated children may:

- be members of a persecuted political or minority group in their home countries.
- have lost their parents in armed conflict or have been separated from them in the upheaval of war.
- be sent to other countries by their parents to protect them from forced recruitment into armies or guerrilla groups.
- leave their home countries to escape poverty and deprivation.
- have been victims of child trafficking.

**A SEPERATED CHILD IS A CHILD OR YOUNG PERSON UNDER EIGHTEEN YEARS OF AGE WHO IS OUTSIDE THEIR COUNTRY OF ORIGIN AND SEPERATED FROM BOTH PARENTS OR LEGAL CAREGIVER**

## What are separated children's rights and entitlements?

- The 1951 Geneva Convention guarantees the right of separated children to apply for refugee status in Ireland.
- The 1996 Refugee Act and the 1991 Child Care Act place statutory responsibility on the Health Board authorities to provide for the care and welfare of separated children.
- A social work team dedicated to addressing the needs of separated children has been established within the East Coast Area Health Board (ECAHB).
- The majority of separated children live in hostel accommodation.
- Most separated children are accommodated in Dublin.
- Most separated children receive supplementary welfare allowance of €118.80 per week to cover the cost of food, clothing, travel and other expenses. A small number of separated children receive a 'direct provision' payment of €19.10 in addition to their meals and accommodation.
- Separated children are entitled to attend primary and post primary schools up to the age of 18 years.
- Educational courses catering specifically for separated children are run by the City of Dublin Vocational Education Committee (CDVEC).
- Separated children have the right to free medical care under the medical card system.

## What are the challenges facing separated children?

- Many separated children have left difficult or traumatic situations.
- Separated children are forced to deal with the refugee determination process and with adapting to a new country without the support of family or other social networks.
- Separated children face restricted access to educational and leisure opportunities.
- Most separated children live in communal accommodation with few recreational facilities.
- Separated children are susceptible to feelings of boredom, cultural dislocation and loneliness.

However

- Separated children share many of the same interests and aspirations as young Irish people and face the more 'normal' challenges associated with the transition into adulthood.

## 3. What are the needs of separated children in relation to youth work?

- Access to leisure and recreation.
- Opportunities to make friends and develop social networks.
- Relief from feelings of boredom, loneliness and stress.
- Diversion from the anxieties of the refugee determination process.
- Emotional support and general guidance.
- Access to information and referrals to other services.
- Assistance with their formal education.

## 4. Should separated children have targeted youth work programmes or be integrated into existing services?

While the research identified a number of circumstances where separated children might benefit from targeted youth work programmes, an integrated approach was viewed as a more appropriate long-term response to their needs.

### Separated children may require targeted services in the following circumstances:

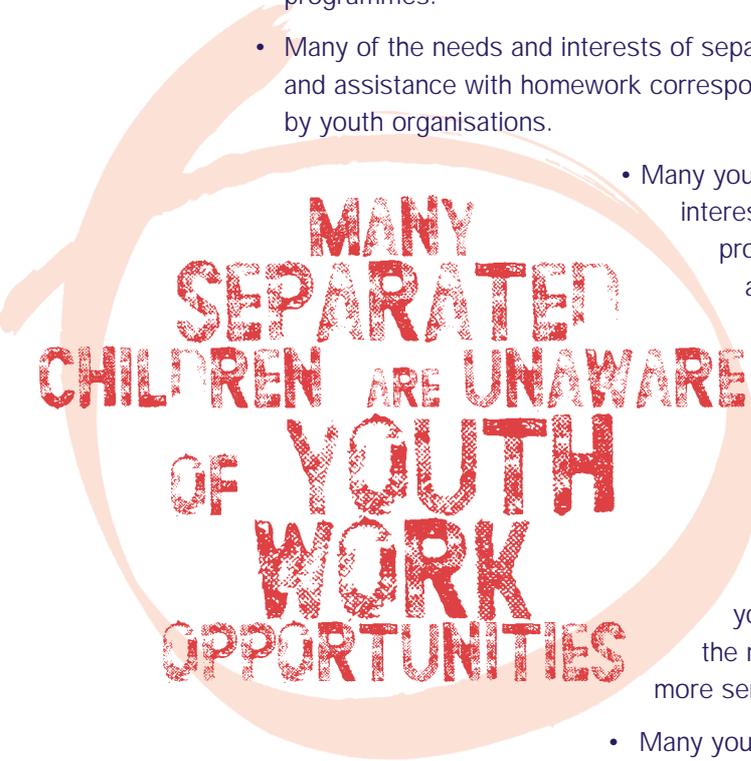
- Where separated children demonstrate a desire to explore issues within their own ethnic or cultural group.
- Where the existing services in a particular area do not match separated children's interests or levels of maturity.

### Rationale for an integrated approach to youth work with separated children:

- Separated children are not a homogenous group. They have diverse needs, interests and abilities and should have access to the full range of youth work options.
- Integrated youth work offers separated children the opportunity to meet other young people and to develop social networks.
- Targeted services can stigmatise separated children and obscure the commonalities between them and other young people.
- Facilitating contact between young people from different cultures can help to challenge racist attitudes and enable young people to get to know each other as individuals rather than as members of a particular group.

## 5. What potential currently exists within the youth work sector for undertaking work with separated children?

- Separated children are eligible to participate in a variety of existing youth work activities as many youth organisations have no specific criteria for entry into their programmes.
- Many of the needs and interests of separated children, including sport, art, music and assistance with homework correspond with the kinds of activities undertaken by youth organisations.



**MANY  
SEPARATED  
CHILDREN ARE UNAWARE  
OF YOUTH  
WORK  
OPPORTUNITIES**

- Many youth workers have demonstrated a clear interest in broadening current youth work provision to include young refugees and asylum-seekers.
- There is evidence of a desire among youth workers to increase awareness of issues relating to diversity, racism and interculturalism within the youth work sector.
- Many youth workers have considerable experience of working with young people who are experiencing both the normal challenges of adolescence and more serious emotional difficulties.
- Many young people display an openness towards people from different cultures and would provide a welcoming environment for separated children.

## 6. What are the challenges associated with integrating separated children into Irish youth work?

The research identified significant barriers to the inclusion of separated children in youth work activities. These fall into two categories:

- Barriers relating to the particular circumstances of separated children
- Barriers within the youth work sector

### Barriers relating to the particular circumstances of separated children

- A lack of information: many separated children are unaware of youth work opportunities.
- Language barriers: participation in youth work presents particular difficulties for separated children who do not have high levels of English language competency.
- Differing levels of maturity: many separated children display a high level of maturity compared with Irish young people of the same age.
- Differing cultural understandings of 'youth': certain models of youth work may not be of relevance to separated children who were perceived as adults in their home countries.
- An absence of family support: separated children cannot rely on family members for information on youth work opportunities, lifts to venues, consent for trips away and other supports associated with participation in youth work.
- Financial barriers: some of the costs associated with participation in youth work such as sport equipment, transport expenses, excursions or voluntary contributions may be beyond the means of separated children.
- Instability in the lives of separated children: the stresses caused by factors such as the refugee determination process or changes in their accommodation arrangements may preclude or interrupt the regular participation of separated children in youth work programmes.
- A lack of trust: it may take time and perseverance to build up trust with separated children. This is particularly the case for those who have been abused or ill-treated in their home country.

## Barriers within the youth work sector

The research identified a number of limitations within the youth work sector which undermine its capacity to develop work with separated children. These have been categorised as:

- Structural barriers
- Attitudinal barriers

## Structural barriers within the youth work sector

- Organisational weakness and a lack of skills development within the youth sector: the *ad hoc* development of Irish youth work, a poor training infrastructure and an absence of strategic planning means that many youth organisations remain ill-equipped to implement programmes which could accommodate the needs of separated children.
  - Resource constraints: many youth workers do not have sufficient time or resources to actively widen access to their programmes and services. The piece-meal nature of youth work funding presents a barrier to the development of sustainable, integrated youth work programmes which could serve as models of good practice.
  - A lack of communication with other sectors: there is a lack of interaction between youth organisations and agencies working with separated children. This has contributed to the low level of awareness within the youth work sector of the needs of separated children.
- The age profile of separated children: most separated children are aged between sixteen and eighteen years. Many youth organisations do not have programmes catering for young people in this age category.

- Organisational and programme inflexibility within the youth work sector: separated children may be excluded from certain youth groups because they live outside a specified catchment area. Funding criteria can also place clear boundaries on the scope of youth work programmes and on the 'category of young person included in them.
- A lack of leadership from large youth organisations: large youth organisations have shown insufficient leadership in promoting and supporting the inclusion of young people from ethnic minority groups within the youth work sector.

## Attitudinal barriers within the youth work sector

- A lack of an equality agenda within the youth work sector: the failure of many youth organisations to actively integrate the principles of equality, inclusiveness and respect for diversity into their policies and practices has contributed to the exclusion of young people such as separated children from youth work.
- Racism: fears of racist behaviour among young people from the majority population prevents some youth organisations from developing integrated youth work with young people from minority ethnic communities.
- The "funding imperative": many youth work programmes and services are shaped by the criteria laid down by funders. This has contributed to a lack of innovation and vision within youth organisations which prevents them from broadening the scope of current youth work provision to include young people such as separated children.

## 7. Research recommendations

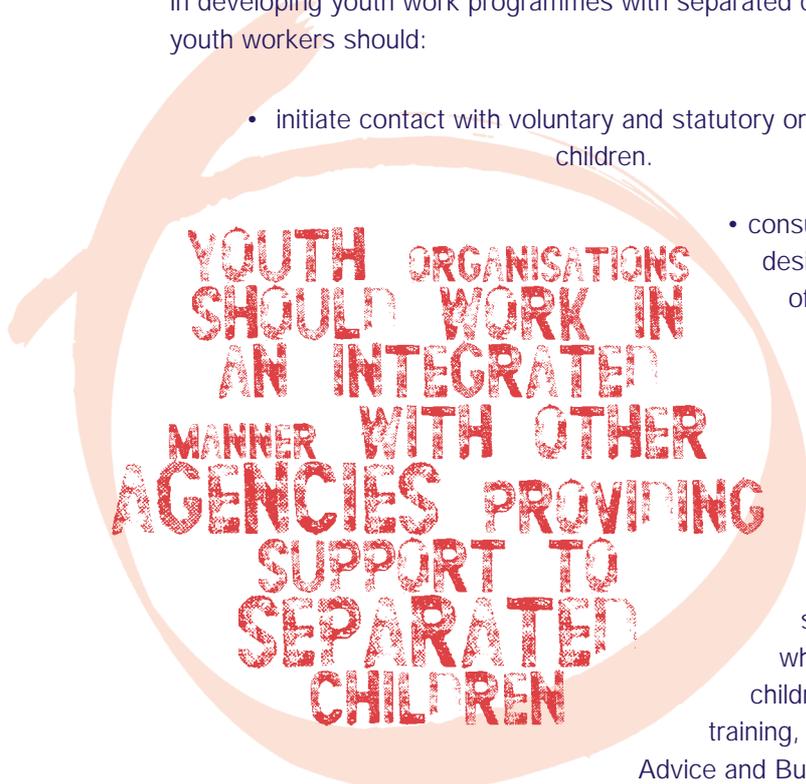
The recommendations for strengthening the youth work sector's capacity to work with separated children have been categorised under the following headings:

- Developing youth work programmes with separated children;
- Training and education;
- Funding and resources;
- Longer-term strategies for building a more inclusive youth work sector;

### Developing youth work programmes with separated children

In developing youth work programmes with separated children, youth organisations and youth workers should:

- initiate contact with voluntary and statutory organisations working with separated children.



**YOUTH ORGANISATIONS  
SHOULD WORK IN  
AN INTEGRATED  
MANNER WITH OTHER  
AGENCIES PROVIDING  
SUPPORT TO  
SEPARATED  
CHILDREN**

- consult with separated children in the design, implementation and evaluation of programmes in which they are involved.

- work in a co-ordinated and integrated manner with other agencies providing services and support to separated children.

- develop an awareness of services available in their locality which may be of use to separated children, such as English language training, adult literacy groups or the Money Advice and Budgeting Services (MABS).

- devote time to building up trust with separated children. This process should be mediated through existing networks of asylum-seekers, refugee support projects or other agencies working with separated children.
- in most cases, develop integrated rather than targeted youth work programmes with separated children.
- designate a staff member or volunteer to support the integration of separated children. The possibility of appointing someone from the refugee community to undertake this work should be explored.

**YOUTH ORGANISATIONS  
SHOULD PROVIDE  
SUPPORT TO  
YOUTH WORKERS  
ENGAGING WITH SEPARATED  
CHILDREN FOR THE  
FIRST TIME**

- increase their knowledge of the refugee determination process and how it impacts on separated children.
  - adapt promotional literature to include maps and translations in order to assist separated children to overcome language and information barriers.
  - provide separated children with space to meet with friends and engage in other unstructured leisure activities.
  - work to avoid the stigmatisation of separated children within the youth group by emphasising the commonalities between them and other young people.
- avoid placing pressure on separated children to make unpleasant disclosures regarding their background or reasons for leaving their country of origin.
- provide adequate support and supervision to youth workers engaging with separated children for the first time.
- recognise the positive contribution which separated children can make to Irish youth work.

## Training and Education

Youth organisations should:

- provide anti-racist and intercultural training and education for management, staff and volunteers. This education should be integrated into generic youth work training programmes.
- ensure that anti-racist and intercultural training increases youth workers' capacity to engage in intercultural youth work and to identify and address discriminatory practices within the organisation.
- provide information and training to youth workers on the rights of separated children and on asylum determination procedures.
- provide anti-racist and intercultural education for all young people participating in their programmes. The content and methodology of this education should be tailored for a youth work context.
- integrate anti-racist training and education into organisational policies, practices and structures.
- monitor and evaluate the impact of anti-racist and intercultural training within the organisation.

## Funding and Resources

Youth organisations require increased, sustainable funding in order to develop effective youth work with separated children.

Increased funding is required to enable youth organisations to:

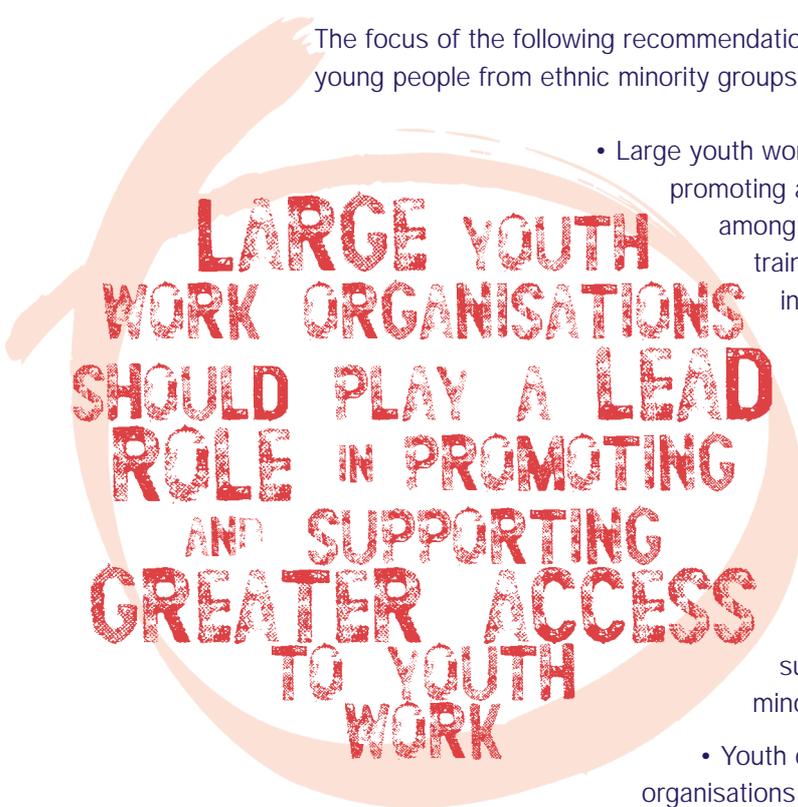
- employ additional staff to engage in outreach and preparatory work with separated children and to oversee their integration into youth work programmes.
- undertake staff training and organisational development.
- provide intercultural and anti-racist education for young people.
- assist separated children to cover the cost of participating in youth work, e.g. transport expenses, sports equipment.
- employ additional youth workers to relieve existing workloads.

## Long-term Strategies for Developing a more Inclusive Youth Sector

Facilitating the inclusion of separated children in youth work should be viewed in the context of a broader equality agenda within the youth work sector.

Youth organisations should develop policies and practices which guarantee the right of all young people to access and participate fully in non-formal education regardless of ability, gender, class or ethnicity.

The focus of the following recommendations has been broadened to encompass other young people from ethnic minority groups currently excluded from youth work provision.



**LARGE YOUTH  
WORK ORGANISATIONS  
SHOULD PLAY A LEAD  
ROLE IN PROMOTING  
AND SUPPORTING  
GREATER ACCESS  
TO YOUTH  
WORK**

- Large youth work organisations should play a lead role in promoting and supporting greater access to youth work among young people from ethnic minorities by providing training to affiliated organisations, lobbying for increased funding for intercultural youth work, undertaking research and assisting youth organisations to implement other recommendations arising from the research.
- Youth work methodologies suitable for non-English speakers, such as drama, art, music and dance, should be supported and developed.
- Youth organisations should promote and support the involvement of people from ethnic minority groups in youth work provision.
- Youth organisations should provide support to organisations representing ethnic minority groups who wish to develop youth work with young people from their communities.
- Youth organisations should document and disseminate examples of effective intercultural youth work practice.
- Research on the participation of young people from ethnic minority groups in youth work should be undertaken.
- Data relating to ethnic minority groups should be disaggregated by age, gender and geographical location.



# Introduction

## Background

Young people make up a significant proportion of the refugee and asylum-seeking community in Ireland. A detailed age breakdown of all those seeking asylum is not currently available. However figures for the Eastern Regional Health Authority area (ERHA) indicate that as of February 2001, 27% of those seeking asylum in the EHRA region were under the age of 18.<sup>1</sup>

This piece of research focuses on a particular subset of young asylum-seekers, namely separated children. It explores the role which youth organisations can play in welcoming these young people and assisting their integration into Irish society.

Separated children are those young people under the age of 18 who are seeking asylum without the care of a parent or guardian. They must deal with the refugee determination process and adapt to a new country unsupported by a family unit. Separated children are therefore particularly in need of guidance, support and opportunities for social integration.

A clear interest in developing youth work with young refugees and asylum-seekers was demonstrated by participants who attended a seminar hosted by the National Youth Council of Ireland (NYCI) in May 2001 entitled "*The Integration of Young Refugees and Asylum-seekers into the Irish Youth Sector*". The aim of this forum was to provide youth workers and people from refugee and asylum-seeking communities with an opportunity to meet and exchange ideas on this issue. Participants noted a dearth of research on the needs of young refugees and asylum-seekers in relation to youth work. Such information was seen as vital to ensure that "*youth work services [are] driven by these new communities*".<sup>2</sup>

While there is a growing body of research devoted to the needs, rights and circumstances of asylum-seekers and refugees in Ireland, no study has to date focused on the potential role of the youth work sector in meeting some of these needs. This research seeks to go some way towards bridging that gap. It aims to provide youth work practitioners and

<sup>1</sup> Woods, M. & N. Humphries (2001) *Seeking Asylum in Ireland, Statistical Update 2001*, Dublin: Social Science Research Centre, UCD, p.17 [www.ucd.ie/~ssrc/new\\_page\\_5.htm](http://www.ucd.ie/~ssrc/new_page_5.htm)  
The EHRA area covers Dublin, Wicklow and Kildare. There are three health boards within the EHRA area: the Northern Area Health Board, East Coast Area Health Board and South Western Area Health Board.

<sup>2</sup> National Youth Council of Ireland (2001) *Seminar Report on "The Integration of Young Refugees and Asylum-seekers into the Irish Youth Sector"*, Dublin: NYCI, p.9 (unpublished)

policy-makers with concrete guidelines on how separated children can participate in youth work. Its findings are also intended to be of use to separated children and those working with them. It is hoped that the research will go some way towards raising the profile of separated children, open new channels of communication and make a contribution to the creation of a more inclusive youth sector.

Specifically, the research seeks to:

- Identify the needs of separated children in relation to youth work.
- Examine the potential within the youth work sector for undertaking work with separated children.
- Highlight barriers to the participation of separated children in the activities of youth organisations.
- Explore whether separated children should be provided with targeted youth work programmes or be integrated into existing services.
- Identify strategies for effective youth work practice with separated children.

## Who are separated children?

A separated child, also known as an unaccompanied minor is:

*“a child or young person under eighteen years of age who is outside their country of origin and separated from both parents, or legal or customary primary caregiver”<sup>3</sup>*

The total number of separated children who have applied for asylum in Ireland between 1998 and November 2002 is 1,213. Of these, 762 were male and 451 were female. The main countries of origin of separated children living in Ireland are Nigeria (540), Romania (94) and Sierra Leone (68).<sup>4</sup>

Separated children apply for asylum in Ireland for a variety of reasons. Some belong to persecuted political or minority groups in their home countries. Others have lost their parents in armed conflict or have become separated from them in the upheaval of war. In some cases children have been sent from their home countries by their parents to protect them from forced recruitment into armies or guerrilla groups. Other separated children have been victims of child trafficking or have travelled to Europe to escape poverty and deprivation.<sup>5</sup>

<sup>3</sup> MacNeice, S & L. Almirall (1999) *Separated Children in Ireland: A Report on Legal and Social Conditions*, Dublin: Irish Refugee Council, p.8

<sup>4</sup> Department of Justice, Equality and Law Reform

<sup>5</sup> MacNeice & Almirall (1999), p.8; Rutter, J. (2001) *Supporting Refugee Children in 21<sup>st</sup> Century Britain*, Stoke-on-Trent: Trentham, p.151

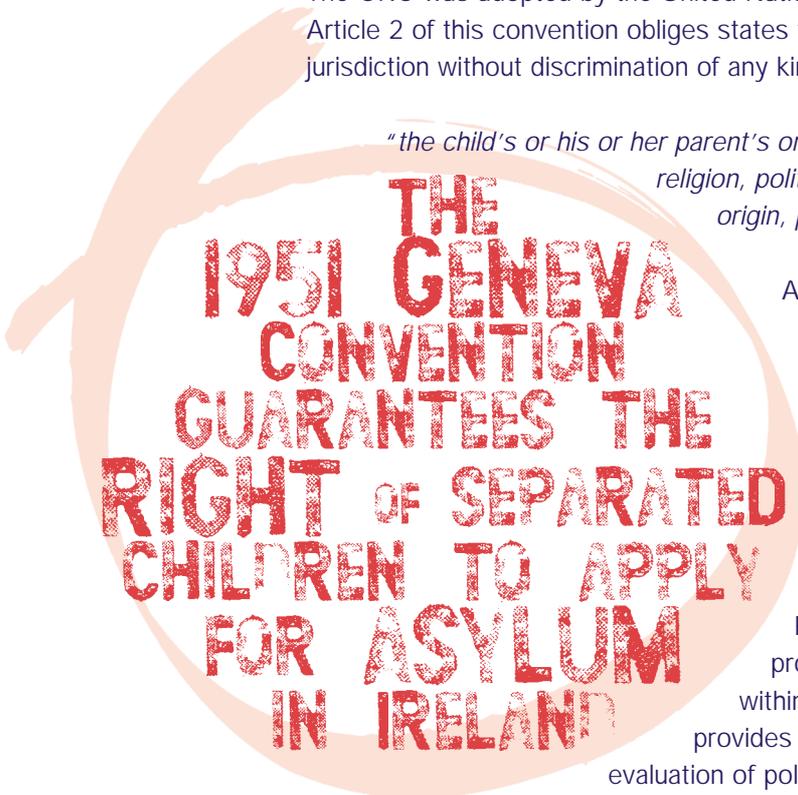
## Legislative and policy framework in relation to separated children

The 1951 Geneva Convention on the Status of Refugees guarantees the right of all asylum-seekers, including separated children, to apply for refugee status in Ireland.

The social, economic, political and cultural rights of separated children are also protected within the *United Nations' Convention on the Rights of the Child* (CRC) and the *National Children's Strategy* (NCS).

The CRC was adopted by the United Nations in 1989 and ratified by Ireland in 1992. Article 2 of this convention obliges states to guarantee the rights of all children within their jurisdiction without discrimination of any kind and irrespective of:

*"the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status."*



**THE  
1951 GENEVA  
CONVENTION  
GUARANTEES THE  
RIGHT OF SEPARATED  
CHILDREN TO APPLY  
FOR ASYLUM  
IN IRELAND**

Additional protective rights relating to family reunification, rehabilitative care and social integration are guaranteed to refugee and asylum-seeking children in Articles 10 and 39 of the CRC.

The *National Children's Strategy* (2000) was developed to progress Ireland's implementation of the UN Convention on the Rights of the Child. This strategy seeks to promote and safeguard the rights of all children within the jurisdiction of the state. It therefore provides a positive framework for the development and evaluation of policy and practice in relation to separated children.

The two most significant pieces of Irish legislation in relation to separated children are the 1996 Refugee Act (which was amended in 1999) and the 1991 Child Care Act.

Under the provisions of the Refugee Act, an immigration officer is required to inform the relevant Health Board if a person under 18 years of age, who is not in the custody of another person, arrives at the frontiers or in the State. The Act also stipulates that Health Board authorities apply for asylum on the child's behalf.

The 1991 Child Care Act provides for the welfare of those children not receiving adequate care and protection. The Act charges Health Boards to identify such children and where necessary to take them into their care. This piece of legislation places a statutory responsibility on Health Board authorities to provide for the care and welfare of separated children.

A social work team dedicated to addressing the needs of separated children has been established within the East Coast Area Health Board (ECAHB). This team is responsible for placing separated children in appropriate accommodation and for linking them in with medical and other social services. These social workers also make applications for refugee status on behalf of separated children.

The refugee determination process consists of a preliminary interview with an immigration officer and the completion of an asylum questionnaire. This is followed by a substantive asylum interview which is carried out by the Office of the Refugee Applications Commissioner (ORAC). ORAC is responsible for the initial determination of asylum claims. This takes up to three months and can result in:

- recognition of refugee status
- refusal of the asylum claim
- the case being declared 'manifestly unfounded'.<sup>6</sup>

Asylum-seekers have the right to appeal negative decisions with the Refugee Appeals Tribunal (RAT). The appeal process can take up to five months. Both the ORAC and the RAT have a unit dedicated to dealing with the asylum applications of separated children.

Those asylum-seekers who are unsuccessful in their appeal may apply to the Minister for Justice, Equality and Law Reform for temporary 'leave to remain'. Leave to remain on humanitarian grounds may be granted to a person who does not fully meet the requirements of the 1996 Refugee Act.<sup>7</sup>

Of the 1,213 separated children who applied for asylum between 1998 and November 2002, 9% have been recommended for refugee status. Details of decisions concerning appeals in respect of separated children are only available for the period 1 January 2000 to December 2002. For this period, of the 132 appeals decided, some 11% were successful. The number of separated children with applications pending in the ORAC is 156 and there are 384 appeals pending in the RAT. A total of 15 separated children have been deported from the State since 1998.<sup>8</sup>

<sup>6</sup> Procedures which allow asylum claims to be declared 'manifestly unfounded' were introduced under the 1996 Refugee Act as a means of fast-tracking asylum applications. Applications may be declared 'manifestly unfounded' at any stage during the asylum determination process.

<sup>7</sup> Irish Refugee Council, (2001) *Fact Sheet on Irish Asylum Procedures*; Mullally, S. (2001) *Manifestly Unjust, A Report on the Fairness and Sustainability of Accelerated Procedures for Asylum Determinations*, Dublin: Irish Refugee Council, pp.18-22

<sup>8</sup>Department of Justice, Equality and Law Reform

Separated children are supported throughout the refugee determination process by ECAHB social workers. The Health Board authorities work in conjunction with the separated children's division of the Refugee Legal Service, which represents separated children at the different stages of the refugee determination process. If a separated child reaches the age of 18 prior to the determination of his or her claim for asylum, the Health Board has no automatic right to attend ORAC interview or RAT oral hearing. Exceptions may be made if he or she is deemed particularly vulnerable.

## Entitlements<sup>9</sup>

### Accommodation

Separated children have been accommodated in hostels, residential units, bed and breakfast accommodation, hotels or in foster care. There are a number of separated children in Cork and Limerick. The majority of separated children live in hostel accommodation in Dublin, which they may share with adult asylum-seekers. These hostels are located in Phibsboro, Lucan, Dun Laoghaire, Charlemont Street, Killiney, Drumcondra, Aungier Street, North Circular Road, Donnybrook and Blessington Street.

A small number of separated children are cared for in residential units which cater specifically for young people and which provide a higher degree of support.

### Income

Most separated children receive supplementary welfare allowance of €118.80 per week to cover the cost of food, clothing, travel and other expenses. A small number of separated children receive a 'direct provision' payment. Introduced in April 2000, asylum-seekers under 'direct provision' receive a weekly cash allowance of €19.10 in addition to their meals and accommodation. Welfare payments are administered by Community Welfare Officers attached to the Health Boards.

Separated children who have not been granted refugee status and who wish to live independently while their claim is being processed are not entitled to continue receipt of the supplementary welfare allowance.

<sup>9</sup> King, D. (2001) *Separated children: An Information Booklet*, Dublin: Barnardos & Centre for Social and Educational Research, DIT, pp.20-24

Separated children who have not been granted refugee status do not have the right to engage in paid employment unless their application for asylum was made prior to 26 July 1999.

## Education

Separated children are entitled to attend primary and post-primary schools up to the age of 18 years. Due to literacy, language and other difficulties, some separated children do not attend secondary school. These children may be eligible for Youthreach courses.<sup>10</sup>

Educational courses catering specifically for separated children are run by the City of Dublin Vocational Education Committee (CDVEC).

Asylum-seekers who arrived in Ireland after 26 July 1999, including separated children, are not eligible for free tuition on Post Leaving Certificate courses.

A number of voluntary organisations run literacy and English language classes for asylum-seekers and refugees. Separated children are entitled to participate in such programmes.

## Health Care

Separated children have the right to free medical care under the medical card system. The Psychology Service for Refugees and Asylum-seekers, based in the Northern Area Health Board, provides counselling services for separated children should they require it. Separated children may also avail of the services of the Spiratan Asylum Services Initiative (SPIRASI), a voluntary organisation which provides counselling for victims of torture.

## What are the challenges faced by separated children?<sup>11</sup>

Although separated children have different backgrounds and experiences, they have been identified as a particularly vulnerable group in society. Many have left difficult or traumatic situations. They do not have a family network to support them during the refugee determination process or to assist them with regular tasks such as managing money, getting up for school or accessing extra-curricular activities. Most separated children live in accommodation with few recreational facilities and are susceptible to feelings of cultural dislocation, boredom and loneliness.

<sup>10</sup> Youthreach is administered by Vocational Education Committees (VECs). Its principle remit is the provision of education and training to early school leavers.

<sup>11</sup> MacNeice & Almirall (1999), pp.62-63; King (2001), pp.12-13

However, as the findings of the research bear out, separated children have similar interests and aspirations to young Irish people and share many of the more 'normal' challenges associated with the transition into adulthood.

## What is the 'youth work sector'?

The 2001 Youth Work Act defines youth work as:

"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 or training; and
- b) provided primarily by voluntary youth work organisations."<sup>12</sup>



**MOST SEPARATED  
CHILDREN LIVE IN  
ACCOMMODATION WITH  
FEW RECREATIONAL  
FACILITIES**

The youth work sector comprises the range of organisations, groups, and personnel at a local, regional and national level who undertake and contribute to this work. In 1995, 779,029 young people were members of a youth organisation.<sup>13</sup> There exist approximately forty-five national voluntary youth work organisations who have affiliated clubs, groups, projects or services at a regional and local level. In addition there are a number of independent youth projects, many of which are supported by Vocational Education Committees (VECs), primarily the City of Dublin Youth Services Board (CDYSB). Several youth organisations have established youth information centres which are based in 28 locations throughout Ireland.<sup>14</sup>

Unless otherwise specified, this report will employ the generic term "youth organisations" to denote all those within the youth work sector operating at a local, regional or national level. Both paid staff and volunteers will be referred to as "youth workers" throughout the document.

<sup>12</sup> *Youth Work Act* (2001), Dublin: Government Publications, part 1, paragraph 3, p.7

<sup>13</sup> National Youth Council of Ireland (1995) *The State of Youth Work*, Dublin: NYCI, p.5

This figure is inclusive of student movements and the youth wings of political parties who provide services to their members but who are not involved in youth work provision.

<sup>14</sup> See appendix 2 for details

A draft National Youth Work Development Plan (2000 - 2006)<sup>15</sup> has been drawn up by the National Youth Work Advisory Committee which is composed of representatives of the youth work sector and Government Departments and agencies. This plan seeks to provide a blueprint for the development of youth work in Ireland. It categorises the kinds of activities carried on within the youth work sector as follows:

- Recreational and sporting activities
- Creative, artistic, cultural or language-based activities
- Programmes targeting the needs and interests of particular groups of young people, e.g. young men or women, young Travellers, young people with disabilities
- Spiritual development programmes
- Activities designed around specific issues such as the environment, social justice issues, development education
- Activities and programmes which deal with the health and well-being of young people such as relationships and sexuality education, stress management and health promotion
- Intercultural activities and exchanges



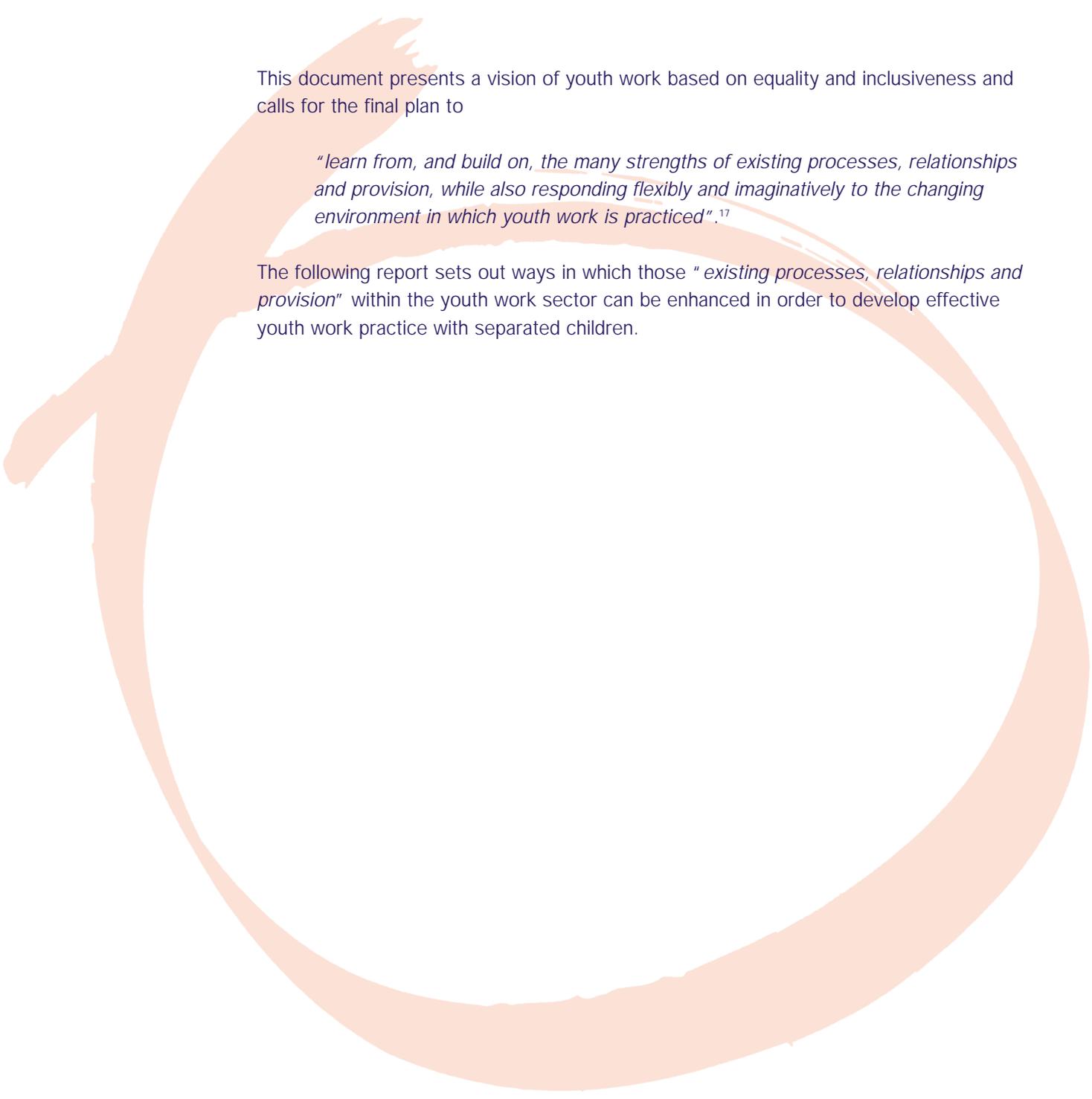
Youth work is characterised by a diversity of activities, settings and methodologies. Despite this, a number of common elements can be identified. These include its emphasis on the educative process, its contribution to the personal and social development of young people and their communities and the importance placed on the voluntary participation of young people.<sup>16</sup>

The draft National Youth Work Development Plan (2000 - 2006) points to

*“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”.*

<sup>15</sup> National Youth Work Advisory Committee (NYWAC), (2001) *Proposals for the National Youth Work Development Plan 2002-2006*, Dublin: NYWAC

<sup>16</sup> *ibid*, pp.17-18



This document presents a vision of youth work based on equality and inclusiveness and calls for the final plan to

*“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”.*<sup>17</sup>

The following report sets out ways in which those “existing processes, relationships and provision” within the youth work sector can be enhanced in order to develop effective youth work practice with separated children.

<sup>17</sup> *ibid*, pp.21-27

# Research Methodology

The research took place between December 2001 and September 2002 and comprised the following elements:

- Documentary research on the experiences of separated children
- Semi-structured interviews with 11 representatives from the youth work sector
- Semi-structured interviews with 6 representatives of voluntary and statutory agencies working with separated children
- One interview conducted via e-mail with a representative from a voluntary refugee project working with separated children
- A focus group with a group of young Irish people attending a youth club

## 1.1 Research Strategy

The research employed a qualitative research approach. Bryman (2001) notes that

*“the unstructured data collection style of qualitative research can be used to suggest alternative avenues of enquiry or ways of thinking about the phenomenon being investigated.”<sup>18</sup>*

Qualitative methods were deemed most appropriate given the exploratory nature of the research topic and the fact that youth work with separated children is a relatively new issue facing the youth work sector. The flexibility within this approach enabled respondents to raise additional or unanticipated issues which contributed to the research findings.

The research strategy was also influenced by the small size of the research sample, which would not have lent itself to quantitative methods. Furthermore the research sought to create links between the researcher, different organisations within the youth work sector and agencies working with separated children. Thus a research approach composed primarily of face-to-face interviews was considered most suitable.

<sup>18</sup>Bryman, A. (2001) *Social Research Methods*, Oxford: Oxford University Press, p.281

## 1.2 Sampling

### Target Groups

Two categories of respondent were targeted in the research:

- Those who have experience of working with separated children both within and outside the youth work sector. This enabled the researcher to build up a picture of the circumstances of these young people and to identify particular needs of separated children which could be met within a youth work context.
- Representatives of the youth work sector who have had no contact with separated children. This facilitated an exploration of the barriers to the participation of separated children in youth work activities and of the potential capacity within the sector for developing such work.

### Accessing Research Respondents

- Seven research participants were accessed by means of a “snowball” sampling technique. Bryman (2001) describes this approach as one where

*“the researcher makes initial contact with a small group of people who are relevant to the research topic and then uses these to establish contacts with others.”*<sup>19</sup>

Such an approach was necessary given the absence of existing information on the needs of separated children in relation to youth work. Exploratory meetings were held with three people known to have had experience working with separated children. These meetings in turn led to the establishment of contacts with a further five people working both within and outside the youth work sector with expertise in this area.

<sup>19</sup> ibid, p.98

- Eight respondents were targeted on the basis of their position within the youth work sector. The research sought to gain an insight into the perspectives of people occupying different positions within the sector. Locally-based youth groups respond to local youth work needs, while large youth organisations provide training and support to affiliated members at a local level and have a more developmental role within the youth work sector. Both have a key part to play in the development of services for separated children. Consequently, representatives of both types of organisation were included in the research.



- Two respondents working with separated children contacted YARD enquiring about youth work opportunities for separated children.<sup>20</sup> On becoming aware of the research, they agreed to participate in the interview process.

- The research process included a focus group discussion with a group of young people attending a locally-based youth club. This consultation had not originally been part of the research design, but took place at the request of two youth workers participating in the interview process. The young people's perspectives mirrored many of the views of other interviewees and were incorporated into the research findings.

## Geographical Spread

Given that most separated children are accommodated within the Dublin area, respondents from Dublin based organisations were targeted in the research. The one exception was a large youth organisation whose affiliated organisations are located outside the Dublin region. A representative of this agency was included as large youth organisations have a particular role to play in the future development of youth work policy and practice.

<sup>20</sup> YARD - *Youth Action against Racism and Discrimination* is a programme within the National Youth Council of Ireland dedicated to anti-racist, anti-discrimination and intercultural education in a youth work setting.

## 1.3 Ethical issues relating to the participation of separated children in the research

A study by Feldman, Frese & Yousif (2002) analysed the participation of refugees and asylum-seekers in research and development-based initiatives. The authors note the rapid expansion in the number of research projects in relation to refugees and asylum-seekers. These initiatives have taken place in response to the increased need for information on the integration of new communities. While noting the important benefits of such research, the authors conclude that:

*“refugee and asylum seeker communities and organisations are already suffering the consequences of being over-researched. Increasingly, questions are being asked about who the real beneficiaries of the research are; to what extent researchers are accountable to these communities, and in the ways in which research should contribute directly to their immediate needs and compensate those whose unpaid time and significant efforts make it possible.”<sup>21</sup>*

No research has hitherto explored the potential role of the youth work sector in relation to the integration of separated children. However separated children have been or are currently the subject of a number of important studies.<sup>22</sup> A key consideration when undertaking the research therefore was whether or not to include separated children themselves in the research process. The importance of incorporating their perspectives was balanced by a recognition of the danger of “over-researching” these young people. It was also necessary to take account of the fact that it may be some time before separated children see the benefits of any recommendations arising from the research. The researcher therefore decided not to target separated children during the interview process.<sup>23</sup> However a key recommendation arising from the research is that separated children should be consulted in the planning, implementation and evaluation of any youth work programme in which they are involved.

<sup>21</sup> Feldman, A., C.Frese & Y.Tarig (2002) *Research, Development and Critical Interculturalism, A Study on the Participation of Refugees and Asylum-seekers in Research and Development-Based Initiatives*, Dublin: Social Science Research Centre, p.7

<sup>22</sup> Examples include MacNeice & Almirall (1999) and a forthcoming study by the CDVEC on the educational needs of separated children.

<sup>23</sup> The research does however include the views of a group of Irish young people. This, as explained above, was not anticipated in the original research design.

## Interviewee List

### Interviewees from the Youth Work Sector

Job Title/ Position in Organisation	Type of Organisation	National/ Local Level	Respondent's experience of working with separated children
Education Officer	Large Youth Work Support Organisation	National	None
Training Officer	Large Youth Work Support Organisation	National	None
Senior Manager	Large Youth Work Support Organisation	National	None
Director of Development	Large Uniformed Youth Work Organisation	National	None
Development Worker	Youth Work Organisation	National	None
Youth Services Manager	Youth Project	Local	None
Youth Worker	Youth Project	Local	Contributed to the implementation of a youth work programme for separated children
Youth Worker	Uniformed Youth Group	Local	None
Youth Worker	Uniformed Youth Group	Local	None
Youth Information Co-ordinator	Local Youth Service	Local	Separated children regularly use the Youth Information Centre
Youth Worker	Local Youth Service	Local	None

## Interviewees from other Sectors working with Separated children

Job Title/ Position in Organisation	Type of Organisation	National/ Local Level	Respondent's experience of working with separated children
Co-ordinator	Youthreach	Local	Provides education, training and support to separated children unable to participate in mainstream schooling
Community Development Worker	Area-based Partnership	Local	Brings together local statutory and voluntary agencies to develop an integrated response to the needs of separated children in the area
Community Development Worker	Community Development Project	Local	Implemented a programme combining English language tuition and youth work opportunities to a group of separated children
Volunteer	Voluntary Refugee Support Project	Local	Provides information, support, social outings, English language and literacy classes to separated children
Community Welfare Officer	Health Board	Local	Administers the Supplementary Welfare Allowance to separated children; provides them with support, information and guidance
Aftercare Support Worker	Support Unit for young men who have been out of home	Local	Provides supportive and educational programmes to six separated children based on their particular needs; Activities include sports, literacy, individual tutoring, computers and crafts. The aim of the programmes is to foster their skills and prepare separated children for independent living
Social worker	Voluntary Refugee Support Organisation	Local	Provides support during the asylum determination process and assistance with finding accommodation; provides referrals to other services, help in accessing schools, homework clubs, English classes, advice on entitlements; undertakes outreach visits to hostels accommodating separated children



# Chapter One

## What are the needs of separated children in relation to youth work?

This chapter outlines some of the needs of separated children and considers how these can be met within a youth work context. It draws on existing literature about separated children and on the findings of interviews with representatives of voluntary and statutory organisations providing support to separated children.

The research identified a number of ways in which youth workers can contribute to the personal development and social integration of separated children. These include:

**YOUTH ORGANISATIONS HAVE A STRONG ROLE TO PLAY IN ENSURING THAT SEPARATED CHILDREN CAN EXERCISE THEIR RIGHT TO LEISURE AND RECREATION**

### Access to leisure activities

The research found that separated children share many of the same interests as young Irish people and enjoy the kind of recreational activities traditionally carried out in youth work settings. One research participant working with a voluntary refugee support group noted that separated children participated in the excursions, soccer tournaments and cinema outings organised by the project. Two respondents had successfully approached sports clubs on behalf of separated children in their care. Three other respondents stated that the separated children with whom they had contact had demonstrated a desire for increased opportunities to pursue their sporting, recreational, cultural or artistic interests. However most separated children are accommodated in hostels which have few recreational facilities and many remain excluded from leisure opportunities.

Youth organisations therefore have a potentially strong role to play in ensuring that a greater number of separated children can exercise their right to leisure and recreation.

## An opportunity for social integration and to develop social networks

Fanning, Veale & O'Connor (2001) found that a lack of opportunities for social integration can have a serious impact on the psychosocial wellbeing of asylum-seeking children. They write:

*"Most children do not require specialised psychological intervention but would benefit from inclusion in existing community programmes of youth clubs, community-based youth groups, through organisations dedicated to children's rights...and professional child-orientated networks such as teachers, community social workers, church groups and others."*<sup>24</sup>

Five respondents working closely with separated children emphasised their particular need for increased avenues for social integration. This was viewed as imperative given their relative isolation, lack of basic family support and difficult living conditions. It was noted that opportunities for socialising were particularly important for those separated children not attending school.

Participation in youth work represents one way of providing separated children with the opportunity to interact with other young people, make friends and develop social networks.

## Diversion from feelings of boredom and stress

Separated children are susceptible to feelings of boredom, stress and isolation. This was highlighted by one respondent with experience of implementing an educational programme for a group of separated children. She recalled how a number of them had attended English classes, despite having language competency, simply because *"they had nothing else to do"*.

Separated children also face the challenges associated with the refugee determination process and with communal living. A respondent working closely with separated children argued that:

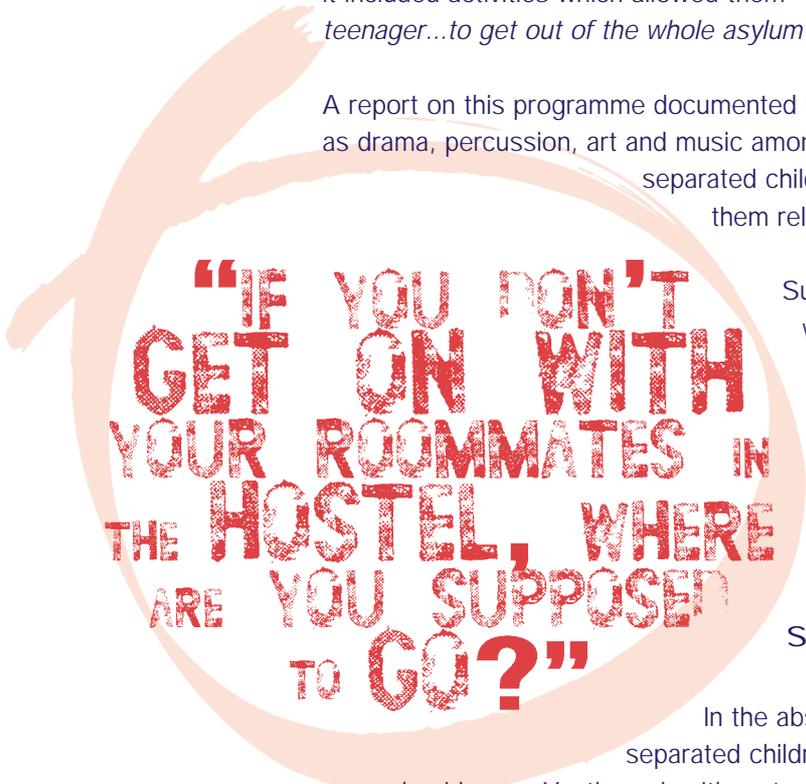
*"There is a huge need for ...a drop in centre..[a place] where people can just go to chill out. Because if you don't get on with your roommates in the hostel, where are you supposed to go? Or if they are listening to music and you don't like the music or if they are blaring the telly..."*

<sup>24</sup>Fanning, B. et al, (2001) *Beyond the Pale, Asylum-seeking children and Social Exclusion in Ireland*, Dublin: Irish Refugee Council, p.74

Another respondent stressed that separated children needed opportunities to engage in activities where they could be treated as *“teenagers the same as Irish teenagers who have temper tantrums or earrings stuck wherever...”*

A similar sentiment was expressed by one respondent who praised the City of Dublin Vocational Education Committee (CDVEC) summer school for separated children because it included activities which allowed them *“to be treated like a normal child or a normal teenager...to get out of the whole asylum thing.”*

A report on this programme documented the popularity of non-academic workshops such as drama, percussion, art and music among many of the course participants. Several separated children noted that the drumming workshop helped them relax and forget about their problems.<sup>25</sup>



**“IF YOU DON'T  
GET ON WITH  
YOUR ROOMMATES IN  
THE HOSTEL, WHERE  
ARE YOU SUPPOSED  
TO GO?”**

Such findings indicate that greater access to youth work could provide separated children with some diversion from the pressures of their everyday lives and with the opportunity to escape labels such as “separated child”, “unaccompanied minor” or “asylum-seeker”.

## The provision of emotional support and general guidance

In the absence of a family support structure, many separated children lack opportunities for emotional support and general guidance. Youth work with a strong personal development focus can go some way towards meeting this need.

Separated children’s need for additional support was highlighted in the responses of several research participants. One respondent described the frustrations of a separated child who had been called to an interview in relation to his asylum claim:

*“...and he can't get through to his project worker, his support worker, and the phone is always engaged [or] it's an answering machine...”*

<sup>25</sup> Wanzenböck, J. (2001) *Report on Summer School for Separated Children 2001*, Dublin: CDVEC; pp.4-7, (unpublished)

She noted that separated children often experience an initial period of elation on arriving here, which can be followed by a “down” period when

*“the reality of having left home or the reality of missing their parents begins to dawn on them and then they have the normal teenage problems, except they’re not treated as teenagers because they end up living in hostels looking after themselves and they’re being treated like adults.”*

Another interviewee working with separated children highlighted the value of effective individual support for separated children:

*“I think we have tried to take care of a lot of their needs in terms of having someone to talk to, having someone to give them a hug. [This] is important for them because they don’t have anybody feeding them, dealing with benefit forms etc”.*

**“WE HAVE TRIED TO TAKE CARE OF A LOT OF THEIR NEEDS IN TERMS OF HAVING SOMEONE TO TALK TO, HAVING SOMEONE TO GIVE THEM A HUG...”**

It was suggested that youth workers could be called on to provide separated children with information, advice, praise, encouragement, referrals to other services or help in resolving personal and school related problems.

### Access to information and referrals to other services

The needs of separated children are multi-dimensional and require co-operation from a range of actors. Separated children are often unaware of or confused over what services are available to them. Thus, youth organisations working with separated children may need to provide them with information on or referrals to other relevant agencies offering services such as counselling, literacy, English language classes or money and budgeting advice.

## Assistance with formal education

Separated children have different experiences and standards of education. Three respondents indicated that a large number of separated children are very interested in pursuing academic subjects or vocational training. For others the transition to the Irish school system is more challenging due to language or literacy difficulties or because of the disparity between educational standards in Ireland and their home country. An additional problem is the lack of space to study in many of the hostels in which they are accommodated.

A high level of interest in information technology among many separated children was also noted. This interest was successfully channelled by one Dublin youth project which provided regular computer access to a group of separated children who travelled from outside the area to avail of this opportunity.

Youth organisations can therefore assist separated children with their formal education by including them in existing homework clubs, providing study space or opening up access to computer facilities.

# Chapter Two

## Developing youth work with separated children: An integrated or targeted approach?

One of the key areas under investigation in the research was whether separated children should have targeted youth work programmes or be integrated into existing services.

While a number of areas where separated children might benefit from targeted services were identified, there was broad agreement among research participants that this was not an appropriate long-term response to their needs. Two respondents made the distinction between targeted *programmes* and targeted *actions*. They argued that separated children should be included in existing youth work programmes but be provided with extra support, guidance or information as required.

### 2.1 Separated children may require targeted services in the following circumstances:

Where separated children wish to explore issues of concern within their own ethnic or cultural group

A separate space should be afforded to separated children if they express a desire to explore issues within their own ethnic or cultural group. According to one respondent who has worked closely with separated children

*“Overall integration is the aim. I don’t believe that setting up a separate project for different target groups is at all beneficial in the long run. But I do think that there is a space needed for young foreign nationals to explore [issues among themselves] before being put into a larger group where they would probably become the minority within [that] group.”*

## Where gaps in existing services are identified

Targeted programmes for separated children may be necessary where the youth work options available in a particular area do not match their needs, interests or levels of maturity.

## 2.2 Rationale for an integrated approach to youth work with separated children

The following reasons were given in favour of enabling separated children to participate in youth work alongside other young people.

### Separated children are a diverse grouping

Separated children are not a homogenous group. They have diverse needs, interests and abilities and should have access to the full range of youth work options.

### Separated children need increased avenues for social integration

Separated children frequently lack social networks and opportunities to meet other young people. Integrated youth work represents one way of addressing this. One respondent pointed to the positive experiences of a number of separated children who had successfully befriended young Irish people.



SEPARATED  
CHILDREN FREQUENTLY  
LACK SOCIAL  
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PEOPLE

## Targeted services can stigmatise separated children

Targeted services run the risk of being exclusionary and of stigmatising separated children. They can also obscure the commonalities between separated children and other young people. While stressing the difficulties which they face one research participant argued that:

*"[separated children] go through the same adolescence as any Irish student...the idea is that you help them to be more integrated and to develop as a 'normal' human being..."*

Another respondent argued that integrated services would help challenge

*"some of the mythology around what asylum-seekers and refugees get, where they're coming from and what their experiences are".*

**"INTEGRATED  
YOUTH WORK ENABLES  
YOUNG PEOPLE TO GET  
TO KNOW EACH  
OTHER AS INDIVIDUALS,  
AND NOT AS  
MEMBERS OF A  
MINORITY  
COMMUNITY"**

Integrated youth work can help to challenge racist attitudes

Six respondents argued that an integrated approach to youth work, in tandem with anti-racist education, helped to overcome racist attitudes among young people.

One youth worker pointed out that integrated youth work, when carefully handled and well resourced, enabled different groups of young people to:

*"get to know each other as individuals, and not as members of a minority community."*

Another respondent, working with both separated children and Irish young people, believed that integrating the different nationalities and cultures had been a positive experience. While tensions sometimes arose, her experience led her to conclude that such challenges were best dealt with within a mixed group.

# Chapter Three

## What potential currently exists within the youth work sector for undertaking work with separated children?

This chapter considers the existing strengths within the youth work sector in relation to the development of youth work with separated children. These include:

### Accessibility and relevance

Separated children are eligible to participate in a variety of youth work activities alongside Irish young people, as many youth organisations have no specific criteria for entry into their programmes.

Moreover, many of the needs and interests of separated children identified in chapter one correspond with the kinds of activities provided by youth organisations. These include sport, art, music and cultural events, as well as the provision of space for and assistance with homework.

### The interest and commitment of youth workers

All eleven respondents from the youth work sector agreed that separated children and other young refugees and asylum-seekers should have access to youth work activities.

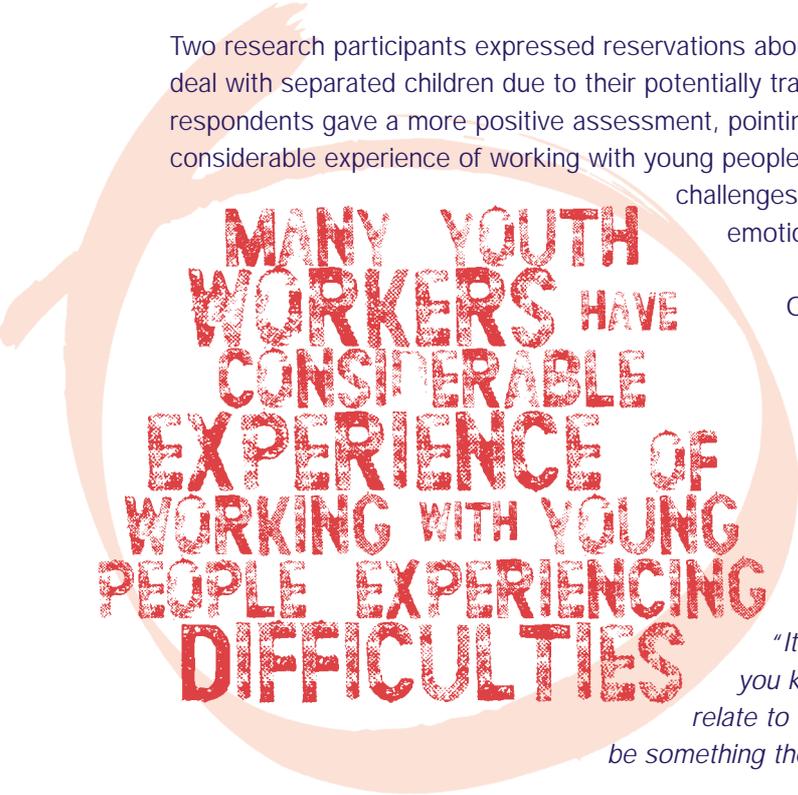
The interest which exists within the sector in developing such work was demonstrated by the fact that the organisations of two research participants have hosted well-attended information seminars exploring the issue of asylum-seekers, refugees and youth work.

There is also evidence that youth organisations are actively seeking to integrate separated children into their programmes. One respondent representing a local youth service described its attempts to access funding to employ an additional youth worker in an area with a high concentration of separated children. The willingness of certain youth organisations to welcome separated children was praised by a respondent who had approached sports clubs on behalf of separated children in her care.

All youth workers interviewed for the research highlighted the need for more education, training and awareness within the sector on such issues as racism, diversity, interculturalism and the experiences of refugees.

## Youth workers' experience in providing guidance and support to young people

Two research participants expressed reservations about the capacity of youth workers to deal with separated children due to their potentially traumatised state. However four respondents gave a more positive assessment, pointing out that many youth workers have considerable experience of working with young people experiencing both the normal challenges of adolescence and more serious emotional difficulties.



**MANY YOUTH WORKERS HAVE CONSIDERABLE EXPERIENCE OF WORKING WITH YOUNG PEOPLE EXPERIENCING DIFFICULTIES**

One representative of a local youth group suggested that while separated children may have deeper issues to contend with, youth workers have long played a supportive role in the lives of the young people with whom they work.

*"It's the same with our own children, you know... you get to know them and relate to them...[and know when] there may be something there at the back of their mind."*

Another respondent currently working with separated children explained that her colleagues worked well with separated children because they were

*"mature women who have good experience working with kids. [You would get] a lot of disclosures from Irish kids as well."*

## The openness and adaptability of young people

Three respondents believed that most young people currently participating in youth work were adaptable and open to cultural diversity and would create a welcoming and supportive environment for separated children.

# Chapter Four

## What are the challenges associated with integrating separated children into Irish youth work?

The research identified significant barriers to the inclusion of separated children in youth work activities. These fall into two broad categories:

- Barriers relating to the particular circumstances of separated children
- Barriers within the youth work sector

### 4.1 Barriers relating to the particular circumstances of separated children

#### A lack of information among separated children on youth work opportunities

Separated children are frequently unaware of youth work services and programmes which are available to them. Furthermore separated children are often confused by the different statutory and voluntary agencies engaging with refugees and asylum-seekers. According to one respondent:

*“They think we all get into one or that we all work for the government.”*

#### Language barriers

All respondents with experience of working with separated children cited language barriers as one of the greatest challenges to their integration into youth work activities. One youth worker who had contributed to an educational programme for separated children noted that separated children from Eastern Europe attended less frequently. He viewed their low English language competency as a key reason for this.

Respondents differed on the capacity of youth organisations to engage with young people with poor English. One youth worker asserted that young people in particular were adept at overcoming language barriers and employing alternative means of communicating. Another interviewee working closely with separated children described how staff and separated children “*muddle along*” in overcoming language difficulties.

However one research participant contended that while individual youth workers may be willing to make an extra effort to engage with young people without English language fluency, most youth services were ill-equipped to meet this challenge. She believed that language barriers could lead to a separated child becoming isolated within a group.

## The maturity of separated children and differing cultural understandings of ‘youth’

Four respondents highlighted the general maturity of many separated children compared with Irish young people of the same age. A number of reasons were suggested for this, including their experiences prior to leaving their home country, the impact of travelling unaccompanied to a strange country and the absence of parental support in their lives.

In addition the concept of ‘youth’ is, in certain respects, culturally constructed. One respondent pointed out that:

*“calling something youth work may not appeal to a seventeen year old Cameroonian girl who is perceived as an adult and is given adult responsibilities in her country of origin.”*

This suggests that certain models of youth work may not be of relevance to some separated children.

## An absence of family support

Many Irish young people begin participating in youth work as a result of parental involvement or other family and community connections. Separated children do not have such networks and cannot access youth work in this way.

The absence of a significant adult and other family supports in the lives of separated children means that they cannot rely on lifts to venues, the easy procurement of guardian consent and other supports often associated with participation in youth work.

## Financial barriers

Some of the costs associated with participation in youth work such as sports equipment, transport expenses, trips away or voluntary contributions to local groups may be beyond the means of separated children.

## Instability and transience in the lives of separated children

The demands of the refugee determination process, accommodation changes, cultural dislocation and other stresses can create considerable instability in the lives of separated children. These factors may preclude or interrupt their regular participation in youth work programmes.

## Trust

Building up trust with separated children may take time and perseverance. This is particularly the case for those who have experienced abuse or ill treatment in their home country. The need for sensitivity was noted by one youth worker who remarked:

*"you can't just dump [a separated child] down here next Wednesday night and say 'join that group, they're your age'."*

**"CALLING SOMETHING YOUTH WORK MAY NOT APPEAL TO A SEVENTEEN YEAR OLD CAMEROONIAN GIRL WHO IS PERCEIVED AS AN ADULT IN HER COUNTRY OF ORIGIN"**

## 4.2 Barriers within the youth work sector

The research identified a number of limitations within the youth work sector which undermine its capacity to develop work with separated children. These can be broadly categorised as:

- Structural barriers
- Attitudinal barriers

### 4.2.1 Structural barriers within the youth work sector

#### Organisational weakness and a lack of skills development within the youth work sector

Two research participants contended that the *ad hoc* development of Irish youth work had resulted in a lack of skills development, a poor training infrastructure and an absence of strategic planning within the sector. According to the representative of one large youth organisation:

*“The history of youth work in Ireland over the years has been very disorganised, very chaotic, poorly funded, with very few people actually trained as professional youth workers”.*

While acknowledging that *“things are changing”*, one youth worker asserted that:

*“youth work has a long way to go before it will be very effective in providing the services it should provide for the people in existing groups.”*

Both respondents believed that these factors undermined the capacity of youth organisations to actively target separated children or to develop programmes which would cater for their needs.

#### Resource constraints within youth organisations

Seven respondents highlighted the considerable resource constraints facing youth organisations. It was argued that insufficient funding and heavy workloads prevented youth workers from pro-actively including separated children in their programmes or from developing long-term strategies for integrated youth work. One research participant described several unsuccessful attempts by a local youth service to secure funding to

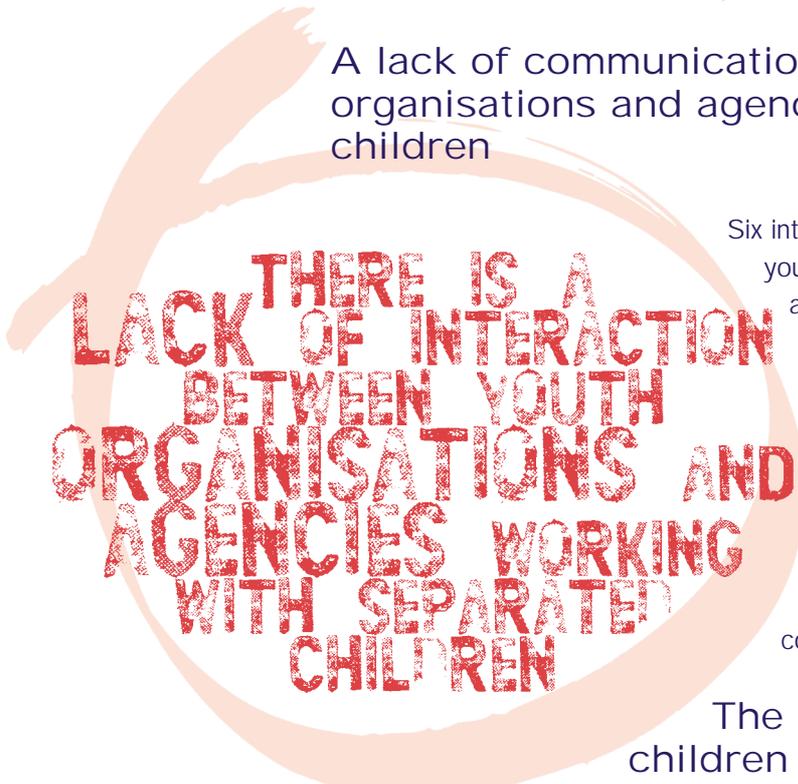
develop services in the specific locality where many separated children are now accommodated.

Another interviewee asserted that:

*“Youth workers are trying to cope with so much as it is. It’s survival half the time.”*

An additional problem is the piece-meal nature of youth work funding. One respondent who had co-ordinated a programme for separated children explained that funding for the initiative was received on a once-off basis. This presented a significant barrier to the development of a sustainable programme which could serve as a model of good practice.

## A lack of communication between youth organisations and agencies working with separated children



THERE IS A  
LACK OF INTERACTION  
BETWEEN YOUTH  
ORGANISATIONS AND  
AGENCIES WORKING  
WITH SEPARATED  
CHILDREN

Six interviewees noted the lack of interaction between youth organisations and voluntary and statutory agencies working with separated children. Greater communication between the two sectors was seen as vital in order to increase awareness within the youth work sector of the particular circumstances of separated children. Respondents cited the need for more information on the social and educational needs of separated children, their reasons for coming to Ireland and the role which youth organisations could play in supporting them.

## The age profile of separated children

Four respondents described the difficulty which youth organisations have in attracting or providing relevant services to young men over the age of sixteen. Given that most separated children are aged between sixteen and eighteen years, this represents an additional barrier to their integration into youth work.

Age differences were also cited as one of the reasons why separated children using the computer facilities of one youth project were not mixed with young Irish members of the club.

## Organisational and programme inflexibility within the youth work sector

Three interviewees commented on the inflexibility which exists in the structures and programmes of certain youth organisations. Two respondents recalled how a number of separated children had been excluded from particular youth groups because they lived outside a specified catchment area.

One research participant also noted that funding criteria often set clear boundaries on the scope of youth work programmes and on the 'category' of young person included in them.

## A lack of leadership from large youth organisations in fostering inclusive youth work

Though they vary in size, structure and focus, large youth organisations operate at a national or regional level and are generally involved in the provision of support, training, information and funding to affiliated youth clubs and services.

Three research participants asserted that large youth work organisations have shown insufficient leadership in promoting the inclusion of young people from ethnic minority groups in youth work. It was argued that these organisations had a key role to play in fostering greater awareness of the issues facing young people such as separated children and in supporting affiliated clubs and services to respond to their needs.

According to one respondent:

*"The larger youth organisations...need to look at addressing the issue [of inclusive and intercultural youth work] at a central level because until they do, nothing is going to change. That means providing translation services within the youth work system until young people have developed their English language skills; it's about training youth workers; it's about changing structures; it's about hiring foreign national or ethnic minority youth workers..."*

## 4.2.2 Attitudinal barriers within the youth work sector

### The lack of an equality agenda within the youth work sector

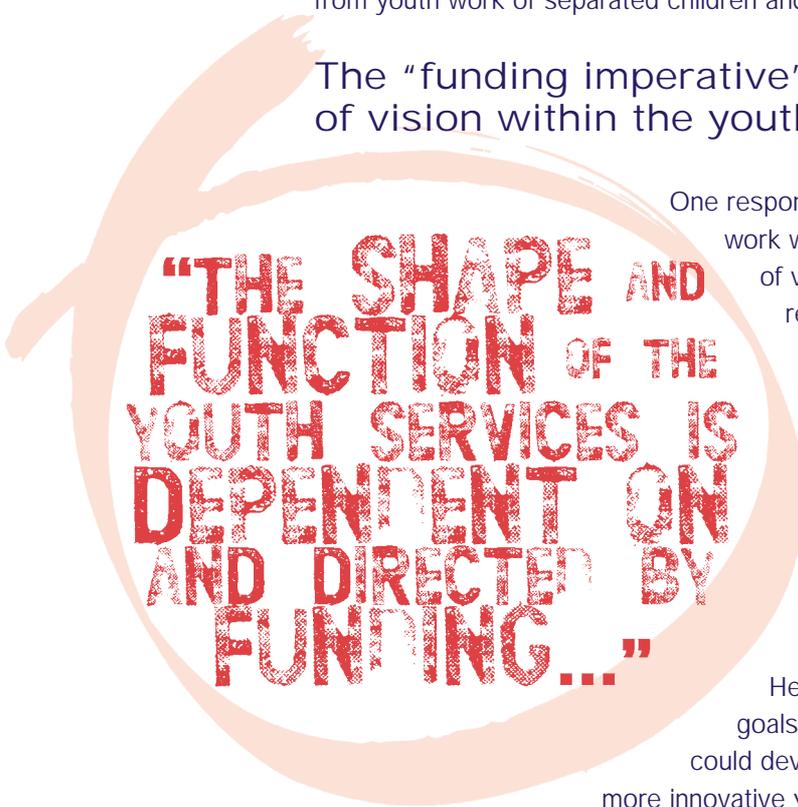
Two research participants pointed to the absence of a strong equality agenda within the youth work sector. They contended that the failure of youth organisations to embrace the principles of equality, inclusiveness and respect for diversity contributed to the exclusion from youth work of separated children and other young people perceived as “different”.

### The “funding imperative” and a lack of vision within the youth work sector

One respondent believed that the development of youth work with separated children was undermined by a lack of vision within youth organisations and the restrictive nature of their relationship with funding providers.

*“The shape and function of the youth services is dependent on and directed by funding, rather than by organisations actually sitting back and saying: what are we about? What are the changes that we want to see happen and how do we generate the income needed?”*

He maintained that by clarifying the values and goals underpinning their work, youth organisations could develop the confidence necessary to implement more innovative youth work practice.



**“THE SHAPE AND  
FUNCTION OF THE  
YOUTH SERVICES IS  
DEPENDENT ON  
AND DIRECTED BY  
FUNDING...”**

## Fears about racism among young people from the majority population

The integration of separated children into Irish youth work will bring about a change in the ethnic make up of many youth groups. While arguing in favour of integrated youth work, one youth worker expressed fears over the reaction of some young Irish people to such change. He pointed to the sense of ownership that young people felt about their project and to the resistance that they sometimes displayed towards new members.

Another respondent acknowledged the reality of racist behaviour among young people from the majority population. However she believed that the attitudes of management within youth organisations on this issue represented a greater barrier to the development of inclusive youth work practices.

*"...a lot of youth services are saying, 'we have to work with our own young people around anti-racism before we can bring [non-nationals] in'. To me that's excluding people and denying them a right."*

She concluded that anti-racist education should happen in tandem with the integration of separated children and other young people from ethnic minorities, noting that

*"you're not going to cure people of racism through a two week or six week anti-racism programme so you could be waiting for eternity for [integrated services] to happen."*

## Negative Government policy towards refugees and asylum-seekers

One research participant claimed that the Government's response to the asylum issue had contributed to negative public perceptions towards members of the asylum-seeking community and had impacted on the availability of funding for intercultural youth work initiatives. He believed that these factors created a difficult climate for youth organisations seeking to respond to the needs of separated children and other young refugees and asylum-seekers.

# Chapter Five

## Conclusions and Recommendations

### 5.1 Conclusions

This report sets out the needs of separated children in relation to youth work. It considers the potential which currently exists within the youth work sector for meeting those needs and analyses the obstacles to the participation of separated children in youth work programmes.

THERE IS A NEED  
TO RESPOND TO THE  
PARTICULAR CIRCUMSTANCES OF  
SEPARATED CHILDREN  
WHILE ALSO ALLOWING THEM  
SPACE TO ESCAPE  
LABELS SUCH AS  
"SEPARATED CHILD"  
OR "ASYLUM-  
SEEKER"

Separated children face particular challenges. These include an absence of family or social support, cultural dislocation, restricted access to leisure and the stresses associated with the asylum determination process. However they also share many of the 'normal' challenges brought about by the transition to adulthood and have similar interests and aspirations to other young people of their age. One of the tensions to emerge from the research therefore was the necessity of responding to the specific circumstances of separated children while also allowing them space to escape labels such as "separated child", "unaccompanied minor" or "asylum-seeker".

The research identified a number of ways in which separated children would benefit from greater access to youth work. These include increased opportunities for leisure and social integration, emotional support, general guidance and assistance with their formal education. It concluded that, in most cases, separated children should have the opportunity to participate in youth work alongside other young people. While separated children may require certain targeted actions such as the provision of extra support and information, establishing separate youth work programmes was not seen as a desirable long-term response to their needs.

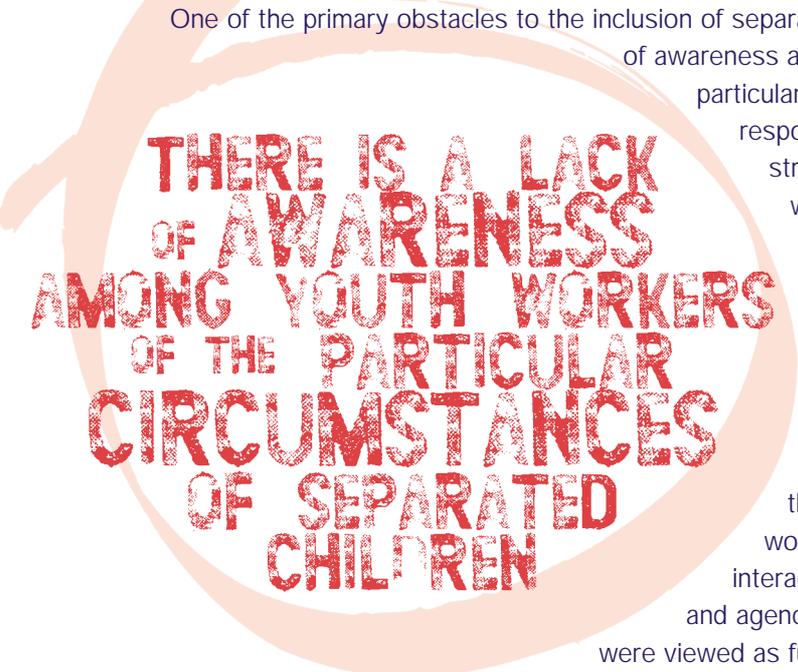
There exists considerable potential within the youth work sector for developing work with separated children. Many of their needs and interests correspond with the kinds of activities provided by youth organisations and a number of separated children have successfully participated in youth work programmes. Furthermore many youth workers

have considerable experience in providing guidance and support to vulnerable young people and have demonstrated a desire to broaden access to youth work services.

However adapting to the particular needs of separated children raises significant challenges for youth organisations and will require action in both the short and long term. Language barriers, the instability in separated children's lives, their particular levels of maturity and differing cultural interpretations of "youth" all suggest that extra effort will have to be expended by youth organisations to target separated children and to develop programmes suitable for them.

One of the primary obstacles to the inclusion of separated children in youth work is a lack of awareness among youth workers of their particular circumstances. However

respondents also identified fundamental structural deficits within the sector which undermine its capacity to accommodate the needs of separated children. These include a lack of training among youth workers, weak organisational development, insufficient resources and restrictions created by funding providers. Inflexibility in the eligibility criteria of certain youth work programmes and a lack of interaction between youth organisations and agencies working with separated children were viewed as further impediments in this area.



**THERE IS A LACK  
OF AWARENESS  
AMONG YOUTH WORKERS  
OF THE PARTICULAR  
CIRCUMSTANCES  
OF SEPARATED  
CHILDREN**

The research also found evidence of unconscious attitudinal barriers within the youth work sector which contribute to the exclusion of separated children. A number of youth organisations are reluctant to develop services catering for young people from ethnic minority groups due to fears of racist behaviour among young people from the majority population. Respondents also pointed to a lack of awareness around issues of equality and diversity within the sector and to the need for greater support and leadership from large youth organisations in developing inclusive youth work practice.

These findings suggest that maximising the real potential for effective youth work with separated children may require an exploration of the values and principles underpinning current youth work provision. They also indicate that facilitating the inclusion of separated children in youth work cannot be isolated from the broader structural challenges facing the youth work sector.

## 5.2 Recommendations for Developing the Capacity of the Youth Work Sector to undertake work with separated children

The research identified a number of ways in which youth work with separated children can be developed. These range from measures which could be implemented in the immediate future to those of a more long-term nature.

The recommendations for strengthening the youth work sector's capacity to work with separated children have been categorised under the following headings:

- 5.2.1 Developing youth work programmes with separated children
- 5.2.2 Training and education
- 5.2.3 Funding and resources
- 5.2.4 Long-term strategies for building a more inclusive youth work sector

### 5.2.1 Developing youth work programmes with separated children

#### Youth organisations should increase communication with agencies working with separated children

There is a need for increased interaction between youth organisations and voluntary and statutory agencies providing support to separated children. This is crucial in order to inform separated children and those working with them of youth work opportunities. It will also heighten awareness within the youth work sector of the circumstances of separated children and assist youth workers to respond to their particular needs.

Youth organisations should initiate contact with agencies such as the East Coast Area Health Board, the CDVEC and refugees support organisations.<sup>26</sup> In developing these links, youth organisations should avail of existing programmes within the youth work sector that have already established contact with organisations working with separated children, such as the YARD programme of the National Youth Council of Ireland.

Communication between the two sectors could also be facilitated by large youth organisations through information seminars, conferences or newsletters.

<sup>26</sup> See appendix 4

## Youth organisations should work to build up trust with separated children

It may take time and perseverance on the part of youth organisations to build up trust with separated children. Youth organisations seeking to establish contact with separated children and to build a relationship with them should work with existing refugee support organisations and networks or with other agencies working with separated children.

## Youth organisations should consult with separated children in the design, implementation and evaluation of programmes in which they are involved

Youth work programmes that include separated children should be designed in consultation with these young people and in accordance with priorities identified by them. Such an approach will ensure that the youth work model being advanced fits in with their perceptions, needs and levels of maturity. It also guarantees the right of separated children to have a say in decisions which affect them and to develop a sense of ownership over the youth work programmes in which they participate.

## Youth organisations should work in a co-ordinated manner with other services providers

When implementing youth work programmes with separated children, youth organisations should work in a co-ordinated and integrated manner with other relevant service providers. These include the agencies identified above as well as community development groups, schools, the psychology service for refugees and asylum-seekers and organisations providing anti-racist and intercultural education.

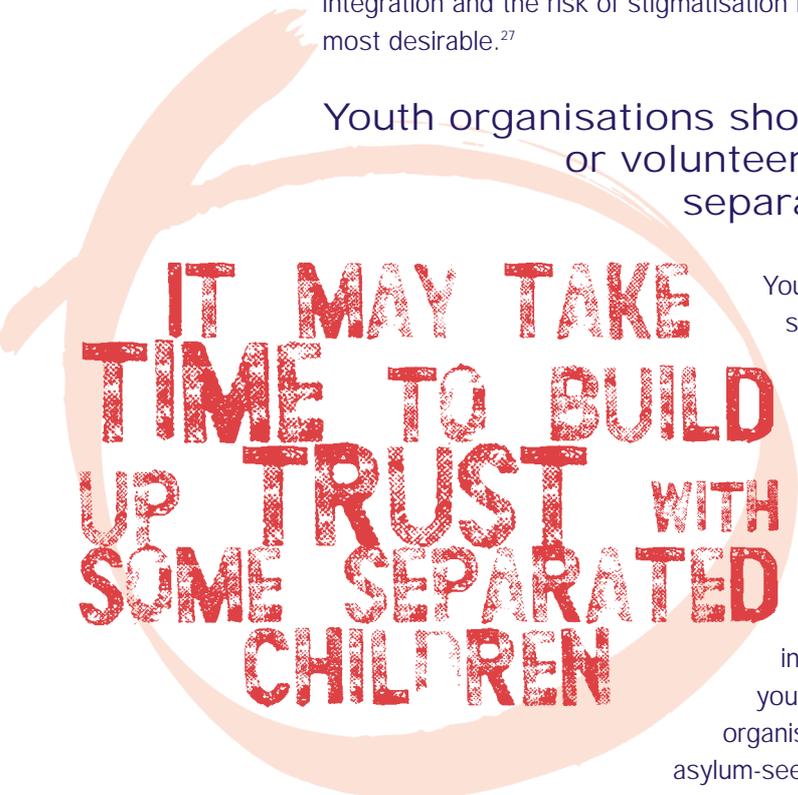
Youth organisations should also develop an awareness of services available in their particular locality which may be of use to separated children, such as English language training, literacy groups, and the Money Advice and Budgeting Services (MABS).

Such a co-ordinated approach is necessary to provide a holistic response to the multi-dimensional needs of separated children. Collaboration also means that groups can learn from the experiences of others, provide support to each other and share expertise when required.

## Separated children should have integrated rather than targeted youth work programmes

Youth organisations should provide separated children with the opportunity to participate in youth work alongside other young people their age, rather than establishing targeted services. While there are circumstances where separated children may benefit from targeted programmes, the diversity of their interests and abilities, their need for social integration and the risk of stigmatisation mean that an integrated approach is generally the most desirable.<sup>27</sup>

## Youth organisations should designate a staff member or volunteer to provide support to separated children



IT MAY TAKE  
TIME TO BUILD  
UP TRUST WITH  
SOME SEPARATED  
CHILDREN

Youth organisations should designate a member of staff or volunteer within their organisation to take responsibility for supporting the integration of separated children. This person should be available to provide separated children with extra guidance, information or referrals to other services when required. His/her role could also include liaising with other agencies, supporting existing members in the transition to intercultural youth work and organising anti-racist and intercultural education. In developing this role, youth organisations should work in partnership with organisations representing or working with refugees and asylum-seekers. Appointing someone from the refugee community to undertake this work should be explored.

## Youth workers should increase their knowledge of the refugee determination process

Separated children may require additional support during the refugee determination process. Youth workers should therefore become acquainted with asylum procedures and how they impact on the young person.

<sup>27</sup> See chapter 2 for a more detailed discussion of this issue.

## Youth organisations should adapt their promotional literature

In adapting to the circumstances of separated children, youth organisations may need to modify the way in which they disseminate information. The inclusion of maps and translations in promotional literature can help overcome language and information barriers and assist separated children to access the organisation's activities.

## Youth organisations should provide separated children with space for unstructured leisure activities

As well as providing access to the normal range of structured, organised programmes, youth organisations should invite separated children to make use of their meeting rooms, cafés and other spaces where they can relax, meet with friends and engage in unstructured leisure activities. This could go some way towards relieving the stresses associated with their communal living arrangements.

## Youth workers should work to avoid the stigmatisation of separated children

**YOUTH WORKERS  
SHOULD RESIST THE  
TEMPTATION TO  
VIEW SEPARATED  
CHILDREN AS A  
"PROBLEM"**

Youth workers should deal sensitively with the integration of separated children. Their inclusion in youth work activities requires responding to their particular needs while also enabling them to participate without fear of "labelling" or stigmatisation.

Separated children and young people from the majority population should be allowed to get to know each other as individuals rather than as members of a particular group. Commonalities between them should be emphasised.

There should be no pressure placed on separated children to make unpleasant disclosures regarding their background, reasons for leaving their country of origin or details of their asylum application.

## Youth organisations should provide support to youth workers engaging with separated children

Working with separated children may present new challenges for youth workers. Youth organisations should ensure that youth workers are provided with adequate supervision, support and information on relevant referral services for separated children.

## Youth workers should recognise the positive contribution that separated children can make to Irish youth work

Youth workers should resist the temptation to view separated children as a “problem”. Although separated children may require access to additional guidance or emotional support, many of them have much to contribute to Irish youth work. Facilitating their integration into the youth work sector pushes out the boundaries of current youth work provision and creates opportunities for developing new forms of good practice.

### 5.2.2 Training and Education

## Youth organisations should provide anti-racist and intercultural training for staff, volunteers and management

Staff and volunteers at all levels within youth organisations should engage in anti-racist and intercultural training and education. This education should be integrated into generic youth work training programmes. Such training should:

- facilitate an exploration of youth workers’ own attitudes regarding racism, discrimination and interculturalism
- increase youth workers’ capacity to deal with such issues with the young people with whom they work
- enable youth workers to identify and address conscious and unconscious discriminatory practices within their organisation

## Youth organisations should provide training for youth workers on asylum issues

Youth workers should be provided with information and training on the rights of separated children in Ireland and on asylum determination procedures. They should also be made aware of services to which separated children can be referred if required.

## Youth organisations should provide anti-racist and intercultural education for all young people participating in their programmes

All young people participating in youth work should have access to anti-racist and intercultural education. The content of these programmes should be youth-centred and their methodologies tailored for a youth work context. Effective anti-racist education requires providing young people with opportunities to explore and develop any attitudinal changes which the initial programme may have triggered. Thus anti-racist and intercultural education should not be confined to once-off sessions.

## Youth organisations should integrate anti-racist training and education into their policies, practices and structures

Youth organisations should explore and identify how the participation of staff and volunteers in anti-racist and intercultural training will increase their overall competence in the area of intercultural youth work.

The impact and relevance of training should be evaluated and its integration into organisational policies and practices closely monitored. All staff and volunteers should have the opportunity to contribute to this process.

### 5.2.3 Funding and Resources

Additional, sustainable resources are essential to enable youth organisations to strengthen their current youth work provision and to adapt to the needs of separated children.

Increased funding is required to enable youth organisations to:

- employ additional staff to engage in outreach and preparatory work with separated children and to oversee their integration into youth work programmes
- undertake staff training and organisational development
- provide intercultural and anti-racist education for young people
- assist separated children in covering the cost of participating in youth work, e.g. transport expenses, sports equipment
- employ additional youth workers to relieve existing workloads.



THE IMPACT OF  
ANTI-RACIST  
TRAINING SHOULD BE  
EVALUATED AND ITS  
INTEGRATION INTO  
ORGANISATIONAL POLICIES AND  
PRACTICES CLOSELY  
MONITORED

### 5.2.4 Long-term strategies for developing a more inclusive youth sector

Facilitating the inclusion of separated children in youth work should be viewed in the context of a broader equality agenda within the youth work sector. Youth organisations should develop policies and practices which guarantee the right of all young people to access and participate fully in non-formal education regardless of ability, gender, class, ethnicity or membership of the Traveller community. The focus of the recommendations contained in this section has therefore been broadened to encompass other young people from ethnic minority groups currently excluded from youth work provision.

## Large youth organisations should play a lead role in promoting and supporting wider access to youth work among young people from ethnic minorities

The potentially pivotal role of large youth organisations in fostering and supporting inclusive youth work should be developed. Though they vary in size, structure and focus, these organisations are often nationally based and are already involved in the provision of support, training, information and financial assistance to affiliated youth clubs and services. This suggests that they are best placed to lead a co-ordinated sectoral response to inequalities in youth work provision.

Large youth work organisations should provide relevant training to affiliated organisations, lobby for increased funding for intercultural youth work, document and disseminate good intercultural youth work practice and assist youth organisations to implement other recommendations arising from the research.

## Youth work methodologies suitable for non-English speakers should be supported and developed

Many youth work methodologies are particularly suitable for working with young people who do not have high standards of English language competency. Methodologies which emphasise non-verbal communication and learning such as art, drama, dance and music have been successfully adapted for working with young people who are deaf, young people with reduced literacy skills and by Irish language youth organisations. Youth organisations should develop and adapt such approaches for use with young people with English language difficulties.

## Youth organisations should promote the involvement of people from ethnic minorities in youth work provision

Youth organisations should support people from ethnic minorities to participate in youth work provision as paid staff or volunteers. Involving them in the management of youth organisations should also be actively promoted. Increasing the participation of people from ethnic minority groups in youth work would assist young people from such communities to overcome language and cultural barriers. It would also represent a significant step towards validating cultural diversity within the youth work sector.

Youth organisations should provide support to ethnic minority organisations wishing to undertake youth work

Youth organisations should provide information, advice and support to those organisations representing ethnic minorities who wish to develop youth work with young people from their communities.

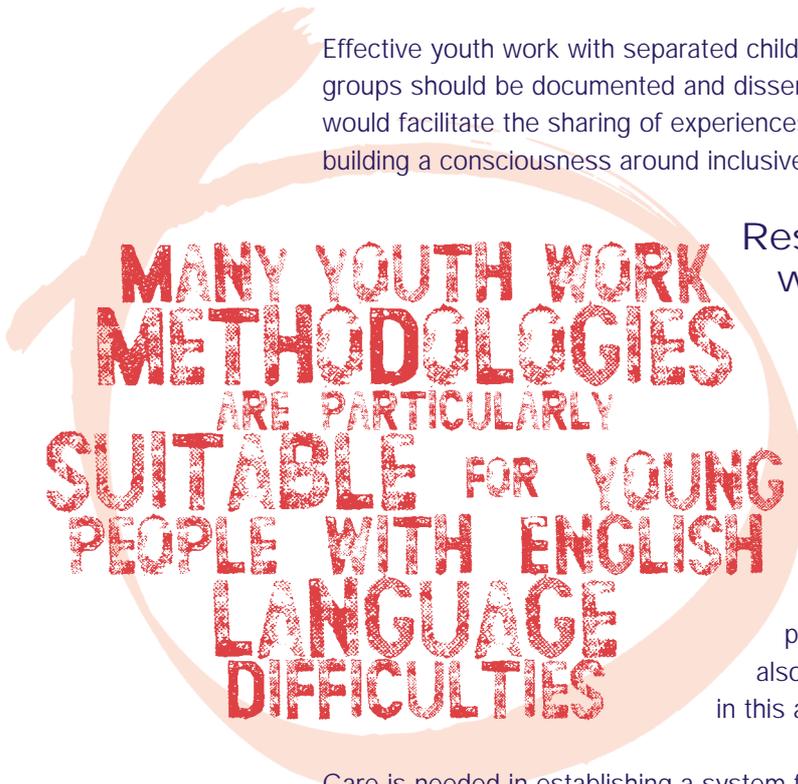
Youth organisations should document and disseminate examples of effective intercultural youth work practice

Effective youth work with separated children and other young people from ethnic minority groups should be documented and disseminated throughout the youth work sector. This would facilitate the sharing of experiences and expertise. It would also contribute to building a consciousness around inclusive youth work within the sector.

Research on access to youth work by young people from ethnic minority groups should be undertaken

There is a need for baseline data on the participation of young people from ethnic minorities in youth work. Such information is vital in order to begin monitoring their involvement in youth work and to develop programmes suitable to their needs. This would also assist youth organisations in evaluating progress in this area.

Care is needed in establishing a system for monitoring the participation of young people from ethnic minorities in youth work. Ethnic quality monitoring should be based on principles of self-identification and universal question, i.e. *all* young people should identify their ethnic background.



**MANY YOUTH WORK  
METHODOLOGIES  
ARE PARTICULARLY  
SUITABLE FOR YOUNG  
PEOPLE WITH ENGLISH  
LANGUAGE  
DIFFICULTIES**

## Data relating to ethnic minority groups should be disaggregated by age, gender and geographical location

Data pertaining to ethnic minority groups should be disaggregated by age, gender and geographical location. This would assist youth organisations in planning youth work programmes and monitoring the participation of young people from different ethnic minority groups in their programmes and services.

Data broken down on a regional and area-based basis would also provide youth organisations with crucial information to back-up funding applications to expand their current provision.

# Appendix 1

## Glossary of Key Terms

**Anti-racist education:** A model of education which works to challenge racist attitudes and behaviour, to promote interculturalism and to equip learners with the knowledge and skills to address racism.

**Asylum-seeker:** A person who seeks to be recognised as a refugee under the 1951 Geneva Convention and the 1967 Protocol (incorporated into Irish law under the Refugee Act, 1996). An asylum-seeker has a legal right to remain in the State while his/her application is being processed.

**Direct provision:** A policy whereby asylum-seekers are provided with full board and accommodation in hostels and guesthouses in addition to a reduced weekly Supplementary Welfare Allowance of €19.05 per adult and €9.52 per child.

**Ethnic group:** A group of people sharing a collective identity based on a sense of common ancestry, culture, history, tradition, language, geographical origin or religion.

**Integration:** The ability to participate to the extent that a person needs and wishes in all the major components of society without having to relinquish his or her own cultural identity.

**Interculturalism:** An approach which celebrates difference and diversity and which recognises that racism has to be addressed in order to create a more inclusive society. An intercultural approach is underpinned by principles of equality and promotes policies which facilitate interaction, collaboration and exchange between people of different cultures, ethnicity or religion. The concept of interculturalism has replaced earlier concepts of assimilation and multiculturalism.

**Intercultural education:** A model of education which promotes an appreciation of participants' own identity and of cultural difference and diversity. It also highlights similarities between cultures. Intercultural education seeks to develop the learners' capacity to recognise and challenge stereotypes, prejudices, racism and inequality.

**Intercultural youth work:** A model of youth work informed by the principle that all young people regardless of ethnicity, culture, gender or class should have access to youth work. Intercultural youth work recognises that the power relations between different cultures can affect young people's interaction. It works to validate the cultural identity of all participants within the educational process and to promote positive communication between young people from different cultures.

**Majority population:** The largest ethnic group in the State.

**New minority communities:** People from EU countries living in Ireland, people from outside the European Economic Area (EEA) on work permits and work visas and those who are seeking or have been granted asylum in this country.

**Racism:** A specific form of discrimination based on colour, religion, culture, national or ethnic origin. Racism is grounded in the belief that some "races" are superior to others. Racism can be either conscious or unconscious and can manifest itself at an individual, institutional or cultural level.

**Refugee:** The 1951 Geneva Convention and the 1996 Refugee Act define a refugee as: "A person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable, or owing to such fear, is unwilling to avail himself or herself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."

**Separated child:** A child or young person under eighteen years of age who is outside their country of origin and separated from both parents, or legal or customary primary caregiver.

**Youth work:** 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. It is complementary to their formal, academic or vocational education or training and is provided primarily by voluntary youth work organisations.

**Youth work sector:** The range of organisations, groups, and personnel at a local, regional and national level who undertake and contribute to the provision of youth work.

# Appendix 2

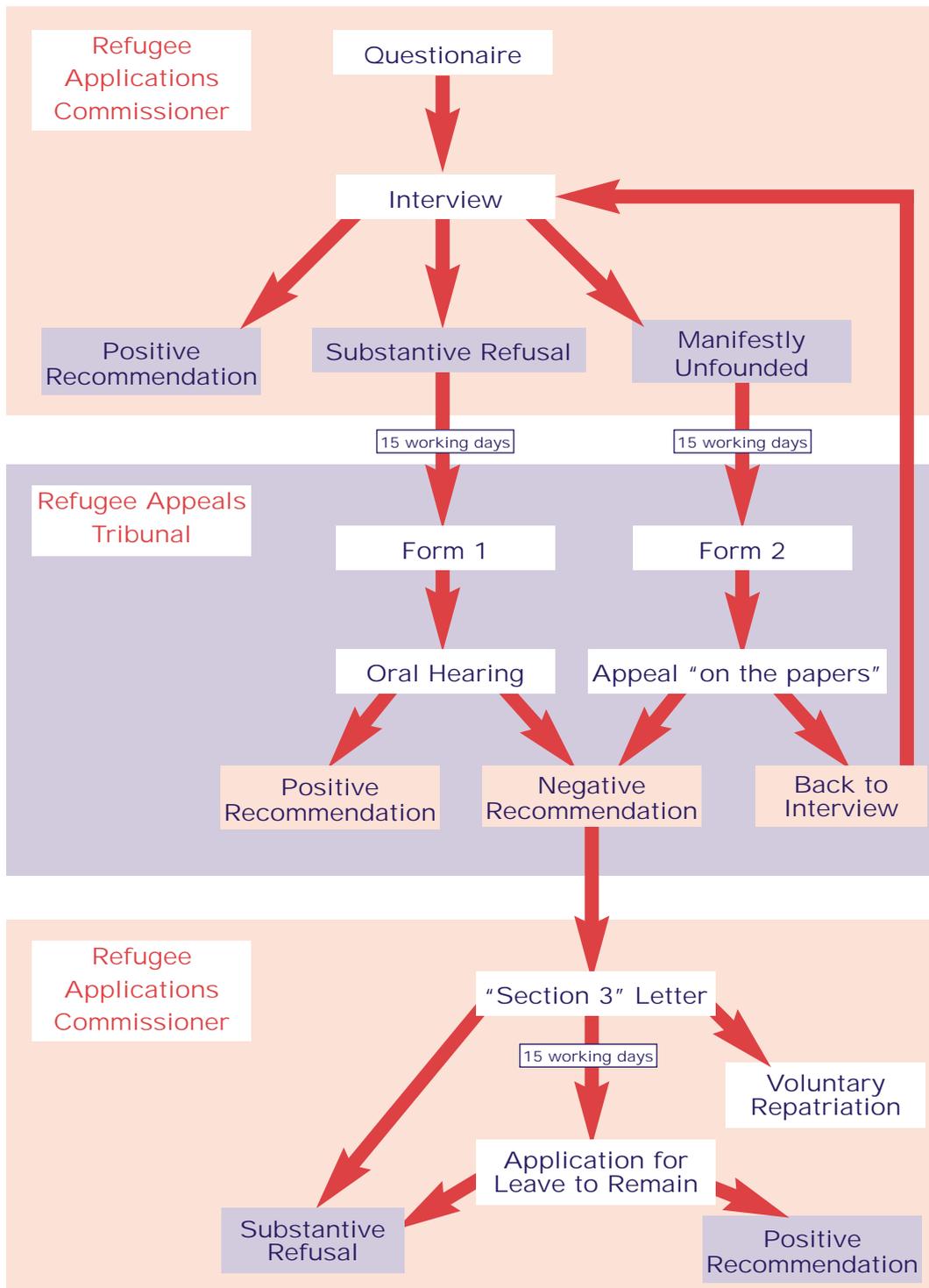
## Asylum Applications from Separated Children by Country of Origin and Gender (1998-2002) <sup>28</sup>

Country of Origin	Male	Female	Total
Cameroon	17	13	30
DR Congo	16	21	37
Ghana	15	17	32
Moldova	39	12	51
Nigeria	304	236	540
Romania	63	31	94
Sierra Leone	51	17	68
Zimbabwe	15	10	25
Others	242	94	336
Total	762	451	1,213

<sup>28</sup>Department of Justice, Equality and Law Reform

# Appendix 3

## Irish Asylum Procedures



# Appendix 4

## Useful Links and Contacts

### Youth Work Organisations

Many of the following organisations have affiliated member organisations engaged in the provision of youth work at a local level.

Name of Organisation	Telephone	Email	Web address
An Óige - Irish Youth Hostel Association	01 8304555	mailbox@anoige.ie	www.irelandyha.org
Catholic Guides of Ireland	01 6619566	nat.office@girlguidesireland.ie	www.girlguidesireland.ie
Catholic Youth Care	01 872 5055	info@cyc.ie	www.cyc.ie
Church of Ireland Youth Department	028 90472744	admin@ciyd.org	www.ciyd.org
City of Dublin Youth Services Board	01 668 3198	info@cdysb.cdvec.ie	www.cdvec.ie
Confederation of Peace Corps	01 4964399	peacecor@iol.ie	homepage.eircom.net/~peacecorps
D.Y.C.W. – The Methodist Church of Ireland	048 90327191	dycw@irishmethodist.org	www.irishmethodist.org/dycw
Enable Ireland	01 2695355	info@enableireland.ie	www.enableireland.ie
Environmental Conservation Organisation	01 662 5491/3	ecounesco@eircom.net	-
Experiment in International Living	021 4551535	info@eilireland.org	www.eilireland.org
Foróige	01 4501122	foroige@eircom.net	www.foroige.ie
The Girls' Brigade Ireland	01 8365488	gbireIreland@gofree.indigo.ie	http://gofree.indigo.ie/~gbireIreland
Girls Friendly Society	01 6603754	-	-
Glencree Youth Group	01 2829711	info@glencree-cfr.ie	www.glencree-cfr.ie
IntroArt	01 8727930	quigley@connect.ie	-
Irish Girl Guides	01 6683898	trefoil@igg.iol.ie	www.irishgirlguides.ie
Irish Red Cross Youth	01 6765135/6/7	redcross@iol.ie	www.redcross.ie
Irish Wheelchair Association	01 8186400	eyouth@iwa.ie	-
Macra na Feirme	01 4508000	macra@macra.ie	http://www.macra.ie
National Association for Youth Drama	01 8781301	nayd@indigo.ie	www.youthdrama.ie

## Youth Work Organisations continued

Name of Organisation	Telephone	Email	Web address
National Committee for Diocesan Youth Directors	049 4330644	kearnsgerry@hotmail.com	–
National Community Games	01 4544424	info@communitygames.ie	www.communitygames.ie
National Youth Council of Ireland	01 4784122	info@nyci.ie	www.youth.ie
National Youth Federation	01 8729933	info@nyf.ie	www.nyf.ie
No Name Clubs	056 7762202	–	–
Ógra Chorca	021 4502112	ograchorcaitd@eircom.net	www.ograchorcai.org
Order of Malta Cadets	01 6684891	cadets@orderofmalta.ie	www.orderofmalta.ie
Pavee Point Youth Work Programme	01 8780255	pavee@iol.ie	www.paveepoint.ie
Presbyterian Youth Committee	01 6280393	nexusirl@iol.ie	–
Scouting Ireland - CSI	01 4956300	reception@scoutingirelandcsi.com	www.scoutingireland.com
Scouting Ireland - SAI	01 4966205	hq@scouts.ie	www.scouts.ie
SVP Youth Clubs Council	01 4540319	mairead@svpd.ie	–
Travellers' Youth Service	01 4546488	youth@exchangehouse.ie	www.exchangehouse.ie
Voluntary Service International	01 8551011	vsi@iol.ie	www.iol.ie/~vsi
Youth Action Against Racism and Discrimination	01 4784122	yard@nyci.ie	www.youth.ie/programmes/yard.html
YMCA Ireland	048 90 327757	admin@ymca-ireland.org	–
Young Christian Workers	01 878 0291	ycw@iol.ie ycweast@eircom.net	www.iol.ie/~ycw
YWCA of Ireland	01 2761648	ywca@indigo.ie	–

## Youth Information Centres

<p>Ennis Youth Information Bureau Carmody Street, Ennis, Co. Clare. Tel: (065) 682 4137 Fax: (065) 682 9416 E-Mail: yicennis@tinet.ie</p>	<p>Dun Laoghaire Youth Information Centre Marine Road, Dun Laoghaire. Tel: (01) 280 9363 Fax: (01) 280 0386 E-Mail: yicdlys@iol.ie</p>
<p>Galway Youth Information Centre St. Augustine Street, Galway. Tel: (091) 56 24 34 Fax: (091) 56 33 21 E-Mail: yicgalway@esatclear.ie</p>	<p>Roscommon Youth Information Centre Castle Street, Roscommon. Tel: (0903) 2 53 95 Fax: (0903) 2 73 98 E-Mail: yicrosc@tinet.ie</p>
<p>Cork Youth Information Centre YMCA, 11/12 Marlboro Street, Cork. Tel: (021) 27 01 87 Fax: (021) 27 47 26 E-Mail: yiccork@iol.ie</p>	<p>Tallaght Youth Information Centre Main Road, Tallaght. Tel: (01) 451 6322 Fax: (01) 451 6949 E-Mail: yictall@iol.ie</p>
<p>Killarney Youth Information Centre 72 New Street, Killarney. Tel: (064) 3 17 48 Fax: (064) 3 67 70 E-Mail: yickillar@tinet.ie</p>	<p>Sligo Youth Information Centre 5A, Market Street, Sligo. Tel: (071) 4 41 50 Fax: (071) 4 55 78 E-Mail: yicsligo@tinet.ie</p>
<p>West Cork Youth Information Centre North Main Street, Bandon, Co. Cork. Tel: (023) 44 00 9 Fax: (023) 44 11 2 E-Mail: yicwcork@indigo.ie</p>	<p>Dublin Corporation Public Libraries Community &amp; Youth Information Centre Sackville Place, Dublin 1. Tel: (01) 878 6844 Fax: (01) 878 6610 E-Mail: cyicinfo@iol.ie</p>
<p>Listowel Youth Information Centre Church Street, Listowel. Tel: (068) 2 37 44 Fax:(068) 2 32 06</p>	<p>Carrick-on-Suir Youth Information Centre New Street, Carrick-on-Suir. Tel: (051) 64 19 46</p>
<p>Donegal Youth Information Centre Upper Main Street, Donegal Town, Co. Donegal. Tel: (073) 2 30 29 Fax: (073) 2 30 50 E-mail: yicforoigedonegal@tinet.ie</p>	<p>Ballinasloe Youth Information Centre Town Hall, Society Street, Ballinasloe. Tel: (0905) 44 1 44 Fax: (0905) 44 7 82 E-Mail: yicbsloe@tinet.ie</p>
<p>Tralee Youth Information Centre Denny Street, Tralee. Tel: (066) 712 1674 Fax: (066) 712 8966 E-Mail: yictral@tinet.ie</p>	<p>Clonmel Youth Information Centre 12 Upr. Irishtown, Clonmel. Tel: (052) 2 55 18</p>
<p>Letterkenny Youth Information Centre 108 Lower Main St., Letterkenny, Co. Donegal. Tel: (074) 2 96 40 Fax: (074) 2 76 12 E-mail: yicletterkenny@tinet.ie</p>	<p>Thurles Youth Information Centre Croke Street, Thurles. Tel: (0504) 2 37 42 Fax: (0504) 2 38 54 E-Mail: thurlyic@iol.ie</p>
<p>Naas Youth Information Centre Basin Street, Naas. Tel: (045) 89 78 93 Fax: (045) 89 79 66 E-Mail: yicnaas@iol.ie</p>	<p>Waterford Youth Information Centre 130 The Quay, Waterford. Tel: (051) 87 73 28 Fax: (051) 87 19 34 E-Mail: wyic@iol.ie</p>
<p>Blanchardstown Youth Information Centre, Main Street, Blanchardstown. Tel: (01) 821 2077 Fax: (01) 821 1144 E-Mail: yicblanc@iol.ie</p>	<p>Tipperary Youth Information Centre O'Brien Street, Tipperary. Tel: (062) 5 26 04 Fax: (062) 3 34 06 E-Mail: tippyic@iol.ie</p>
<p>Kilkenny Youth Information Centre New Street, Kilkenny. Tel: (056) 6 12 00 Fax: (056) 5 23 85 E-Mail: oys@iol.ie</p>	<p>Dungarvan Youth Information Centre St. Augustines Street, Dungarvan. Tel: (058) 4 16 98</p>
<p>Clondalkin Youth Information Centre Monastery Road, Clondalkin. Tel: (01) 459 4666 Fax: (01) 459 3523 E-Mail: yicclond@iol.ie</p>	<p>Wexford Youth Information Centre South Main Street, Wexford. Tel: (053) 2 32 62 Fax: (053) 2 38 80 E-Mail: yicwex@tinet.ie</p>
<p>Limerick Youth Information Bureau 35 O'Connell Street, Limerick. Tel: (061) 416 963 Fax: (061) 416 234 E-Mail: yiclimer@tinet.ie</p>	<p>Bray Youth Information Centre Florence Road, Bray. Tel: (01) 282 8324 Fax: (01) 282 8324 E-Mail: yicbray@iol.ie</p>

## Organisations Working with Separated children

<p>City of Dublin VEC Adult Learning Centre 1 Parnell Square Dublin 1 Tel: 01 8786662 Email: <a href="mailto:jessica.wanzenbock@cdysb.cdvec">jessica.wanzenbock@cdysb.cdvec</a> Contact: Jessica Wanzenböck, Separated Children's Programme Co-ordinator</p>	<p>Social Work Team for Separated Children Seeking Asylum Baggot Street Community Hospital 18 Upper Baggot Street Dublin 4 Tel: 01 6681577</p>
<p>Nigerian Support Group c/o Cómhlámh 10 Upper Camden Street Dublin 2 Tel: 01 4783490 Email: <a href="mailto:anasi@eircom.net">anasi@eircom.net</a></p>	<p>Dun Laoghaire Refugee Project The Haven Croswaite Park South Dun Laoghaire Co Dublin Email: <a href="mailto:dunlaoghairerefugee@ireland.com">dunlaoghairerefugee@ireland.com</a> Contact: Mary King/Joan Dobbyn</p>
<p>Crosscare Aftercare Support Unit 64 Eccles St Dublin 1 Tel: 01 8304353 Email: <a href="mailto:ladsaftercare@eircom.net">ladsaftercare@eircom.net</a> Contact: Evelyn Ward</p>	<p>Southside Partnerships Unite Project 24 Adelaide Street Dun Laoghaire Co. Dublin Tel: 01 2301011 Email: <a href="mailto:info@sspship.ie">info@sspship.ie</a></p>
<p>Psychology Service for Refugees and Asylum- seekers Psychology Department St. Brendan's Hospital Rathdown Road Dublin 7 Tel: 01 8680166 Contact: Jennifer Rylands</p>	<p>Spiratan Asylum Services Initiative (SPIRASI) 213 North Circular Road Phibsboro Dublin 7 Tel: 01 8389664/8683504 Email: <a href="mailto:spiro@indigo.ie">spiro@indigo.ie</a></p>
<p>Refugee Legal Service - Separated Children Unit 48/49 North Brunswick St Smithfield Dublin 7 Freephone: 1800 23 83 43 01 6469600/6469724 Email: <a href="mailto:rls@oceanfree.net">rls@oceanfree.net</a> Contact: Gerry Finn</p>	<p>Irish Refugee Council 40 Lower Dominic Street Dublin 1 Tel: 01 8730042 Email: <a href="mailto:refugee@iol.ie">refugee@iol.ie</a> Contact: James Stapleton</p>
<p>Doras Luimní Mount St Alphonsus South Circular Road Limerick Tel: 061 310328 Email: <a href="mailto:dorasluimni@eircom.net">dorasluimni@eircom.net</a></p>	<p>Vincentian Refugee Centre St. Peter's Church Phibsboro Dublin 7 Tel: 01 8102580 Email: <a href="mailto:refugeecentrephibsboro@eircom.net">refugeecentrephibsboro@eircom.net</a> Contact: Sr Breege Keenan</p>

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