

YPAR | Young People at Risk
Dublin North Inner City

Creating a place of hope, where young people's dreams are realised

Foreign National Young People at Risk Group



Report and Recommendations of the Seminar held in

Clonliffe College, Dublin 3

20th January 2012

Contact Details:

YPAR (Young People At Risk) North Inner City
Ballybough Community Centre
Ballybough Road
Dublin 3

Tel: 01-8194779

E-Mail: infoypar@gmail.com

Web: www.ypar.ie

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We would like also thank the members of the FNYPAR Working Group that give so generously of their time Fergus McCabe (NYP2), Ciara Cunningham (SWAN Youth Services), Paul Flynn (Crosscare), Michael Kilbride (St Joseph’s Secondary School), Majella McEvoy (Marino Secondary School) Sheila O Sullivan (Rosminni Secondary School), David Little (HSE Community Worker), Andrew Sexton (VEC) and Anne Walsh (NYCI). Also, the YPAR Staff Mary Meehan, Frank Mulville and Patrick Gates

Lastly FNYPAR would also especially like to acknowledge the active participation of the young people who attended and without whom the day would not have been successful. The contributions and presentations by the young people show the valuable contribution that they make to Irish society and highlight the need for society in general and government in particular to respond in a positive way to address the needs of this group and enable them to further contribute to building a mature and inclusive society in which diversity and difference of all young people living in Ireland is embraced and valued equally.



Foreword: The Context of the FNYPAR Seminar

The Young People at Risk (YPAR) Initiative was set up in 2004 to try to co-ordinate and integrate services dealing with children and young people at risk in the North East Inner City of Dublin. Its goal is to establish appropriate mechanisms and structures to produce better outcomes (see Appendix II).

The Foreign National Young People's group (FNYPAR) is a sub-group of YPAR and it aims to develop a co-ordinated and integrated approach by statutory and community/voluntary organisations to addressing the needs of young people from different parts of the world who are now resident in Ireland. The group consists of Home School Liaison officers, child care and project workers, policy makers, community workers, youth workers, NGO representatives and civil servants, etc. All of which are involved on a regular basis with foreign national young people.

Over the last few years the group has organised a number of seminars involving key statutory and community/voluntary organisations including foreign national young people themselves. This conference is a follow up to a similar conference in 2008 in which the participants identified a broad range of inter-agency actions and recommendations to help address the needs of foreign national young people living in Ireland. FNYPAR has continued to monitor progress, or lack of it, in relation to these and has been in ongoing liaison with the key state agencies and all the main political parties re developments.

The aims of the 2012 seminar were to

- Review progress on recommendations from our previous seminars
- Focus on the key issues of Health, Education and Justice, to explore these issues for foreign national and minority ethnic young people
- Examine current social policies and practices for international and minority ethnic young people to identify what works well, what does not work well and agree priority actions to bring about improvement in service provision.

The prioritised recommendations emerging from conference workshops are presented in this report. These recommendations will complement the needs and recommendations already identified through on-going work and consultation with local youth programmes and residential programmes and seminars. Together these recommendations will form the basis for future priority actions of the FNYPAR working group.

Yours sincerely

Fergus McCabe
(Chair FNYPAR)

Report of Foreign National Young People at Risk Seminar

The third YPAR Foreign National Young People at Risk Seminar (FNYPAR) took place on the 20th January 2012 in Clonliffe College. The aims of the seminar were to review progress on recommendations from our previous seminars, Focus on the key issues of Health, Education and Justice, to explore these issues for foreign national and minority ethnic young people, examine current social policies and practices for international and minority ethnic young people to identify what works well, what does not work well and agree priority actions to bring about improvement in service provision.

**Welcome
Margaret Hayes
(Chairperson YPAR)**



On behalf of the Steering Committee of the Young People At Risk or YPAR initiative I wish to welcome you to this conference today and in particular Minister for Children and Youth Affairs, Ms Frances Fitzgerald TD.

The Foreign National Young People At Risk group is part of the wider initiative that is YPAR, the Young People At Risk initiative. YPAR was established in 2004 to look at how those working with young people at risk in the north east inner city could be encouraged and supported to work in a more collaborative and integrated way. The aim of which was to enhance the benefit young people at risk in the area gained from the work of these organisations. By working together in an increased collaborative and integrated way they also increase the potential for their work to be much more successful. This way of working will not only enhance the lives of young people and their families but will lead to improved efficiency and also will ensure that the work of the organisations involved both statutory and community increases outcomes and therefore are better value for money.

It is safe to say that over the past number of years YPAR has had a positive and transforming impact on the lives of many young people and their families within this area. This has been achieved not only through the implementation of the protocol system of collaboration but also by other initiatives including the work of the YPAR working groups and the Strengthening Families programme, a second of which is in the process of being put in place. However, despite this work there remain many obstacles and barriers to overcome especially including those that are institutional in nature before full collaboration and integration is in place. YPAR will continue to work towards this goal in the future provided that resources together with continued commitment to the achieving it continues.

I would like to acknowledge the hard work of the Foreign National Young People At Risk group in organising today's Conference wish them every success with this event.

Introduction
Fergus McCabe
(Chairperson FNYPAR)



Good morning everybody and welcome to this the third seminar organised by the FNYPAR group. I would like to extend a really warm welcome to all who have come here today and especially to those young people who have come and also to Minister Frances Fitzgerald.

There have been huge changes in Ireland in recent years with increases into Ireland and our own area here in the north inner city of refugees and asylum seekers, unaccompanied young people, EU citizens and economic migrants. Although perhaps there has been a slight decrease in the numbers in recent times due to the current economic crises.

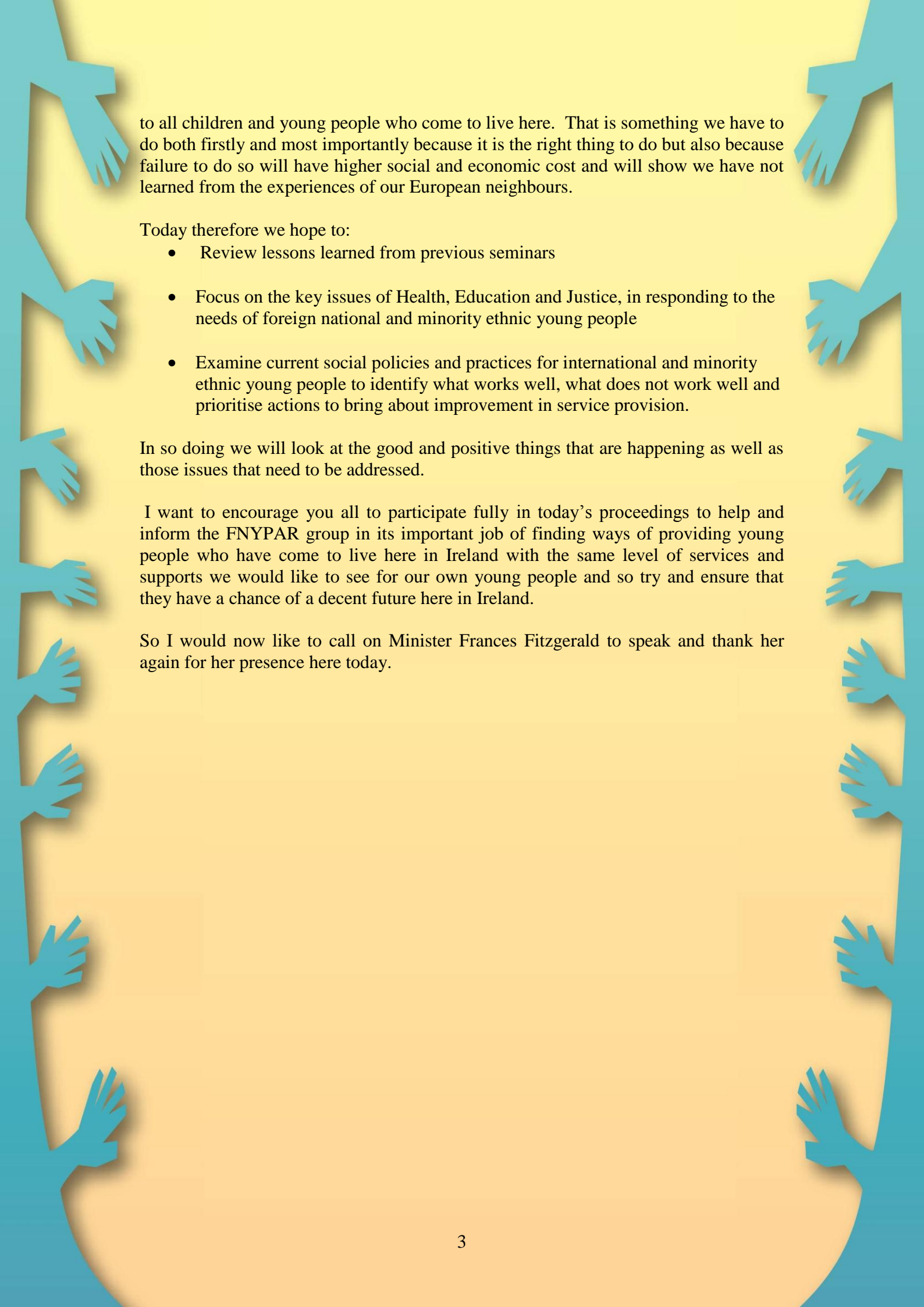
As we have seen from other countries there have been difficulties in managing this change. It is the hope of the Foreign National Young People at Risk¹ group (FNYPAR) that Ireland can learn by the mistakes of others and develop a positive and humane response to address the needs for FNYP in a fair and integrated way. FNYP are an asset to our communities and we need to acknowledge their contribution.

As Margaret has mentioned earlier the Foreign National Young People at Risk group is a sub-group of the Young People At Risk initiative in the north inner city and it aims to develop a co-ordinated and integrated approach by statutory and community voluntary organisations to addressing the needs of young people from different parts of the world who are now resident in Ireland. The group consists of people such as youth workers, teachers, and home-school liaison officers and others who are involved on a regular basis with foreign national young people.

I am glad to be able to say that our approach has been supported by all the political parties many of who are participating in today's seminar and has also generally been endorsed by the key statutory agencies also contributing today.

FNYPAR, is wholeheartedly committed to doing our best to ensure that all young people from wherever they come are treated equally while they are in Ireland. The underlying message of this seminar is; "*Give foreign national young people a decent future in Ireland*" For us in FNYPAR the words "*Cherish all the children of the nation equally*" articulated by the founders of this state now *must*, not should, apply

¹ The term 'foreign national', though limited, will be used throughout the document to include all young people either unaccompanied and/or seeking asylum or who are any other nationality, whether EU or non-EU, or are members of a minority ethnic group now resident in Ireland.



to all children and young people who come to live here. That is something we have to do both firstly and most importantly because it is the right thing to do but also because failure to do so will have higher social and economic cost and will show we have not learned from the experiences of our European neighbours.

Today therefore we hope to:

- Review lessons learned from previous seminars
- Focus on the key issues of Health, Education and Justice, in responding to the needs of foreign national and minority ethnic young people
- Examine current social policies and practices for international and minority ethnic young people to identify what works well, what does not work well and prioritise actions to bring about improvement in service provision.

In so doing we will look at the good and positive things that are happening as well as those issues that need to be addressed.

I want to encourage you all to participate fully in today's proceedings to help and inform the FNYPAR group in its important job of finding ways of providing young people who have come to live here in Ireland with the same level of services and supports we would like to see for our own young people and so try and ensure that they have a chance of a decent future here in Ireland.

So I would now like to call on Minister Frances Fitzgerald to speak and thank her again for her presence here today.

Minister's Address

Frances Fitzgerald TD.
Minister for Children and Youth Affairs



Thank you Fergus, I have to say I have been a great admirer of the work of Fergus for many years.

I am delighted to be here with you this morning to officially open the YPAR Foreign National Young People at Risk Conference. I also welcome the diversity of cultural experiences in the room. It gives me an opportunity to thank all of you involved for the valuable contribution you have made over the years in the North Inner City area of Dublin and I hope that today's conference will help further that work. I see that you have a very full and impressive programme of speakers, activities, workshops and discussions for the day and I hope that you will have a very successful event.

Let me begin by commending on the work being done by YPAR (Young People at Risk)


YPAR represents something which, as Minister for Children & Youth Affairs, I want to see more of – put simply, that is interagency action in the community, for the community.

So I further wish to commend all the various bodies and agencies and in particular those frontline practitioners who are working together to deliver much needed integrated services to young people at risk and their families in the North East Inner City area of Dublin.

I know this includes partners from Schools, Probation Services, Gardaí, the HSE, City of Dublin Youth Service Board, Local Community Childcare and a number of voluntary and community groups and youth projects in the area.

The YPAR initiative has been the result of local endeavours to integrate services for children and young people “at risk” due to a number of factors such as early school leaving, mental health, anti- social behaviour and involvement in crime, substance misuse and severe personal, family and social problems.

All of these issues are very real. They affect so many young people. Indeed the interplay of these factors have often combined to destroy the lives of too many vulnerable young people - young people who were let down by the state and the myriad of services which existed to intervene, but didn't, or at least not adequately or collaboratively.



For far too long these issues affecting young people at risk have not received the focus they deserve. But as Ireland's first-ever senior Minister for Children & Youth Affairs, I am working to right this wrong.

I am committed to building a new architecture for Child & Family Services in Ireland; to be delivered by a dedicated new Child & Family Support Agency.

But setting-up a new agency on its own would be futile unless at its heart there is a clear vision and firm commitment to new and innovative ways of working:

- A commitment to real interagency collaboration and shared multi-disciplinary practice;
- A commitment to early-intervention and prevention services;
- A commitment to effective family support services;
- A commitment to working with proven voluntary service providers to deliver these services in the community.

These are my commitments....

But I don't think I need to explain such concepts to you, because it seems very clear that YPAR is already streets ahead.

And again that's why I'm so happy to be here today, to join you as you consider Inter-Agency Strategies for working with Foreign National Young People at Risk.

As Minister for Children and Youth Affairs, I am constantly heartened at how children and young people are leading the way in promoting integration and interculturalism in our communities; in our schools; in our youth clubs and in our local sports clubs.

I acknowledge that immigration creates opportunities for the country; diversity, talents, skills and understandings. On the other hand, I realise, like you do, that foreign national and ethnic minority young people have specific additional problems that need to be addressed. These include bullying, discrimination and racist attacks, accommodation problems, and cultural mediation and language problems in dealing with State Agencies.

Your commitment to responding to these problems is very welcome and I am very impressed with the approach you are taking with a specific working group bringing local organisations and agencies together to identify current and emerging issues and needs for foreign national young people living in the North Inner City and to further identify responses to these needs.

Some of the issues that have emerged from the working group include the setting up of an International Youth Club on Saturday mornings, intercultural training in schools to combat racism and bullying, referring and connecting young people and their families into specific local services such as health, youth activities, childcare and education, the provision of aftercare services to foreign national young people living in poor private rented accommodation or hostels and the provision of outreach youth workers to help support Foreign National young people's participation in evening and week-end youth activities.

I wish to express my sincere thanks to YPAR and to everyone involved for your unstinting work, commitment and dedication.

I hope you enjoy today's conference and it only remains for me to wish you all the very best for the future.

Fergus on behalf of the YPAR Foreign National Group thanked the Minister who decided to stay to listen to the presentations on Health, Justice and Education.

This brought the opening session to a close.



Presentations

The FNYPAR group decided that the presentation would focus on Health, Education and Justice. This would involve speakers on each of these topics from senior statutory managers, a local community practitioner and the experiences of young foreign national speakers.

Health

(Chairperson: Mary Lou McDonald TD)

A HSE Perspective

Aidan Waterston

(National Specialist Children and Family Services, HSE)



Minister, Chairperson, Public Representatives, colleagues, friends, it is an honour and a privilege to be invited again to speak at this Conference which is addressing the key issues of Health, Education and Justice for Separated Children Seeking Asylum. These children and young people are perhaps the most vulnerable of the 6,000 children in the Care of the HSE.

Context

Since the last occasion on which I spoke at this Conference in October 2008, it is fair to say that the world has changed considerably. Certainly the world as everyone who works in social service organisations is experiencing this change.

We are being presented with many challenges as we plan and deliver Children and Family Services in the Health Service Executive in 2012. However, it is also true that this current period of austerity and reducing budgets is providing an opportunity to reconsider policies and practices which have been in place for some time. It is also providing an environment in which positive change and development of services for vulnerable children and families may be easier to achieve.

Children and Family Services

When I last spoke at this Conference in 2008 I spoke about how HSE services for children and families were going through a process of change and development. How we were coming to the end of an era where child protection concerns had dominated the agenda for statutory service providers in Ireland and abroad and how we were now focusing on the need to constructively address child and family needs through the provision of comprehensive family support services.

I also spoke about a commitment;

- to providing services that are evidence based and focus on better outcomes;
- to providing services that focus on the whole child

- to providing services that are more effective because they are coordinated and integrated.

I did not anticipate in 2008 the progress that is now being made in achieving these commitments, with the significant developments (to which Minister Fitzgerald has referred) that are currently in train in Children and Family Services.

In this regard

- We now have for the first time a Minister for Children and Youth Affairs who represents the needs of all children in Ireland at the Cabinet table and heads up the new Department of Children and Youth Affairs.
- We now have for the first time a National Director for Children and Family Services, Gordon Jeyes who is a member of the senior management team in the HSE,
- Plans are well advanced for the establishment of a new separate Agency for Children and Family Services.

A significant process of change is now in place for Children and Family Services. The main achievements in 2011 have been

- greater involvement of key members of the voluntary and community sector in an agreed Programme of Change which has been welcomed as bringing clarity of purpose, vision and challenge in the development of services;
- Significant performance improvement in certain key elements of statutory services, for example in the allocation of social workers to children in care and the production of Care plans;
- A focus on the voice of children;
- A focus on standardisation in practice with universal acceptance of the re-issued Children First supported by a welcomed Child Protection and Welfare handbook .

Role of the Health Service Executive

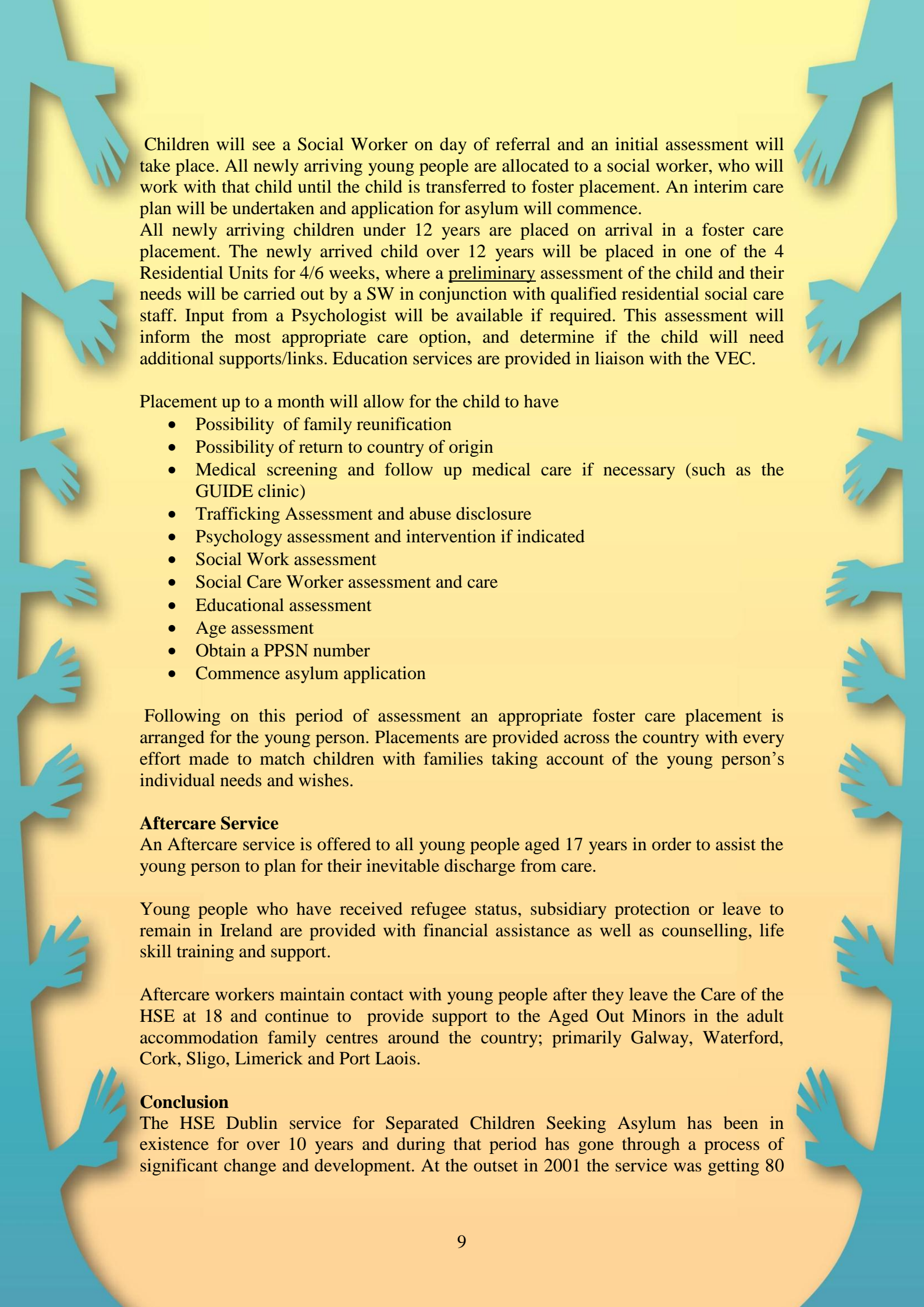
So, in the context of this whole process of change what are the current issues for our services for Separated Children Seeking Asylum?

I reported here in 2008 that the HSE was developing a National Operational Policy for Separated Children Seeking Asylum with the aim of the policy being to achieve equity and equality of services afforded to separated children seeking asylum vis-à-vis indigenous or resident children, and to ensure there is no differentiation of care provision, care practices, care priorities or standards.

I am pleased to report that the Equity of Care policy was developed and has been fully implemented. The use of Hostels has ceased and the service is now based on family placements in foster care. It is a child centred service which focuses on the whole child to ensure the best outcomes for each young person according to their individual needs and wishes.

Intake and assessment service

Children are referred to the SCSA service in Dublin by the Office of the Refugee Applications Commissioner (ORAC) and by the Garda National Immigration Bureau (GNIB) at the ports. Those children who are not reunited with family are received into the Care of HSE, either on a voluntary basis or through a Court process, under the Child Care Act 1991.

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Children will see a Social Worker on day of referral and an initial assessment will take place. All newly arriving young people are allocated to a social worker, who will work with that child until the child is transferred to foster placement. An interim care plan will be undertaken and application for asylum will commence.

All newly arriving children under 12 years are placed on arrival in a foster care placement. The newly arrived child over 12 years will be placed in one of the 4 Residential Units for 4/6 weeks, where a preliminary assessment of the child and their needs will be carried out by a SW in conjunction with qualified residential social care staff. Input from a Psychologist will be available if required. This assessment will inform the most appropriate care option, and determine if the child will need additional supports/links. Education services are provided in liaison with the VEC.

Placement up to a month will allow for the child to have

- Possibility of family reunification
- Possibility of return to country of origin
- Medical screening and follow up medical care if necessary (such as the GUIDE clinic)
- Trafficking Assessment and abuse disclosure
- Psychology assessment and intervention if indicated
- Social Work assessment
- Social Care Worker assessment and care
- Educational assessment
- Age assessment
- Obtain a PPSN number
- Commence asylum application

Following on this period of assessment an appropriate foster care placement is arranged for the young person. Placements are provided across the country with every effort made to match children with families taking account of the young person's individual needs and wishes.

Aftercare Service

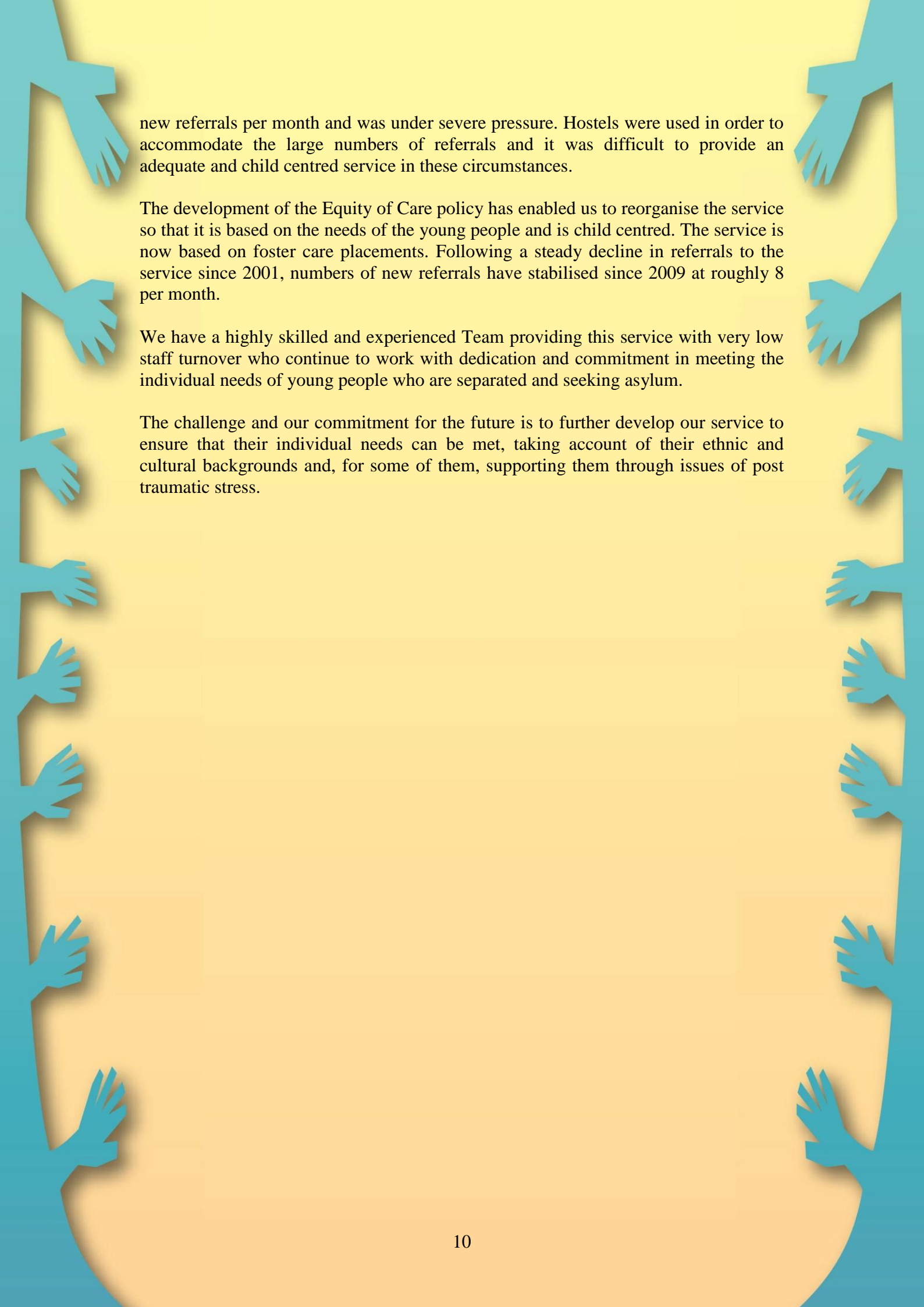
An Aftercare service is offered to all young people aged 17 years in order to assist the young person to plan for their inevitable discharge from care.

Young people who have received refugee status, subsidiary protection or leave to remain in Ireland are provided with financial assistance as well as counselling, life skill training and support.

Aftercare workers maintain contact with young people after they leave the Care of the HSE at 18 and continue to provide support to the Aged Out Minors in the adult accommodation family centres around the country; primarily Galway, Waterford, Cork, Sligo, Limerick and Port Laois.

Conclusion

The HSE Dublin service for Separated Children Seeking Asylum has been in existence for over 10 years and during that period has gone through a process of significant change and development. At the outset in 2001 the service was getting 80

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new referrals per month and was under severe pressure. Hostels were used in order to accommodate the large numbers of referrals and it was difficult to provide an adequate and child centred service in these circumstances.

The development of the Equity of Care policy has enabled us to reorganise the service so that it is based on the needs of the young people and is child centred. The service is now based on foster care placements. Following a steady decline in referrals to the service since 2001, numbers of new referrals have stabilised since 2009 at roughly 8 per month.

We have a highly skilled and experienced Team providing this service with very low staff turnover who continue to work with dedication and commitment in meeting the individual needs of young people who are separated and seeking asylum.

The challenge and our commitment for the future is to further develop our service to ensure that their individual needs can be met, taking account of their ethnic and cultural backgrounds and, for some of them, supporting them through issues of post traumatic stress.

A Community/Voluntary Health Perspective

Paul Flynn
(Crosscare Young Adult Support Services and FNYPAR)



Crosscare is the social care agency of the Dublin Catholic Archdiocese and has worked with young people in care and after care for over 25 years. Separated children who turn 18 they are being moved out of the care of the Health Service Executive (HSE) and dispersed to adult asylum seeker direct provision accommodation centres under the remit of the Department of Justice & Law Reform². We have serious concerns that the move into the adult asylum system does not take their care needs into account. Crosscare is advocating for a commitment by the Minister for Children, and the HSE to provide aftercare support and services to this group in a fair and equitable manner.

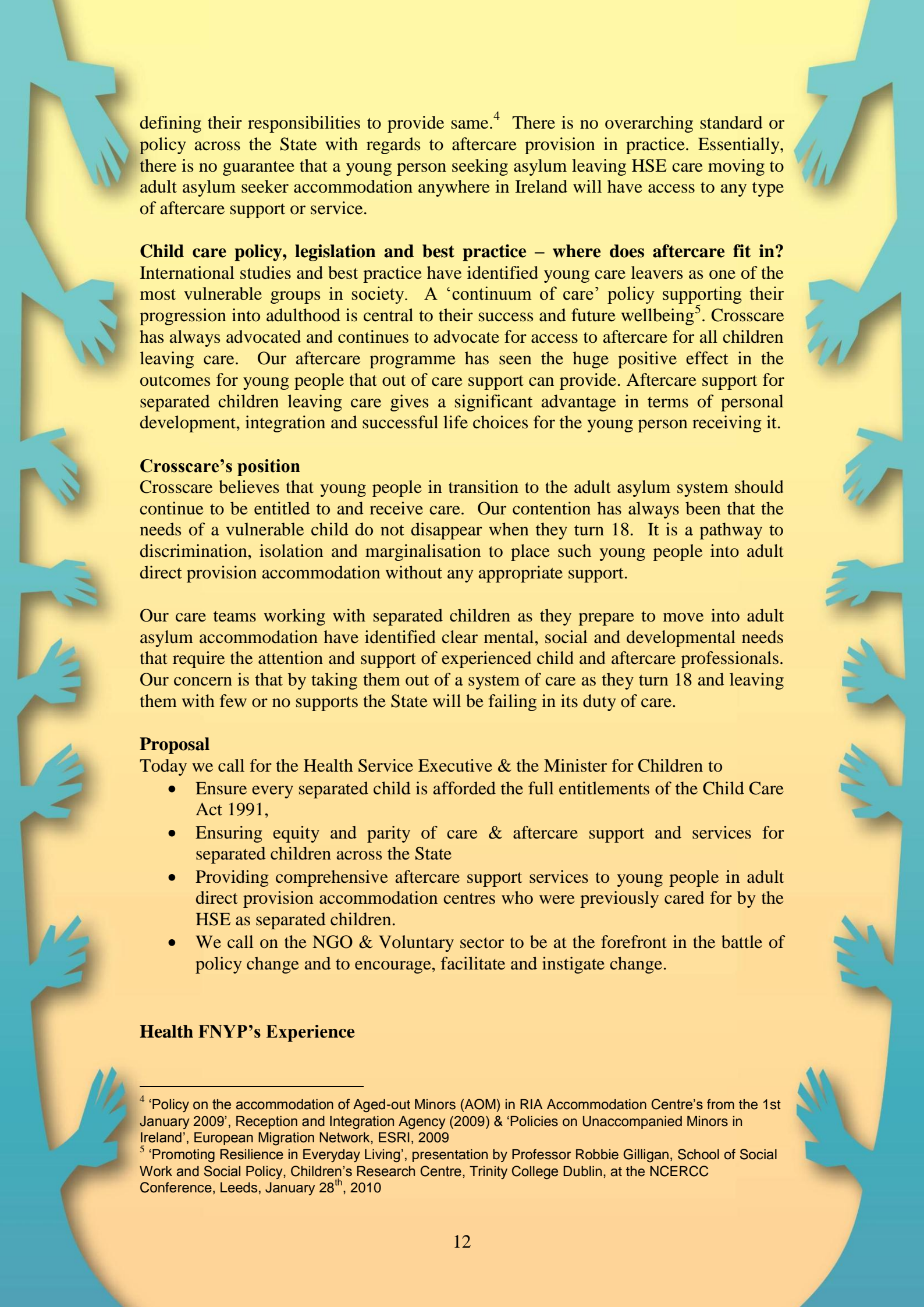
Following the recommendations of the Commission to Inquire into Child Abuse (Ryan Report), care services for separated children were brought more in line with mainstream services. The new system of providing foster care and supported lodgings after an initial residential assessment for separated children is encouraging and working well. The decision that all services will be fully monitored and inspected is welcome;

The children are benefiting greatly from this change. However, currently young people seeking asylum, leave the care of the HSE at age 18 and do not receive aftercare support, with very few exceptions. The current policy of dispersal³ means on turning 18 they are moved into adult direct provision accommodation for asylum seekers around the country – away from their friends, schools and support systems with little or no follow-up from the HSE. From January 2012 it is now HSE policy that dispersal at age 18 will be applied to separated children who are currently in foster care and supported lodgings. There is no support available to this specific group from the Reception and Integration Agency (RIA) who are responsible for the adult asylum seeker accommodation they are moved to. Their responsibility is in providing a bed, food and basic primary provision.

The situation is further complicated: as a European Migration Network study and a 2009 RIA policy paper on separated children independently point out, various HSE regions have both different resources and priorities when it comes to providing aftercare services, and different interpretations of the 1991 Child Care Act in terms of

² The Reception and Integration agency (RIA) is the agency responsible for coordinating these services

³ The RIA policy of accommodating asylum seekers around Ireland: there are currently RIA accommodation centres in 21 counties (RIA March 2010 Statistics, www.ria.gov.ie)

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defining their responsibilities to provide same.⁴ There is no overarching standard or policy across the State with regards to aftercare provision in practice. Essentially, there is no guarantee that a young person seeking asylum leaving HSE care moving to adult asylum seeker accommodation anywhere in Ireland will have access to any type of aftercare support or service.

Child care policy, legislation and best practice – where does aftercare fit in?

International studies and best practice have identified young care leavers as one of the most vulnerable groups in society. A ‘continuum of care’ policy supporting their progression into adulthood is central to their success and future wellbeing⁵. Crosscare has always advocated and continues to advocate for access to aftercare for all children leaving care. Our aftercare programme has seen the huge positive effect in the outcomes for young people that out of care support can provide. Aftercare support for separated children leaving care gives a significant advantage in terms of personal development, integration and successful life choices for the young person receiving it.

Crosscare’s position

Crosscare believes that young people in transition to the adult asylum system should continue to be entitled to and receive care. Our contention has always been that the needs of a vulnerable child do not disappear when they turn 18. It is a pathway to discrimination, isolation and marginalisation to place such young people into adult direct provision accommodation without any appropriate support.

Our care teams working with separated children as they prepare to move into adult asylum accommodation have identified clear mental, social and developmental needs that require the attention and support of experienced child and aftercare professionals. Our concern is that by taking them out of a system of care as they turn 18 and leaving them with few or no supports the State will be failing in its duty of care.

Proposal

Today we call for the Health Service Executive & the Minister for Children to

- Ensure every separated child is afforded the full entitlements of the Child Care Act 1991,
- Ensuring equity and parity of care & aftercare support and services for separated children across the State
- Providing comprehensive aftercare support services to young people in adult direct provision accommodation centres who were previously cared for by the HSE as separated children.
- We call on the NGO & Voluntary sector to be at the forefront in the battle of policy change and to encourage, facilitate and instigate change.

Health FNYP’s Experience

⁴ ‘Policy on the accommodation of Aged-out Minors (AOM) in RIA Accommodation Centres from the 1st January 2009’, Reception and Integration Agency (2009) & ‘Policies on Unaccompanied Minors in Ireland’, European Migration Network, ESRI, 2009

⁵ ‘Promoting Resilience in Everyday Living’, presentation by Professor Robbie Gilligan, School of Social Work and Social Policy, Children’s Research Centre, Trinity College Dublin, at the NCERCC Conference, Leeds, January 28th, 2010

Learning to be Happy Again
Cindy Njoki
(Crosscare YASS)



It is a privilege to have the opportunity to speak to you all. Three years ago I came to Ireland and have lived in a number of Residential Units. I have received great support from many local groups and in particular Crosscare. They have been so supportive of me and have enabled me to continue my studies on to third level where I am studying Genetics in DCU with the help of a scholarship.

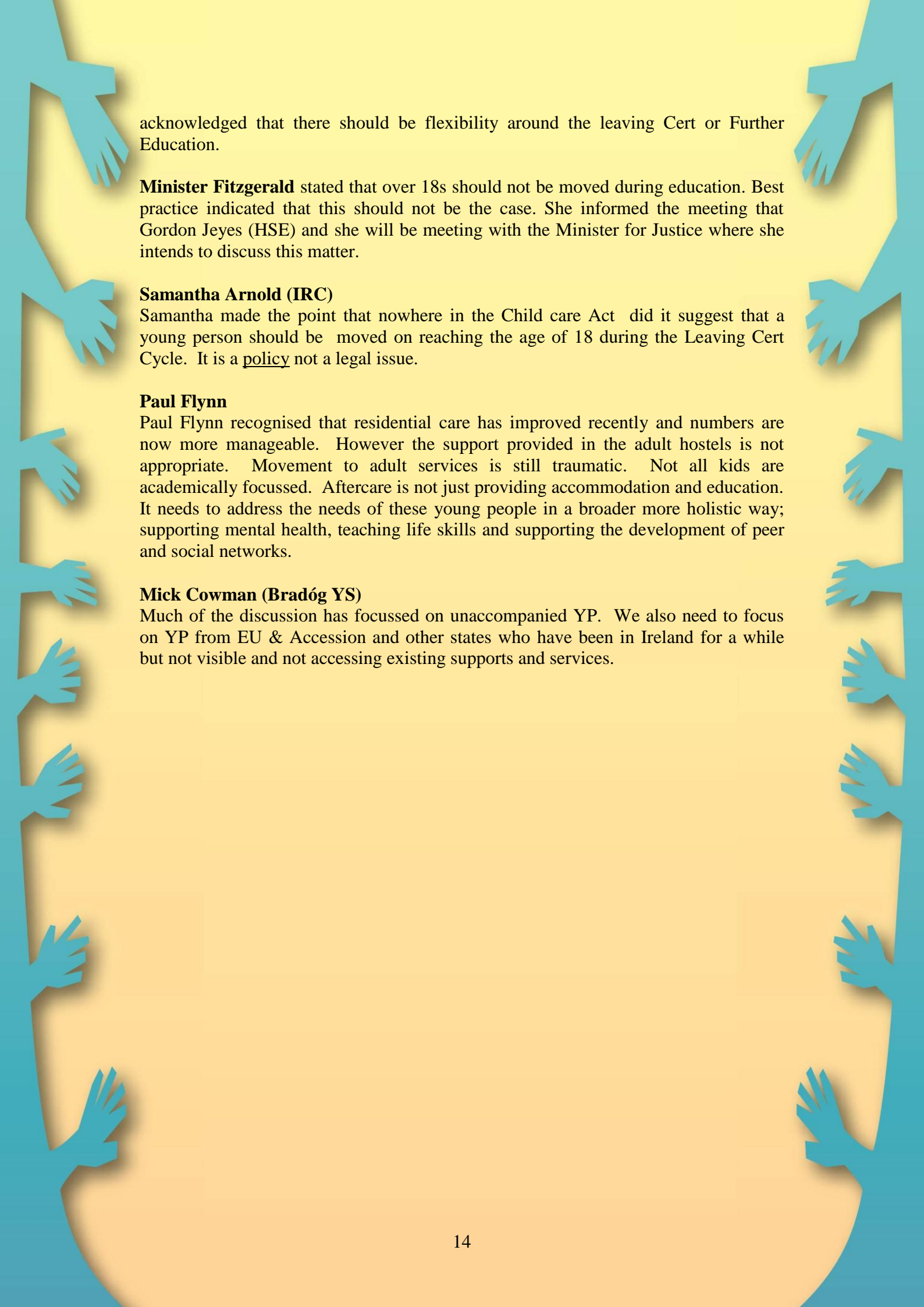
I would like to thank and congratulate the Minister for her support and her acknowledging the importance of the voice of the child. It is difficult for the transitions for young people when they reach 18 and they are viewed as adults and placed under direct provision hostels. This can be very traumatic and impacts on their mental health due to what they have gone through. Many of these young people have forgotten how to be happy. There is a need to address the problems of what they have and are going through. I recognise the difficulties that staff have to work under. If policies and procedures are not in place the helpers can't do their job. However, the wellbeing of the young people is paramount and responses to the needs of individual young people must be timely and appropriate. I have been very lucky, many people have helped and looked after me, encouraged me and supported me personally. There are many very talented young people like me ready to make a worthwhile contribution to Ireland and to our communities we need policies and services that encourage this talent and enable us to fully integrate as equal citizens in a future Ireland.

Once more I would like to thank Crosscare for their support especially at the time when I was being moved from Dublin away from my support networks. This was an anxious and stressful time but they (Crosscare) were my saving grace. I would like to finish by saying it is important to listen to young people, they know what their needs are, they can express what they want and they are able and willing to participate in determining their own futures. They need to be supported by all the structures of the state to enable this. They want to be trusted, treated fairly, with respect and dignity. It is not right that others should decide how and where they should live.

Comments and Questions from the Floor

A local teacher mirrored Cindy's experience, one of her pupil's was uprooted at the time of the Leaving Cert at 18 years of age and moved to adult services. This caused huge stress and the student needed counselling.

Aidan Waterstone responded saying Aftercare is in place for children in care. Where they don't have legal status the HSE cannot provide this – The HSE must work 'within the law'. The issue is emotive and complicated. However, Aidan



acknowledged that there should be flexibility around the leaving Cert or Further Education.

Minister Fitzgerald stated that over 18s should not be moved during education. Best practice indicated that this should not be the case. She informed the meeting that Gordon Jeyes (HSE) and she will be meeting with the Minister for Justice where she intends to discuss this matter.

Samantha Arnold (IRC)

Samantha made the point that nowhere in the Child care Act did it suggest that a young person should be moved on reaching the age of 18 during the Leaving Cert Cycle. It is a policy not a legal issue.

Paul Flynn

Paul Flynn recognised that residential care has improved recently and numbers are now more manageable. However the support provided in the adult hostels is not appropriate. Movement to adult services is still traumatic. Not all kids are academically focussed. Aftercare is not just providing accommodation and education. It needs to address the needs of these young people in a broader more holistic way; supporting mental health, teaching life skills and supporting the development of peer and social networks.

Mick Cowman (Bradóg YS)

Much of the discussion has focussed on unaccompanied YP. We also need to focus on YP from EU & Accession and other states who have been in Ireland for a while but not visible and not accessing existing supports and services.

Justice
(Chairperson Joe Costello TD)

Dealing with the Human and Legal Complexities

Superintendent John J O'Driscoll,
(Garda National Immigration Bureau)



Superintendent O'Driscoll in his speech focussed on the work of Garda National Immigration Bureau (GNIB). According to the Irish Census in 2011 the overall population stood at 4,58m (an increase of 340,000 over 5 years.) We know from the 2006 census the number of foreign nationals living in Ireland was 420,000. This increase has been a challenge to all agencies. An Garda Síochána have responded positively to this challenge. A number of new Gardaí have been recruited from minority ethnic groups.

The GNIB oversees the role of the State to look at restrictions on those who can live here according to their legal restrictions. This means facilitating those seeking legal immigration and asylum whilst controlling illegal immigration and trafficking. He noted that last year of all those travelling through Dublin Airport only 2000 approx were not given leave to come in.

Trafficking is a problem both identifying and supporting those seeking asylum and identifying and convicting perpetrators of trafficking. Superintendent O'Driscoll gave a sad example where he personally witnessed the death of 8 foreign national young people being trafficked into Ireland and who the immigration police discovered in Wexford having died in horrific circumstances. The GNIB has tried to deal with the trafficking of vulnerable children by monitoring the numbers of children arriving in Ireland; some arrive alone whilst other arrive with adults who either are or claim to be parents/relations. Last year the GNIB identified 50 children who needed to be placed in care.

The key motivation for monitoring these cases is to ensure the protection of the children and not to harass families. Investigation of trafficking and sexual exploitation of children takes a lot of time, energy and resources the GNIB liaises with Interpol around these issues and our key goal is the reunification of families which is very difficult but sometimes we do achieve this.

In summarising the Superintendent said that the GNIB is an agency of the state we are directed by the laws of the state and it is our duty to enforce the laws in relation to immigration from other countries subject to international agreements and treaties. However, the GNIB knows that many of the people they deal with are very vulnerable and many have suffered terribly in their lives so the GNIB does its work in a way that is both culturally sensitive and humane.

Responding with Passion, Empathy and Humanity

Samantha Arnold
(Irish Refugee Council)



Samantha started by expressing from a personal perspective and as an American Citizen what foreign nationals go through in their endeavours to secure legal status to stay and this system can be uncertain, problematic and stressful even if people who are well educated and who have come to work or study and therefore very problematic for people who are vulnerable, scared have difficulty with the language or are fleeing traumatic circumstances from their home countries.

Samantha acknowledged that there was an overlap between Health and Social Policy and Justice in relation to FNYPAR. She emphasised the need to look at issues relating to FNYPAR and their families and in particular Justice; the asylum process, residency status and direct aftercare provision.

People who come to Ireland do so for a range of reasons; Refugees and Asylum Seekers, economic migrants, language students. Refugees and asylum seekers come seeking escape from oppression, violence and poverty. However, the grounds for claiming asylum or refugee status is very narrow and do not include severe economic deprivation and poverty which can cause as much trauma and death as violent oppression. There is a very low recognition rate in Ireland for Refugee Status. For example the subsidiary protection covered by European legislation relates to fear of serious harm in a person's home country. This is incredibly difficult to determine and in Ireland only 10 people achieved this in 2011.

While, those seeking asylum may achieve leave to remain on humanitarian grounds it will be based on how long the person has resided Ireland. This process can be a slow with long waits in which people are left in Limbo which could be up to 6 years or more. This process necessitates families and children having to rely on direct provision settings. Families are forced to live in artificial family living conditions which pose many risk factors for children and their parents in relation to their development, cultural specific needs, independence, dignity and self-respect. For example; not cooking for the family, diet lacking diversity, fruit and vegetables, lack of privacy etc. However, on the other hand children do benefit from the family support.

Other issues for separated young people include the relationship between the GNIB & HSE who are intrinsically linked in relation to services for them. Access to education and allowing the young people complete their second level education without disruption is a crucial aspect of their lives and helps integration. It is essential that the

FNYP know their rights, find allies and fight for what they are entitled to. She acknowledged the positive contribution of NGOs and communities in supporting FNYP. An example of good practice, which others can learn from is the Dún Laoghaire Refugee Project where Gardaí, teachers and care staff have worked together to support FNYP on an ongoing basis.

On the issues of dispersal, Samantha cautioned against this pointing out that in her view dispersal as a policy does not work and can have a long-term detrimental effects on the young person. Samantha finished by saying, while she recognises that things have improved for separated children, there are still problems and by working together for the benefit and interest of the children we can begin to overcome these.

Justice FNYP's Experience

Supporting Separated Children


Mustafa Shirzi



Good morning ladies and gentlemen. First of all, I would like to thank YPAR and FNYPAR for giving me the opportunity to express my views and experiences of living in care here in Ireland – from the hostel, to foster family and then to direct provision. I came to Ireland at a very young age and I had to cope with huge differences in language, culture - and even the weather. Everything was so different to what I had been used to.

I have been living here now for seven years and can proudly say that I have adapted well. I feel that I have integrated adequately and have been very fortunate not to have encountered any acts of racism or anti-social behaviour. However, in the first couple of years, I went through very difficult times, struggling with language (I did not speak any English at all when I first arrived here), coping with a very different school environment and other personal issues. Despite all the challenges that I faced, I have to say that I am extremely lucky in that I have so many wonderful people who have supported me, especially my wonderful foster mother Carol Rutland, foster father John Rutland and my very patient and excellent English teacher Nora Bourke and of course other wonderful friends from whom I have gained lots of support.

When I first arrived in Ireland, I was placed in a hostel. I personally didn't have a great experience living in hostel and in residential care. In terms of one to one caring, education supports, and access to some basic healthcare, the hostel system of care was very inadequate. It was not the best for very vulnerable separated children who needed all the help they could get. The quality of care and accommodation provided to separate children in these hostels was significantly below the standards of that provided to other children living in residential or foster care, as I witnessed myself.



When I turned 18, I was removed from the care of my foster parents and moved to direct provision. Those who are at the same hostel experience difficulties in terms of adapting fully to the society, culture and of course the language and other basic daily living issues. Some others moved outside Dublin which makes it extremely hard to access basic things they need. I suppose I was one of the ‘lucky’ ones as I was not moved outside of Dublin and those who are still living in Dublin either with foster carers, or direct provisions they can easily get access help and support from Crosscare, Dunlaoghaire Project, Barnardos and Society of St. Vincent de Paul. The Separated Children Service, VEC, Parnell Square provides valuable help with their studies, thanks to Andrew Sexton, Manuela Moreno, and Jessica Farnan. I thank them for all their support and help to me during my Leaving Cert.

Having been used to being with a wonderful foster family, I suddenly found myself in this direct provision centre without much support and it was very difficult adjusting to yet another new environment. From my experience in this centre, I believe that HSE should continue to look after separated children who have turned 18, especially those with particular needs – that’s most of us really! Aftercare plans should be provided the same way they are for Irish young people. Further difficulties also come from the lack of opportunities for former separated children like myself whose status still has not been sorted out and these include lack of access to third level education after we complete the Leaving Certificate. I hope that the Department of Justice speeds up the asylum application process, whether it is Subsidiary Protection or leave to remain application. Thankfully there are some great funders and NGOs which I mentioned who have stepped in and help us to go to college in every little way they can. On behalf of aged out minors in direct provisions I must say a huge thank you, and all their help and support are greatly appreciated.

This lack of support when we turn 18 can have a huge negative impact on us in terms integration in to the society, adapting to the culture and language. It can also affect us psychologically and emotionally. From my point of view the only way for young asylum seekers and refugees to be integrated and adapted in to the society is for them to adapt to the culture, learn the language, but also still be able to express and show their own culture. To achieve this, they should be allowed access to further education and work and mix with people in the society.

Today, the situation is different with different backgrounds cultures emerging in Ireland like exciting young people like us who are ready to make a change. As one unit in Ireland and Irish society I believe that this is an extremely encouraging harbinger for the future as I passionately believe that there are so many powerful ideas in the hands of young vibrant people who can create systems changing effects in Ireland and as young person living I Ireland I do Believe so. The Irish government should invest in passionate young people like us who do not have any access to integrate. We require support to help us access education and development. We are passionate and willing to make a positive change and difference in our adopted communities and as a result play a massive role in building Ireland into a better place we all want to live.

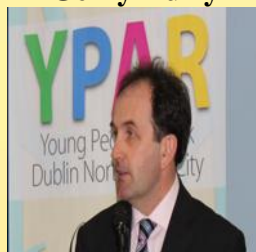
I know that we are now in a tough economic recession and there are more problems now in Ireland and at the same time there are more opportunities out there to spot and change things for better and why not as there are exciting times for us to be young to

be creative and optimistic creating new ideas for a better change and making Ireland a better place to live in terms of employment, immigration and education.

Education
(Chairperson Maureen O Sullivan TD)

Adding Relationships, Reasonableness, Rapport and Reflection to the Famous 3 'Rs' of Education

Gerry Duffy



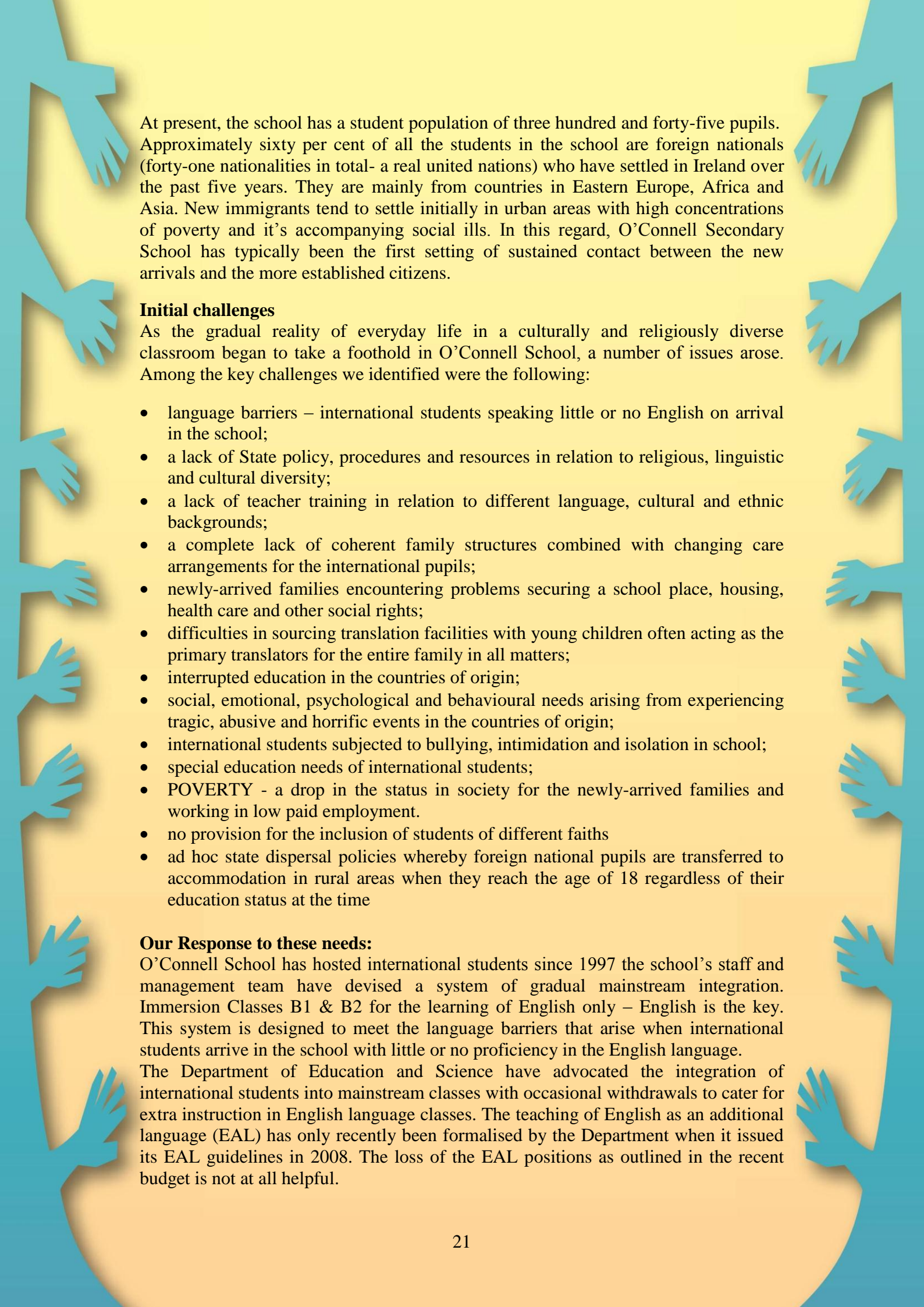
(Principal of O'Connell Secondary School)

I was in Eason's last weekend and being an educationalist I was surveying the education section and the title of an article in a book caught my eye - The Characteristics of a Quality School- hmmm, so as you can imagine being a school principal this title was like a box of Pringles to me I had to have more, I had to read more but sadly I was to be disappointed as the R words were not mentioned once in the article. What on earth are the R words I hear you say, this is a new one on me you're saying, I've heard of the F word in schools but not the R word what's this?

Well we have all heard about the famous three "R's" of education - reading, writing and arithmetic. Well if we are going to talk about quality schools I believe that a quality school is one where the traditional 3 R's have been replaced by four new "R's" you have to allow for one extra R for inflation in the current climate – relationships, reasonableness, rapport and reflection. It is through relationships that society will thrive and humanity will flourish. Remember through effective relationships with a responsible adult the child forms the scaffolding for her/his thinking and development. This then becomes the mental scaffolding that allows the child to make sense of the world.

A stroll down the main street of any Irish town will confirm that Ireland has changed and one of the most significant changes is the arrival of people of many different nationalities. In becoming a multi-cultural and multi-racial society, Ireland has acted like a magnet in attracting people from all over the world who have come here in the hope of a better life. Typically, the effects of a change in society are often felt most acutely in schools and the first real point of contact for international children with Ireland and its people is the local school.

All international children, whether asylum seekers, convention or programme refugees or children of migrant workers between the ages of four and eighteen have a right to the same primary and post-primary education as the rest of the Irish population and are required by law to attend school between the ages of six and sixteen. Just like that song by Adele, O'CONNELL SCHOOL found itself 'Rolling In the Deep' at the forefront of a new debate concerning diversity and the assimilation into formal education of these first-generation ethnic minorities with their own religious practices, languages, traditions and cultures.

A decorative border of blue hands is positioned around the page, with hands reaching in from the left and right sides, framing the central text.

At present, the school has a student population of three hundred and forty-five pupils. Approximately sixty per cent of all the students in the school are foreign nationals (forty-one nationalities in total- a real united nations) who have settled in Ireland over the past five years. They are mainly from countries in Eastern Europe, Africa and Asia. New immigrants tend to settle initially in urban areas with high concentrations of poverty and it's accompanying social ills. In this regard, O'Connell Secondary School has typically been the first setting of sustained contact between the new arrivals and the more established citizens.

Initial challenges

As the gradual reality of everyday life in a culturally and religiously diverse classroom began to take a foothold in O'Connell School, a number of issues arose. Among the key challenges we identified were the following:

- language barriers – international students speaking little or no English on arrival in the school;
- a lack of State policy, procedures and resources in relation to religious, linguistic and cultural diversity;
- a lack of teacher training in relation to different language, cultural and ethnic backgrounds;
- a complete lack of coherent family structures combined with changing care arrangements for the international pupils;
- newly-arrived families encountering problems securing a school place, housing, health care and other social rights;
- difficulties in sourcing translation facilities with young children often acting as the primary translators for the entire family in all matters;
- interrupted education in the countries of origin;
- social, emotional, psychological and behavioural needs arising from experiencing tragic, abusive and horrific events in the countries of origin;
- international students subjected to bullying, intimidation and isolation in school;
- special education needs of international students;
- POVERTY - a drop in the status in society for the newly-arrived families and working in low paid employment.
- no provision for the inclusion of students of different faiths
- ad hoc state dispersal policies whereby foreign national pupils are transferred to accommodation in rural areas when they reach the age of 18 regardless of their education status at the time

Our Response to these needs:

O'Connell School has hosted international students since 1997 the school's staff and management team have devised a system of gradual mainstream integration. Immersion Classes B1 & B2 for the learning of English only – English is the key. This system is designed to meet the language barriers that arise when international students arrive in the school with little or no proficiency in the English language.

The Department of Education and Science have advocated the integration of international students into mainstream classes with occasional withdrawals to cater for extra instruction in English language classes. The teaching of English as an additional language (EAL) has only recently been formalised by the Department when it issued its EAL guidelines in 2008. The loss of the EAL positions as outlined in the recent budget is not at all helpful.

To date feedback from the international students regarding their time in O'Connell School has indicated that the following issues were positive classroom experiences:


- a warm welcome, admission and induction to the school;
- teachers who asked them about themselves and made an effort to include the students' experiences in the curriculum;
- teachers who made some changes to their teaching methods, pay tribute to the Special Needs Assistants (SNAs) & Teaching staff and previous management at this time as they embraced this change with open arms;
- teachers who regarded racism and bullying as serious issues within the school;
- teachers who came to special cultural occasions held by the communities of international students;
- dealing with teaching staff that had a degree of designated responsibility for international students.

Exploring a Framework for Whole School Inclusiveness

While there is much good practice to support international students in O'Connell School, school policy in the area of inclusiveness and inter-culturalism is an evolving process. The following initiatives have been established by the school as it strives towards whole school inclusiveness;

1. a recognition that diversity is a reality – welcoming all students with different abilities and styles of learning from different ethnic and language groups, cultures and faith communities;
- investing time in developing a good induction policy so that a welcoming environment is provided for all students, international and indigenous;
 - including references to the development of an inclusion policy as part of the school plan - a policy that encapsulates the inclusion entitlements of all students and staff;
 - appointing members of staff with designated responsibility for international students;
 - establishing anti-bullying and anti-racist strategies which determine clear sanctions for offenders;
 - using collaborative teaching arrangements to tailor learning at the individual level for the students;
 - using teaching methodologies that facilitate individual learning
 - reviewing curriculum and assessment policies to ensure that they are inclusive of the needs of all students;
 - arranging a set of activities each year for all students to acknowledge, celebrate and cherish diversity, e.g. hosting an international week of activities, organising an annual Summer School for young students;
 - Forging effective links and partnerships with outside agencies including families, to further develop the school's inclusive nature.
 - Assistance from Other Agencies: Youth clubs like NYP
 - Promoting Diversity Through the School Curricula: Members of the teaching staff in the school are continually invited to use the various curricula to raise awareness about international students in a manner that stresses their common humanity.

O'Connell Secondary School is an accessible and user-friendly place of learning, open to all nationalities. In a quiet and self-effacing manner, it has led the way in

A decorative border of stylized, light blue hands is arranged in a circular pattern around the page. The hands are of various sizes and orientations, creating a sense of unity and community. The background is a light yellow color with a subtle grid pattern.

intercultural awareness and has shown that once properly resourced and supported, Ireland’s schools “can welcome the stranger, break down the barriers and build the bridges so that as a society, we can reap the benefit of the cultural and societal enrichment that our changing society offers”.

We talk so much about change in this world, but one aspect which does not change is the fact that children still need to love and be loved. We have a responsibility for: forming a society that cares; loving our neighbour; sharing all our gifts; promoting people of hope. It is through relationships including those with our **Young Foreign National Pupils** that society will thrive and humanity will flourish.

Young People's Experience

Surviving and Winning with Dignity against the Odds

Adrian Robu



(Student O Connell Secondary School)

My name is Adrian Robu and I am originally from Romania and a student at O'Connell school. I am going to speak to you about the experiences of foreign students in our school. First, I want to tell you about my own education – which I classify as a success story, and I owe it all to my parents. They came here five years ago and have worked legitimately since then, and they were able to fund my education. I came here in first year and didn't have much English. Thankfully through the perseverance of my lovely teachers and a lot of reading I got to the level that I am at today. I did 9 subjects for my Junior Cert and got good results. I am now doing 7 honours subjects for the Leaving Cert. Next year I am hoping on studying Commerce and a language. This by my standards is a success story. But not everyone is as fortunate as me.

Let me tell you about Romano from Romania; he is in his second year in Ireland. His parents brought him to Ireland along with his brother and sister. He spent a year in Blanchardstown, but could not get into any school. His father brought him to 5 schools, but there was no room. There was no advice given as to what school might take him. Fortunately, he heard about and contacted O'Connell Secondary School who offered to take him in. Romano says "Now I realise I am different. I'm not allowed to get the back to school allowance. The school bought me my uniform, shoes, runners and sports gear. The school bought me my books without the school I would have nothing – no education. These are some of the obstacles I had to overcome. My friend Maurice from Mauritius is like me. His parents have lost their jobs, they have no money. They are now living in a wet cold basement and they cannot get any help".

Another student in O Connells Alpha from Afghanistan; he used to live in Beleskin and came to O'Connell Secondary School in December 2011. Alpha got a new uniform, books, shoes and sports gear. On January 9th 2012 as Alpha was preparing to return to O'Connell School he was sent down the country to Galway. Alpha, said "someone decided I'm 18 years of age therefore the rules say I must be placed in care as an adult. But I am only 17 years old, my English is very poor. I want to finish my Second Level Education. If I get refugee status or leave to return in a few years time I will still have no education or skills to earn a living. It is said that "youth is often wasted on the young" I say, the young are wasted without education. Please let me finish my education".

Education FNYP's Experience

Language the Engine of Survival

Joanna Flore
(Student Marino College)



My name is Joanna Flore, I am a student in Marino College. I am 17 years old. I came to Ireland back in 2002 at the age of 7 to join my parents. They had left Romania two years earlier in search of a better life in Ireland for their young family. I found school in those early days really difficult. My classmates noticed immediately that I was different from them because I could not speak English. Those were very lonely times for me. I felt very isolated. Because I could not communicate – I felt excluded.

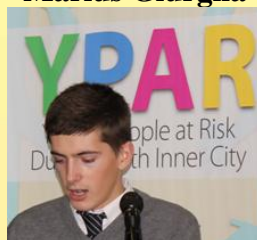
Thankfully, over time all this changed. The key to this change was my English language classes. For the first few years I received English language support in school every day. I cannot stress enough how important these classes were for me. They enabled me to succeed in school, to communicate and make friends. Learning the language gave me the confidence to fit in and feel I belong.

I can now be optimistic about my future despite the recession. I hope to go on to Trinity College and study languages, maybe making a career for myself in the travel industry. But the future may not be so bright for some of my class mates who find themselves, as I was all those years ago, living in a new country with very little English if the planned cuts to English Language Support in schools go ahead. The importance of English Language Support classes in schools cannot be underestimated. No matter how inclusive our schools are, true integration and success in education for all of the young people living in Ireland can never be achieved if their most basic needs are not met by the education system. It is vital that English Language Support continues in our schools.

If you need any supporting evidence for my case – here I am – the living proof!

Thank you.

Marius Giurgila



(Marino College School)

Good morning, my name is Marius Giurgila and I have been living in Ireland since 2002. My family story is similar to Joanna's. My experience has also been a good one! Thanks to my English language classes in school, my involvement with the NYP2 and SWAN clubs and my interest in football. I like the rest of my family now consider Ireland my home. Like Joanna, I too am hopeful that I will achieve my goals and one day become a Sergeant in the Gardaí Síochána. But today, I want to highlight the story of a first year boy in my school whose experience was not as positive as mine.

Ali is from the Middle East and joined Marino College last September. Ali cannot speak or understand very much English. His teachers quickly discovered that he is struggling with serious learning and behavioural issues. His parents have since provided the school with details of his diagnosis, which highlights his need for specialised interventions. Good news you might think! But not so, my school has been advised that under the current system, the only chance he has of getting these resources, which he so badly needs, is by sitting another assessment here in Ireland in a language he barely understands.

So while his teachers scratch their heads in frustration in an effort to find a solution to his problem, the young boy's future hangs in jeopardy. How is he to succeed in education and what are his life chances if he does not get the support he so badly needs in school. In order to enable enhance and educate all of our students, as my school aims to do, support for students with special needs is vital. And yet it would appear that while the school works hard to be inclusive of all, the education system, as Ali's case shows, seems intent at times of excluding its most vulnerable young people.

Comments and Questions from the Floor

Hailuu

Hailuu asked whether other schools have asked O'Connell's about their success.

Gerry

Other Schools have referred young people to O'CS. Many students and post grad students have done valuable research about the school. He added that certain subjects that require writing facility in English is needed students, international students may be marked down in English. There is no waiver available.

Afternoon Workshop Reports and Recommendations

Chairperson Pascal Donohue TD

After lunch the conference broke into four themed workshops on Health, Justice, Education and Young People. Below are the key findings of each workshop.

Health Workshop

Facilitated By David Little HSE;

What is Working Well in Health for FNYPAR

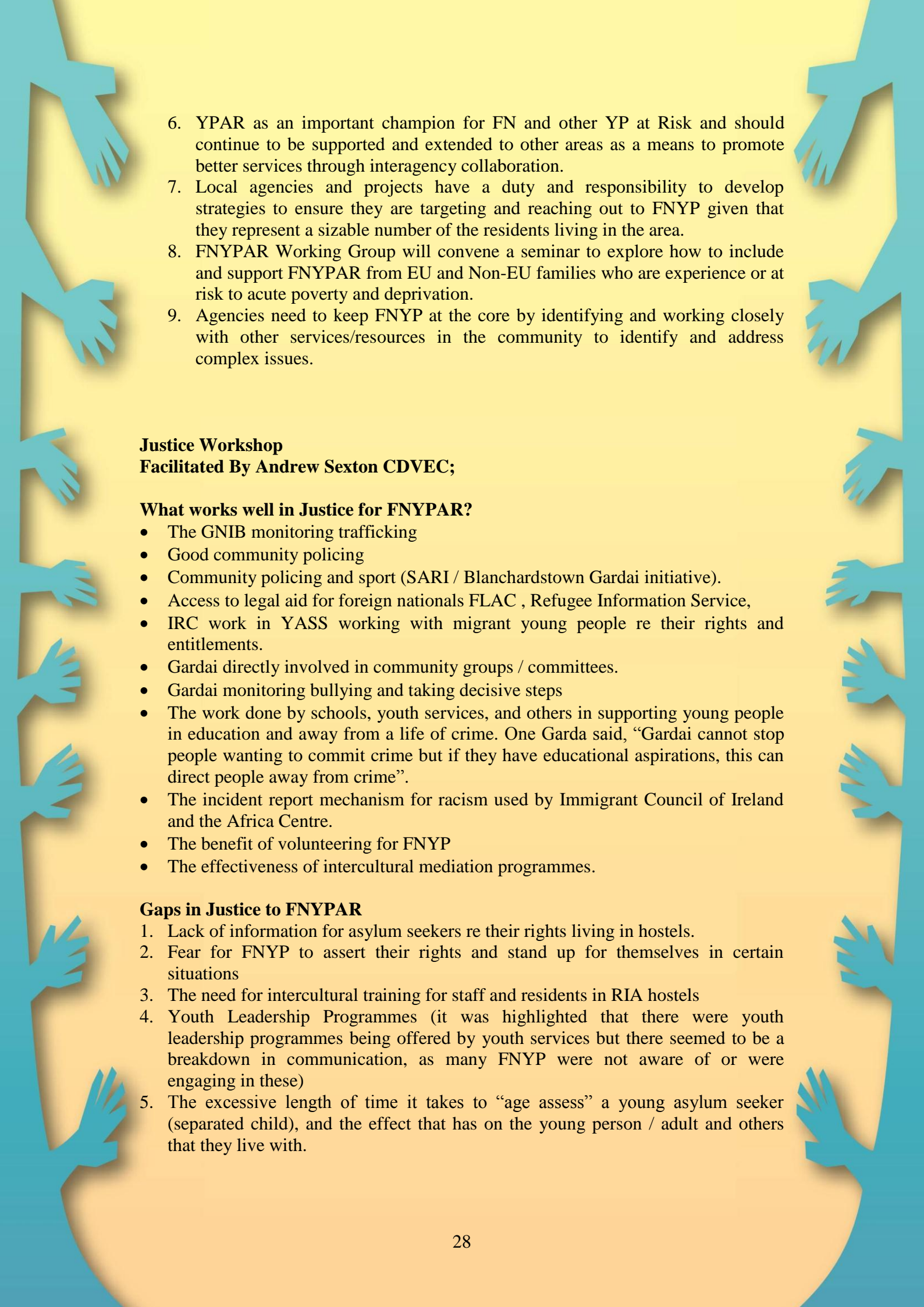
Following the morning Health Session it was acknowledged that although much has been achieved in the field of service provision to unaccompanied FNYP much still needs to be done. The discussion about the difficulties of dispersal and negative effects on Leaving Cert studies and transition to adult services reflected that there still were serious issues that needed to be addressed. Many in the Health Group were from this sector and the fact that following the morning discussions, the Minister publicly gave a commitment to address this particular issue with HSE meant that they were happy it didn't need further discussion and will still remain on the FNYPAR Agenda.

Gaps in Health to FNYPAR

1. Local Integrated Responses championed through FNYPAR are very positive but are not replicated between Department and Agencies.
2. Insufficient English language support academic development and achievement and enable integration in school and with peers.
3. Voice of all FNYP at Risk especially those less articulate/marginalised needs to be heard more. When offered the space to articulate their needs they have shown themselves well capable of presenting a strong case as was evident from their contributors in the FNYPAR conference.
4. The Refugee Integration Agency (RIA) are absent from many of the discussions involving FNYP, they needs to be part of the discussion, debate and dialogue in the relation to their issues
5. Resource and staff cuts affecting integrated working means that staff are reluctant to get involved in interagency/integrated work – which takes time.
6. Some groups not visible in services E.G. Roma and Non-EU families vulnerable to poverty, exclusion and exploitation.

Recommendations for FNYPAR Health

1. Need to open discussion with DES to explore how vital English language classes can continue and expand as an integration support.
2. Services need to be resourced to respond flexibly /creatively to the wellbeing and Mental Health of FNYPAR.
3. Organisations and agencies must prioritise and commit to interagency working to maximise resources and work SMARTER – They need to realise the long-term benefits of interagency working which are not just to the state in relation to cost but benefit young people, their families and the community in terms of social development and quality of life.
4. Need to open dialogue with the Refugee Integration Agency (RIA)
5. A local structure for Young People needs to be explored that will harness their energy and resource.

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6. YPAR as an important champion for FN and other YP at Risk and should continue to be supported and extended to other areas as a means to promote better services through interagency collaboration.
 7. Local agencies and projects have a duty and responsibility to develop strategies to ensure they are targeting and reaching out to FNYP given that they represent a sizable number of the residents living in the area.
 8. FNYPAR Working Group will convene a seminar to explore how to include and support FNYPAR from EU and Non-EU families who are experience or at risk to acute poverty and deprivation.
 9. Agencies need to keep FNYP at the core by identifying and working closely with other services/resources in the community to identify and address complex issues.

Justice Workshop

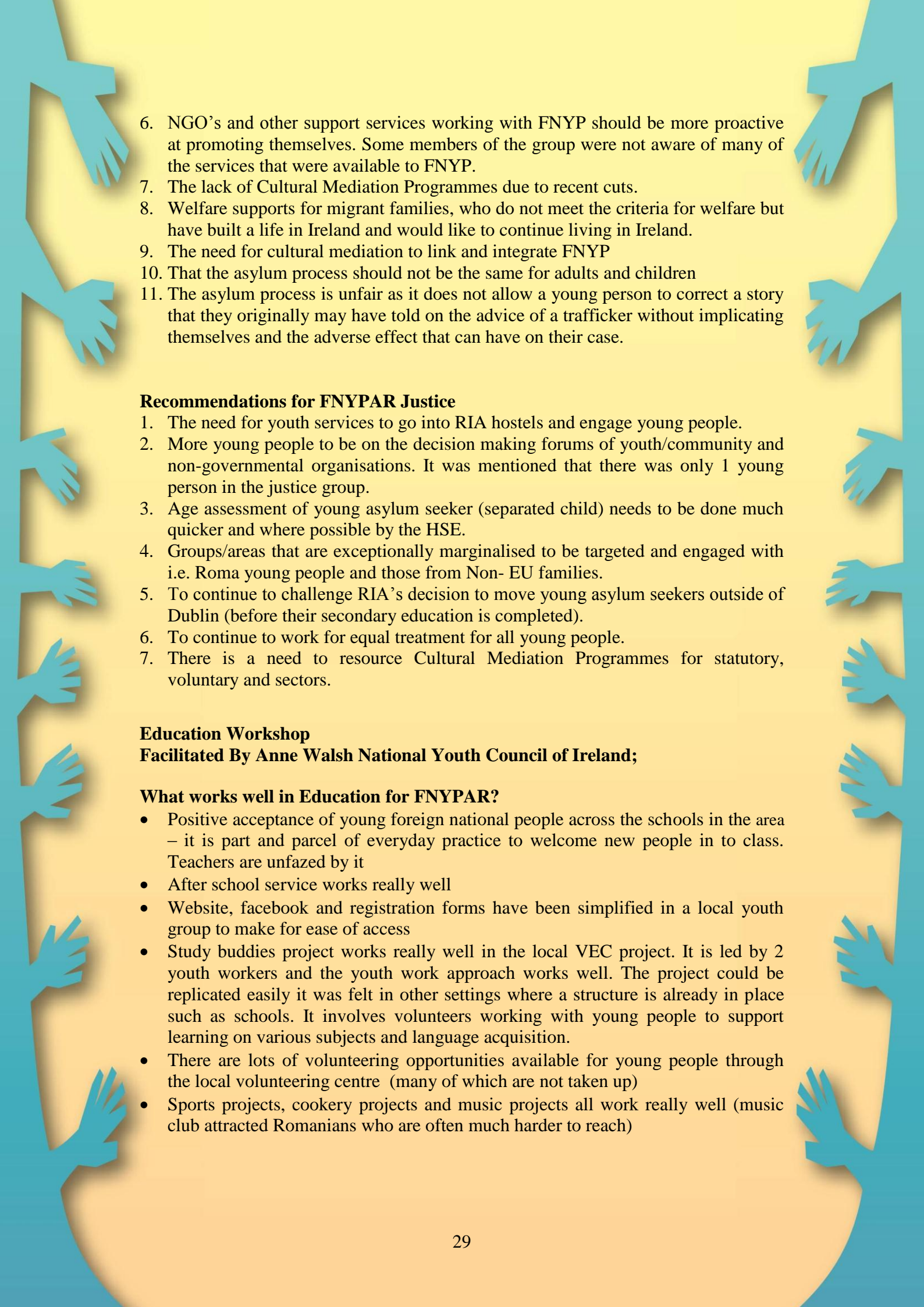
Facilitated By Andrew Sexton CDVEC;

What works well in Justice for FNYPAR?

- The GNIB monitoring trafficking
- Good community policing
- Community policing and sport (SARI / Blanchardstown Gardai initiative).
- Access to legal aid for foreign nationals FLAC , Refugee Information Service,
- IRC work in YASS working with migrant young people re their rights and entitlements.
- Gardai directly involved in community groups / committees.
- Gardai monitoring bullying and taking decisive steps
- The work done by schools, youth services, and others in supporting young people in education and away from a life of crime. One Garda said, “Gardai cannot stop people wanting to commit crime but if they have educational aspirations, this can direct people away from crime”.
- The incident report mechanism for racism used by Immigrant Council of Ireland and the Africa Centre.
- The benefit of volunteering for FNYP
- The effectiveness of intercultural mediation programmes.

Gaps in Justice to FNYPAR

1. Lack of information for asylum seekers re their rights living in hostels.
2. Fear for FNYP to assert their rights and stand up for themselves in certain situations
3. The need for intercultural training for staff and residents in RIA hostels
4. Youth Leadership Programmes (it was highlighted that there were youth leadership programmes being offered by youth services but there seemed to be a breakdown in communication, as many FNYP were not aware of or were engaging in these)
5. The excessive length of time it takes to “age assess” a young asylum seeker (separated child), and the effect that has on the young person / adult and others that they live with.

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6. NGO's and other support services working with FNYP should be more proactive at promoting themselves. Some members of the group were not aware of many of the services that were available to FNYP.
 7. The lack of Cultural Mediation Programmes due to recent cuts.
 8. Welfare supports for migrant families, who do not meet the criteria for welfare but have built a life in Ireland and would like to continue living in Ireland.
 9. The need for cultural mediation to link and integrate FNYP
 10. That the asylum process should not be the same for adults and children
 11. The asylum process is unfair as it does not allow a young person to correct a story that they originally may have told on the advice of a trafficker without implicating themselves and the adverse effect that can have on their case.

Recommendations for FNYPAR Justice

1. The need for youth services to go into RIA hostels and engage young people.
2. More young people to be on the decision making forums of youth/community and non-governmental organisations. It was mentioned that there was only 1 young person in the justice group.
3. Age assessment of young asylum seeker (separated child) needs to be done much quicker and where possible by the HSE.
4. Groups/areas that are exceptionally marginalised to be targeted and engaged with i.e. Roma young people and those from Non- EU families.
5. To continue to challenge RIA's decision to move young asylum seekers outside of Dublin (before their secondary education is completed).
6. To continue to work for equal treatment for all young people.
7. There is a need to resource Cultural Mediation Programmes for statutory, voluntary and sectors.

Education Workshop

Facilitated By Anne Walsh National Youth Council of Ireland;

What works well in Education for FNYPAR?

- Positive acceptance of young foreign national people across the schools in the area – it is part and parcel of everyday practice to welcome new people in to class. Teachers are unfazed by it
- After school service works really well
- Website, facebook and registration forms have been simplified in a local youth group to make for ease of access
- Study buddies project works really well in the local VEC project. It is led by 2 youth workers and the youth work approach works well. The project could be replicated easily it was felt in other settings where a structure is already in place such as schools. It involves volunteers working with young people to support learning on various subjects and language acquisition.
- There are lots of volunteering opportunities available for young people through the local volunteering centre (many of which are not taken up)
- Sports projects, cookery projects and music projects all work really well (music club attracted Romanians who are often much harder to reach)


- Home school liaison officers networking in the community are extremely effective (fear of losing it in the future) especially in terms of networking and linking young people into services and opportunities
- Working with groups in different ways works well to help engage foreign national young people i.e. bringing in 3rd parties to link people who don't normally like to engage together
- Bringing parents of the young FN people in to work on curricular activities works e.g. a knitting project worked
- Using translated material works (NYCI translations of 'What is Youth work' were helpful to explain youth work to parents who aren't familiar with it.
- The Refugee Access Programme for Separated Children run by the VEC works well. It has a rolling intake and covers life skills, social skills, English language, arts, staying safe etc
- Having an allocated funding allowance for emerging needs is really helpful e.g. when a translator is needed

Gaps in Education to FNYPAR

1. The practice across the country is not the same good practice as in FNYPAR area. For e.g. in other schools it is common for teachers to give out to foreign national pupils speaking their mother tongue. So they aren't even aware of Des guidelines and protocol on this issues.
2. Afterschool services are not common outside of the FNYPAR area
3. Language support is a major gap in schools
4. There is a lack of information on procedures in accessing support
5. There is a problem with learning difficulty assessments – NEPs is in English (i.e. not appropriate to test person who doesn't speak English, it is held on Saturdays, it isn't clear that translators can be provided, the school principle has to bring the young foreign national to the test on a Saturday to support the family and ensure its completion
6. It is harder to engage foreign national young people in youth services. Some youth workers may not have the intercultural skills or knowledge to engage foreign nationals in the way they would for young Irish people.
7. There is a lack of skills and knowledge to deal with inter-ethnic conflict.
8. Young foreign national people (parents especially) may have very different aspirations and cultural practices in relation to education.
9. Many FN young people live a long way from the school they go to so links with community cannot be easily made.

Recommendations for FNYPAR on Education

1. The DES should review the English language support provision across the curriculum and its effect on young FN young people to assess if it is being delivered effectively by all schools and all teachers
2. North Inner City FNYPAR interagency approach should be replicated to other areas
3. DES should review the support services that are currently available to ensure that FN young people are accessing the supports needed to enable their effective participation in school.
4. DES needs to encourage schools to network and connect to non-formal educational youth and community work (voluntary and staffed work) to highlight and explain the opportunities and benefits it offers to young FN people.

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- A decorative border of stylized hands in shades of blue and teal, arranged in a circular pattern around the page. The hands are of various sizes and orientations, creating a sense of unity and community.
5. Community services and support need to collaborate to share information and experiences on including FNYPAR in their services.
 6. DES needs to look at partnership opportunities across the country (at regional and local level) to promote its intercultural strategy and also to put the resources in place to support its dissemination/protocols/practice.

Young People's Workshop

Facilitated by SWAN Regional Youth Service Staff



The young people's workshop started with a couple of warm up exercises. Then the MPOWER film "Making Ireland home" was shown. Following this the group (approximately 60 young people) were split into four groups. They discussed their experiences of living in Ireland and identified key areas for progression relating to health, education and Justice.

FNYPAR Conference; Youth Participation individual group outcomes

Group 1.

What are the issues around education/school?

The young people stated that not having enough English was holding them back. They stated it was very difficult to keep up with the rest of the group because everybody speaks so fast. They also felt that it was very hard to make friends, and there was a divide between the Irish students and the foreign students. Some claimed that they made friends after a while and they no-longer just hang out with people from their own countries or similar foreign national young people. Some felt that where there was a good balance of foreign national and Irish students the integration was easier, whilst in schools where there was low numbers of immigrants these might be singled out for bullying etc. Some also complained about facilities in the school i.e. heating on all of the time so in summer it is too warm, holes in the roof and rundown buildings, but nearly all claimed that they had good support from their teachers.

What are the issues around health?

One girl stated that she had poor access to doctors and hospitals and how they had no medical card so everything is so expensive. They also complained about the waiting lists in hospitals. When questioned about mental health and issues that affect their mental health the young people began to speak about bullying and about people that they know were bullied. They all knew who to contact if they or any of their friends were being bullied both inside the school and also outside of the school. Some were not aware of any anti bullying policy in their school.

Issues in the Justice system

The young people spoke about how unfair the process is in order to get some sort of status. Some were also worried about the direct provision and how once they reach 18 they can be moved to a direct provision hostel anywhere in the country.

Moving ahead- What needs to be done

The young people stated that the English classes should remain as it helped a lot in schools and also in life outside of school.

They also felt that young migrants should be allowed to stay and finish their leaving certificate regardless of their age.

There should be easier access to attending 3rd level education and they felt that they should not be paying double the fees of Irish people.

Irish young people should be encouraged to watch the short movie “empower” to highlight what the foreign national young people go through.

To speed up the process in which the young people and their families gain status in Ireland.

Group 2

Health:

- Some people felt there was good health care- (access to medical card helps).
- Some felt that it was harder to get the correct prescriptions or buy correct medication in the pharmacies.
- Medical card applications are very challenging.
- It is harder to get health insurance for FNs.

Justice:

- Some people felt that work is easier to get in Ireland- that there is equality and that immigrants have some rights.
- Not having proper visa/ status is a problem.
- Issue of Garda Harassment- there is an abuse of Garda power in some situations.

Education:

- Immigrants need more English classes. It was suggested that immigrants should have extra English classes instead of doing Irish.
- The need for government to support FNYP in schools.
- Young people find that internet in schools helps with their learning- easier access to documents and info.
- Unfair to have to pay overseas fees.
- Acceptance and integration depends on schools.
- There is a need for training for teachers on how to work with immigrants.
- YP felt there should be more foreign national teachers employed in the schools, teachers who are fluent in other languages and have a cultural understanding.
- Students feel that they have to work harder because they are immigrants.

Group 3:

Justice:

Racism was the biggest issue identified- being called names on the streets, in schools/ in class- mostly by young people, and also being attacked and the threat of being attacked at night. Also racist jokes, things being said by the Guards, being ignored at the football club, being left out, and being questioned at immigration even if you have the Irish documents.

Health:

- Accessing medical card a problem.
- Medical care very expensive
- Treatment of asylum seekers

Education

- Fees expensive

What we want changed:

- Racism
- Racism in Education
- Education and Justice
- The practice of Asylum seekers being moved down the country at 18 years needs to be halted.
- Health- improved access to medical card
- Third level fees reduced for foreign nationals.

Group 4:

The group mainly looked at what needed to be changed.

- More English classes
- Revision
- More funding
- Different integrated sports (like SARI)
- More facilities
- Basketball, football, Dancing, Badminton
- Awareness posters and advertising
- Social networks- like facebook
- No uniforms in schools.
- Classes/YP to meet in youth clubs

Of the above issues the group prioritised them in the following order.

- Racism
- Problems with accessing medical card/ health care
- More English classes
- More integrated sports

Combined Feedback and Recommendations



Health Recommendations:


1. As Mental health- Racism and Bullying are the main challenges identified by the Young people they suggested that the MPOWER film be used as a tool to educate people- help Irish people understand the impact that racism has.
2. There needs to be a campaign to ensure FNYP have access to health care and medical cards that is affordable
3. FNYPAR should be offered support to complete the medical card application which is very complicated.
4. There is a need to develop more integrated sports, leisure and other social activities that are attractive to both FN young men and women. These need to be intercultural and of a range that will make them accessible to FN young women.

Education Recommendations:

1. Need for proper English language support in Primary, secondary and third level education.
2. There needs to be an educational process of intercultural integration in schools to combat the situation where FNYP are separated into groups according to their nationality.
3. 3rd level fees for non EU resident's needs to be addressed to make third level accessible for the majority of overseas residents.

Justice Recommendations:

1. Attaining Status needs to be speedier.
2. There must be a stop to Asylum seekers being forced to move down the country once they turn 18 is unjust. It is unjust that YP who have been integrated into a community and school are taken away from all their support networks and friends and left to re-establish from scratch.
3. FNYP who have their papers sorted and have leave to stay must be treated fairly on leaving Ireland temporarily and should not be subjected to big difficulties on re-entering.
4. The Garda needs to continue to stomp out discrimination within their own ranks
5. There is a need to find ways to report racial abuse and attacks that do not threaten the victims who are reluctant to report attacks due to their legal status.
6. FNYP should be encouraged to use local arrangements to support their engagement with the Garda through the Community Policing Forum.

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7. There is a need to develop an on line social network for awareness raising and information for young immigrants.

Response of Discussion Panel to Workshops Feedback.

For the afternoon panel discussion after the feedback from the workshops FNYAPR had invited a number of senior statutory representatives and experts in the area of Health, Justice, Education and Children's Rights to sit on an afternoon discussion panel to respond to the workshop's feedback. Below are the comments from each of the panel participant.

Michael Feehan Garda, Assistant Chief Commissioner

In response to the feedback from the Workshops Assistant Chief Commissioner Michael Feehan made the following comments;

- The link between the community, the policing forum and sports organisations is very important and something that works really well in the north inner city.
- No one should be subjected to police harassment, it is not acceptable and the community policing forum was a good way of addressing this issue.
- Current Garda policy is that the Garda have a duty and obligation to investigate all racist attacks.
- There is a need to develop a forum in which young people can have their views regularly addressed and where they can meet with the Garda to build confidence and have their issues understood.
- The Work of the FNYPAR group is very important and the more dialogue and interagency work we have the better the communication and understanding we will have between Garda and the community.

Mánus de Barra, Policy and Human Rights Officer, Ombudsman for Children's Office

Mánus de Barra from the office of the Ombudsman for Children made the following comments in response to the workshops:

- Ireland's international human rights obligations require integration and coordination of children's services and this issue has been raised with the state by international monitoring mechanisms.
- It is vital that the views of children and young people are heard in consultations and decision-making that will affect their lives.
- Children's rights principles must be integrated into law, policy and practice.
- A large number of non-Irish national children in the care of the state have gone missing and most of them remain unaccounted for.
- During a project undertaken by the Ombudsman for Children's Office with separated children seeking asylum, one of the outputs produced by the young people themselves was a child-friendly guide containing useful information – this was produced to address a gap identified by the young people.

Breda Naughton, Principle Officer, Department of Education and Skills (DES)

In her comments on the feedback from the workshops Breda Naughton made the following points:

- In 2010 the DES published its Intercultural Education Strategy which emphasises integration and inclusivity. Implementation of the Strategy will inform schools on how they should respond to the needs of FNYP

- English language support is a holistic issue that needs to be integrated into the work of all in the school and not just be seen as the sole responsibility of the English Language (support) teacher
- Enabling the views and voice of the student is very important
- In relation to racist bullying, there is a need to adopt a whole school approach so that all teachers and staff are working together to address this. The DES has guidelines on bullying to support and inform schools.
- there is a need for schools to develop a user friendly enrolment document for all parents, including the parents of FNYP, which sets out clearly their enrolment criteria. Schools should, where possible, reflect their community.
- The key message is that schools need to take a holistic approach to integration inclusion and intercultural diversity.



Conclusion

The Foreign National Young People at Risk group would like to thank Minister Frances Fitzgerald and all those who participated and contributed to its third conference. We would like to especially thank all the young people who attended and who shared their diverse experiences with us including the good, the bad and the ugly experiences. These young people as all our young people are the real riches of our society. How we as a society provide the supports to cultivate the hopes, dreams and diverse talents of ALL our young people will determine the type of society we become in the future.

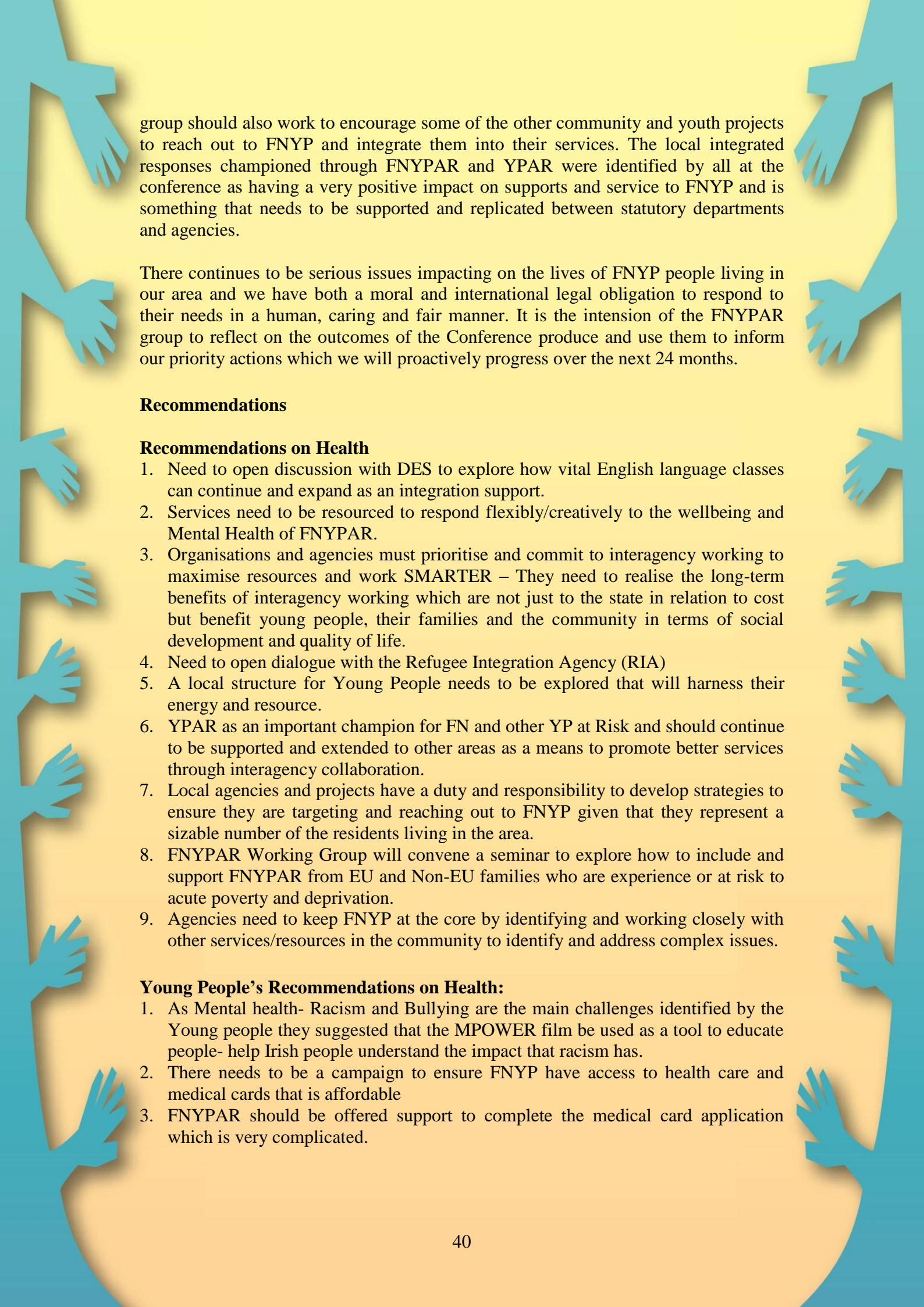
This conference provided the FNYPAR group with the chance to reflect on the progress made since the last conference in 2008 and consult with key stakeholders on what should be our priorities over the next number of years. Many of the participants agreed that there has been some good progress in relation to many of the issues and in particularly the work that is happening at local level between the agencies such as the schools, community projects, voluntary agencies and Garda. However, there are still many issues and barriers identified that foreign national young people need to be overcome for them to feel an equal part of Irish society.

In the area of health there is a need to ensure equality of treatment in accessing medical cards, GP services, Mental Health services and general information on health entitlements. Aftercare and the policy of displacing young people from their community networks and supports to place them in an alien environment when they reach 18 was criticised by all at the conference and needs to be stopped immediately.

In education, access to English classes is an issue that came up again and again and something the DES needs to recognise as a vital support to enable FNYP to participate in school. Training in cultural mediation for teachers, community workers and agency staff was highlighted; Racist bullying both in and outside school was again identified as a serious issues. The need for schools to develop greater contact with community supports such as youth projects was identified. The cost of third level fees was seen as unfair and discriminatory against FNYP and needs to be tackled as it is a major barrier to accessing 3rd level for FNYP.

For Justice the main issues to come up included the lack of information on rights, the rigidity of the system that did not allow for a fair appeal or understanding of the situation that people may have been in when they made their first statement to immigration. The processing of applications needs to be speeded up and the displacement by RIA when young people reached 18 was again identified as an issue of justice that needs to be halted. Many of the participants recognised that there had been good progress in the relationship between FNYP and the Garda and in particularly the positive contribution of the GNIB was highlighted. However, racism is still a major problem for many of the FNYP and there have been a few difficulties in relation to Garda harassment.

In relation to the community and the FNYPAR group it was accepted that the group provides a very valuable service to FNYP and its work should be replicated in other areas. Given the contributions from the young people at the conference, the FNYPAR group should support the development of a local Forum for Young People to harness the energy and resources of foreign national and other young people. The FNYPAR



group should also work to encourage some of the other community and youth projects to reach out to FNYP and integrate them into their services. The local integrated responses championed through FNYPAR and YPAR were identified by all at the conference as having a very positive impact on supports and service to FNYP and is something that needs to be supported and replicated between statutory departments and agencies.

There continues to be serious issues impacting on the lives of FNYP people living in our area and we have both a moral and international legal obligation to respond to their needs in a human, caring and fair manner. It is the intension of the FNYPAR group to reflect on the outcomes of the Conference produce and use them to inform our priority actions which we will proactively progress over the next 24 months.

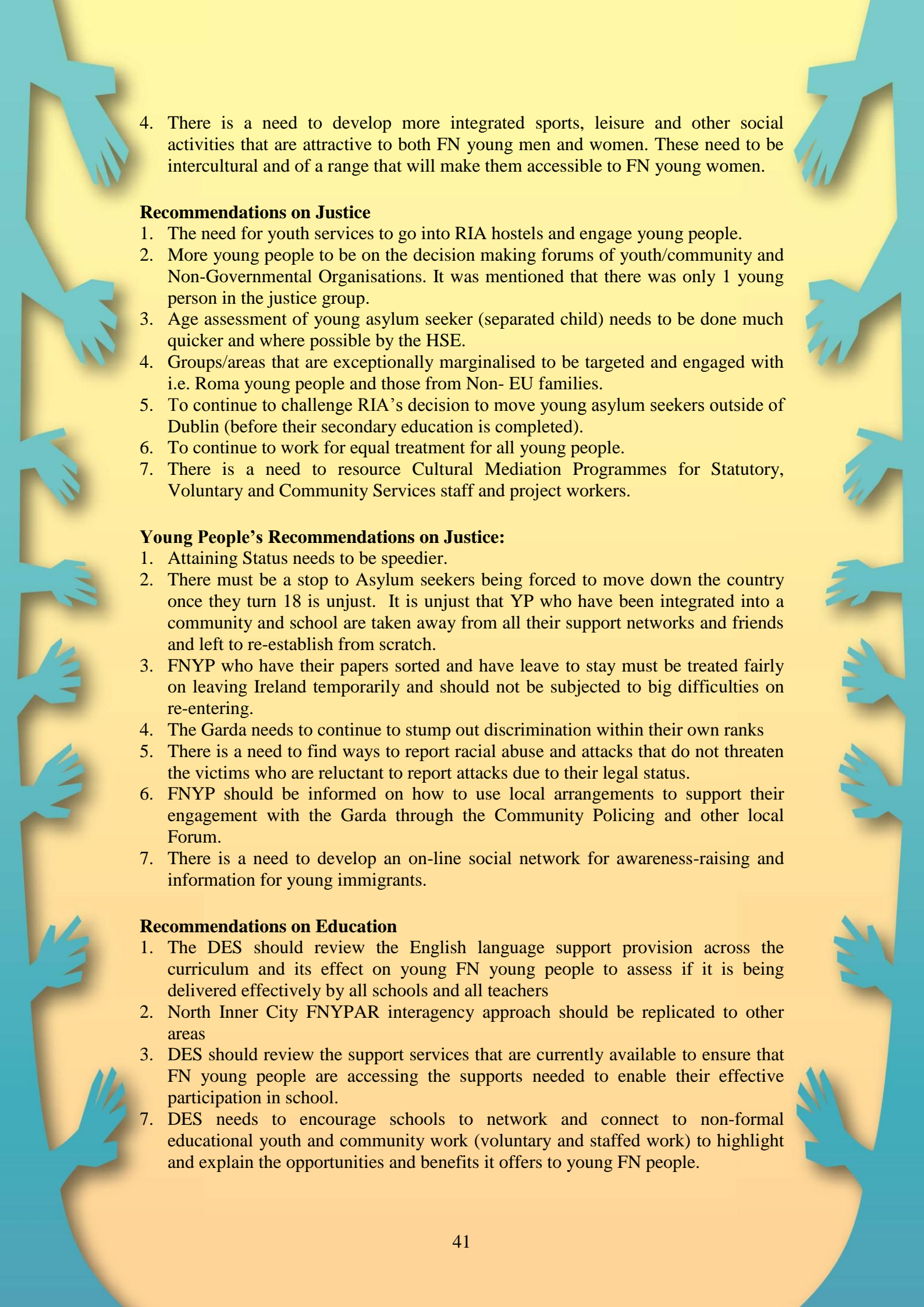
Recommendations

Recommendations on Health

1. Need to open discussion with DES to explore how vital English language classes can continue and expand as an integration support.
2. Services need to be resourced to respond flexibly/creatively to the wellbeing and Mental Health of FNYPAR.
3. Organisations and agencies must prioritise and commit to interagency working to maximise resources and work SMARTER – They need to realise the long-term benefits of interagency working which are not just to the state in relation to cost but benefit young people, their families and the community in terms of social development and quality of life.
4. Need to open dialogue with the Refugee Integration Agency (RIA)
5. A local structure for Young People needs to be explored that will harness their energy and resource.
6. YPAR as an important champion for FN and other YP at Risk and should continue to be supported and extended to other areas as a means to promote better services through interagency collaboration.
7. Local agencies and projects have a duty and responsibility to develop strategies to ensure they are targeting and reaching out to FNYP given that they represent a sizable number of the residents living in the area.
8. FNYPAR Working Group will convene a seminar to explore how to include and support FNYPAR from EU and Non-EU families who are experience or at risk to acute poverty and deprivation.
9. Agencies need to keep FNYP at the core by identifying and working closely with other services/resources in the community to identify and address complex issues.

Young People's Recommendations on Health:

1. As Mental health- Racism and Bullying are the main challenges identified by the Young people they suggested that the MPOWER film be used as a tool to educate people- help Irish people understand the impact that racism has.
2. There needs to be a campaign to ensure FNYP have access to health care and medical cards that is affordable
3. FNYPAR should be offered support to complete the medical card application which is very complicated.

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4. There is a need to develop more integrated sports, leisure and other social activities that are attractive to both FN young men and women. These need to be intercultural and of a range that will make them accessible to FN young women.

Recommendations on Justice

1. The need for youth services to go into RIA hostels and engage young people.
2. More young people to be on the decision making forums of youth/community and Non-Governmental Organisations. It was mentioned that there was only 1 young person in the justice group.
3. Age assessment of young asylum seeker (separated child) needs to be done much quicker and where possible by the HSE.
4. Groups/areas that are exceptionally marginalised to be targeted and engaged with i.e. Roma young people and those from Non- EU families.
5. To continue to challenge RIA's decision to move young asylum seekers outside of Dublin (before their secondary education is completed).
6. To continue to work for equal treatment for all young people.
7. There is a need to resource Cultural Mediation Programmes for Statutory, Voluntary and Community Services staff and project workers.

Young People's Recommendations on Justice:

1. Attaining Status needs to be speedier.
2. There must be a stop to Asylum seekers being forced to move down the country once they turn 18 is unjust. It is unjust that YP who have been integrated into a community and school are taken away from all their support networks and friends and left to re-establish from scratch.
3. FNYP who have their papers sorted and have leave to stay must be treated fairly on leaving Ireland temporarily and should not be subjected to big difficulties on re-entering.
4. The Garda needs to continue to stump out discrimination within their own ranks
5. There is a need to find ways to report racial abuse and attacks that do not threaten the victims who are reluctant to report attacks due to their legal status.
6. FNYP should be informed on how to use local arrangements to support their engagement with the Garda through the Community Policing and other local Forum.
7. There is a need to develop an on-line social network for awareness-raising and information for young immigrants.

Recommendations on Education

1. The DES should review the English language support provision across the curriculum and its effect on young FN young people to assess if it is being delivered effectively by all schools and all teachers
2. North Inner City FNYPAR interagency approach should be replicated to other areas
3. DES should review the support services that are currently available to ensure that FN young people are accessing the supports needed to enable their effective participation in school.
7. DES needs to encourage schools to network and connect to non-formal educational youth and community work (voluntary and staffed work) to highlight and explain the opportunities and benefits it offers to young FN people.

8. Community services and support need to collaborate to share information and experiences on including FNYPAR in their services.
9. DES needs to look at partnership opportunities across the country (at regional and local level) to promote its intercultural strategy and also to put the resources in place to support its dissemination, protocols and practice.

Young People's Recommendations on Education:

1. Need for proper English language support in primary, secondary and third level education.
2. There needs to be an educational process of intercultural integration in schools to combat the situation where FNYP are separated into groups according to their nationality.
3. 3rd level fees for non EU resident's needs to be addressed to make third level accessible for the majority of overseas residents.

Immediate Actions to Progress for FNYPAR Working Group

1. Meet with relevant Departments and Agencies to presents the FNYPAR conference findings appropriate to each agency.
2. Continue to promote, advocate and influence interagency work as an effective respond to the needs of FNYPAR
3. Convening a meeting of agencies to explore how best to respond to EU and Non-EU families not accessing services, who are 'hard to reach' and are experience or at risk to acute poverty and deprivation.
4. Convene a meeting of the wider YPAR network and other to present the FNYPAR Conference Report as a means to encourage greater interagency collaboration as a means to response more effectively in addressing the issues of FNYPAR.
5. Work to set up a structure that will enable the views and voices of FNYP be part of decisions that affect their lives.
6. Continue to coordinate and share information between local services and supports to FNYPAR
7. Develop an alternative response to address the policy of displacing FNYP before they complete their 2nd level education.



APPENDIX I Attendance List

NAME	ORGAINISATION	NAME	ORGAINISATION
Adrian R	O'Connells Secondary School	Denas	O'Connells School
Aidan Waterstone	HSE Children's Services	Dilan	O'Connells School
Alan Taylor		Doulet Nurmukhena	O'Connells School
Andrei	Rosmini Secondary School	Dr Kingidila	IRCEG (New
Charniaustis	Secondary School	Macaire	Communités)
Andrew	An Garda Siochana	Eimear Boland	Crosscare
Melbourne			
Andrew Saxton	CDVEC	Elizabeth McCarthy	Probation
Ann Carroll	CASPr	Elizabeth Slattery	Mount Camel, Kings Inn Street
Anna Quigley	Dublin Aids Alliance	Emilija	Rosmini Secondary
Anne Walsh	NYCI	Steeimetayte	School
Annos	Rosmini Secondary School	Emma Taylor	SARI
Aoife Bambury	Wassawassa Workshop	Farido bobo	Mistycroft
Audrei	St Josephs	Farliat	CDVEC
Avyay	O'Connells School	Fedim Frosin	Rosmini Secondary School
B Crowe	NCI	Fergus McCabe	NYP2
Beka		Frank Mulville	YPAR
Benas	St Josephs	Geeta Steeimetayte	Rosmini Secondary School
Benjamin Osii	Rosmini Secondary School	George	O'Connells School
Betsy Katz	Immigrant Council	Gerry Duffy	O'Connells Secondary School
Bobby	St Josephs	Gillian Byrne	Step by Step
Bongani	O'Connells School	Grant	Show Racism the Red Card
Breda Joyce	Mistycroft Residential	Haliuu Nets	PRAY
Brid Clarke	Department of Education	Honoie	CDVEC
Caitriona	Community Games	Ider	O'Connells School
Reynolds		Jacqueline Smith	CYC
Carey Rutland		Jawan Omar	O'Connells School
Carlo	Rosmini Secondary School	Jessica Murphy	HAY Project
Chiava Toschi	Glendown House, Misty Croft	Jinand	Marino College
Ciara Cunningham	SWAN	Joanna Flore	Marino College
Ciaran Price	Dublin South Volunteer Centre	Joe Costello	TD
Cindy Njall	Crosscare	John O'Driscoll	An Garda Siochana
Clare Carruthers	Streetline	Justas	St Josephs
D O' Halloran	BRADOG	Justas	St Josephs
Daniel Keaney	Fitzgibbon Street Community Policing	Karen Moynihan	FYRC
Dave Matuslaem	Rosmini Secondary School	Katka Buchtova	Rosmini Secondary School
David Byrne	Ballybough Youth Project	Kerrie Clohessy	SARI
Dayen Sooniah	Rosmini Secondary School	Kevin Mooy	Ogra Chorcai
Kim Boyle	Dublin South Volunteer Centre	Lorraine Keegan	SWAN
Kimberly	Mistycroft	Lynette Dunne	SWAN
McIntyre		Maeve Geraghty	Streetline
Laurentiu	Rosmini Secondary School	Mairead McMahon	SWAN
Chidovat		Majella McEvoy	Marino College
Liam Roe	Talbot Centre	Manus De Barra	Ombudsman for Children's Office
Lorraine Doherty	HAY - GYDP		
Lorraine Downey	CDVEC (English Language Support TA)		

NAME	ORGAINISATION	NAME	ORGAINISATION
Margaret Hayes	CDYSB	Marie Metcalfe	CPF
Marino Choir	Marino	Rasha Nagawa	
Marissa Ryan	Belong To	Rodrigo Gonzalez	Rosmini Secondary School
Mary Collins	HSCL St Joseph's Fairview	Rohan	O'Connells School
Mary Lou McDonald	TD	Rosalea Crossan	Stanhope Street Secondary School
Mary McGagh	Young Peoples Probation	Rose Boyd	Community Games
Mary Meehan	YPAR	Rpberto Samson	CYC
Maureen O'Sullivan	TD	Ruth Lacey	Mistycroft
Mel McGiobuin	NICDTF	Samantha Arnold	IRC
Michael Kilbride	O'Connells School	Sandra Doody	Base Ballyfermot
Michelle Noone	Mistycroft	Sandra Moore	Ballybough Youth Project
Mick Cowman	BRADOG	Sgt Ray Murphy	Fitzgibbon St Community Policing
Mick Feehan	Garda	Shane	SWAN
Mihai	O'Connells School	Shane Byrne	YASS Crosscare
Minoaugas	St Josephs	Sharon Kennedy	Lefroy House
Monika Sarty-le	Rosmini Secondary School	Shay	Crosscare
Moses	CDVEC	Sherry Solman	DAA (Nuim)
Mustafa	CDVEC (Speaker)	Sinead McCauley	SWAN
Mustafe Boymat	Rosmini Secondary School	Sinead O'Halon	Crosscare
Niall Ring	Councillor	Siviwe Zili	Rosmini Secondary School
Nicolei Gnterre	Rosmini Secondary School	Sola Mobolaji	HSE
Nilesh	O'Connells School	Tiago Gomes	O'Connells School
Noel Smith	SWAN	Tony Wantene	GAA
Nusniddia Suljay	Afyhan Community of Ireland	Tunde Aditula	Crosscare
Olulaja Osho	Crosscare	Vasile	O'Connells School
Pascal Donohoe	T D	Vita Zledelis	Rosmini Secondary School
Patrick Gates	YPAR	Yolandah	NCP
Paul Dolan	Eastwall	Yolandah Nyaimi	NCP
Paul Flynn	Crosscare	Yolandah Nyath	Afro-Irish Kidios
Pauline Brennan	BRADOG	Yvonne Piper	NYPI
Peter O'Connor	CPF		

APPENDIX II

FNYPAR

CONFERENCE PROGRAMME

Clonliffe College, Dublin 3.

20th January 2012

Conference Registration	8.45
Minister Arrives and is greeted by YPAR Chairperson Margaret Hayes, Conference Chairperson Fergus McCabe & Young Person's Representatives (Accompanied by O'Connell's School Drumming Band)	9.20
Conference Welcome by YPAR Chairperson (Margaret Hayes)	9.30
Introduction and Purpose (FNYPAR Chairperson, Fergus McCabe)	9.33
Conference opened by Frances Fitzgerald, Minister for Children and Youth Affairs	9.40
Margaret Hayes thanks Minister who leaves Conference Hall	9.50

Conference Morning Session:

Presentations on Health, Justice and Education:

Health (Chairperson: Mary Lou Mc Donald, TD.)	10.00
<ul style="list-style-type: none">• Statutory Presentation (Aidan Waterstone, HSE Children and Family Services)• Local Presentation (Paul Flynn, Crosscare Youth After Care Service)• Young Person's Experience (Cindy Njoki)• Questions & Answers (Health Specific)	
Coffee Break	11.00
Marino College School Choir	11.10
Justice(Chairperson: Joe Costello, TD.)	11.20
<ul style="list-style-type: none">• Statutory Presentation (Superintendent John J O'Driscoll, Garda National Immigration Bureau)• Local Presentation (Samantha Arnold, Irish Refugee Council)• Young Person's Experience (Mustafa Shirzi)• Questions & Answers (Justice Specific)	
Education (Chairperson: Maureen O Sullivan, TD.)	12.15
<ul style="list-style-type: none">• Statutory Presentation (Breda Naughton Principal Officer, Dept of Education)• Local Presentation (Gerry Duffy, Principal of OCS)	

- Young Person Experience (Adrian Roben)
- Questions & Answers (Education Specific)

Lunch

(Accompanied with music entertainment) 13.10 – 14.00

Conference Afternoon Session:

Workshops and Panel Discussion

Facilitated Workshops

(Allocated at registration on a first come first served basis) 14.00

1. **Education** (Facilitator, Ann Walsh, National Youth Council of Ireland)
2. **Health** (Facilitator, Dave Little, HSE)
3. **Justice** (Facilitator, Andrew Saxton, CDVEC)
4. **Young People's Workshop** (Facilitator, Ciara Cunningham, SWAN Regional Youth Service)

Workshop Questions

1. **What works well for FNYPAR?**
2. **Where are the gaps and problems in supports and services?**
3. **Identify three priority Actions/Issues for FNYPAR to progress and advocate on.**

Workshops Feedback, Panel Response and Open Discussion

(Chairperson, Pascal Donohue, TD.)

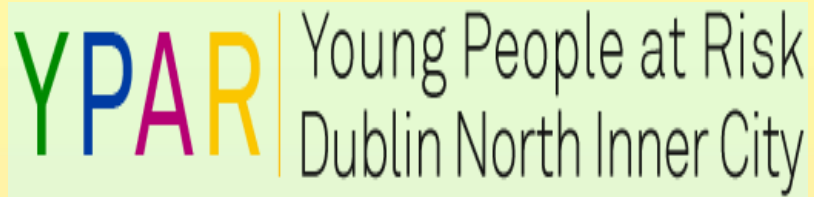
15.15

Discussion Panel: Michael Feehan Garda, Assistant Chief Commissioner; Manus DeBarr, Policy Worker Ombudsman for Children; Breda Naughton, Principle Officer, Department of Education and Skills; Aidan Waterstone HSE.

Conference Closed by Fergus McCabe

(Chairperson FNYPAR Working Group)

16.15 - 16.30



Contact Details:

YPAR (Young People At Risk) North Inner City
Ballybough Community Centre
Ballybough Road
Dublin 3

Tel: 01-8194779
E-Mail: infoypar@gmail.com
Web: www.ypar.ie

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