QDOSS

REGIONAL CONSULTATIONS

REPORT

Regions: Border, Midlands and West; South East and East

Final Report submitted by Barnardos Training and Resource Service to QDOSS, February 27th 2013

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Introduction

QDOSS, Quality Development of Out-of-School Services, is a network of stakeholders, drawn from the Out-of-School sector[1]. QDOSS aims to promote positive educational outcomes for children and young people, particularly those experiencing educational and social disadvantage. QDOSS are committed to the reality that Out-of-School Services play a key role in overcoming both educational and social disadvantage – helping children and young people's personal and social development, their motivation and confidence to learn, preventing early school leaving and anti-social behaviour.

Out-of-School Services refer to a range of structured developmental programmes, clubs and activities for school-age children and young people (4-18) which take place within supervised environments outside of formal school time. They include school age childcare services, after school clubs, breakfast clubs, youth groups and programmes. They take place in a variety of settings, which include community childcare services, schools and various community venues. These services are funded and resourced from a range of sources including the EU, statutory and non-governmental agencies, parents, schools, community-based groups, faith-based organisations, youth organisations and other voluntary sector groups.

In July 2012, QDOSS (Quality Development of Out of School Services) contracted Barnardos Training and Resource Service (BTRS) to conduct regional consultations with providers of the many varied Out-of-School Services across Ireland. This was initiated in order to build upon previous research conducted by QDOSS and to ascertain current perspectives on the future for Out-of-School Services in Ireland (OSS)[2]. These perspectives would be considered in the light of the current context for OSS, such as the provision of funding as set out by the Department of Social Protection in the December 2012 Budget for the purposes of labour market activation[3]; the current development of a new National Children's Strategy which is underway, and the dearth, for a number of years, of any actions or policy initiatives in the OSS sector. Strategies such as DEIS (Delivering Equality in Schools) is an action plan for educational inclusion. It has focused on addressing the educational needs of children and young people from disadvantaged communities. The establishment of the Children and Family Support Agency will bring a dedicated focus

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[1] QDOSS membership: Barnardos, BCCN, Children's Research Centre, Trinity College, Educational Disadvantage Centre, St Patrick's College, Drumcondra, Foróige, Limerick County Childcare Committee, Roscommon County Childcare Committee, Dublin City Childcare Committee, National Voluntary Childcare Collaborative, PLANET, School Completion Programme, Transforming Education through Dialogue, Mary Immaculate College, Ireland, Trim and Ballivor Childcare, Youth Work Ireland

2. Out of school services are also sometimes referred to as after school services or school age childcare. For the purposes of this document we use the term out of school services or OSS to mean any of these.

[3] Since the consultations, the DSP in the 2012 Budget has set out the allocation of €14m for an OSS scheme. This will be an extension of the Childcare Education and Training Programme which is targeted at low-income parents to enable them to take up employment/education opportunities.

to child protection, family support and other key children's services for the first time in the history of the State. The Agency will be as broadly based as possible and will include services that (i) may prevent problems arising for a family in the first instance (ii) identify problems and provide supports at an early stage and (iii) assist children and families in managing serious problems requiring specialised interventions beyond their own resources.   The ongoing reports from the longitudinal study, Growing Up in Ireland, provide valuable information regarding the needs of older children, for example, regarding children's achievements at school being boosted by OSS (Dept of Children and Youth Affairs 2012).

Through this consultation process, QDOSS sought to establish two key outcomes. The first was to enable as many people as possible from the OSS sector to contribute their beliefs and opinions to the debate on the future of OSS services in Ireland, so that QDOSS could establish priorities, develop policy and advocate for this sector. The second key outcome was to initiate a network among the wide-ranging number of groups in the sector, enabling the commencement of discussion and debate, and mutual support. Through the establishment of common ground among the disparate services who each operate from their own specific agenda, it was intended that a national network would develop and that it would support the sector in speaking with a unified voice.

The results set out below provide a clear picture of the process; the attendance; the information sought; and the final information received. A summary of the main findings is provided and suggestions made for actions that QDOSS may consider in the near future.

1. Regional Consultations

1.0 Origins and background to the consultations

As mentioned in the introduction, initial research was conducted by QDOSS in 2006, and a conference was held to initiate developments within this sector. The key themes, questions and priorities addressed were:

- Key Structures Underpinning Out Of School Services

- OSS: Bridging Health and Education Needs

- OSS: Contribution to the Social Climate

- OSS: A Key Resource in Culturally Relevant Curriculum Implementation

- Community Development Principles and OSS

- Evaluation: Structural, Process and Outcome Indicators

 The report from this time can be found on
http://www.spd.dcu.ie/main/academic/edc/qdoss/documents/qdossbooklet2010reprint.pdf.

In 2012, QDOSS surveyed its constituent organisations and the results of this highlighted key themes of importance for consideration by the sector. These themes formed the basis of the next level of engagement: consulting with as many actors from the OSS sector as possible.

The themes that emerged were:

Theme 1: What is the Role of Out-of School -Services?
Theme 2: Sustainability & Funding
Theme 3: Training & Practice
Theme 4: Regulation & Policy
Theme 5: Accessibility & Models

Following meetings between representatives of QDOSS and BTRS it was determined that the themes that had emerged from the previous research conducted by the QDOSS network would be used to structure the consultations. QDOSS agreed to consult with its members in order to develop suitable questions under each theme for participants. Participants were sent the themes and questions in advance in order to allow for time to reflect and prepare for participation in the consultations.

1.1 Planning for the consultations

QDOSS arranged for consultations to be held in locations that would facilitate as many actors in the Out of School (OSS) sector as possible. These venues were in three regions: Border Midlands and West (BMW) region, South East region and East region. The local County Childcare Committees (CCC) in each region (Roscommon CCC BMW, Limerick CCC South East and Dublin CCC East regions) coordinated the consultation process. The CCCs concerned provided resources to support this consultation process, including booking of venues, advertising of consultation process, contacting potential participants, taking bookings and disseminating the information prior to the consultation to all participants.

Promotion was also conducted by some members of QDOSS, who circulated information. This meant that the reach to all elements of the sector was as broad as possible.

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1.2. Profile of Participants

Participants were drawn from varying types of OSS, such as School Completion Projects, Childcare Services, Family resource Centres, County Childcare Committees.There were some regional variations in terms of types of service attending, which is summarized below. Numbers in attendance were similar in all regions, with a total of around a 104 participants.

QDOSS Consultations Summary of participants by Type of Service (104 attendees)			
School Completion	26	Garda youth diversion project	1
Childcare services and crèches	17	Parent and Toddler	1
Out of School Services	13	Early Childhood Ireland	
County Childcare Committees	9	(NVCO/QDOSS)	1
Community development	7	Forbairt Naíonraí Teoranta (NVCO)	1
Youth projects	5	Home school liaison	1
Family Resource Centre	3	VEC	1
National school OSS	3	Teen parent support	1
Youth services	2	Barnardos (NVCO/QDOSS)	1
National Education Welfare Board	2	WOW (Barnardos)	1
Young Men's Christian Association	2	Inchicore Community Drugs Team	1
Social services Out of School Service	1	Start Strong	1
		Other	2
OSS outreach	1		

It can be seen that the main groups represented were School Completion projects, childcare services that provide OSS, and specific OSS. A variety of youth services were represented, as were specific projects and national groups.

2. Thematic Analysis of Consultation

The findings are set out below using the themes for the framework of analysis.

Theme 1: What is the Role of Out -of -School -Services?
Theme 2: Sustainability & Funding?
Theme 3: Training and Practice
Theme 4: Regulation & Policy
Theme 5: Accessibility & Models

The detailed regional feedback is listed in Appendix 2.

2.1 Theme 1: What is the Role of Out of School Services?

(Note: Questions regarding accessibility were included by QDOSS under this theme and also Theme 5. Analysis of responses regarding this topic are all grouped under Theme 5).

The questions under this theme address benefits for children, parents, community.

Benefits to Children

There was a clear consensus that OSS benefitted young people. Participants suggested that benefits included academic, social and emotional outcomes. Many attending were keen that the benefits of OSS should be made explicit to those in positions of influence and power. They saw this as a means to garner support and justify the case for developing OSS.

The benefits mentioned included the use of Out-of-School supports for children to help them engage in formal schooling: *"Engage the hard to reach children and young people"* and *"helps prevent early school leaving".*

The areas of social and emotional development were also identified as areas where OSS brings benefits. Behaviour was highlighted as an issue, for example, one participant noted that attendance at after school programmes "*reduces anti-social behaviour*". More directly it was suggested that the young people in a formal structure exhibited positive behaviour rather than young people who did not have access to OSS and were '*on the street'.* Related comments suggested that OSS brought "*emotional benefits – well-being"* and also *"reduced isolation*". The building up of confidence was mentioned, and familiarity for children, and the building of children's self-esteem. The social aspect through meeting friends was commented upon positively.

Practical benefits providing positive outcomes for children included provision of hot meals, and homework completion, and more specifically homework support were mentioned.

Many mentioned the fun to be had by the children: "*child happy*"; while there were chances to take part in activities and developing "*an interest in activities, i.e. baking, sport, would be hobbies for life*".

Other benefits mentioned were the chance for health promotion, safety, continuity and transition. Also, it was suggested that OSS was able to meet "*different age group needs*" and OSS could provide "*differentiated instruction: one: one support*".

Parental Benefits

The benefits of OSS for parents particularly, highlighted by attendees, included issues such as safety, nutrition and childcare to enable them to participate in education and in the workforce. The issues of child safety, giving peace of mind to parents and homework completion were all identified as positive outcomes for parents. Knowing their children had a hot meal was also seen as assurance for parents: "*parents can be assured that homework is being done/attempted and that their children are getting a hot meal*". It was suggested that OSS offered a "*safe environment for their children while they work*", with one group of the opinion that "*it is Department of Education and Skills policy that all children are handed over to responsible adults at the end of the school day and that 'latch-key' children going home alone was not appropriate*". For lone parents returning to education OSS was a support, as it also was for parents returning to work in general.

Involvement of parents, both with the services and in their children's lives in general was raised – while it was not discussed in depth ,there was general agreement that parental engagement in their children's lives was of value, but could be very difficult to develop in after school settings.

Benefits to Community

It was suggested that the community could benefit if OSS could "*align with schools, though there were challenges with primary schools and other after-school clubs". So*me suggested that OSS provided a "*facility for the community*" and "*brought people together and encourages them to work together for the betterment of their community*". Behaviour was mentioned as it was suggested that the community may experience reduced "*levels of anti-social behaviour*" as a result of children being positively engaged in programmes. It was also said that OSS "*promotes the area and its development*". Community morale could be built through activities related to OSS such as fundraising.

2.2 Theme 2: Sustainability & Funding

(Note: Questions from QDOSS re sustainability were also listed in Theme 1; the responses to these have been included under Theme 2's analysis).

Sustainability

Sustainability looked at cohesion, sharing of resources, interagency links, training and calls for a national strategy. The idea of accurately measuring soft outcomes was discussed. References, some critical, were also made to the mapping exercise which was being conducted through the CCCs and the Department of

Social Protection (DSP). Since the consultations, the DSP in the 2012 Budget ,has set out the allocation of €14m for an OSS scheme[4].

The development of a national strategy for OSS that was based on evidence, and also built on "*best practice internationally*" was seen as important for sustainability, also using "*child-centred consultation and needs-led*" was mentioned as a means to long-term sustainability. It was stated that "*the Department of Education and Skills needs to recognise changing role not just for schools, huge learning for after school*".

Sharing of identified good models of practice was suggested as being of benefit, and good links with both schools and parents, with school premises being recommended as being the most accessible for parents. Parental involvement was again highlighted as being of importance, but "*very difficult*" to initiate. Also the sharing of resources among a national OSS network was brought up as a means to knowing what was available and utilising existing resources.

Challenges for OSS sustainability included avoiding duplication (of OSS). It was suggested that this could be difficult in rural areas. Another challenge that was mentioned in one area was that of unnotified (to HSE)/unoffical OSS being offered to parents.

Sustainability was linked with quality, for example developing a "quality framework through evaluation". (Quality was also discussed under Theme 3: Training and Practice). The need to provide supports for the large numbers of volunteers upon which the sector places great reliance was seen as important for sustainability. The need for paid and trained staff was seen as a reality. Governance was linked to sustainability in the community sector.

Two additional issues that came up in all three consultation were transport and Garda vetting. The challenge of providing transport surfaced under many of the themes. For sustainability, transport, especially in rural areas needs to be reviewed in terms of provision and funding. While it was agreed that Garda Vetting was necessary, participants felt it needed to be rationalised (following the person for example) and speeded up[5].

Funding

The topic of funding was strongly responded to in all regions with many issues raised, for example:

- Effects of cuts
- The need for a clear funding stream
- The need for main-stream funding
- 'One-stop shop' for funding application

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[4] The allocation of €14 m will be an extension of the Childcare Education and Training Programme which is targeted at low - income parents to enable them to take up employment/education opportunities.

[5] Since the consultations, an announcement has been made that there are proposals to increase the staff in the Garda Vetting Unit in order to reduce waiting times.

- Understanding that services can have various sources of funding
- Impacts and issues with the various funding schemes

It was felt that there was a need to highlight the impact of the accumulation of many small cuts on services, with one participant stating that "*succession of small cuts can make services unsustainable*". Furthermore, it was noted that there was a need to streamline funding for participants to acknowledge to the various funders that many services drew funds from "*a variety of sources*". For services, this aspect took up a great deal of time that could be used in a better way. The frustration of time being spent to obtain and report on small amounts of funding was highlighted, and all participants looked for some form of "*one-stop shop*" for funding applications.

It was suggested that main stream funding would support "*better interagency links for programme delivery*" in the long term. One region suggested removing grant-aid as it made it "hard to plan for services", while another suggested a mix of traditional and non-traditional funding.

To support sustainability, the concept of subventing parents was suggested along with additional grant aid for services. Some private providers commented that subventions and eligibility requirements should be reviewed (who should do this was not identified). Some felt that the various schemes placed a significant burden on low-income parents, with participants identifying the "*lack of joined –up thinking on CE schemes*" and that people on middle incomes lost out, with an unintended barrier to employment being created. The lack of funding support "*CETS, FÁS, VEC*" to private crèches was seen as an issue of unfairness.

An important point was mentioned regarding funding specifically to linking funding to outcomes which linked with the idea of making the beneficial outcomes for children explicit, this was to gain a better understanding about "*how to measure soft outcomes*". Another aspect of establishing outcomes was the need for clear outcomes for school provision – if behavioural or educational outcomes was to be considered, how would they be measured, for example.

The principle of "*from each according to their ability (to give) to each according to their needs/means*" was highlighted as a possible long term concept for support and sharing of resources between local Out-of -School services.

2.3 Theme 3: Training & Practice

All regions agreed that accredited training was necessary to ensure quality of services for children. However, participants highlighted incidents of low up take of training which, could perhaps, be attributed to another issue that was identified, that of the lack of any requirement for staff to be professionally trained. A number of suggestions were made to address this issue and included: the regulation of the sector to include requirements for qualifications; participation in schemes to be dependent on properly trained staff. The need for FETAC and the new qualifications authority (QQI) to reinstate the already-developed and accredited OSS training (the FETAC Level 5 Award in School Age Care) was mentioned across the regions.

Some specific areas of continuing professional development training that would be of value to OSS were suggested including: Friends for Life, Buntús, Teen Between, Mathseye and Mindfulness. These were all believed to have the potential to improve services for young people by having staff trained who could use these models with the young people attending. The Scouts Programme was also mentioned. It was suggested that using cluster groups to provide training would be of use. Additionally, the development of a common vision and framework for the sector would support and focus all professional development.

Other issues related to professional development were coaching and mediation training; behaviour management for the older age ranges; managing the wide age ranges that exist in OSS and also to have similar opportunities for training as with ECCE (Early Childhood Care and Education) staff.

Quality was addressed with various aspects being discussed. The issue of streamlining Garda vetting, the value of training; a form of standardised evaluation looking at "*curriculum (age-appropriate); programme; plan*", were all considered. Continuity of staffing support would also contribute to quality. Quality could be developed through more regulation and inspections; standardisation through the sector, and better resources and funding.

The establishment of a curriculum framework came up frequently, with a suggestion to build upon the model of Aístear, the National Curriculum Framework for the early years sector.

Children - centred aspects of quality included ensuring each child would have their own plan and support; that care team meetings be held in schools and that Department of Education and Skills (DES) planning meetings be held within schools and across clusters of schools.

It was felt that all of these issues could be achieved through a number of measures, some of which are also addressed under other themes. For example:

- Long term funding and strategy with a central vision
- Recognition of the OSS sector as a key area of investment for supporting children's outcomes
- Regulation and Inspection
- Development of a quality framework

2.4 Theme 4: Regulation & Policy

It was recognised that a variety of regulations currently affect the OSS sector such as child protection, health and safety, and employment legislation. However, more specific focused regulation was demanded, with participants identifying the need for "legislation to work by" for this sector. Some participants wondered did the national Literacy and Numeracy Strategy impact on OSS, for example.

It was suggested that the form of regulation best suited to this sector would be a combination of self-evaluation and inspection. Minimum qualifications along with issues such as ratios were considered

important. It was felt that the government should promote continuity of care, interlinking education and youth work [the formal and informal elements].

A holistic approach should be adopted, and all stakeholders should be involved in the further development of the sector, suggesting that further consultation would be useful, supporting the idea that " ..there be/require transparency in implementation of national strategies". This would link to the suggestion that "encourage/require cross or interagency service provision".

The Government could consider earlier payment of grants and payments, such as the CETS and CCS schemes[6]. A suggestion was made that private providers could participate on the CCS scheme.

The government could also set out guidelines for best practice, for example, in areas such as employment contracts. There could be a support agency for OSS. Funding could be provided for children up to 14 years on all schemes (CCS already covers up to 15 years) and there should be a funded training strategy.

The recognition of the sector, including qualifications and professional development was considered important. Continuity of care across formal and informal services and the interlinking of education and youth work were brought up as a useful future direction for the Government.

2.5 Theme 5: Accessibility & Models

There were various aspects of accessibility addressed, such as transport (funding and provision), opening times of service, catchment areas.

Transport funding has been mentioned already in Theme 2, and participants particularly referred to the challenges in rural areas where complications arose with the rule restrictions regarding school bus funding and crossing between catchment areas, where a school bus may serve an area just outside the OSS' reach. Another concern was that some OSS could not provide staff to collect children from school to bring them to OSS.

There was some mention of the fact that attendance at OSS was very much within 'own locale' and that young people couldn't/wouldn't travel outside their own areas, not only due to bus /transport ?issues. The implications of this, especially mentioned by those from Tipperary, was that over-capacity existed in some areas and under-capacity in others, without resolution of this situation to date.

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[6] Childcare Education and Training Support Programme (CETS) and Community Childcare Subvention Scheme
http://www.dcya.gov.ie/viewdoc.asp?fn=%2Fdocuments%2Fchildcare%2FCETSLandingPage.htm&mn=chit&nID=4

http://www.dcya.gov.ie/viewdoc.asp?fn=%2Fdocuments%2Fchildcare%2FCCSDocsJune2012%2FCCSMainPage.htm&mn=chit&nID=3

A number of groups were identified who were not effectively accessing OSS. These included children from families who had moved out of the regeneration areas and consequently left the services provided within their local communities. Asylum seeker parents of children who were seen as being unaware of OSS and how to access it. It was also identified, that young mothers were another group who were important to reach in order that their children would have access to OSS. Traveller groups/ children from the travelling community were also identified as another group who were difficult to reach with services.

It was mentioned that accessibility depended on ability to pay for services and also on transportation issues. In addition, the limitation of services in many instances (with the exception of school completion projects) to term-time and the shorter hours of provision in summer services, such as "the summer slide; hours 10-2pm" were highlighted. The issues of grants, funding [such as CE schemes] and lack of funding for private providers was brought up. It was suggested that "availability was limited by resources" with only those most at risk able to access/offered services that "the will is there but economics, toughening up of family resources has made these services look like a luxury now".

Sharing of identified good models of practice was suggested as being of benefit for accessibility along with good links with both schools and parents, with school premises being the most accessible for parents. Comparison was made with the youth services and the existing One programme, which is used in the scouting movement, as a useful model to build upon. A parent support model in West Limerick, the Filial Play Programme which is being delivered to parents living with the challenges of disadvantage was cited as a useful model for working with parents.

The need for coordinated inter-agency work which would meet the needs of children and which involved parents was put forward as a model of work in this sector. It was suggested that Government departments with responsibilities in this sector, such as the Department of Children and Youth Affairs and the Department of Social Protection could work together in this area.

2.6 Thematic Analysis: Summary of Priorities

The main priorities emerging from the thematic analysis are as follows:

- Funding, including simpler funding models, reviewing of schemes currently available

- The integration and interlinking of all elements of the sector and its recognition as a unified sector

- Sharing of resources within the sector

- Broadening access for groups of children currently not accessing OSS

- Training, qualifications, continuing professional development

- Improving transport and accessibility

- Making explicit to the Government the value to children from attendance at OSS, especially where OSS acts in a preventative and key support role for vulnerable children. (GUI 2012)

- Establishment of standards, regulation, and national framework for the sector, all of which would support quality delivery of OSS

- Government strategy to include working together across departments and establishing a 'home' for this sector

- Emphasising the great opportunities afforded through OSS, the inherent fun involved for children

- Consulting with children, provision of needs-based services

- Linking and involving parents

Each of these has been described in more detail under each theme, and the following section draws on these to develop suggested actions for QDOSS.

3. Summary and Suggestions

As established through the thematic analysis, the most common issues were funding, networking across the sector, transport issues, enabling access for a broader range of young people and children such as hard-to-engage children, ethnic minority groups and lower and middle income groups. The need for suitable forms of regulation was universal, as was staff training and a strong need for the Government to lead on developing the sector. Highlighting the value to young people and children of attendance at OSS was also common to all areas.

Overall, the regional consultations provided insightful responses to the issues raised through the earlier survey outcomes. Strong feelings were evident on the priority areas, often reflecting the recognition by those participating of the value of OSS, and the need to develop this sector further with official support such as a national strategy.

Below are suggestions for actions that could be pursued by QDOSS, both in the areas of advocacy and in developing practical supports for the sector. These areas are based on the key priorities that emerged from the consultations, as set out in the thematic analysis.

3.1 Policy Development

It is recommended that QDOSS develop a strategic policy position on the case for OSS, informing this policy by bringing together QDOSS' previous report from 2006, the outcomes of this regional consultation, drawing on other research papers and the original government report on School Age Childcare (Department of Justice, Equality and Law Reform 2005).In addition, consideration should be given to obtaining funding to conduct a meta-analysis of policies and strategies from other countries, such as the Nordic countries, Australia, the UK and the USA. Justification for developing this sector would then be evidence based. The policy position developed should link with the forthcoming Children and Young People's Policy Framework, and capture the benefits of OSS as stated by those consulted for this report. Consideration could also be given to consulting with young people, perhaps through Dáil na nÓg, in order to ascertain their priorities in this sector, which directly impacts upon them in their daily lives.

3.2 Quality within the OSS

It is proposed that, if possible, QDOSS obtain funding to examine best practice in other countries and look at existing quality models that allow for an overarching setting of standards but with flexibility in operation, so that individual programmes best weighted to children and young people's needs can be provided. The USA has moved in the direction of national accreditation of Out of School programmes in recent years, with individual centres receiving accreditation through the National Afterschool

Association and the work being carried out by the Council on Accreditation in New York[7].Some useful learning for policy development by QDOSS may be obtained from examining these and other models, to determine their effectiveness in an Irish context. Ideally, an Irish Framework for Quality in OSS should fit with both our needs and our culture. This framework could build upon, for example, Síolta, the National Quality Framework for Early Years and Aístear (as referenced earlier).

3.3 Funding Issues

The need to develop a strategic position on this funding is imperative for the sector. Arising from the consultations, there are a number of different aspects of funding that could be addressed.

Advocating for a clear specific funding stream is recommended. This would link with the suggestion for making the case for OSS as being of clear benefit to children and having intrinsic value for children and young people, in particular in redressing social inequality. Funding is also linked closely with the issue of quality within this sector. The cuts in recent times are impacting on the quality and sustainability of some of the services being provided.

The practical aspects of funding and the difficulties being experienced throughout the regions could be alleviated in the short term by the provision of a single point of access for funding [the one stop shop suggested]. This would perhaps involve an internet portal site, which could list and link to the various funding streams currently available. A further step could involve advocating for the provision of guidance on funding applications, with streamlined application forms that would meet the requirements of all funders, and could be completed once only; the model that is used for some schemes with applications being made through the CCCs could be built upon.

3.4 Integrating the Sector

Building upon the momentum that is being generated through the regional consultations and the forthcoming QDOSS conference is important: the funding information, the information in relation to programmes and courses are useful starting points. Linking all involved through a bi-monthly [or with frequency as agreed] eNewsletter would be an inexpensive way in which to do this, perhaps sharing costs between QDOSS members. It is recommended that the website be further developed alongside this, to include possibly the beginning of the one –stop-shop concept, to link with DCYA/Pobal through the CCCs, the other schemes in place such as School Completion and other funding sources. It could also provide information and links relating to professional development.

 The establishment of a Facebook page would also be of benefit as it is free, would quickly enable all those in the sector to comment, and would follow on the conversation begun at the regional consultations. In addition, it would enable sharing and generation of ideas through posting of useful

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[7] http://www.naaweb.org/default.asp?contentID=602

links. The 2013 conference could be strongly promoted through this in a cost effective manner [for a good example of this in action see the EDEN pages[8] on Facebook]. This would also begin to provide integration and networking across the sector in a transparent manner.

3.5 Qualifications and Training

Training and ongoing professional development is an area in which QDOSS can both advocate and also initiate some practical support. The issue of reinstating the existing OSS accredited training at FETAC 5 would be a useful first step. This training was originally designed to provide a foundation for all those working with children and young people, in order to ensure easy access, transfer and progression. It was also envisaged as a starting point for FETAC 6 and further accredited courses. However, it would be much more effective if it is linked with calls for regulation and minimum qualifications for those in the sector, as this would encourage take-up of such courses.

Training and support for volunteers, who form an important part of the sector, should be considered by QDOSS as this has cost and funding implications. Garda vetting is another area of concern. The National Garda Vetting Bureau Bill has now been passed and will be enacted shortly, and it may be possible for QDOSS to monitor its implementation and adherence.

A number of suggestions were made for professional development, with specific courses and programmes being suggested (see 2.3 above). QDOSS could, as with funding information, use the suggested portal where information and links to these programmes could be held for easy access by those within the sector

3.6 Transport Issues

As demonstrated/discussed , transport is a major stumbling block for accessibility in many of the regions, particularly rural ones. QDOSS should consider providing some advocacy regarding transport as well as examining the current situation such as catchment area issues and cost issues. There are people with good knowledge of the rural transport and school transport schemes linking with QDOSS throughout the regions and some of them may be willing to explore this issue further. A survey of this particular issue could be conducted with the emergent QDOSS group and could inform QDOSS, through a clear picture of the main issues, what has worked to solve issues in some areas and give focus as to the key priority transport issues which will help inform a policy and strategic direction.

3.7 Improved Participation

As mentioned in 3.3, enabling/promoting access to those with less opportunity to avail of OSS is an area in which QDOSS could advocate strongly. Building upon the established benefits of OSS, strong cases can be made for supporting those in more hard-to-reach categories of potential OSS attendees, whether

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[8] European Distance eLearning Network: http://www.facebook.com/pages/European-Distance-and-E-learning-Network/120038461402144?fref=ts&rf=250196318337912

demographic or particular groups of young people. QDOSS already has the expertise and members who can articulate the case, and this direction is backed by the response from the regions.

Closing Comment

In conclusion, the regional consultations brought together a broad representative group from across the full spectrum of the Out-of-School sector. These consultations were the platform to share experience, information, ideas and suggestions among participants. There was an openness to inform others and a huge commitment among all involved in the Out-of-School sector to continuing to develop a dedicated and cohesive sector. It was a valuable process of consultation with strong points being made by the participants. The findings from this report gives QDOSS a strong remit on which to follow through, outlining the main priorities and recommendations.

References

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QDOSS *Quality Development of Out of School Services: An Agenda for Development* (2006) Compiled by Dr Paul Downes, Educational Disadvantage Centre, St Patrick's College, Drumcondra

QDOSS (2012) *Survey to QDOSS members*

School Age Childcare Collaborative Initiative (2008) *SACCI Report*

Appendices

Appendix 1   **Themes Emergent from QDOSS' 2012 research**

Appendix 2   **Summary of Regional Consultations**

Appendix 1 Themes from QDOSS' previous research

In consultation with the Department of Children & Youth Affairs, QDOSS wished to complete a mapping exercise of the network membership regarding Out of School provision. As a result of this QDOSS developed a short questionnaire which was completed through Survey Monkey by QDOSSS member organisations.

NB: Following the survey analysis, members of the existing QDOSS network expanded the themes.

Theme 1: What is the role of Out of School Services?

Possible questions to consider following the emergence of this theme

> ➤ *What are the main benefits of OSS for children/youth, parents and community?*
> ➤ *How accessible are these services to children in the OSS sector?*
> ➤ *How can these be secured in a long term way?*
> ➤ *What are the priorities for delivering quality OSS?*
> ➤ *What will increase quality in the sector?*
> ➤ *How should services be monitored?*

Summary of relevant key points from the survey under this heading

- Targeted provision
- Homework completion
- Early intervention
- Increased awareness of the value of OSS
- Facilitates parents in work/training
- Awareness of the preventative role played by OSS
- Align with local schools (themes of Aístear)
- Promote integration of minority communities
- Support for older children/youth
- Combat early school leaving
- Support for marginalised families and children
- Safe and secure environment for children
- Improving long-term access to 3rd level for children/students
- Break the cycle of dependency on social welfare
- Social outlet for children
- Provision of enrichment activities that may otherwise be unaffordable
- Support transfer/transition between primary/post primary school
- Relationship between young people and 'caring adults'

Theme 2: Sustainability & Funding

Possible questions to consider following the emergence of this theme

> *How can sustainability of services be supported?*
> *What system of grant aid/subvention would support the operation of services and provide value-for-money? Or should all services receive funding?*

Summary of relevant key points from the survey under this heading

- Financial support for all services, private, school and community to ensure equal opportunity for all children to attend
- Outcomes based funding
- Affordability of Services / Provision of Tax relief for parents
- Government funding (DCYA, CETS, CCS) – available to Private Services
- Funding for holiday schemes / specific activities
- Cost effective services that are affordable and accessible
- Support services through abolishment of rates
- Continuation of diverse funding strands under DCYA (NEWB, CCS, CETS) and HSE funding under child/family support
- Funding availability to both private, school-based and community services
- Provision of equipment grants
- Supplemented transfer from school to service / transport
- Links to other relevant agencies

Theme 3: Training & Practice

Possible questions to consider following the emergence of this theme

- *What training or professional development would support you or your agency in the quality and effectiveness of service delivery?*
- *How can the quality of service delivered be assured?*
- *How is it achievable?*

Summary of relevant key points from the survey under this heading:

- Support and training for staff
- Opportunities to engage in continuing professional development
- Training available to parents
- Curriculum Development
- Need for a Practice Framework – Model of Good Practice as part of Strategic Framework for OSS?
- Quality Assurance for all Services
- Provision of outdoor facilities for all OSS
- Evaluation approaches
- Child Protection
- Garda Vetting
- Volunteers
- Literacy and Numeracy approaches and techniques
- Certification / Accreditation
- Links between out of school / formal school

Theme 4: Regulation & Policy

Possible questions to consider following the emergence of this theme

➢ *How can Government better provide services that are fit for purpose?*
➢ *What regulations currently affect the OSS sector at the moment?*
➢ *What form of regulation would best suit the OSS sector?*
➢ *What direction should the government take in building the sector?*

Summary of relevant key points from the survey under this heading

- Integrated Services (provide seamless and continuous supports up to 18 years)
- Regulation and inspection of services
- Development of a Strategic Framework to cover Out of School Services (OSS)
- Greater collaboration fostered between agencies (statutory and voluntary)
- Redefine targeting for programmes using whole community approach

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Theme 5: Accessibility & Models

Possible questions to consider following the emergence of this theme

- ➢ *What additional services/places could you/your agency provide if required?*
- ➢ *How accessible and available is your service to the client/user group?*
- ➢ *What models of delivery are or would be effective?*
- ➢ *What groups / clients are proving hard to reach? How can this be overcome?*

Summary of relevant key points from the survey under this heading:

- Proximity and use of school premises
- Access to OSS in rural areas (where numbers may be small and/or scattered)
- Involvement with parents
- Interagency approach in supporting OSS
- Availability of transport to enable/maximise participation
- Access to affordable services for parents (in particular lone parents) which span after school time and out of school (holidays/breaks)

Appendix 2   Feedback obtained at Regional Consultations

Note: The following are the comments and ideas expressed through the consultation process by the participants. Participants were divided into mixed groups with each group being asked initially to address one theme. The groups were asked to complete their own theme first, and then were given time to reflect and asked to comment on any others. Some groups chose to focus on particular questions or ran out of time having spent a long time discussing the points that particularly engaged them. The time was three hours for a considerable amount of questions, and participants made choices depending on their priorities. Some individuals also contributed to the themes following opportunities for reflection. The aim was to garner as many ideas, suggestion, opinions and comments as was practicable.

Comments have been reported verbatim from the participants, and for a number of points, which may be unclear to subsequent readers, simple clarification is provided in brackets.

	Theme 1: What is the role of Out of School Services?	REGIONS
T1 Q1: How do OSS benefit children/youth	• Different age group needs • Provide education around nutrition/health • Variety of groups • Behaviour management – difference between young people on the street and formal structure so that there are not behavioural issues • Fun • Engage the hard to reach children and young people • OSS in Tipp – won't go outside their locale	South East
	• Meeting with friends: social aspect • Hot meals • Completion of homework • Build child's self-esteem • Helps prevent early school leaving • An interest in activities i.e. baking, sport, hobbies later in life • Emotional benefits – well being • Health promotion • Prevents children from being placed in foster care *(one participant commented on this, referring to the fact that a young person at risk may be supported, through attendance at OSS and that their at-risk status may diminish)* • Outlet for parents to meet other parents • Reducing isolation • Reduces anti social behaviour	Border, Midlands and West (BMW)
	• Literacy and numeracy [prevention] • Differentiated instruction – one to one support • Continuity	East

	- Safety - Transition - Familiarity for children - Homework support - Confidence building - Physical, Intellectual, Language, Emotional and Social Development (P.I.L.E.S) Fun out of school - Child happy	
T1 Q2 How OSS benefits parents	Not Completed.[9]	South East
	- Provides a service to working parents - Parents have peace of mind knowing their child is safe and secure - Parents can be assured that homework is being done/attempted, and that their children are getting a hot meal - Parents are provided with an outlet to meet other parents informally and through organised social events	Border, Midlands and West (BMW)
	- Parents returning to work - Lone parents returning to education	East
T1 Q3: How OSS benefits the community	- Aligning with schools (challenges with primary schools and after school clubs) - OSS [in Tipperary] won't go outside their locale, over-capacity in some services plenty of places in others	South East
	- Provides facility for the community - Brings people together and encourages them to work together for the betterment of their community - Builds morale though different events, e.g. fundraising - May reduce problems of anti-social behaviour within the community - Offers parents a safe environment for their children while they work - Good for children who don't live locally to use the service and develop their social skills - Promotes the area and its development	BMW
	Not completed	East
T1 Q4: How accessible are services to children in OSS sector	Not completed	South East

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[9]Questions that are marked as 'not completed' may have been due to a number of factors (see Appendix 2 note:

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	Not completed	BMW
	- Money - Parents' inability to pay - Services limited to term time - Transportation 'Summer slide' and summer holiday services running 10-2pm - Cannot meet needs of families - Budget cuts - Lack of joined up thinking [e.g. CE schemes] - No funding in private crèches (CETS payments, FAS, VEC) - No qualifications necessary for OSS - Regulation, Garda vetting	East
T1 Q5: How can these services be secured in a long-term way?	Not completed	South East
	Not completed	BMW
	- Quality framework through evaluation - Cohesion of the sector - Funding [main stream]better interagency links for programme delivery - Child-centred consultation, needs-led - National strategy - Evidence based - Best practice internationally	East

	Theme 2: Sustainability & Funding	
T2 Q1: What system of grant aid/subvention would support the operation of services and provide value-for-money?	• Clear funding stream – time wasted on reporting • More structure on services if ongoing funding streams to be applied • Perhaps get rid of grant-aided element, hard to plan for services • Need clear outcomes for school provision [educational or behavioural outcomes?] • Clear lines of responsibility needed – can be confusing! • QDOSS – survey not published – why? • Not able to do mapping exercise effectively • Mapping exercise didn't work in the past with the Youth Foundation • Transport – very difficult in rural areas	South East
	• Subventing of parent with an additional grant aid for services (admin and non-contact hours) • One stop shop for grant applications towards services • Review of subvention on schemes and eligibility requirements • These 'schemes' have placed significant burden on low-income part-time working parents *(nb parents can be moved into different eligibility categories and be removed from eligibility for some schemes)*	BMW
	• Services funded and outcomes – need for better understanding how to measure soft outcomes • An acknowledgment from funders that some services are funded from a variety of sources • An awareness of the impact cuts make • An awareness that a succession of 'small' cuts can make services unsustainable • A coordination of traditional and non-traditional funding • An evaluated prioritising of services	East
T2 Q2: How can sustainability of services be supported?	• Relying on volunteers- need structures to support volunteers • Used for sports participation – particularly men role model • Utilising existing services and sharing resources and to know what's available • No duplication – difficult in rural areas • Intergenerational programmes/collaboration of services • Parental involvement (note: V. Difficult!) • Reality need paid staff • One proper funding scheme to cut down on work and filling out forms	South East

	• Dept. Of Education needs to recognise changing role not just for schools, huge learning after school • Vetting problem – too much, rationalised!! • Vetting covering legal commitments rather than concerned with child welfare /should travel with person for 2/3 years	
	• Social economy programmes (nb participant suggesting support from various programmes such as CE /subvention can support OSS) • FAS and TÚS workers to be sourced • Vetting of staff to be speeded up • Running costs grants • More voluntary[10] needed • Transport – rural transport, it needs to be reviewed • Childminding section – huge blackmarket section [v. cheap, less than HSE notified services] • Support from local schools • Governance/sustainability for community board sector	BMW
	• Shared resources • Communications • Liaisons • Encouragement • Justify • Focus • Target • Outcomes • Empowerment • Evaluate • 'from each according to their ability (to give) To each according to their needs/means'	East

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[10] Participants mentioned that more funding was required to keep OSS sustainable. Voluntarism had also been discussed as a support in sustaining services.

	Theme 3: Training & Practice	
T3 Q1: What training or professional development would support you or your agency in the quality and effectiveness of service delivery?	• Volunteer training • OSS module > part of common awards system/OSS training • Keeping Safe training	South East
	• More access to OSS modules[11] • More coaching and mediation training • Behaviour management training for school age 6+ • Highlight difficulty with age range • Similar opportunities for training with(*like)* ECCE staff (*have*) i.e. Síolta • Opportunity to link in with OSS services outside Ireland to share good practice and quality development	BMW
	• Friends for life training • Buntús • Teen between training • Mathseye training • Mindfulness in schools training	East

T3 Q2:
How can the quality of service delivered be assured?
	• Garda vetting (shorter time frame)
	• Training
	• Standardised evaluation
	   o Curriculum [age appropriate]
	   o Programme
	   o Plan
	• Continuity of staffing/support
		South East

	• Needs more regulation • More inspections • Needs standardising • Streamlined Garda clearance • Need own framework [curriculum??]	BMW

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[11] See page 11

	• Resources/funding	
	• One child, one plan, one team • Care team meeting in schools DEIS planning meeting in schools and across clusters of schools	East
T3 Q3: How is this achievable?	• Adequate funding, training • Long term strategy • Recognition of OSS Sector • Greater integration of services • Interagency collaboration	South East
	• OSS need recognition • Coordination of services • Regulation of sector with designated inspection process	BMW
	• Cluster groups of interest areas • Developing quality framework and central vision of services	East

	Theme 4: Regulation & Policy	
T4 Q1: How can Government better provide services that are fit for purpose?	• Funding • Legislation to work by • Inspection of afterschools (depending on service) • Guidelines for best practice (e.g. employment contracts, upskilling)	South East
	• Government to continue CETS and CCS programmes • Payments and grants [CETS & CCS] earlier [Sept/early Oct] • CCS open to private sector • CCS scheme examined eligibility to include working parents • People caught in middle lose out! • Unintended barrier to employment	BMW
	• Strategic framework for OSS services > Broad spectrum of principles • Holistic approach • Funding stream specific to OSS • Continuous prof. development • Reinstate accredited OSS courses • Encourage/require cross/interagency service provision • Be/require transparency in implementation of national strategies	East
T4 Q2: What regulations currently affect the OSS sector at the moment?	• Child protection • Employment legislation (food) • Health and safety • Ethos/rules of place of work • Equality, SEN, NEWB etc • Data protection • Childcare act	South East
	Not completed	BMW
	• Lack of specific regulations • National quality standard • Framework for youth work • National literacy and numeracy strategy	East
T4 Q3: What form of regulation would best suit the OSS sector	• Combination of self evaluation and inspection • Support agency for OSS	South East
	• Regulation –some regulation needed as *(exists in)* pre-school sector	BMW

	• Minimum qualifications for staff working in OSS, including first aid, occupational first aid • Ratio staff to children • Space rations of children to space • Planned programmes for services	
	• One Child, One Team One Plan • Collaboration • Guidance framework for OSS	East
T4 Q4: What direction should the government take in building the sector?	Not completed	South East
	• Regulation • Funding to up to 14 years [children can't be left alone] *(Note, CCS funding goes to15 years old)* • Promoting the value of OSS • Staff qualifications • Funded training strategy [staff] • Dept. Of Education & Science policy: '**all children handed over to responsible adults end of school day'** [latch key children, children going home alone](sic) • Support for services for secondary school children, study recreation	BMW
	• Recognition – qualifications, work, CPD • Continuity of care – interlinking of education & youth work [formal and non-formal]	East

	Theme 5: Accessibility & Models	
T5 Q1: What additional services/places could you/your agency provide if required?	Not completed	South East
	• Food • Better play area depending on space • Funding resources and accessibility • Transport and insurance • Ratios • Costs • Staffing • Training for staff • Age appropriate activities for older children • Workshops creativity	BMW
	• We recommend that present services & levels are maintained • But we recognise the need for additional services and funding	East
T5 Q2: How accessible and available is your service to the client/user group?	• Available to all within identified targeted community • Available to specific school but to all within the school • Services may not be available to those with transport issues – services not being able to provide staff to collect children from school • Financial costs of keeping service running • Cannot collect children form certain areas due to transport costs, staffing – health and safety and child protection • Targeted area – city/county	South East
	• The will is there but economics, toughening up of family resources has made these services look like a luxury now	BMW
	• We target particular children/family from specified area where we work • Availability is limited by resources • Some access issues for foreign nationals	East
T5 Q2b: How can this [accessibility]be overcome ?	• Looking at ways and means of including and empowering parents in the children's lives • Supporting parents with specific needs	South East

	• Re catchment areas:
	   ○ Review of services in different areas
	   ○ Collaboration and communication – referrals between services
	• Communication and links between schools and services
	• Childcare facilities	

	Not completed	BMW
	Not completed	East
T5 Q3: What models of delivery are or would be effective?	• CAF – assessment – interagency working to meet needs of children in a coordinated way • Involving parents where possible in the process • Identifying need – reviewing and evaluating service – is it meeting the identified needs	South East
	• Regulations – lack of! • Good communication with parents • Good communications with teachers • Focusing on children's choices • National PR programme of the benefits of <u>good</u> quality OSS delivery • Identify current 'models of good practice' share information on these • Schools premises works best for parents	BMW
	• Involving all stakeholders • Networking • Sharing of limited resources • Parental involvement/education is paramount • Y.P.A.R. [young people at risk – North inner city].	East
T 5 Q4: What groups / clients are proving hard to reach?	• Vulnerable hard to engage families • Catchment areas! Regeneration families who have moved out of communities to areas where same supports are not available • asylum seekers – areas of living – no transport also may be unsure of services • engaging some parents in a positive way • young mothers re childcare issues • ethnic minority groups	South East
	Not completed	BMW
	• Resources only allow children most at risk to access services	East

	• Children at middle level are often forgotten • Traveller groups • NB overcome by: more funding!! universal services.	

Other points raised	
- Sporting bodies have development officer - To link better – and schools should link better to help children access [OSS] - The DSP activation programme – how will this be put in place, expectations placed on OSS sector? - Much funding has been stripped away – taking away opportunities for activities - An alternative curriculum for children not benefitting from mainstream / different ways of learning/basic literacy tutoring for young people - Move from language of behaviour management to building and developing resilience - Have more of these networking sessions x 2 - More Parent Support and Education – (but do not call them this) Filial Play Programme is being delivered to disadvantaged parents in West Limerick. - How can projects target more marginalised families/children.= Engagement and empowerment of parents - How to create stronger links/communications with schools - Qualifications and standardisation of OSS. Access to a suite of policies that might standardise practice across providers x 3 - Examine the way in which funding is spent **Key Priorities** - Improving accessibility / transport - An appropriate funding structure/ core funding so that there is security. - Bringing into Dept of Children and Youth Affairs - A high quality curriculum framework for OSS - Have been lobbying for a 'blue card' identification re: garda vetting - Targeted provision - Govt depts such as DCYA and DSP working together - Monitoring of standards, measuring quality in some way. Training adhering to legislation. Link core funding to inspection and QA. - A common vision - National Play Strategy for curriculum - Volunteerism in various groups and managing that. need for more ins some areas than others) - The opportunity for OSS experiences/ varied activities, history, music, adventure, outdoors - Early intervention and building up supports - Consultations will lead to OSS strategy – 'our' voice needs to be heard. Universal Childcare funding has been confining for OSS not being able to use buildings or outdoors for OSS. - The Right of Children as Citizens has been missing. Core Funding assists this. - Consulting children in Comhairle, school, debating teams, parents, Youth Banks	South East
- Would like a one stop shop to inform and resource and network with others - One source for funding (would like)	BMW

- Become a member of community development board
- Value of OSS is not measured
- No state funding for OSS (no subvention) so created black market (*sic*)
- Activation programme won't address this?
- Much more needed if in tax band for subvention
- Garda vetting procedure needs to be speeded up
- Access to more grants is essential to deliver appropriated services and programmes
- Training on sustainability for Boards of Management *(Note: This is available to all childcare community services through Roscommon CCC and other local CCC's)*

- School and Service working together more closely with children especially for homework
- Children in private provision are unable to access subvention
- Low uptake of OSS module that was made available by RCCC. No regulations so no onus on staff to go. Will not get that time back from employer. Sometimes training run during the day and staff cannot be released to go
- OSS Award to be resubmitted *(Note: this refers to the Level 5 FETAC Award developed by the School Age Childcare Collaborative Initiative [SACCI} and which FETAC recently took off the list of awards)*
- Staff being exposed to children who need mediation not behaviour management
- There is upskilling for ECCE workers but not childminders/OSS are getting left behind
- OSS well established in other countries we can learn from them
- Anything can be delivered with no supervision
- Is OSS an extension of school inc homework or is it for children to follow their own interests? – support with homework in OSS increased child's self esteem and ability to be engaged in school
- There needs to be a common approach
- Aístear for use in OSS? *(Note: Aístear, the National Curriculum Framework, could be used as a possible model for OSS work)*
- Planning together as a sector/networking
- Regulations of OSS are different from SAC *(sic)*
- Want assessment/monitoring so that work is valued
- Staff who do attend training are not recognised for it

   Key Priorities
- To be recognised as a professional sector
- Two different standards for OSS *(sic) (discussion that those in early years sector with afterschool were not regulated and those under Department of Education were)*

- Sector to position itself for all children up to 18
   For OSS/raise the profile [through PR] *(Note: PR refers to public relations)*
- Diversity of sector should we look at national framework (Síolta/NQSF) as regulation will differ within sector
- Funding for the parent not the service

• Reaching out to other groups so that we get a broad view of issues which would help in looking at standards • Scouting Ireland involved with One Programme which is developed on Social, Physical, Intellectual, Communication, Emotional and Spiritual development.	
• No unified sector so easier to 'pick off bit by bit' • Conflicting messages – on the one hand being told that there will be support on the other losing funding • Real poverty for children – real need for breakfast and homework clubs, no access to activities unless they attend OSS. Give children opp to be involved in creative activities which enrich lives • No money for transport • Skills and knowledge of children/youth is lost during summer – reduced hrs has impact on child's development • No joined up thinking • Very useful to discuss commonalities and differences • Funding should be mainstreamed – one dept • Sharing/pooling resources /working together • Justify – demonstrate value of the work • Uncertainty of funding – lack of long term plans, commitment to training and education • Acknowledged as professionals • Need to be cautious about on outcomes based measurement • Training on Mental Health that helped staff and for holiday support • Link between school and OSS vital. DEIS meeting also of benefit. • Linking and involving parents helps with reinforcing work done in OSS/NEWB new doc on a unified support service including ' one child one team one plan' team based approach planning for the child has been produced. NEWB good 'meeting' place for other agencies • Liked the idea of model of 1C1T1P could sector get core training in it. Or generic? • Liked the idea of the opportunity to share good practice through QDOSS – comment that strong links with school meant that teacher came to OSS to share maths knowledge and skills • Need for transparency re development • Regulations – NQS for youth work only • Insurance – ratios – schools larger. Hard to access outings and activities • Areas cannot be shared – space is limited • Access for non nationals is hard • Cost of transport makes prohibitive for access • Funding is the only way • Involve all stakeholders • YPAR – Young People at risk • How can We Help?? • Training on examples of Best Practice • Centralised resource re books/ideas/recyclable/unused equipment	East

Breakdown of Attendance at Regional Consultations

Attendance	Numbers of Attendees	Profile
BMW Region	40	• School Completion (3)　　　Youth Centre (1) • Childcare services (13)　　　College (1) • Community development (3) • National school Out of School Service (1) • Social services Out of School Service (1) • Out of School Services (9) • Family Resource Centre (1) • County Childcare Committees (4) • Out of School outreach (1) • Parent and Toddler(1) • National Childcare Voluntary Organisation (NVCO) (1)
East Region	32	• School Completion (13) • National Education Welfare Board (1) • Early Childhood Ireland (NVCO/QDOSS) (1) • Forbairt Naíonraí Teoranta (NVCO) (1) • County Childcare Committees (2) • Out of School Services (1) • Young Men's Christian Association (2) • Barnardos (NVCO/QDOSS) (1) • Wizard of Words Programme (Barnardos) (1) • Inchicore Community Drugs Team (1) • Start Strong (1) • Youth Development (1) [counted as youth project] • Aim High (1) [counted as youth project] • Childcare services (2) • Aisling Transition Project (2) [counted as youth project]
South East Region	32	• School Completion (10) • Community Development (3) • Youth Services (2) • Home School Liaison (1) • Vocational Education Committee (1) • Teen Parent Support (1) • Family Resource Centre (2) • National schools (2) • Garda youth diversion project (1) • County Childcare Committees (3) • PAUL partnership (1)) [counted as community development project] • Out of School Services (2) • Crèche (2) • National Education Welfare Board (1)