

# **Rights and Entitlements of Young People**

**A POCKET GUIDE  
FOR YOUTH WORKERS**

**Compiled by Fran Bissett**



# **RIGHTS AND ENTITLEMENTS OF YOUNG PEOPLE**

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YOUNG PEOPLE: A POCKET GUIDE FOR YOUTH WORKERS**

**Compiled and edited by Fran Bissett  
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## DISCLAIMER

Although every effort has been made to ensure that the information in this guide is as accurate and up to date as is possible, at the time of going to print, Youth Work Ireland cannot accept responsibility or liability for any errors or omissions or outdated information, nor does it officially endorse information, advice or guidance provided in the guide from other agencies.

## INTRODUCTION

In both its Equality Policy launched in 2003 and Combating Racism in 2004 Youth Work Ireland outlined its commitment to promoting equality of opportunity and access to services for all. The organisation recognises that racism against minority groups is an issue at all levels of Irish society – national, regional, local and community. Therefore, it aims to create an environment in which equality and equal opportunity is promoted as a means of developing the full potential of every stakeholder involved in the organisation be they staff, volunteer, young person or the communities within which the organisation works.

This document represents the next phase in a continual process that Youth Work Ireland both nationally and through its Local Youth Services is undertaking to demonstrate our active commitment to tackling injustice in society and to assist, educate and inform both those who work with young people and young people themselves of their rights and entitlements.

This pocket guide is aimed specifically at those who work with young people and aims to provide a reasonably comprehensive overview of the rights and entitlements of young people to equip them with the information required to both inform young people of their rights when situations arise and advocate on their behalf on rights based issues. The area of rights and entitlements as it relates to legislation and policy developments is a constantly changing environment. Notwithstanding this we have attempted to ensure the information contained in this guide is as accurate and as up-to-date as is possible.

Given the profile of many young people that Youth Work Ireland works with, a section within the guide has been devoted to young people from minority groupings with contributions from expert agencies who work specifically with particular minority groupings. This section does not attempt to cover all young people from disadvantaged or minority backgrounds or assume that those included are more disadvantaged than others. However, it does attempt to focus on areas where having accurate and detailed information on their rights and entitlements is particularly valuable, and at times not always at hand or easy to source.

It should be noted that as an accompaniment to this pocket guide, a separate wallet guide is being developed specifically for young people to provide them with a simple easy-access source of information on their rights and entitlements in an attractive format. Young people themselves, facilitated through Youth Work Ireland, are developing this wallet guide to ensure it is relevant to their needs and designed in a format that they will find attractive and easy to use.

## SECTION 1: RIGHTS AND ENTITLEMENTS OF YOUNG PEOPLE

### 1.1 UN CONVENTION ON THE RIGHTS OF THE CHILD

The Convention on the Rights of the Child is an international agreement on the rights of children that was adopted by the United Nations General Assembly in November 1989. It entered into force as international law on 2 September 1990. Having been ratified by all but two countries in the world (the U.S.A. and Somalia), this Convention is the most widely ratified human rights treaty in history. It is also the most complete statement of children's rights ever made and provides an internationally agreed framework of minimum standards necessary for the well-being of the child to which every child and young person under 18 is entitled.

#### IRELAND'S OBLIGATIONS UNDER THE CONVENTION

Ireland signed the Convention on the Rights of the Child on 30 September 1990 and ratified it, without reservation, on 21 September 1992. By ratifying the Convention, Ireland became a 'State Party' to it and made a formal commitment to safeguard the rights of children set out in the Convention. The State agreed, in other words, to undertake all appropriate legislative, administrative and other measures to implement the rights recognised in the Convention. This implies assessing our social services, legal, health and educational systems, as well as funding for these services. The Government is also obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. This may involve changing existing laws or creating new ones.

The State, having ratified the Convention, has a binding obligation under international law to ensure that its terms are honoured. As with other human rights treaties, this means ensuring that the rights guaranteed by the Convention are accorded to all children within the State. Article 41 of the Convention on the Rights of the Child states that where a country has higher standards or provisions than those set forth in the Convention, the higher standards always prevail.

## RIGHTS OF CHILDREN AND YOUNG PEOPLE UNDER THE CONVENTION

**Article 1** of the UN Convention on the Rights of the Child defines a child as a person under eighteen years of age and the Convention presents two conceptions of the child. The first is of the child as a recipient of adult care and concern. This understanding is reflected in the Convention's presentation of children's rights as the obligations owed to children by the State and adults generally – for example, children's right not to be discriminated against is presented in **Article 2** as a duty of the State to protect children from discrimination of any kind.

A second conception of the child promoted through the Convention is of children as contributing participants to decisions affecting their own lives and to their communities and societies. While they may not be eligible to vote, children are young citizens who should be enabled to play an active role in the society in which they live in preparation for responsible adulthood.

The most complete statement of children's rights ever made, the Convention on the Rights of the Child brings together children's civil, political, social, economic and cultural rights in an innovative and holistic way. All of the rights defined in this Convention are seen as necessary for the full and harmonious development of the child's personality and as inherent to the dignity of the child. The different rights are not ranked in order of importance.

**Articles 1–41** of the Convention set out the rights of children and the corresponding obligations of governments to safeguard and vindicate these rights. Each article details a different right. These different rights can be grouped under four themes:

1. **Survival rights** recognise the child's right to life and the needs basic to the child's existence. These include nutrition, shelter, an adequate standard of living and access to healthcare.
2. **Development rights** outline what children require to reach their full potential, for example, education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
3. **Protection rights** require that children be protected from all forms of abuse, neglect and exploitation. They cover issues such as special care for refugee children, safeguards for children in the criminal justice system, protection for children in employment, and protection and rehabilitation for children who have suffered any form of abuse or exploitation.
4. **Participation rights** recognise that children should be enabled to play an active role in decisions affecting their own lives, in their communities and societies in preparation for responsible adulthood.

Four of the Convention's 41 substantive articles have been given special emphasis because they are basic to the implementation of all rights contained in it. Known as the Convention's 'general principles', these articles are:

- Article 2** All rights guaranteed by the Convention must be available to all children without discrimination of any kind.
- Article 3** The best interests of the child must be a primary consideration in all actions concerning children.
- Article 6** Every child has the right to life, survival and development.
- Article 12** The child's view must be considered and taken into account in all matters affecting him or her.

## CHILDREN'S RESPONSIBILITIES UNDER THE CONVENTION

The Convention on the Rights of the Child recognises and promotes the inextricable link between children's rights and responsibilities. The aims of education defined in **Article 29**, for example, include nurturing children's respect for human rights, for their own and others' cultural values and for the environment. Other articles articulate children's rights in terms that emphasise how children's exercise of these rights must be responsible and respectful of the rights of others. **Article 15**, for example, states that children have the right to meet with others and to join or set up associations, unless the fact of their doing so would violate the rights of others.

## ROLE OF THE FAMILY AND PARENTS

The Convention acknowledges the primary role of parents and the family in the care and protection of children as well as the obligation of the State to help them in carrying out these duties.

In upholding the rights of children, the Convention does not infringe on the rights of parents to decide what is best for their children. Instead, it specifically states that governments shall make every effort to keep families intact and shall provide support and assistance to parents in fulfilling their responsibilities with regard to the upbringing and development of their children. The promotion of children's rights is not a matter of placing children in conflict with the adult authorities in their lives, but of encouraging all citizens to work together for a safe, healthy and productive future for children.

**Article 12** encourages adults to listen to the opinions of children and involve them in decision-making. It does not give children authority over adults and does not interfere with parents' rights and responsibilities in relation to matters affecting their children. The Convention recognises that a child's participation in decision-making must occur in a manner that is appropriate to the child's age and maturity. The Convention encourages parents, judges, social workers, childcare workers and other adults responsible for children to consider the child's view and to use that information to make decisions that will be in the child's best interests.

The Children's Rights Alliance has developed the following comprehensive overview of the Articles grouping them into categories which outlines the rights of children and young people under the Convention:

## YOU ALL HAVE RIGHTS

- The Convention says that a 'child' is a person who is under 18 years of age. So, even though some of you might not think of yourselves as being 'children' any more, if you are under 18, this is your Convention. And the rights named in it are your rights too. **(Article 1)**
- The rights named in the Convention are for EVERY child and young person under 18. Whoever you are. Whoever your parents, guardians and carers are. Wherever you come from. And wherever you live. Whatever language you speak. Whatever your skin colour is. Whether you are a boy or a girl. Whether you have a disability. Whatever religion you are. Whether you are rich or poor. These rights are for ALL of you. **(Article 2)**
- It's mainly up to the Irish Government to make sure that all children and young people in Ireland have the rights named in the Convention. **(Article 4)**

## BEING YOU

- You have a right to have a name. And when you are born, your name, your parents' names and the date of your birth should be written down. You have the right to a nationality – for example, to be 'Irish' or 'Indian' or 'Nigerian' or 'Japanese'. You also have a right to know who your parents are. **(Article 7)**
- Knowing your name, nationality and who your parents are helps you to know who you are: these are part of your identity. Sometimes children and young people lose a part of their identity – for example, this can happen to a refugee child or young person. A child or young person who loses a part of his or her identity (for example, his or her name) has the right to find it and get it back. **(Article 8 and Article 22)**
- You have the right to think and believe what you like. You also have the right to choose your religion. Your parents or guardians should help you to learn about right and wrong and to make choices about your religion. You should make sure that thinking and believing what you like and practising your religion does not mean hurting or disrespecting other people. **(Article 14)**
- You have a right to privacy. You also have the right to your 'honour' and 'reputation' – this means you have the right to be respected and not to have untruthful things said about you. **(Article 16)**
- If you have a disability, you have the right to the care and education you need to enjoy your childhood and to grow up to live a full and active life. **(Article 23)**
- If you belong to a minority group (for example, if you are a Traveller), you have the right to enjoy your own culture, use your own language and practise your own religion. **(Article 30)**

## FAMILY AND BEING CARED FOR

- Your parents or guardians are responsible for bringing you up. They should bring you up in a way that respects your growing ability to understand and to do things for yourself. The government must support and help your parents or guardians to bring you up. **(Article 5)**
- You have the right to live with both your parents so long as this is best for you. If you are separated from one or both of your parents, you have the right to stay in touch with them. **(Article 9)**
- If you and your parents are living in different countries, you have the right to stay in contact with them. You also have the right to get back together with them again and to live in the same place as them. **(Article 10)**
- Both of your parents should be involved in bringing you up and they should do what is best for you. **(Article 18)**
- If you do not have parents or if it is not safe for you to live with your parents, you have a right to receive special help and protection. You have the right to live in another kind of home and to be looked after by other people. **(Article 20)**
- If you are to be adopted, your wishes and needs should come first. This means that adults should make sure that everything to do with your adoption is what's best for you. **(Article 21)**
- If you are 'in care', you have the right to have your case checked often to make sure that the different aspects of your placement suit you and that you are being properly looked after. **(Article 25)**

## EDUCATION AND WORKING

- You have the right to an education. You must attend primary school and your primary education must be free. You should also be able to go to secondary school. School discipline must respect your dignity as a human being. **(Article 28)**
- Your education should help you to develop your personality and talents and to reach your full potential. It should also

teach you about human rights and help you to understand and respect all people and different cultures. You should learn to respect the natural environment as well. Finally, your education should prepare you for a responsible and active life as an adult. **(Article 29)**

- You have the right to be protected from any kind of work that is harmful or could get in the way of your education or damage your health. If someone is making money from work that you do, you should be paid fairly. The government must set a minimum age for when children can work. **(Article 32)**

### **PLAY AND LEISURE**

- You have the right to play and to do things like sport, art, music and drama in your free time. **(Article 31)**

### **WELL BEING AND HEALTH**

- Whenever an adult is making a choice or a decision that is going to affect you, the adult should make sure to do what is best for you. **(Article 3)**
- You have the right to live, to survive and to grow up. **(Article 6)**
- If you are an asylum seeker or refugee, you have the right to receive the care and help you need from the government of the country in which you are seeking asylum or have been given refugee status. **(Article 22)**
- If you have a disability, you have a right to get any special care or help you may need. This includes health care. **(Article 23)**
- You have a right to be healthy and to receive information about how to stay healthy. Adults should do everything they can to make sure that children and young people don't get sick – for example, by feeding and looking after you properly. If you do get sick, you should be given the health and medical care you need to get better. **(Article 24)**

- You have the right to eat nourishing food and to drink clean water. You have the right to have a roof over your head. And you have the right to have enough clothes – for example; clothes to keep you warm in winter and shoes that keep your feet dry when it's raining. If your parents or the people who look after you are not able to give you these things, the government must help them to do so. **(Article 27 and 26)**
- You have the right to rest and sleep. **(Article 31)**
- You have the right to be protected from drugs – from taking them, making them or dealing them. **(Article 33)**
- If you are hurt in any way, including by war, you have the right to get all the special care you need to help you get over it and to be part of your community and society again. **(Article 39)**

## BEING SAFE AND PROTECTED

- The government must do everything it can to prevent any child or young person from being kidnapped. If a child or young person is kidnapped, the government must try and get him or her back. The government also has to try as hard as it possibly can to make sure that no child or young person is smuggled or sold. **(Article 11 and Article 35)**
- The government must protect you from any information that could harm you. **(Article 17)**
- You have the right not to be hurt in any way by anyone, including your parents or the people who look after you. Adults must protect all children and young people from abuse, violence and neglect. **(Article 19)**
- You have the right to be protected from being sexually abused or exploited. No one has the right to do things to your body without your permission. **(Article 34)**
- You have the right to be safe and to be protected from being hurt or harmed by anyone in any other way. **(Article 36)**

- You have the right to be protected from being killed or being treated in a cruel or painful way. You also have the right to be protected from being put in prison for life. Even if you do something wrong, you must not be punished in a way that hurts or disrespects you. You should never be put in prison unless there really are no other options. And if you are put in prison, you have the right to special care and to regular visits with your family. **(Article 37)**
- You have a right to be protected from war and being involved in war. If you are affected by war, the government must do everything it can to take care of you. **(Article 38)**
- If you are accused of committing a crime, you have the right to defend yourself. The police, lawyers and judges in court must treat you with respect. And they must make sure that you understand everything that's going on. **(Article 40)**

## **GETTING INFORMATION AND HAVING A SAY**

- You have the right to have a say and to have your opinions taken seriously by adults when decisions are being made that will affect you – for example, family decisions, decisions in school or about your local community. **(Article 12)**
- You have the right to find out about things and to pass on information. And you have a right to say what you think and to say it in the way you like – for example, by speaking, writing or doing art. You also have a responsibility to make sure that you do not harm or disrespect others by saying what you think. **(Article 13)**
- You have the right to meet and make friends with other people. And you have the right to join or set up clubs. When you do any of these things, you should make sure that you are not hurting anyone or damaging any place. **(Article 15)**

- You have the right to get information from all sorts of places – the radio, newspapers, television, books, the internet, and so on. Adults should make sure that you get information you understand. The government must protect you from any information that might harm you. **(Article 17)**
- You have the right to know what your rights are. The government must make sure that children, young people and adults know what the Convention says. **(Article 42)**

For further information on the Convention and how it is being adhered to and implemented in Ireland contact:

**Children's Rights Alliance**

**13 Harcourt Street**

**Dublin 2**

**Tel: (01) 405 4823 Fax: (01) 405 4826**

**Email: [info@cra.iol.ie](mailto:info@cra.iol.ie)**

**Web: [www.childrensrightsalliance.ie](http://www.childrensrightsalliance.ie)**

## 1.2 NATIONAL CHILDREN'S STRATEGY

The Irish Government published the National Children's Strategy in 2000. The strategy proposed a ten-year plan to act as a framework for improving the lives of all children in Ireland, especially those who experience disadvantage or have particular needs and is the most significant national document committed to promoting, developing and implementing basic rights and entitlements of children and young people in Ireland.

The National Children's Strategy is made up of three primary goals:

**Goal 1: Children will have a voice in matters which affect them and their views will be given due weight in accordance with their age and maturity.**

**Goal 2: Children's lives will be better understood; their lives will benefit from evaluation, research and information on their needs, rights and the effectiveness of services.**

**Goal 3: Children will receive quality supports and services to promote all aspects of their development.**

For further information on the Strategy and its implementation contact:

**National Children's Office**  
**1st Floor, St Martin's House**  
**Waterloo Road**  
**Dublin 4**  
**Tel: 01 2420000**  
**Email: [nco@health.gov.ie](mailto:nco@health.gov.ie)**  
**Web: [www.nco.ie](http://www.nco.ie)**

### 1.3 CHILDREN ACT, 2001

This act makes provision in relation to the care, protection and control of children. It repeals and replaces The Children Act, 1908, and other enactments relating to juvenile offenders, makes amendments and extensions to The Child Care Act, 1991, and provides for related matters. The Act also proposes to raise the age of criminal responsibility.

#### AGE OF CRIMINAL RESPONSIBILITY (SECTION 52)

Section 52 of the Act states:

It shall be conclusively presumed that no child under the age of 12 years is capable of committing an offence. There is a rebuttable presumption that a child who is not less than 12 but under 14 years of age is incapable of committing an offence because the child did not have the capacity to know that the act or omission concerned was wrong.

**It should be noted however that this proposed change to the Age of Criminal Responsibility was never enacted.** The Government announced in June, 2005 that it was considering raising the age of criminal responsibility from **7–10 years of age** as part of a number of reforms to the juvenile justice system due to be announced later in 2005. (see page 29)

#### OTHER PROVISIONS WITHIN THE ACT

Some of the other primary provisions within the Children Act, 2001 relating to the rights and entitlements of young people are as follows:

- The establishment of the Garda Diversion Programme on a statutory basis and the introduction of a “Diversion Conference” based on restorative justice principles as pioneered in New Zealand
- The establishment of the Children’s Court
- The introduction of a fines structure for children found guilty of offences and the payment of compensation by parents in respect of offences committed by their children

- The introduction of a curfew for children found guilty of offences
- Court orders to parents to exercise proper control over their children
- The updating of the law in relation to cruelty to children and persons who cause or encourage a sexual offence on a child
- Reversing the burden of proof on parents whose children are found begging
- A limited “clean slate” in respect of most offences committed by children
- Provisions relating to the safety of children at entertainments
- The establishment of the Special Residential Services Board on a statutory basis
- The introduction of Family Welfare Conferencing by health boards
- Health boards to be given additional powers which will allow them to seek Special Care Orders in the District Court for children in need of special care and protection;
- The replacement of reformatory and industrial schools with Children Detention Schools

The Act also makes provision for the duty of Garda Síochána in relation to certain under-age children as follows:

Subject to subsections (2) and (3), where a member of the Garda Síochána has reasonable grounds for believing that a child under the age of 12 years is responsible for an act or omission which, but for Section 52, would constitute an offence, the member shall endeavour to take the child, or arrange for the child to be taken by another member of the Garda Síochána, to the child’s parent or guardian.

Where the child is taken to his or her parent or guardian and the member of the Garda Síochána so taking the child has reasonable grounds for believing that the child is not receiving adequate care or protection, the member shall inform the health board for the area in which the child normally resides of the name, address and age of the child and the circumstances in which he or she came to the notice of the Garda Síochána.

Where it is not practicable for the child to be taken to his or her parent or guardian, the member of the Garda Síochána concerned may give the child, or arrange for the child to be given, into the custody of the health board for the area in which the child normally resides.

Where the child comes to the notice of a health board in accordance with subsection (2), or is given into its custody in accordance with subsection (3), and it appears to the health board that the child requires care or protection which he or she is unlikely to receive unless a court makes a care order or a supervision order in respect of the child, it shall be the duty of the health board to apply for a care order or a supervision order, as it thinks fit, in accordance with Part IV of the Act of 1991.

Where, in relation to a child to whom subsection (1) applies, the member of the Garda Síochána concerned has reasonable grounds for believing:

- that there is an immediate and serious risk to the health or welfare of the child, and
- that it would not be sufficient for his or her protection from that risk to await the making of an application for an emergency care order by a health board under section 13 of the Act of 1991, the member may remove the child to safety, and Part III of the Act of 1991 shall then apply as if the removal were a removal under section 12 of that Act.

In relation to aiding, etc., an under-age child to commit offence – where a child under the age of 14 years is responsible for an act or omission which, but for Section 52, would constitute an offence, any person who aids, abets, counsels or procures the child in or in relation to that act or omission shall be guilty of that offence and be liable to be indicted, tried and punished as a principal offender.

The National Children's Office has been given the lead role in relation to co-ordinating the implementation of the Children Act, 2001.

For further information on the Act and its implementation to date contact:

**National Children's Office**  
**1st Floor, St Martin's House**  
**Waterloo Road**  
**Dublin 4**  
**Tel: 01 2420000**  
**Email: [nco@health.gov.ie](mailto:nco@health.gov.ie)**  
**Web: [www.nco.ie](http://www.nco.ie)**

## 1.4 JUVENILE JUSTICE

### INTRODUCTION

Children charged with an offence have their cases tried in Courts established by law. Where the child is under 17 years, a special sitting of the District Court, known as a Children's Court or a Juvenile Court, hears the case, unless the offence is serious enough to be heard by a Court of higher jurisdiction.

### THE CHILDREN'S COURT

The District Court has jurisdiction to try a child or a young person for any offence except homicide provided that in the case of an indictable offence, the child's parent or the young person has been informed of his/her right to trial by jury and has consented to be dealt with summarily.

The Courts of Justice Act, 1924 provides for a sitting in a special court in the cities of Cork, Limerick and Waterford to be called the Children's Court for the hearing of charges against children under 16 years of age except charges which by reason of their gravity or other special circumstances the judge shall not consider fit to be so dealt with. The Children's Courts are held in the courtrooms where the ordinary sittings of the District Court are held at the above venues.

In Dublin there is a separate Children's Court in Smithfield, which sits on each working day of the week. It should be noted that the Beijing Rules on the treatment of young people in custody (UN 1985) requires that young people in detention pending trial should be kept separate from adults. The Children's Court in Smithfield, as a purpose-built separate court for juveniles only, fulfils this criteria.

At venues other than those already mentioned, charges against children are heard in a different building or room from that in which the ordinary sittings are held or on different days or at different times from those at which the ordinary sittings are held and the court so sitting is referred to as a Juvenile Court.

## **DISTRICT JUVENILE COURT**

The business transacted by the court relates to matters, both civil and criminal concerning children and juveniles (children from 10–17 years). All such cases are held in camera.

Adults appear before the court on occasions when a juvenile is charged with an adult as a co-accused. A significant portion of court business relates to Health Board applications for care and supervisory orders under the Children Act, 1908 and the Child Care Act, 1991. These applications are taken in respect of children who are allegedly being inadequately cared for, neglected or abused. The applications are taken by solicitors on behalf of social workers dealing with the cases.

## **GARDA JUVENILE DIVERSION PROGRAMME (FORMERLY JUVENILE LIAISON OFFICER SCHEME)**

The Garda Juvenile Diversion Programme was introduced in 1963 to provide an opportunity to divert juvenile offenders from criminal activity. It operates under the supervision and direction of the Garda National Juvenile Office, Harcourt Square, and is implemented throughout all Garda divisions by 94 specially trained Gardaí, known as Juvenile Liaison Officers (JLO's).

Diversion under the Garda Juvenile Diversion Programme constitutes a significant means of dealing with young offenders. Upon detection, young offenders may be either prosecuted or diverted from prosecution under the Garda Juvenile Diversion Programme by means of cautioning or a decision that no further action is warranted. Almost two out of every three referrals to the Programme are dealt with by means of caution rather than prosecution. The decision to caution is made on the basis of an admittance of wrongdoing, the nature of the offence and the juvenile's criminal history.

The Children Act 2001 provides the framework for the development of our juvenile justice system. Part 4 places the Garda Juvenile Diversion Programme on a statutory basis and incorporates into it, as new features, restorative cautioning and conferencing. Implementation of restorative cautioning and restorative conferencing measures has involved providing most of the Juvenile Liaison Officers with a minimum of 60 hours mediation training. In addition, under the Act, the age limit for inclusion in the Programme was increased from 17–18 years of age. To facilitate these innovative developments, Garda Juvenile Liaison Officers throughout the country are receiving training to provide them with the extra skills required to deal successfully with the programme

The function of the Juvenile Liaison Officer is to maintain contact with any juvenile assigned to the Programme, with the intention of weaning him or her away from involvement in crime. A juvenile who has or may have committed an offence and who has been warned, can be informally committed to the care of the Officer. The Juvenile Liaison Officer may also be entrusted with the care and guidance of a young person who, though not known to have committed an offence, may be regarded as a potential delinquent by reason of unsatisfactory behaviour, such as persistent truancy, running away from home, staying out late at night, being unruly at school or at home, behaving in a disorderly manner, or frequenting undesirable places. Such cases would come to notice through teachers, parents, school attendance officers, or the Gardaí generally.

## **PROBATION AND WELFARE SERVICE**

The Probation and Welfare Service is a national service and Officers may be assigned to any of the Service offices in the State. The Headquarters of the Service is located at Smithfield Chambers, Smithfield, Dublin 7. Probation and Welfare Officers supervise criminal offenders before their trial, during a prison or community sentence and after their release. Their main role is to protect the public by encouraging offenders to

lead a law-abiding life. Probation and Welfare Officers may be assigned to probation and welfare duties in courts, hostels, workshops, prisons, places of detention or other centres.

Probation and Welfare Officers assist the Court in reaching its decision by supplying pre-sanction reports on persons who have committed offences. The reports outline the health, social, educational and vocational circumstances of the offender as well as the attitude of the offender to his/her crime. If an offender is placed on probation or under supervision, the Officer's duty is to assist, guide and befriend the offender in an attempt to lead him/her into a useful law-abiding life; to see that the conditions required by the Court are observed; to help with personal problems and to report progress.

The Courts have power to order a person aged sixteen years or over, convicted of an offence punishable by imprisonment, to perform unpaid work or service to the community. Probation and Welfare Officers are required to prepare reports satisfying the Court that the offender is a suitable person to perform work under a Community Service Order and advising the Court that arrangements can be made for him/her to perform such work.

Voluntary organisations and statutory bodies are contacted by Probation and Welfare Service staff with a view to securing suitable placements for offenders; the Probation and Welfare Officer has the responsibility and duty of supervising the offender and ensuring that the order of the Court is carried out.

Probation and Welfare Officers in prisons and other places of custody are concerned with helping people who are committed to custody to cope with their imprisonment. They help offenders to evaluate the significance of their sentence with reference to their own personal lives, to their families, to their communities and to their victims. They make themselves available in a counselling role to offenders and their families. Personal and social circumstances are assessed and programmes are devised to meet the offenders' needs in conjunction with other disciplines working in the custodial system.

The Probation and Welfare Officer offers counselling on a wide range of problems and liaises with other disciplines both within the prison system and in the community in order to help an offender resolve personal difficulties. In some selected cases, the Service is available to offenders who serve out the remaining part of their sentence under the supervision of a Probation and Welfare Officer in the community. This enables offenders who are suitably motivated to face their problems with the support and full involvement of their families. On expiration of sentence, the Service is available to offenders on a voluntary basis.

1 Probation and Welfare Officers are expected to promote and develop the assistance of voluntary associates. In places of custody, voluntary individual associates are encouraged to assist with the counselling of offenders. The individual associates are required to attend a short briefing course before they commence work with offenders. The associates work under the guidance and supervision of the Service. In the community, groups of associates are encouraged to come together to identify particular needs and to undertake projects to meet those needs, e.g. hostels, day centres, etc. The Probation and Welfare Officer acts as liaison officer between the various groups. The Probation and Welfare Service is available to help and guide management committees of probation hostels, workshops, and/or other community-based facilities, and to supervise offenders with whom the projects are concerned.

For further information on the service and its operations throughout the country, please contact:

**Probation and Welfare Service**  
**Smithfield Chambers**  
**Smithfield**  
**Dublin 7**  
**Tel: (01) 8733722**

## NEW DEVELOPMENTS IN JUVENILE JUSTICE PROVISION

Two recent announcements in December, 2005 will have significant impact on the implementation of the Children's Act, 2001 as outlined on [page 20](#) as well as significantly overhauling and restructuring of the administration of youth justice. The two announcements in question related to the establishment of the [Office for the Minister for Children](#) and the establishment of the [Youth Justice Service](#). The announcement also included important clarifications and specific proposals in relation to the [Age of Criminal Responsibility](#) and the introduction of [ASBOs](#), which will be included as amendments to the Criminal Justice Bill, 2004.

### Establishment of the Office of the Minister for Children

The establishment of the Office of the Minister for Children is designed to bring together the relevant staff working on the range of functions in the Departments of Health and Children; Justice Equality and Law Reform; and Education and Science. The Ministerial responsibilities in this new Office, located within the Department of Health and Children, allow the Minister to attend Cabinet meetings and will comprise the following functions:

- The Equal Opportunities Childcare Programme (currently in the Department of Justice, Equality and Law Reform)
- The programmes and activities of the National Children's Office
- Policy work on Child Protection (Department of Health and Children)

This new office will focus on harmonising policy issues that affect children and will have responsibility for the following:

- Implementing the National Children's Strategy
- Implementing the National Childcare Investment Programme
- Developing policy on Child Welfare and Child Protection
- [Implementing the Children Act, 2001](#)

## Establishment of the Youth Justice Service

The Government also approved a number of major youth justice reforms following a review initiated by the Minister for Children and carried out by the Department of Justice, Equality and Law Reform. Among the measures agreed is the establishment of a new Youth Justice Service. The new Service will be set up in the Department of Justice, Equality and Law Reform but will operate within the new strategic environment of the **Office of the Minister for Children** following the Government's decision on greater coherence in policies for children generally.

The principal measures agreed were as follows:

- Publication of the Report on the Youth Justice Review, available on [www.justice.ie](http://www.justice.ie)
- Setting up of a new **Youth Justice Service** in the Department of Justice, Equality and Law Reform
- Transfer of responsibility for the detention of young offenders under 18 from the Department of Education and Science, and from the Irish Prison Service, to the new Youth Justice Service
- Proposed amendments to the Criminal Justice Bill, 2004 to introduce necessary changes to the Children Act, 2001, **including changes to the age of criminal responsibility and provision for anti-social behaviour orders**
- Establishment within the Health Service Executive of a national management structure for non-offending children in need of special care and support
- Development by the Department of Education and Science of a global strategy on educational services for offending children
- Development, as required, of local youth justice teams to enhance local service delivery around offending behaviour

The specific remit of the **Youth Justice Service** will be to:

- Develop a unified youth justice policy to include crime prevention
- Devise and implement a youth justice strategy with links to other children related strategies

- Manage all youth detention facilities
- Manage the implementation of the Children Act 2001 in relation to non-custodial community sanctions, restorative justice and diversion projects
- Establish and administer a national youth justice oversight group

The Government has provided an additional €1.3 million for the commencement of community sanctions in 2006 and a further €1.5 million in capital for the development of these services.

A number of the measures announced were approved amendments to the Criminal Justice Bill 2004 including:

- Provisions to effect the transfer of responsibilities for the detention of young offenders to the new Youth Justice Service
- Provisions to ensure that the children detention school is the model for the detention of all children under 18
- Replacement of the existing provisions in the Children Act 2001 on the age of criminal responsibility so as to prohibit the charging of children under 12 with most offences
- Provisions to ensure that prosecutions of children under 14 years must be sanctioned by the DPP
- New provisions to be added to the 2001 Act to allow for anti-social behaviour orders (ASBOs) for 12–18 year olds.

### **Age of Criminal Responsibility**

It is proposed to abolish the common law rule that children under the age of 7 years do not have the capacity to commit offences. The rule will be replaced by provisions prohibiting the charging of children under 12 years of age with most offences. An exception will be made in the cases of children aged 10 or 11 years in relation to the very serious offences of murder, manslaughter, rape or aggravated sexual assault. These provisions will be commenced three months after the enactment of the amendments.

A further €8 million has been included in the Health Service Executive Vote for 2006 to further develop child protection and family support services including implementation of the

Children Act 2001, particularly with regard to the changes in the age of criminal responsibility. The proposed amendments also include provisions to ensure that prosecutions of children under 14 years must be sanctioned by the DPP.

### **Anti-Social Behaviour Orders (ASBOs)**

The proposed introduction of ASBOs had been the source of much debate over the past year or so and has undergone several revisions from when they were first proposed. The latest proposals are that ASBOs will apply to 12–18 year olds and will be based on a number of key principles:

- i. Formal orders are a last resort
- ii. There is a presumption that the child will be dealt with under the statutory Diversion Programme
- iii. There is parental involvement from an early stage

### **Other proposed amendments**

There are a number of other legislative amendments proposed which are also significant and they include the following:

- Attendance by the Health Service Executive in court in order to advise on service options
- Application of the same maximum sentence to children as applies to adults
- Obligations to consider educational needs when sentencing
- Extension of detention plus supervision provisions to all ages
- Application of vocational education framework to detention schools
- Provision to allow inspection of detention schools by the Social Services Inspectorate.

### **Gardaí Powers**

In addition to the above there are several provisions proposed within the Criminal Justice Bill, 2004 which if passed will extend further the powers of the Gardaí:

- This law will increase detention periods without charge from 12 to 24 hours. This does not include time spent sleeping while in custody so it actually means two full days

- The bill will also allow a chief superintendent to sign a search warrant – at the moment it has to be signed by a judge for a specific offence. The new law allows a single warrant be used for a number of offences and for a detained person to continue to be held for offences other than that on the warrant
- It also introduces provision for ‘fixed penalties’ for ‘lesser public order offences’. This gives new powers to the Gardaí that include the power of arrest and summary conviction of a fine of £1,500 (€1,904.61) and 6 months imprisonment
- The police will also have the power to take DNA samples through saliva and gum swabs. This information can be kept for 12 months
- The bill also proposes to allow for the admissibility of certain out of court witness statements where a witness refuses to give evidence, denies making the statement, or makes a statement that is materially inconsistent with an earlier statement made to a Garda

## 1.5 CHILD PROTECTION

Child Protection is a primary concern to all those who work with young people today and ensuring the well-being and safety of all children and young people in one's care is a key component in ensuring the basic rights of young people are protected. There are two primary documents, which those working with young people should be aware of and need to be in compliance with in their work with young people.

### 1. National Guidelines for the Protection and Welfare of Children (Children First)

These guidelines were introduced in September 1999 and are intended to assist people in identifying and reporting child abuse and to improve professional practice in both statutory and voluntary agencies and organisations that provide services for children and families.

The guidelines aim to offer a comprehensive framework to assist professionals and other persons who have contact with children and wish to deal with any concerns they may have in relation to their safety and well-being. The guidelines embody the principles contained in the UN Convention on the Rights of the Child, which was ratified by Ireland in 1992. (It should be noted that the Child Care Act, 1991, provides the legislative basis for dealing with children in need of care and protection). The primary objectives of these Guidelines are to improve the identification, reporting, assessment, treatment and management of child abuse, clarify the responsibilities of various professionals and individuals within organisations and enhance communication and co-ordination of information between disciplines and organisations.

The guidelines outline the following **Principles for Best Practice in Child Protection**, which should provide a benchmark for anyone working with young people:

- The welfare of children is of paramount importance

- A proper balance must be struck between protecting children and respecting the rights and needs of parents/carers and families; but where there is conflict, the child's welfare must come first.
- Children have a right to be heard and taken seriously. Taking account of their age and level of understanding, they should be consulted and involved in relation to all matters and decisions that affect their lives.
- Early intervention and support should be available to promote the welfare of children and families, particularly where they are vulnerable or at risk of not receiving adequate care or protection.
- Parents/carers have a right to respect and should be consulted and involved in matters which concern their family.
- Actions taken to protect a child, including assessment, should not in themselves be abusive or cause the child unnecessary distress. Every action and procedure should consider the overall needs of the child.
- Intervention should not deal with the child in isolation; the child must be seen in a family setting.
- The criminal dimension of any action cannot be ignored.
- Children should only be separated from parents/carers when all alternative means of protecting them have been exhausted. Re-union should always be considered.
- Effective prevention, detection and treatment of child abuse requires a co-ordinated multi-disciplinary approach.
- In practice, effective child protection requires compulsory training and clarity of responsibility for personnel involved in organisations working with children.
- Early intervention and support should be available to promote the welfare of children and families, particularly where they are vulnerable or at risk of not receiving adequate care or protection.

## 2. Code of Good Practice – Child Protection for the Youth Work Sector

This code was published in September 2002 and was prepared with the youth work sector specifically in mind. The publication in 1999 of **Children First, National Guidelines for the Protection and Welfare of Children** charged each and every organisation, whether statutory or voluntary, providing services to children, to produce a child protection policy tailored to their specific needs.

The Code of Good Practice was prepared by the Youth Affairs Section of the Department and Education and Science, in consultation with partners in the Youth Work Sector and the National Youth Work Advisory Committee, and was drawn up following discussions at the National Youth Work Advisory Committee. This document is based on the National Guidelines for the Protection and Welfare of Children (Children First), which was published in 1999 by the Department of Health and Children. The Code of Good Practice should be read in conjunction with Children First. Its primary aim is to give direction and guidance to youth work sector personnel in dealing with allegations/suspicions of child abuse. In addition, it also aims to provide sufficient information for those involved in the youth work sector to be vigilant and to be aware of what to do in situations where child abuse may be a concern or suspicion.

Both documents are available from: **Government Publications, Sun Alliance House, Molesworth Street, Dublin 2 Telephone (01) 647 6879**. Both documents can also be downloaded from Government websites.

**Children First** at the Department of Health and Children website: [www.dohc.ie/publicaitons/children\\_first.html](http://www.dohc.ie/publicaitons/children_first.html)

**Code of Good Practice** at the Youth Affairs section of the Department of Education and Science website: [www.education.gov.ie](http://www.education.gov.ie)

## 1.6 PROTECTION OF YOUNG PEOPLE IN EMPLOYMENT

The primary piece of legislation which deals with protecting young people in the workplace is the **Protection of Young Persons (Employment) Act 1996** which is specifically designed to protect the health of young workers in Ireland and ensure that work carried out during school years does not put young people's education at risk. The Act sets minimum age limits for employment, rest intervals and maximum working hours and prohibits the employment of anyone under 18 on late night work. The Act also requires employers to keep specified records for workers under 18.

The Act generally applies to employees under 18 years of age. Under the Act, employers cannot employ young people under 16 in regular full-time jobs. Employers are permitted to employ young people aged 14 and 15 years on light work:

- During the summer holidays
- On a part-time basis during the school term (this provision only applies to those over 15 years of age)
- As part of an approved work experience or educational programme where the work is not harmful to their health, safety or development.
- Young people under the age of 16 can be employed in film, cultural, advertising work or sport under licences issued by the Minister for Enterprise, Trade and Employment.

### Maximum weekly working hours for young people under 16

Age	14 years of age	15 years of age
School term-time	Nil	8 hours
Work experience	40 hours	40 hours

If the maximum week is 35 hours, then the maximum day is 7 hours. If the maximum week is 40 hours, the maximum day is 8 hours. Young people under 16 must have at least 21 days off work during the summer holidays.

### Time off and rest breaks for young people under 16

#### Working hours, time off and rest breaks for young people aged 16 and 17

Half hour rest break after	4 hours work
Daily rest break	14 consecutive hours off
Weekly rest break	2 days off, to be consecutive as far as is practicable

If a young person under 18 works for more than one employer, the combined daily or weekly hours of work cannot exceed

Maximum working day	8 hours
Maximum working week	40 hours
Half hour rest break after	4 1/2 hours work
Daily rest break	12 consecutive hours off
Weekly rest break	2 days off, to be consecutive as far as is practicable

the maximum number of hours allowed.

### LIMITS ON NIGHT WORK AND EARLY MORNING WORK

Employers are not permitted to require employees under 16 to work before 8am in the morning or after 8pm at night. In general, young people aged 16 and 17 are not allowed to work before 6am in the morning or after 10pm at night.

Young people aged 16 and 17 are allowed to work from 7am in the morning and up to 11pm at night during school holidays and on weekend nights where they have no school the next day.

The Protection of Young Persons Act, 1996 (Employment in Licensed Premises) Regulations, 2001 – (S.I. 350 of 2001) permit young people to be required to work in licensed premises up to 11pm at night on a day that does not precede a school day during the school term. The Regulations also stipulate that the young people in question must not recommence work before 7am the following day.

The Protection of Young Persons Act, 1996 (Bar Apprentices) Regulations, 2001 – (S.I. 351 of 2001) stipulate that a young person aged 16 or 17 who is employed as a full-time apprentice in a licensed premises may be required to work up to midnight on any one day and not before 8am on the following day, provided the apprentice is supervised by an adult.

### **EVIDENCE OF AGE AND THE WRITTEN PERMISSION OF PARENTS**

Employers must see a copy of the young person in question's birth certificate or other evidence of his or her age before employing that person. If the young person is under 16, the employer must get the written permission of the person's parent or guardian.

### **PAYMENT OF WAGES AND MINIMUM WAGE ENTITLEMENTS**

All employees in Ireland are entitled by law to a payslip. A payslip is essentially a statement in writing from the employer to the employee that outlines the total pay before tax and all details of any deductions from pay.

### National Minimum Wage

The National Minimum Wage is €7.65 per hour (€7.00 per hour prior to May 1st 2005) for an experienced adult worker. An experienced adult worker is an employee who has any work experience in any two years since turning age 18. While there is a national minimum wage in place in Ireland, this does not mean that everyone is automatically entitled to receive this. For example, young people who are under 18 are **only guaranteed up to 70%** of the national minimum wage. Your employer is of course, free to pay you more than the minimum wage if they wish, but you should be aware that they are not required to do so by law.

Employees who are in their first year of employment since turning 18 are entitled to €6.12 per hour (€5.60 per hour prior to May 1st 2005).

Employees who are in their second year of employment since turning 18 are entitled to €6.89 per hour (€6.30 per hour prior to May 1st 2005).

Employees who are under 18 years of age are entitled to €5.36 per hour (€4.90 per hour prior to May 1st 2005).

### Who is entitled to Minimum Wage?

The National Minimum Wage Act applies to all employees except in the following circumstances:

- Close relatives of the employer such as: father, mother, son, daughter, brother and sister.
- Any employee undergoing structured training, such as an apprenticeship (other than hairdressing apprenticeships).

Complaints regarding breaches of the National Minimum Wage Act 2000 can be made to the Employment Rights section of the Department of Enterprise, Trade and Employment (contact details below). The Department's Inspectors who have powers to enter places of work and examine records, and do not reveal without the consent of the person making the complaint whether the inspection is a routine one or is a result of a complaint. Complaints regarding minimum wage may also be referred to a Rights Commissioner (contact details below).

If you are working in a job where staff are given tips/gratuities by customers (i.e. restaurants, bars, etc.) there is nothing in law to state you are automatically entitled to these tips. However, the law does not require you to hand these tips to your employer either. Instead, it all depends on the custom and practice in your workplace.

If all tips are collected by management and paid to staff through the payroll, then these tips are subject to tax in the normal way.

## **RECORDS TO BE KEPT BY EMPLOYERS**

Employers must keep records for every employee under 18 that contain the following information:

- The employee's full name
- The employee's date of birth
- The employee's starting and finishing times for work
- The wage rate and total wages paid to the employee.
- The employer must keep these records for at least three years.

Employers must give employees aged under 18 years a copy of the official summary of the Protection of Young Persons (Employment) Act, along with other details of their term of employment within one month of taking up a job. Employers with employees under 18 must also display the official summary of the Act at a place in their workplace where it can be easily read. Copies of the official summary in both leaflet and poster form can be obtained from: **The Information Unit, Department of Enterprise, Trade and Employment, Davitt House, Adelaide Road, Dublin 2.**

### **PENALTIES UNDER THE PROTECTION OF YOUNG PERSONS (EMPLOYMENT) ACT**

Employers found guilty of an offence under the Act are liable on summary conviction to a fine of up to €1,904.61. Continuing breaches of the Act can attract a fine of up to €317.43 a day.

Proceedings for an offence committed under the Act can be brought within 12 months of the date of the offence. Complaints, for example, that relate to the preservation of existing rates of pay and conditions, or complaints relating to a refusal to co-operate with an employer in breaching the Act should be made to a **Rights Commissioner** within 6 months of the date of the offence. You will need to complete a special form to make this complaint, which you can obtain from the **Employment Rights Unit** at the Department of Enterprise, Trade and Employment or from the Rights Commissioner Service. Other complaints, for example, relating to infringements of the Act, can be made in confidence to the Employment Rights Unit of the Department of Enterprise, Trade and Employment.

**Employment Rights Unit**

Department of Enterprise, Trade and Employment

Room G.05, Davitt House

65A Adelaide Road

Dublin 2

Tel: 01 6313131      Lo call: 1890 201615      Fax: 01 6313267

Email: [erinfo@entemp.ie](mailto:erinfo@entemp.ie)

**Rights Commissioner Service**

Labour Relations Commission

Tom Johnson House

Haddington Road

Dublin 4

Tel: 01 6136700      Fax: 01 6176701

Email: [info@lrc.ie](mailto:info@lrc.ie)

## 1.7 SCHOOL ATTENDANCE AND LEAVING SCHOOL

Prior to the introduction of the **Education Welfare Act** in 2000, legislation pertaining to compulsory school attendance dated back to 1926. Under this legislation, all children between the ages of 6–15 years were legally obliged to attend school. This legislation provided for a school attendance service, through the establishment of School Attendance Committees in Dublin City, Cork City, Waterford City and the borough of Dun Laoghaire/Rathdown. The committees in turn appointed School Attendance Officers to enforce the provisions of the legislation. In those areas of the country without School Attendance Committees, responsibility for the enforcement of the 1926 Act remains with the Gardaí. Failure by a parent or a guardian to comply with these provisions could result in the intervention of the School Attendance Officer or Gardaí and, in some cases, in the initiation of court proceedings to ensure the child's constitutional right to a minimum education.

The act also allowed for the placing of a child in care in exceptional circumstances of non-school attendance. There was, however, no statutory responsibility under the 1926 legislation on school authorities to notify the School Attendance Service of voluntary or involuntary school attendance. Significant changes have been introduced to School Attendance Legislation with the introduction of the Education Welfare Act in 2000 and these are outlined below.

### **Main provisions of the Education (Welfare) Act, 2000**

- The minimum school leaving age is raised from 15 to 16, or the completion of three years of post-primary education, whichever is the later.
- A National Educational Welfare Board has been established to develop, co-ordinate and implement school attendance policy so as to ensure that every child in the State attends a recognised school or otherwise receives an appropriate education.

- The Board will appoint education welfare officers to work in close co-operation with schools, teachers, parents and community/voluntary bodies with a view to encouraging regular school attendance and developing strategies to reduce absenteeism and early school leaving.
- The Board will maintain a register of children receiving education outside the recognised school structure and will assess the adequacy of such education on an ongoing basis.
- School registers, attendance records, codes of behaviour and attendance strategies will be used by school authorities to promote regular attendance and foster an appreciation of learning among the student population.
- Parents are required to ensure that their children attend a recognised school or otherwise receive an appropriate minimum education.
- Specific provision is made for the continuing education and training of young persons of 16 and 17 years of age who leave school early to take up employment.

### **The National Educational Welfare Board (see below)**

- The National Educational Welfare Board is given the lead role in implementing the provisions of the Act.
- The principal function of the Board is to ensure that every child in the State attends a recognised school or otherwise receives an appropriate minimum education.
- The Board also has an advisory and research role in the formulation of Government policy on school attendance and education provision.
- The Board will deploy educational welfare officers at local level throughout the country. These officers will work in close co-operation with parents, teachers, school managers, community bodies and other relevant agencies to promote regular school attendance and prevent absenteeism and early school leaving.

- The Educational Welfare Officers appointed by the Board will focus in particular on children at risk and those who are experiencing difficulties in school in order to resolve any impediments to their regular attendance at school. Alternative schooling will be sought for students who have been expelled, suspended or refused admittance to a school.
- The Board will establish a register of young persons of 16 and 17 years of age who leave school early to take up employment and will make appropriate arrangements for their continuing education and training in consultation with providers and employers.

### Schools

The Act provides that school managers will adopt a pro-active approach to school attendance by:

- maintaining a register of students attending the school
- recording school attendance and notifying the relevant educational welfare officer of particular problems in relation to attendance
- supporting students with difficulties in attending school on a regular basis
- preparing and implementing a school attendance strategy to encourage, in a positive way, regular school attendance and an appreciation of learning within the school
- preparing and implementing a code of behaviour, setting standards of behaviour and disciplinary procedures for the school
- liaising with other schools and relevant bodies on school attendance issues.

### Students

The Act safeguards every child's entitlement to an appropriate minimum education by:

- developing a national framework to promote regular attendance at school

- promoting a positive appreciation among students of the benefits to be derived from education and attendance at school
- identifying the causes of absenteeism and early school leaving and developing measures for its prevention
- providing support to children at risk and those who experience difficulties in school in order to resolve any difficulties or impediments to their regular attendance at school.

### Early School Leavers

To address the concern that many young people enter the labour market without adequate or even basic qualifications, the Act:

- makes specific provision for the continuing education and training of young persons aged 16 and 17 years who have left school early to take up employment
- provides for the registration of early school leavers with the National Educational Welfare Board and for the Board to assist them in availing of appropriate educational and training opportunities
- prevents employers from employing early school leavers who are not registered with the Board for this purpose
- obliges employers to notify the Board when they employ an early school leaver.

### Parents

In recognition of the central role of parents in providing for their children's education, the Act provides that:

- parents shall send their children to a recognised school on each school day or otherwise ensure that they are receiving an appropriate minimum education
- where a child is absent from school on a school day, the parents shall notify the principal of the school of the reasons for such absence

- where parents decide to educate their child in a place other than a recognised school, the parents shall apply to have their child registered with the National Educational Welfare Board and shall comply with such conditions as may be stipulated by the Board; parents may appeal a decision of the Board regarding the registration of their child
- parents will be consulted by school management on school attendance issues and on the school code of behaviour.

**It should be noted that within the Act there are provisions whereby a person (parent/legal guardian) who contravenes a requirement in a school attendance notice can be prosecuted and shall be liable on summary conviction to a fine not exceeding €500, or to imprisonment for a term not exceeding one month, or to both such fine and imprisonment.**

### **Establishment of National Educational Welfare Board**

The National Educational Welfare Board was officially launched on 1 December, 2003. In addition to the national headquarters in Dublin, six cities and 12 towns will have an intensive educational welfare service to work with schools and families to ensure that children attend school regularly. Previously there was a school attendance service in city areas only. In total, 73 Educational Welfare staff – up from 37 – will be available to schools in Dublin, Cork, Waterford, Kilkenny, Limerick and Galway. In addition, for the first time, there will be Educational Welfare Officers in Dundalk, Drogheda, Navan, Athlone, Carlow, Wexford, Bray, Clonmel, Tralee, Ennis, Sligo and Letterkenny.

For further information on the Act and its implementation to date contact:

**National Educational Welfare Board**

**National Headquarters,**

**16–22 Green Street**

**Dublin 7**

**Tel: 01 873 8700**

**Fax: 01 873 8799**

**Email: [info@newb.ie](mailto:info@newb.ie)**

**Web: [www.newb.ie](http://www.newb.ie)**

## 1.8 AGE OF CONSENT

### Sexual Activity

The age of consent to sexual activity **outside of marriage** is 17 years of age and this applies to heterosexual and homosexual sexual activity. The current minimum age for marriage is 16 years of age, and thus within marriage, heterosexual sexual activity is legal at 16 years of age. It is a criminal offence to have sex with a person under the age of 17 years of age outside of marriage.

### Contraceptive Advice and Prescriptions

There is no set minimum age in Ireland at which contraceptive advice and prescriptions may be provided. Given that the legal age of consent for sexual activity is 17 years of age outside of marriage, providers of contraceptive services (pharmacies, medical centres, GP's etc.) are entitled to refuse to provide those services to people under 17 years of age. However, contraception and advice can be provided to young people who are less than 17 years of age due to the absence of a legal minimum age for same. **It must be noted that this lack of legal clarity has created an acknowledged area of sensitivity and controversy.**

### Consent to medical treatment

In this medical area, the Irish College of General Practitioners/General Practice Information Technology Group/Guide: **An Information Guide to the Data Protection Acts for General Practitioners** suggests that an individual may be assumed to be competent to give consent for medical purposes on reaching the age of 16 years. Where the individual is below that age, consent may still be given, but this requires that the medical practitioner involved must assess whether a child or young person has the maturity to understand and make their own decisions about the handling of their personal health information. In relation to the right of access to health data, where the individual is below 16 years, it was recommended that the general practitioner should use

professional judgement on a case by case basis, on whether the entitlement to access should be exercisable by (i) the individual alone, (ii) a parent or guardian alone, or (iii) both jointly. In making a decision, particular regard should be given to the maturity of the young person concerned and his or her best interests.

Children under the age of 16 do not have the legal capacity to consent to medical treatment and the consent of the parents is necessary – this is the case whether or not the child has a disability. People aged 16 and over are presumed to have the capacity to make such decisions unless the contrary is shown. Doctors who consider that a person does not have legal capacity frequently ask the person's next of kin to consent to medical treatment. There is no legal basis for such "consent".

The law is unclear on what is to happen where the person is aged over 16 and does not have legal capacity. It is generally considered that consent may not be required where the treatment is urgently necessary but consent is required for all other treatments and there are no provisions for such consent to be given by another person unless the person who lacks legal capacity is a Ward of Court. If the person is a Ward of Court, then the decision on medical treatment is made by the President of the High Court. An attorney appointed under an Enduring Power of Attorney does not have the power to make decisions on medical treatment.

## 1.9 MISCELLANEOUS RIGHTS AND ENTITLEMENTS

### LEGAL RIGHTS OF MINORS

A minor does not have a complete range of legal rights, as would be the case with an adult. Examples of this would include a limited capacity to make binding contracts. Minor legally binding contracts of employment for apprenticeships or for necessities, i.e. goods that you need, are allowed. Contracts to borrow money are not legally binding. If a minor is involved in an accident they must get a “next friend” to sue on their behalf. Usually this will be a parent but it does not need to be. If the other side agrees to pay compensation the settlement must be approved by the court – this is known as ruling an infant settlement. (Infant used to be the legal term for people who are now legally known as minors!). The following is a list of the age limits for various activities:

- **Alcohol Consumption:** 18 years of age to drink alcohol in licensed premises.
- **Book a Holiday:** 18 years of age.
- **Buy a Lotto Ticket:** 18 years of age.
- **Candidate for Election:** 18 years of age for local authorities; 21 for national or European elections and 35 for President.
- **Child Benefit:** Child Benefit is normally paid up to 16 years of age in respect of a child but is extended for 18 year olds who are in full-time education or on Youthreach courses.
- **Compulsory Education:** From age 6–16 years of age or on completion of three years of the secondary cycle.
- **Driving/Flying:** 16 years of age for a small motorbike, 125cc or less, moped up to 50cc and maximum speed of 45kph; 17 years of age for vehicle seating up to 8 passengers and maximum weight of 3,500kg; 18 years of age for a motorbike up to 300 150cc and for goods vehicles exceeding 3,500kgs; 17 years of age for a provisional driving licence; 16 years of age for a student flying licence; 17 years of age for a private air pilot’s licence; 21 years of age for buses and minibuses.

- **Jury Service:** 18 years of age.
- **Leaving Home:** You can leave home at 18 years of age. However, there is an anomaly in that parents/guardians can evict a young person out of home at 16 years of age. Parents/guardians are legally obliged for a child's maintenance until the age of 16 years of age.
- **Legal Contract:** At 18 years of age you can enter a legally binding contract.
- **Maintenance:** Maintenance is payable in respect of a child until the child reaches 16 years or if the child is in full time education, 21 years.
- **Making a Will:** 18 years of age or married; if under 18 years of age you may make a will appointing a guardian for your children.
- **Marriage:** The legal age for marriage is 18 years of age unless there is a \*Court Exemption Order. Parental consent is no longer a pre-requisite for marriage irrespective of the age of either individual.
- **National Age Card:** Can apply for one at 18 years of age.
- **Passport:** 18 years of age to apply for a 10-year passport. Can only apply for a 5-year passport if under 18 years of age.
- **Public Service:** 18 years of age for Jury Service; 17 years of age to join Defence Forces.
- **Smoking:** 18 years of age to purchase cigarettes or any tobacco product.
- **Voting Age:** 18 years of age.
- **Welfare Entitlements:** At 18 years of age you can claim benefits such as unemployment assistance and supplementary welfare allowances.
- **Working:** At 14 years of age you can work during school holidays. At 15 up to 8 hours per week during term-time. At 16 up to 8 hours per day and 40 hours a week.

### \* **Court Exemption Order**

In certain special circumstances, one can get a **Court Exemption Order** allowing the marriage to proceed even if one or both parties are under 18. The court will require the individuals concerned to show:

- that there are good reasons for the application
- that the granting of such an Exemption Order is in the best interests of the parties to the intended marriage.

## 1.10 OMBUDSMAN FOR CHILDREN

This Office was established under the Ombudsman for Children Act, 2002. The main purpose of the Ombudsman role for Children is to safeguard and promote the rights and interests of children and young people under the age of eighteen. The Act outlines in detail what the role of the Ombudsman for Children is and can be categorised into three main areas of work as outlined on its website: [www.oco.ie](http://www.oco.ie)

### Promoting children's rights

In 1989, the United Nations General Assembly adopted the Convention on the Rights of the Child. This document is a guide to how children should be treated and the rights that they have. One of the most important rights within this **Article 12** and this is about children and young people having a right to have a say about things that affect them. This web site is the Office's first step to make sure that this happens. As the office grows the Office of the Ombudsman hopes to develop lots of other fun ways of communicating with children and young people that they will enjoy.

### Complaints and Investigations

The Ombudsman for Children can deal with complaints about government services that relate to children under the age of 18. Complaints can be accepted from adults and children. If a child under the age of 18, the Office of the Ombudsman needs to let their parents or guardians know. The Office of the Ombudsman will check with the child about complaints procedures that exist locally first as the child needs to let the right people have a chance to sort things out first. The Office of the Ombudsman can give the child advice about how to do this.

## Research and Inquiries

The Ombudsman for Children wants to base their work on good evidence. The best way of getting evidence is by doing research. So to do this the Office of the Ombudsman will be working with universities and other agencies that can carry out inquiries. The Ombudsman has the authority to carry out inquiries into specific things if she is concerned about the way a service is affecting children. The information will be made public to encourage people to improve situations for children and young people.

For further information on the work of the Ombudsman for Children, please contact:

**Ombudsman for Children**

**Millennium House**

**52–56 Great Strand Street, Dublin 1.**

**Tel: 01 8656800**

**Email: [oco@oco.ie](mailto:oco@oco.ie)**

**Web: [www.oco.ie](http://www.oco.ie)**

## SECTION 2: GENERAL RIGHTS AND ENTITLEMENTS

While Section 1 covered specific legislation and provision relating to the rights and entitlements of young people there are other provisions/legislation, which are not age specific but are of importance when considering the rights and entitlements of young people. This section will outline some of the most significant of these provisions.

### 2.1 EMPLOYMENT EQUALITY

The legal position regarding employment is grounded primarily, but not exclusively, in the **Employment Equality Act, 1998**. The Employment Equality Act, 1998 outlaws discriminatory practices in relation to and within employment. Two new infrastructures, the Equality Authority and the Director of Equality Investigations, were established under this Act. The Act prohibits direct and indirect discrimination and victimisation in employment on nine grounds. **Age is one of these named grounds and as such all provisions within the act are relevant to young people over the age of 18 years of age who are not covered under the Protection of Young Persons (Employment) Act 1996. Young people under 18 years of age were subsequently covered within this Act via amendments made to it in the Equality Act, 2004 (see below).**

The nine grounds are:

- Gender Ground: man, woman or transsexual.
- Marital Status Ground: single, married, separated, divorced or widowed.
- Family Status Ground: pregnant or the resident primary carer.
- Sexual Orientation Ground: gay, lesbian or bisexual.
- Religion Ground: different religious belief, background, outlook or none.
- Age Ground: different ages (this does not cover people under 18 years of age).

- Disability Ground: this is broadly defined including people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions
- Race Ground: a particular race, skin colour, nationality or ethnic origin.
- The Traveller Community Ground: people who are commonly called Travellers.

All aspects of employment are covered including:

- Equal pay
- Access to reemployment
- Vocational training
- Conditions of employment
- Work experience
- Promotion and
- Dismissal

The Act, which repeals the Anti-Discrimination (Pay) Act 1974 and the Employment Equality Act (1977) covers all aspects of discrimination including:

- Discrimination by employers with regard to access to employment, conditions of employment, training and promotion (Section 8);
- Discrimination in collective agreements with regard to access to and conditions of employment and equal pay for like work (Section 9);
- Discrimination in advertising (Section 10);
- Discrimination by employment agencies against any person seeking employment or other services of the agency (e.g. career guidance or training) (Section 11);
- Discrimination in the provision of vocational training or any instruction needed to carry out occupational activity (Section 12);
- Discrimination by trade unions, professional and trade associations as regards membership and other benefits (Section 13).

The terms of the act apply to public and private sector employers, employment agencies, vocational training bodies, professional bodies and trade unions. The Act also states that it should not be construed as requiring the recruitment, retention or promotion of anyone not available or willing to do, or fully capable of doing, the particular job. In the case of a person with a disability, fully capable of doing the job may include doing it with the assistance of special treatment or facilities.

The Act has specific provisions that relate to providing accommodation to facilitate applicants and employees with disabilities, and positive actions measures to redress past discrimination and promote equal opportunity. In addition, the Act prohibits harassment of staff on all nine of the discriminatory grounds. The Act states that employers must do all that is reasonable to accommodate the needs of a person with a disability unless the training organisation can show that there is a cost to him or her other than a **nominal** cost. The exact provision of the legislation is contained in Section 16(3) of the Act.

The Employment Equality Act also permits the pursuance of **positive action**. The objective is to support the integration into employment of three groups, one being people over 50. **The other two are people with disabilities and members of the Traveller community both of which impact on young people within these groups.** The legislation of positive action for these three groups acknowledges and recognises the significant barriers these groups have faced in accessing employment (and vocational training). **Positive action stops short of favouring one group over another.** Positive action measures can take the form of outreach measures to encourage applications from under-represented groups. These can include explicit statements encouraging groups in advertisements, specific training for targeted groups and the establishment of targets, which training organisations try to meet.

It is important to point out that positive action policies stop short of discriminating in favour of disadvantaged groups (or individuals) at the point of recruitment. The 'merit principle' remains in place. The approach is therefore one where a targeted group is encouraged and prepared for a competition on the basis of 'all other things being equal'. Positive discrimination policies, on the other hand, essentially comprise the merit principle. Quotas represent the most common form of positive discrimination. This is where different merit characteristics may be used for different groups – such as the 3% Employment Quota for people with disabilities in the Public Service.

The **Equality Act 2004** also made a number of significant amendments to the Employment Equality Act, 1998. Main amendments to Employment Equality Act, 1998:

- Provision for the extension of the scope of the Act to persons employed in a self-employed capacity.
- Provision for the extension of positive action provisions to all nine grounds covered by the Act.
- Provision for the extension of the age provisions of the Act to persons under 18 but over the minimum school leaving age and over 65. Employers will still be allowed to set minimum recruitment ages of 18 or under and to set retirement ages.
- Provision for the narrowing of the exclusion from the provisions of the Act of 1998 in respect of employment in private households.
- Provision for requirement on employers to provide reasonable accommodation for persons with disabilities, subject to it not imposing a disproportionate burden rather than nominal cost.
- Provision for the transfer of jurisdiction for discriminatory dismissal cases from the Labour Court to the Equality Tribunal.

## 2.2 EQUALITY AND NON-DISCRIMINATION

The legal position regarding equality and non-discrimination is grounded primarily, but not exclusively, in two recent pieces of legislation: **The Equal Status Act, 2000 and the Equality Act, 2004.**

The **Equal Status Act 2000** promotes equality; prohibits certain kinds of discrimination (with some exceptions); prohibits sexual harassment and harassment on the nine discriminatory grounds listed below. **Age is one of these named grounds and as such all provisions within the act are relevant to young people under 18 years of age:**

- Gender
- Marital status
- Family status
- Sexual orientation
- Religion
- Age
- Disability
- Race
- Membership of the Traveller Community

The Equal Status Act promotes similar legislation as the Employment Equality Act in terms of promoting equality, prohibiting certain kinds of discrimination and prohibiting sexual harassment. However, while the focus of the Employment Equality Act is employment, the focus for the Equal Status Act is goods and services including those who buy goods, use services, obtain accommodation and attend educational establishments.

The Equal Status Act also has special provisions to deal with clubs or establishments that hold an alcohol licence. A club will be treated as a discriminating club if:

- It has a rule, policy or practice which discriminates against a member or applicant or

- A person involved in the management discriminates against a member or applicant in relation to the affairs of the club.
- If an individual feels that they have been discriminated against under the provisions of either the Employment Equality Act or the Equal Status Act they can proceed to officially lodge a complaint. The process for doing this as specified in this legislation is outlined later in this policy under External Complaints Procedures.

### THE EQUALITY ACT 2004

The **Equality Act 2004** was deemed necessary to implement the employment and non-employment aspects of the Race Directive (2000/43/EC), the Framework Employment Directive (2000/78/EC) and the Gender Equal Treatment Directive (2002/73/EC) and made a number of significant amendments to both the Employment Equality Act, 1998 as outlined above and the to Equal Status Act, 2000 as follows:

Main amendments to Equal Status Act, 2000:

- Provision for shifting the evidential burden of proof from the complainant to the respondent once the complainant has established a prima facie case;
- Allowing claimants and respondents to choose any person, including an organisation, to represent them before ODEI – the equality tribunal.
- Providing means of redress for drivers under 18 who have been discriminated against in motor insurance

## 2.3 DISCRIMINATION, HARASSMENT AND WORKPLACE BULLYING

Within the above pieces of legislation, three specific forms of discrimination are named, all of which are relevant to young people: Direct Discrimination; Indirect Discrimination and Discrimination by Association.

**Direct Discrimination:** happens where a person is treated less favourably specifically on one of the nine discriminatory grounds. Under the Act, direct discrimination is defined as (Section 6 (1):

“... discrimination shall be taken to occur where, on any of the ‘discriminatory grounds’ one person is treated less favourably than another is, has been or would be treated.”

Direct discrimination is overt discrimination, intentional or otherwise. This applies equally to both legislation and practice. The nature of direct discrimination would be legal statements or practices, which intentionally set out to exclude people with disabilities from applying for an opportunity or from participating in an employment (and vocational training) for which they are **qualified**.

**Indirect Discrimination:** is more subtle and harder to prove and happens where there is less favourable treatment in effect. It happens where people are refused a service not explicitly on account of a discriminatory reason but because of a practice or requirement, which they found hard to satisfy. If the practice or requirement is found to have the effect of excluding a large amount of the protected group from the service, then the service provider will have indirectly discriminated, if the practice or requirement is not reasonable.

Indirect discrimination occurs if there is a requirement, practice or policy which is neutral in form but which has a greater adverse impact on members of a particular group, and which cannot be justified. An example of this in relation to disability would include the:

- use of inappropriate entry tests and interviews,
- lack of physical access to buildings,
- lack of other necessary supports such as job coaches, personal assistants, signers, and various accessible formats of materials or other media such as Braille.

**Discrimination by Association:** this happens where a person associated with another person (belonging to the specified groups) is treated less favourable because of that association. This specifically relates to the Equal Status Act.

### **Sexual Harassment**

Within the Equal Status Act, sexual harassment is defined as taking place where a person subjects the victim to an act of physical intimacy or any request for sexual favours from the victim, or subjects the victim to any act or conduct with sexual connotations, including spoken words, gestures or the production, display or circulation of written words, pictures or other material. To constitute sexual harassment the actions must:

- Be unwelcome to the victim and could reasonably be regarded as offensive, humiliating or intimidating;
- The victim must be treated differently because of the rejection of or submission to such actions or where it would be reasonably anticipated that the victim would be so treated but was not in fact so.

### **Harassment**

Harassment is similar to sexual harassment but without the sexual connotation. Harassment takes place where a person subjects the victim to any unwelcome act, request or conduct including spoken words, gestures or the production, display or circulation of written words, pictures or other material. The harassment must be based on one of the nine discriminatory grounds.

## WORKPLACE BULLYING

The act does not deal with bullying on its own but only bullying as it relates to one of the nine discriminatory grounds listed previously (see below).

- Gender Ground: man, woman or transsexual.
- Marital Status Ground: single, married, separated, divorced or widowed.
- Family Status Ground: pregnant or the resident primary carer.
- Sexual Orientation Ground: gay, lesbian or bisexual.
- Religion Ground: different religious belief, background, outlook or none.
- Age Ground: different ages (this does not cover people under 18 years of age).
- Disability Ground: this is broadly defined including people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions
- Race Ground: a particular race, skin colour, nationality or ethnic origin.
- The Traveller Community Ground: people who are commonly called Travellers.

## 2.4 EDUCATION

In addition to the provisions outlined in **Section One on School Attendance and Leaving School** there are a number of other rights and entitlements relating to young people and their education that are of relevance. The provisions as laid out earlier in this section within the Equal Status Act, 2000 all apply within any educational setting and given that age is one of the nine grounds of discrimination they will all apply to any young person under 18 years of age. However the Act does outline specific provisions relating to education.

The provisions of the Equal Status Act rest on a presumption of mainstreaming for students with disabilities. A school is exempt from the requirement to provide service to a student with a disability only to the extent that doing so would (because of the student's disability) have a seriously detrimental effect on the provision of service to other students, or would make it impossible to provide services to other students. That imposes a very high level of proof on the school to justify the exclusion of a student with a disability.

### Reasonable Accommodation

Reasonable accommodation may be defined as providing special treatment or facilities or making adjustments for a person to enable them to access a service. A school must provide reasonable accommodation to meet the needs of a person with a disability if it would be impossible or unduly difficult for that person to participate in school without the special treatment, facilities or adjustments (Section 4 of the Equal Status Act 2000).

### Statutory Exemption

An overarching exemption in the Equal Status Act covers all aspects of the scope of the Equal Status Act 2000. If something is required by another law, for example the Education Acts or a court order, the provisions of the Equal Status Act cannot be construed as prohibiting it. However, if an organisation (such

as a school) has any discretion about how it meets a legal requirement, then the way it does that must not breach the Equal Status Act. (This exemption has been amended by the Equality Act 2004 in relation to the treatment of non-nationals.)

## Schools

The Equal Status Act requires that schools do not discriminate (including discrimination by association and indirect discrimination) across the nine grounds. Schools must mainstream and reasonably accommodate people with disabilities. Harassment and sexual harassment is prohibited in schools. Schools can take positive action steps to target the needs of the most disadvantaged pupils. The specifies four areas in which a school must not discriminate:

- the admission of a student, including the terms or conditions of the admission of a student,
- the access of a student to a course, facility or benefit provided by the school,
- any other term or condition of participation in the school and
- the expulsion of a student or any other sanction.

Certain exemptions apply, and the most relevant are mentioned below.

### The admission of a student

A school may not discriminate in relation to the admission of a student to the school, subject to exemptions set out below. An exemption applies to the gender ground. Single-sex schools are allowed. However, it would appear that the Equal Status Act does not allow coeducational schools to discriminate on the gender ground to maintain the coeducational ethos. The position of schools that are coeducational up to age 7 and then single-sex is not dealt with explicitly in the Act. Schools that become single-sex after pupils reach 7 years are unlikely to be able to rely on the exemption in the Equal Status Act on single-sex schools.

A second exemption concerns schools where the objective is to provide education in an environment that promotes certain religious values. A school that has this objective can admit a student of a particular religious denomination in preference to other students. Such a school can also refuse to admit a student who is not of that religion, provided it can prove that this refusal is essential to maintain the ethos of the school.

### **Access to a course, facility or benefit**

After a student has been admitted, a school may not discriminate in relation to the access of the student to any course, facility or benefit provided by the school. Restricting a student's access to subjects on the basis of one or more of the nine grounds would be discrimination. Other examples of where discrimination could occur would be access to libraries, participation in school tours or extra-curricular activities, or membership of clubs or societies.

### **Expulsion and other sanctions**

The Equal Status Act does not prevent a school from imposing sanctions, but they cannot be imposed in a way that discriminates on the nine grounds. For example, it could be discrimination to suspend a student for a particular behaviour if another student not belonging to the group would not also be suspended for similar behaviour. A school may not impose any other condition on participation in the school that discriminates on the nine grounds.

In addition to this there are a number of relevant provisions outlined within the Education Act, 1998:

- Schools must promote equality of opportunity for male and female students.
- Schools must use their available resources to ensure that the educational needs of all students, including those with a disability or other special educational needs, are identified and provided for.

- Schools must establish and maintain an **admissions policy**, which provides for maximum accessibility to the school. The Board of Management must publish the policy of the school concerning admission to and participation in the school including the policy of the school relating to expulsion and suspension of students and admission to and participation by students with disabilities.
- School Boards must ensure that principles of equality, and the rights of parents to send their children to a school of the parents' choice are respected. Boards have to prepare a school plan which states the objectives of the school relating to **equality of access** to and participation in the school. Schools must spell out in the school plan what measures they will take to achieve these objectives including specifically measures for equal access and participation in the school by students with disabilities or students with other special needs.
- Boards have to establish and maintain **procedures to inform students of the activities of the school** in order to facilitate the involvement of the students in the operation of the school.
- Boards of a post-primary school will encourage the establishment by the students of a school council and facilitate and give all reasonable assistance to students who wish to establish a school council, and to student councils when they have been established.
- Boards of Management have to prepare a code of behaviour in respect of students. **A code of behaviour** shall specify:
  - The standards of behaviour that shall be observed by each student.
  - The measures that may be taken when a student fails or refuses to observe these standards.
  - Procedures to be followed before a student may be suspended or expelled from the school.
  - Grounds for removing the suspension.

- Procedures to be followed relating to a child's absence from school.

The principal can make it a condition of registering a child the requirement that a child or his/her parents confirm in writing that the code is acceptable to them (Section 23 of the Education (Welfare) Act 2000).

The Department of Education and Science is identified as a major service provider to students and parents within the Education Act 1998, which sets out the following services provided by the Minister:

- Assessment of students.
- Examinations provided for in Part VIII of the Education Act.
- Guidance and counselling services.
- Library and media service.
- Provision for early childhood, primary, post-primary, adult or continuing education to students with special needs other than in schools or centres for education.
- Provision for students learning through Irish sign language or other sign language, including interpreting services.
- Psychological services.
- School maintenance services.
- Speech therapy services.
- Teacher welfare services.
- Technical aid and equipment, including means of access to schools, adaptations to buildings to facilitate access and transport, for students with special needs and their families.
- Transport services.

### **Exam Fees**

Students whose parents have a medical card do not have to pay the examinations fees for Junior or Leaving Certificate Exams.

## 2.5 ADOPTION

Adoption is the process whereby a child becomes a member of a new family. It creates a permanent, legal relationship between the adoptive parents and the child. Adoptions in Ireland are significantly on the decrease with many prospective parents now seeking to adopt a child from abroad, a process known as **Inter-country Adoption**. To adopt a child, whether in Ireland or abroad, the first step is to contact a **Registered Adoption Society** or nearest **Health Service Executive (HSE) Area**, formerly known as the Health Boards. Only Registered Adoption Societies and Health Service Executive (HSE) Areas are entitled to place children for adoption. If deemed eligible, and the applicant has completed a detailed assessment of their suitability to adopt, are accepted by an adoption agency and have a child successfully placed with them, an application for an Adoption Order will be made to the Adoption Board, an independent statutory body, and the Adoption Board will process the adoption application and make an adoption order in due course. If adopting from abroad, the process is a lengthier one.

An Adoption Order secures in law the position of the child in the adoptive family. The child is regarded in law as the child of the adoptive parents as if he/she were born to them. Legal adoption is permanent. All applications for Adoption Orders are made to the Adoption Board. The law allows the adoption of orphans and children born outside marriage (including, in certain circumstances, children whose natural parents subsequently marry each other). In exceptional cases, the High Court can authorise the adoption of children whose parents have failed in their duty of care towards them (this can include children born within marriage).

To adopt a person must be at least 21 years of age and resident in the State. Where the child is being adopted by a married couple and one of them is the mother or father or a relative of the child, only one of them must have attained the age of 21 years. There are no legal upper age limits for adopting parents, but most adoption agencies apply their own.

The following persons are eligible to adopt:

- A married couple living together.
- A married person alone. The other spouse's consent to adopt must be obtained unless the couple is living apart and separated under a court decree or a deed of separation, or the other spouse has deserted the prospective adoptive parent or the other spouse's conduct has resulted in the prospective adoptive parent, with just cause, leaving the other spouse.
- The mother, father or relative of the child (relative meaning a grandparent, brother, sister, uncle or aunt of the child and/or the spouse of any such person, the relationship to the child being traced through the mother or the father).
- A widow or widower.
- A sole applicant who is not in one of the categories listed above may only adopt where the Adoption Board is satisfied that, in the particular circumstances of the case, it is desirable. It is not possible for two unmarried persons to adopt jointly.

The consent of the parent/guardian of the child to the adoption is a legal requirement. If the child is born outside marriage, and the father has no guardianship rights, only the mother's consent is needed. Under **the Adoption Act, 1998** however, birth fathers are now being consulted (if possible) about the adoption of their children. In situations where the parents are not married and the father does not have guardianship rights, his consent is not necessary for adoption. However, the consent of the father is required if he marries the mother after the birth of the child or he is appointed guardian or is granted custody of the child by court order. The mother, father (where he is guardian) or other legal guardian must give an initial consent or agreement to the placing of a child for adoption by a Registered Adoption Society. He/she must then give his/her consent to the making of an Adoption Order. This consent may be withdrawn any time before the making of the Adoption Order.

If the mother either refuses consent or withdraws consent already given, the adopting parents may apply to the High Court for an order. If the court is satisfied that it is in the best interests of the child, it will make an order giving custody of the child to the adopting parents for a specified period and authorising the Adoption Board to dispense with the mother's consent to the making of the Adoption Order. If a mother changes her mind about adoption before the making of the Adoption Order, but the adopting parents refuse to give up the child, she may then institute legal proceedings to have custody of her child returned to her.

When an Adoption Order is made, a new birth certificate can be obtained for the child. Although it is not an actual birth certificate, it has the status of one for legal purposes. It gives the date of the Adoption Order and the names and addresses of the adoptive parents and is similar in all aspects to a birth certificate. The procedure involved in adopting a child is thorough and takes time, at least a year. When the applicant has contacted their local Health Service Executive Area or Registered Adoption Agency, they will be invited to attend an information session along with other interested couples, to learn what is involved in the adoption process. If the applicant wants to proceed, they ask for the relevant forms to be sent out.

### **Assessment and Report**

While there is a statutory entitlement to an assessment for inter-country adoption, there is no such entitlement to be assessed for domestic adoption. Applicants being considered by an adoption agency will undergo a detailed assessment. This assessment takes place over a period of time, ranging from 9–15 months, sometimes longer, and is carried out by one of the agency's social workers and will include a number of interviews and home visits. Where the application is in respect of a married couple, there will be both individual and joint interviews. The social worker will discuss such areas as previous and/or current relationships, motives for adopting, expectations of the child and the ability to help a child to develop his/her knowledge and understanding of his/her natural background. All applicants are required to undergo a medical examination. If one is planning to adopt abroad, the assessment will also take in issues of the child's cultural background and possible special needs.

The social worker then prepares a report, which goes before the agency committee or HSE Area committee and a decision is made. If adopting in Ireland, a person will not be entitled to see the report. If adopting abroad, the social worker will share the report's contents with the applicant and any issues can be raised at that time. If the social worker agrees, the report can be amended. If the social worker does not agree, after mediation, the applicant can attach a written comment on the disputed matter, which will be submitted to the committee and individuals have the right to appeal any recommendation/decision made.

If an application is approved, the applicant will most likely wait a long time before a baby is offered. When a baby is offered, an application must be made to the Adoption Board, along with medical records, personal details and three references. The Adoption Board has statutory responsibility for authorising placements and regulating agencies. A social worker from the Board will visit the applicant twice before an Adoption Order is made. It normally takes between six to twelve months to process a domestic adoption application to a stage where the Adoption Board is satisfied to make an Adoption Order. When the Adoption Order is finally made, the applicant will come before the Adoption Board and give sworn evidence as to the applicant's identity and eligibility. The applicant will also be given information on how to go about getting a new birth certificate for the child. The new birth certificate will normally be available through the Registrar General's Office within four weeks.

In June, 2003, the Department of Health and Children commenced a consultation process with the public about adoption legislation in Ireland. The aim of this consultation process was to lead to a modern and more appropriate framework for adoption in Ireland. As a result of this consultation process, legislation was drafted in 2004 in order to:

- ratify the Hague Convention on the Protection of Children,

- provide for the creation of the Adoption Authority as the Central Authority required under the terms of the Convention to oversee the implementation in effecting inter-country adoptions,
- deal with miscellaneous issues regarding domestic adoption and the creation of a new special form of Guardianship.

This legislation, called the Adoption (Hague Convention, Adoption Authority and Miscellaneous) Bill is expected to be enacted towards the end of 2005.

### Tracing Birth Parents and Accessing Information

If a young person who has been adopted wishes to trace their birth parents, the Adoption Board will assist adopted people, parents who have placed children for adoption, adoptive parents, and natural family members of people placed for adoption. People may request information on themselves or they may wish to seek to 'trace', that is make some form of contact.

If an individual is seeking information or seeking to trace they should in the first instance contact the Adoption Agency or Health Board that arranged the adoption. If unsure of the agency or Health Board contact the Adoption Board who will be able to refer individuals to the correct agency or Health Board.

### The National Adoption Contact Preference Register

The Adoption Board has recently established a National Adoption Contact Preference Register to facilitate contact between adopted people and their natural families. Participation is voluntary and contact through the register will only be initiated where both parties register. The Register allows the individual to choose what level of contact they wish to have. It includes an option to have no contact with the other party to the adoption if this is the individual's wish. The Register is available to adopted people, natural parents and any natural relative of an adopted person. **You must be 18 years of age or over for your name to be entered on the Register.**

The Register will be maintained by the Adoption Board. It is not open to public scrutiny. The information will be stored on a secure computerised database and will be subject to the provisions of the Data Protection Act. The information provided will only be used to facilitate the preference the individual has expressed. The register is available on the Adoption Board's website and it outlines in detail the various options for level of contact and access of information.

For further information contact:

**The Adoption Board/Adoption Authority of Ireland**  
**Shelbourne House, Shelbourne Road, Dublin 4.**

**Adoption Information and Tracing Unit**

**Tel: 01 230 9327    01 230 9328    01 230 9316**

**Main Switchboard: 01 2309300**

**Duty Social Worker: 01 2309306**

**Email: [adoptioninfo@health.irg.gov.ie](mailto:adoptioninfo@health.irg.gov.ie)**

**Web: [www.adoptionboard.ie](http://www.adoptionboard.ie)**

## **SECTION 3: SPECIFIC RIGHTS OF, LEGISLATION ON AND ISSUES IMPACTING ON YOUNG PEOPLE FROM MINORITY GROUPS**

### **INTRODUCTION**

For this section we have invited a number of expert agencies working with particular minority groupings to contribute to this section by outlining their thoughts on specific rights, entitlements and provisions, existing or impending legislation and gaps and anomalies where they exist that impact on young people from within the cohort that they engage with and advocate for.

This is by no means comprehensive or exhaustive and does not attempt to cover all young people from disadvantaged or minority backgrounds or assume that those included are necessarily more disadvantaged than others. In addition to this the legislation and provisions outlined in Section 2 in relation to Education, Employment and Equality would cover the rights and entitlements of young people across the spectrum.

However, this section does attempt to focus on some of those young people who would be readily identified by those who work with them as having particular needs and where having accurate and detailed information on their rights and entitlements is particularly valuable, and at times not always clear or easy to source.

## 3.1 YOUNG REFUGEES AND ASYLUM SEEKERS

### What is a refugee

A refugee is a person who fulfils the requirements of the 1951 UN Geneva Convention on Refugees. That is, a person who 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his or her nationality and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.' **Being a recognised refugee in Ireland means having legal status, and refugees have the same rights, entitlements and obligations as Irish citizens.** They are also entitled to bring over family members from their country of origin (apply for family reunification), and can apply for Irish citizenship if they meet the residency requirements.

### What is an asylum seeker

An asylum seeker is someone who has applied for refugee status. An asylum seeker also has legal status, but has fewer entitlements than Irish citizens. For example, asylum seekers are not allowed to work in paid employment; they cannot leave the country except in extremely exceptional circumstances (such as to visit a dying relative); they are not entitled to apply for family reunification; and they cannot apply to become Irish citizens. They are entitled to secondary school education as minors (under 18 years old) but not third level.

## How the asylum process works

Asylum seekers apply for asylum at the Office of the Refugee Applications Commissioner (ORAC), which then decides whether or not they are eligible for refugee status. If their application is unsuccessful, they can appeal the decision with the Refugee Appeals Tribunal (RAT). More people have been granted refugee status on appeal than on their first application. If the RAT also considers an application unfounded, the applicant can apply to the Minister for Justice for humanitarian 'leave to remain'. This is where a person is deemed not to be a refugee under the strict Geneva Convention definitions, but is still considered to be in need of international protection. People with leave to remain can live and work in the country, but cannot apply for family reunification. This 'leave to remain' is reviewed annually. Very few people are granted such 'leave' in any given year.

## The entitlements of asylum seekers

While their application is being processed, asylum seekers are housed by the Reception and Integration Agency (RIA) in direct provision accommodation centres around the country (see below). Contrary to popular myths, asylum seekers are not given phones, cars or bicycles by the government – any such luxuries must be paid for by themselves. Because they are not allowed to work, many asylum seekers find it difficult to get by on their small allowance. Minors are not accommodated by the RIA; instead they are put under the care of the Health Service Executive under the Child Care Act 1991 and housed in hostels for the most part under the aegis of the East Coast Area Health Service Executive.

## The entitlements of asylum-seekers in direct provision

Asylum seekers are housed in designated accommodation or reception centres on full board, with set meals being provided at set times. Adults receive a weekly allowance of €19.10 and dependents (under the age of 18) €9.60. This payment has not been increased since November 1999, despite several incremental increases of other social welfare payments.

Families are often housed in one room, and singles usually share a room with others of the same sex. Shower and toilet facilities are often shared. Televisions are provided in each room. Some centres have a games room (snooker, table tennis, etc.); however, this is at the discretion of the management.

The introduction in May 2004 of a habitual residency test for people applying for social welfare payments means that applicants must be resident in the country for 2 years before being eligible for any such payments. This automatically rules out newly-arrived asylum seekers; particularly relevant to these new arrivals is the fact that child benefit allowances have been discontinued. Any supplementary funding is at the discretion of the Community Welfare Officer (CWO). Community Welfare Officers meet with and assess the needs of asylum seekers, and can provide supplementary payments if they deem it necessary. In practice, it is common for clothing allowances to be given on a 4- or 6-monthly basis. Travel allowances are occasionally given to residents of accommodation centres to travel to any classes they may have enrolled in, but not always. Children are given a travel allowance to get to school, and occasionally one of their parents is also given an allowance to accompany them. Mothers will get a one-off special allowance for a buggy and feeding equipment on the birth of a child, or if they have a baby when they arrive in the country.

Asylum seekers are entitled to medical cards, and thus can access the health system, and receive treatment and care. They are also entitled to free eye tests, and a basic prescription if necessary. For asylum seekers suffering from psychological trauma, a state psychologist is made available to them. Asylum seeking children are entitled to first and second level education. Upon completion of the Leaving Certificate, they are not entitled to Local Authority maintenance grants; therefore third level education is inaccessible to most asylum-seekers. Asylum seekers are entitled to attend VEC English language training for 4 hours a week.

### **Separated children seeking asylum/unaccompanied minors**

Separated children seeking asylum (SCSA) are accommodated in special centres designated by the Health Service Executive (HSE), but also under the direct provision system. Similar to Irish children in care, a project worker is assigned to them. However, it is not uncommon for project workers to have up to 30 SCSA in their care, so their resources are limited. The CWO can provide supplementary allowances if deemed necessary – for example, for school books or uniforms. However, it can take weeks or months for these allowances to come through. When SCSA turn 18, they are moved into direct provision accommodation centres. A major child protection concern is the disappearance of 250 children in the past four years from the care of the Health Service Executive. There are fears that trafficking exists and that children are coerced into forced labour or the sex industry.

There are certain issues of concern specific to this group of asylum seekers. While there are plans to provide a transition support group to facilitate the move from HSE centres to adult direct provision centres for those young people who have recently 'aged out' – turned 18 and left the care of the HSE – there remains a significant number who have already done so. Some of them have been in the country for up to 4 years, but have little support available to them, and many face the threat of deportation. The Irish asylum system is both complicated and adversarial, and many young people have been refused refugee status due to being unable to provide the detailed information required for their asylum application. They are particularly vulnerable due to their unusual circumstances, being treated like adults in the asylum system, but having none of the adult experience necessary to deal with the demands placed on them by that system.

The IRC strongly supports the granting of humanitarian 'leave to remain' to such people. Their formative teenage years have been spent in Ireland, and they have integrated into Irish society. Most of them have few or no family members in their country of origin, and would be extremely vulnerable if they were returned. Reports from former SCSSA who were deported to their country of origin after being refused refugee status and 'leave to remain' have highlighted some of the risks this group face, such as imprisonment and abuse. Young women are especially at risk of being pressured into the sex industry.

### **Problems asylum seekers face in Ireland**

Asylum seekers face the same problems anyone would when moving to a new country: language barriers, new customs and different political and social systems. However, many asylum seekers are fleeing violence and war. They can often be psychologically and physically traumatised. It can be very difficult for such people to start a whole new life without the support of the family and friends they have left behind.

The asylum process is also very stressful. Some people have to wait for years before they find out if they will receive refugee status or not, and be allowed to stay in the country. During this waiting period, they have little opportunity to participate in Irish society – many accommodation centres are located on the outskirts of towns or cities – and they are not allowed to work or go to college. This can make it difficult for those granted refugee status to adjust to having to support themselves. There is often a huge mix of people from different countries and cultures living close together in accommodation centres. This can lead to tensions between residents, as they must share limited facilities and spend so much time together.

Asylum seekers also face racism on the part of Irish citizens. This is often due to the perception that they are here to ‘sponge off the system’. In reality, they are not allowed to work, and receive very little other than basic necessities.

### Comment

In practice, and this has been verified by reports from asylum seekers and NGOs/Community Based Organisations (CBOs), it is extremely difficult for asylum seekers to get by on what entitlements they receive. In some cases, CWOs have been known to refuse or postpone payments for clothes, travel, etc. for months. Most, if not all, asylum seekers arrive with very limited resources, and have absolutely no opportunity to supplement their allowances. External support services provided by NGOs/CBOs are available, but they are usually quite localised, and vary in scope and resources. The Vincentian Refugee Centre in St. Peters Church, Phibsboro, Dublin 7, is an example of such an NGO that offers comprehensive support services. It runs a drop-in social centre, providing: support for SCSSA; information on health, welfare, education and asylum issues; accommodation and housing advice, advocacy and mediation; a women’s group and a homework club. Overall, it seeks to provide a welcoming place where asylum seekers and refugees can access support and advice, and generally assist in facilitating their integration into Irish society.

An example of a small scale NGO providing support for asylum-seekers is the Dun Laoghaire Refugee Project (DRP). Based in South-County Dublin, this group provides social outreach, educational support and practical advice to residents of one accommodation centre. The DRP provides supplementary assistance to these asylum seekers, often in the form of practical information (such as bus and rail information, maps of Dublin, etc). It has set up an in-centre computer room, and runs an advice/social evening once a week. One of its principle activities has been to source school placements for SCSA and children of asylum-seeking families in the area. It also runs a small drop-in centre for the former residents of hostels in the Dun Laoghaire area, especially former SCSA who have been moved to adult accommodation. However, as a wholly voluntary organisation with no fixed funding, the DRP has limited resources. It visits one specific accommodation centre, and the drop-in centre is open for just 2 hours one night a week.

Many centres have no local groups able or willing to provide voluntary support to the residents. A large proportion of asylum seekers find it difficult to leave their accommodation centre, and most of them have few facilities available to them in their centre. For individuals and families fleeing persecution and violence, there is insufficient support in place to enable them to maximise their potential or to integrate in any meaningful way into Irish society. The entitlements and supports provided by the state are minimal. The Irish Refugee Council has argued that the system of direct provision needs to be abolished; that asylum seekers be given the right to work; and that they be given constant and guaranteed state-funded support designed to meet their unique needs.

## Supplied by the Irish Refugee Council

For further information, please contact:

**Irish Refugee Council,  
88 Capel Street, Dublin 1.**

**Tel: (01) 8730042 Fax: (01) 8730088**

**Email: [refugee@iol.ie](mailto:refugee@iol.ie) Web: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)**

**Or**

**1 Bank Place, Ennis, Co. Clare.**

**Tel: (065) 6822026 Fax: (065) 6822017**

**Email: [irc.ennis@eircom.net](mailto:irc.ennis@eircom.net)**

**Web: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)**

See also **Section 4.1** for a listing of agencies providing various supports and services to refugees and asylum seekers.

## 3.2 YOUNG TRAVELLERS

### Background

Travellers (spelt with a capital “T”) are an indigenous minority in Ireland – a nomadic, ethnic group with their own identity, culture, history, language, customs and traditions. They are Irish, and have been part of Irish society for centuries but, unfortunately, Traveller history, in large, has gone unrecorded. Research dates their origins to before the twelfth century.

It is estimated that there are between 25,000 and 30,000 Travellers in Ireland – approx. 0.5% of the total national population. In addition, it is also estimated that an additional 1500 Travellers live in Northern Ireland and approx 15,000 Irish Travellers in Britain. A further 10,000 Travellers of Irish descent live in America. There are about 2,500 Travellers living in a place called Murphy Village, South Carolina – they are descendents of Travellers who emigrated from Ireland in the nineteenth century.

Travellers have their own language called ‘cant’ or ‘gammon’. It is sometimes referred to by academics as ‘shelta’. Travellers mostly use their language when speaking to each other. Regional dialects of the language can be found around the country.

Young Travellers are growing up today in an Ireland that is vastly different than that of their parents and grandparents generations. Ireland has changed physically, culturally, demographically. The nomadic way of life, enjoyed by Travellers in years gone by, is now severely limited and constricted. Traveller occupations in the past, such as tinsmithing, recycling, seasonal farm labour etc, have become almost obsolete and no longer a possibility for today’s young Traveller generation.

The National Association of Traveller Centres (NATC) works with young Travellers throughout Ireland – through Training Centres and community based youth work projects. On a weekly basis, NATC engages with thousands of Traveller families and works with them in tackling discrimination and poverty. NATC is committed to providing a quality youth service, based on the principles of good practice and the values of social education.

### Discrimination

In today's Ireland, young Travellers have to deal with a number of specific difficulties in addition to the general stresses of adolescence. They face discrimination and racism on a daily basis, and often experience high levels of prejudice and exclusion in Irish society. They may be harassed out of areas, refused service in shops, barred from leisure centres etc. The media may reinforce negative stereotypes and do very little to show the good work young Travellers are doing.

However, while change is slow in the face of such negative stereotyping, there are a lot of positive developments happening for the Travelling community. More and more young Travellers are choosing to stay on in the formal education sector and complete state examinations. They are offered positive role modelling from within their own community, e.g. Francie Barrett carrying the Irish flag at the 1996 Olympics in Atlanta, Davy Joyce becoming the first Traveller to qualify as a barrister, Rosaleen McDonagh running for a seat in the Senead, Martin Ward being elected Mayor of Tuam.

Two specific pieces of legislation tackle discrimination. They are The Employment Equality Act, 1998 and The Equal Status Act, 2000. Both of these are detailed in this guide in [Section 2](#). Given that young Travellers experience acts of discrimination regularly, it is important to understand the aforementioned pieces of law and how they work.

## Traveller Education

Young Travellers children have exactly the same rights to education as settled children. They are also subject to the same provision on school attendance as outlined in **Section 1**. They can attend mainstream primary and second-level schools. If they do, the school receives extra payments in respect of them. There are some special schools for Traveller children and there are some specific support services available:

- **Visiting Teachers:** There are now 40 visiting teachers for Traveller children. Visiting teachers consult with Traveller families and advise and assist them in arranging school placements for their children. They also provide support at the pre-school, primary and post primary level. The service is overseen by a National Education Officer for Travellers.
- **Additional teaching support at post-primary level:** Additional teaching hours are allocated to schools on the basis of an additional .07 teacher per traveller pupil enrolled. Schools must fill out a form which is available from the Department of Education and Science to claim this allocation.
- **Advisory Committee:** There is an Advisory Committee on Traveller Education. This committee includes representatives of the Traveller community and the partners in education. A new five-year strategy for Traveller Education is currently being developed by the Department of Education together with the Educational Disadvantage Committee and the Advisory Committee on Traveller Education.

There are separate Guidelines for Traveller Education in both Primary and Post-Primary School which can be downloaded from the Department of Education and Science website: [www.education.ie](http://www.education.ie)

## Traveller Health

The **Traveller Health Advisory Committee** was established within the Department of Health and Children with the following terms of reference:

- Drawing up a national policy for a health strategy to improve the health status of the Traveller community
- Ensuring that Traveller health is a priority area within the Department of Health and Children and setting targets against which performance can be measured
- Ensuring co-ordination and liaison in the implementation of national strategies of relevance to the health status of Travellers
- Ensuring the co-ordination, collection and collation of data on Travellers' health
- Supporting health boards in developing strategies to improve Traveller access to health services
- Providing a forum for the discussion of health initiatives for Travellers and for on-going consultation with Travellers and Traveller organisations on health service delivery to Travellers
- Liaising with Traveller Health Units in health boards in the formulation of national policy.

The **Traveller Ethics, Research and Information Working Group** was also established in 2002 as a sub-group of the Traveller Health Advisory Committee to set standards of conduct for health research, information and training in relation to Travellers.

In addition to this '**Traveller Health – a National Strategy 2002–2005**' can also be downloaded from the Department's website.

Further details on the above:

**Department of Health and Children,  
Hawkins House, Hawkins Street, Dublin 2**  
**Tel: 01 6354000      Lo Call: 1890 200 311**  
**Fax : 01 6354001**  
**Web: [www.dohc.ie](http://www.dohc.ie)**

**Information supplied with the assistance of the National  
Association of Traveller Centres**

For further information, please contact:

**National Association of Traveller Centres,  
Unit 1, Nestors Business Complex, Monksland,  
Athlone, Co. Roscommon.**  
**Tel: (090) 649 8017    Fax: (090) 649 8201**  
**Email: [info@natc.ie](mailto:info@natc.ie)**

See also **Section 4.2** for a listing of agencies providing various supports and services to young Travellers.

### 3.3 GAY, LESBIAN, BISEXUAL AND TRANSGENDERED YOUNG PEOPLE

#### The Equal Status Act 2000

As mentioned in **Section 2** this Act is the cornerstone of Ireland's Equality legislation. It promotes equality of opportunity, prohibits discrimination on nine grounds, including sexual orientation and prohibits harassment on these grounds. The Equal Status Act covers access to goods and services, including public services such as social welfare, youth services and schools.

The Act prohibits three forms of discrimination against LGBT young people – **direct** (where a person is treated less favourably than others because they are LGBT); **indirect** (where a person is excluded because they cannot meet a certain requirement for access to a service or good, e.g. having to behave in a heterosexual manner); **discrimination by association** (where a person is treated less favourable because of their association or friendship with an LGBT person).

A further significant aspect to this Act is Section 11 (2), which deals with the harassment of students by other students in schools and educational establishments. It states that, '**a person who is responsible for the operation of any place that is an educational establishment ... shall not permit another person who had a right to be present in ... to suffer sexual or other harassment at that place**'. This section can clearly be used to protect LGBT students from harassment and particularly from what is often sexualised homophobic bullying.

#### Youth Work Act 2001

Under this Act the National Youth Work Development Plan aims to, 'uphold in **spirit as well as in letter** the provisions of the **Equal Status Act**, whereby no adult or young person may experience discrimination or harassment on the nine grounds mentioned above. All youth work projects must therefore provide safe and inclusive services for LGBT young people.

## **The Employment Equality Act, 1998**

This act prohibits discrimination against employees on the nine grounds mentioned above, including sexual orientation. It covers employees in both the public and private sectors as well as applicants for employment and training. The scope of the Act is comprehensive and deals with discrimination in work related areas, from vocational training to access to employment and employment conditions generally, including training, work experience and advancement within employment. The publication of discriminatory advertisements and discrimination by employment agencies, vocational training bodies and certain vocational bodies i.e. trades unions and employer, professional and trade associations are also outlawed.

**For further information on the rights of LGBT young people contact:**

**The Equality Authority,  
2 Clonmel Street, Dublin 2.**

**Tel: 01 4173333      Lo Call: 1890 245 245**

**Email: [info@equality.ie](mailto:info@equality.ie)**

**Web: [www.equality.ie](http://www.equality.ie)**

**Supplied by:**

**BeLong To Project,  
Outhouse Community Centre,  
105 Capel Street, Dublin 1.**

**Tel: (01) 8734184**

**Email: [belongto@eircom.net](mailto:belongto@eircom.net)**

**Web: [www.belongto.org](http://www.belongto.org)**

See also **Section 4.4** for a listing of agencies providing various supports and services to gay, lesbian, bisexual and transgendered young people.

### 3.4 YOUNG PEOPLE WITH A DISABILITY

Young People with a disability are covered under general legislation where disability is one of the nine named grounds outlined in outlawing discrimination in employment (**The Employment Equality Act 1998**) and in access to goods and services (**The Equal Status Act 2000**) as outlined in Section 2 including a number of significant changes made to both Acts by **the Equality Act, 2004** also covered in **Section 2**. This section provides an overview of other recent legislation and developments in relation to disability provision and also in relation to education, training and employment where specific provision in relation to people with a disability is outlined.

In Ireland, as part of the Government's National Disability Strategy, 2004 two bills have been published – The Disability Bill 2004 and the Comhairle (Amendment) Bill 2004. The Disability Bill 2004 was subsequently enacted in 2005. It should be noted that the Bill was the subject of some controversy and debate in that it was argued by many disability groups that it was flawed given that it was needs-based and not rights-based. The bills set out new rights for people with disabilities and place a number of obligations in respect of people with disabilities on public bodies. The other two core elements of the National Disability Strategy are Six Sectoral Plans setting out the services to be provided to people with disabilities and a multi-annual Investment Programme for disability support services.

## **The Disability Bill 2004**

The Disability Bill provides for a number of measures including assessment of health and educational needs and a related Service Statement, independent complaints and appeals mechanisms, accessibility of public buildings, services and information, and employment targets for people with disabilities in the public service. It also provides for restricting the use of information from genetic testing for insurance and employment purposes, and for the establishment of a Centre for Excellence in Universal Design within the National Disability Authority, which will promote best practice in the design of buildings and products.

## **National Disability Authority**

Statutory body that operates under the aegis of the Department of Justice, Equality and Law Reform. It assists in the co-ordination and development of disability policy and promotes equality, participation and inclusion. It prepares codes of practice and advises on and monitors the implementation of standards for programmes and services for people with disabilities. It undertakes and commissions research and develops statistical information for the planning and delivery of disability programmes and services.

### **Contact:**

**National Disability Authority,**

**25 Clyde Road, Dublin 4.**

**Tel: (01) 608 0400**

**Web: [www.nda.ie](http://www.nda.ie)**

## **Comhairle (Amendment) Bill**

Provides for the introduction of a Personal Advocacy service to be administered by Comhairle. These personal advocates will be appointed where a person with a disability needs assistance and support in relation to an assessment of need, the service statement or the appeal process.

## Voting

If you have a physical disability which makes it difficult for you to exercise your right to vote, you may be able to vote at an alternative polling station or be helped to vote by a companion or the presiding officer or be placed on the postal voters list or vote at a nursing home or hospital. You must apply to be on the postal voters list by 25 November each year. A medical certificate is necessary the first time you apply.

If you have a severe intellectual disability it is possible that you may not be considered to have the legal capacity to vote but there is no law dealing with this and it is not clear what would happen if you wanted to vote but were not allowed because of your disability.

### Further information contact:

**Department of Environment, Heritage and Local Government,  
Custom House, Dublin 1.**

**Tel: (01) 8882000    Lo Call 1890 202021**

**Web: [www.environ.ie](http://www.environ.ie)**

## Making Decisions

Some people with disabilities – particularly people with intellectual disabilities and people who have difficulties communicating – may not have the legal capacity to make certain decisions. There is no simple definition of legal capacity but, broadly, it means the ability to understand the nature and consequences of the decision to be made and the ability to communicate that decision. The issue of whether or not a person has legal capacity usually arises if a decision on consent to medical treatment is required or if there is an application to make the person a Ward of Court.

## Capacity to manage your person and property

If you do not have the capacity to manage your person and/or your property, the only legal mechanism available for the appointment of another person to do this on your behalf is the Ward of Court system. Anyone may apply to have a person made a Ward of Court. The application is made to the President of the High Court. You may be made a Ward of Court if it is considered that you are of unsound mind and you are not capable of managing your person or your property. The procedure involved is complex and quite expensive. You are entitled to object to the making of a wardship order. If you are made a Ward of Court, you lose the right to make decisions about your person and property. Usually a Committee of the Ward is appointed (this is usually one person and it means the person to whom the care and protection of the Ward is committed). The Committee makes day to day decisions in relation to where you live and what you wear and eat but all the major decisions are made by the President of the High Court.

### Contact:

**Office of the Registrar of Wards of Court,  
3rd Floor, 15/24 Phoenix Street North, Smithfield, Dublin 7.  
Tel: (01) 888 6189/6140  
Web: [www.courts.ie](http://www.courts.ie)**

## EDUCATION PROVISION

Under the Education Act 1998, the Government is obliged to make appropriate education available to everyone, including people with disabilities and those with special needs. Children with disabilities are entitled to free primary and secondary education and are entitled to compete for and access third level education places on the same basis as others. Adults with disabilities are entitled to education services on the same basis as other adults. The **Education for Persons with Special Needs Act** was passed in July 2004. The aims of the Act are:

- To make further provision for the education of people with special educational needs

- To provide that their education takes place, as far as possible, in an inclusive environment
- To provide that they have the same right as everyone else to avail of, and benefit from, appropriate education
- To help children with special educational needs to leave school with the skills necessary to participate, to the level of their capacity, in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives
- To provide for the greater involvement of parents of children with special educational needs in relation to the education of their children
- To establish the National Council for Special Education
- To confer certain functions on the Health Service Executive (HSE) in relation to the education of people with special educational needs
- To establish an independent appeals system – the Special Education Appeals Board.

### **National Council for Special Education**

The National Council for Special Education (NCSE) is a statutory body, set up in January 2004. The council has local offices and it plays a key role in the development and delivery of services for people with special needs through its network of Special Education Needs Organisers. It has a research and advisory role and establishes expert groups to consider specific areas of special needs provision. It will also establish a consultative forum to facilitate inputs from the education partners and other interested parties. Since January 2005 it has taken over responsibility from the Department of Education and Science for the processing of applications for resources for children with disabilities who have special educational needs.

#### **Contact:**

**National Council for Special Education,**

**1–2 Mill Street, Trim, Co. Meath.**

**Tel: (046) 9486400**

### Pre-school education

There is no specific right to education for any pre-school children. There is an entitlement to certain health services, which are related to education. The HSE is responsible for providing psychological services and speech and language therapy services for pre-school children with disabilities who are assessed as needing these services. Children may be referred for such assessments by parents or doctors. This assessment may be carried out by the HSE's own psychologists or by arrangement with a voluntary organisation. When the children go to primary school the responsibility for psychological services is transferred to the National Educational Psychological Service (NEPS). There is a small number of special pre-school class units for children with autistic spectrum disorders attached to primary schools.

### Primary Education

The Department of Education and Science is responsible for primary school services. Children in primary schools who have been assessed as having special educational needs are entitled to a response to their needs. The assessment is carried out by the **National Educational Psychological Service** (NEPS) or, in some cases, by approved private assessors. The response to the child's assessed special needs may be provided in special dedicated schools, in special dedicated classes attached to ordinary schools or on an integrated basis in ordinary schools. The policy is to have integrated education as far as possible.

Children with special needs have the right to free primary education up to age 18. The HSE is responsible for providing speech and language therapy services to primary school children.

## Resource Teachers and Special Needs Assistants and Learning Support Teachers

If a psychological assessment is required it is carried out by NEPS or, where the school has no NEPS service, a private assessment may be commissioned. Previously, on the basis of these assessments, schools applied each term to the Department for resource teachers and special needs assistants. A new system is being introduced which involves a general weighted allocation of resources for all primary schools to cater for pupils with higher incidence special educational needs. It also allows for individual allocations in respect of pupils with lower incidence special educational needs. The National Council for Special Education (NCSE), through its local Special Education Needs Organisers, processes these applications for resources. Children who do not meet the criteria but who do have a specific learning disability may be looked after by the learning support teacher and/or the class teacher.

Learning support guidelines have been issued to all primary schools. These include procedures for identifying and selecting children for supplementary teaching. This is provided by **learning support teachers**. Psychological assessment does not occur until efforts have been made by the class teacher and the learning support teacher to address the child's problems.

## Special Classes and Special Schools

Where children's needs cannot be met by the allocation of extra resources within the ordinary school, then they may be placed in special classes or special schools. These have a maximum pupil-teacher ratio of 8:1 (in many cases the ratio is lower). Special needs assistant support is provided where required. A higher capitation rate per child is paid in respect of children in these classes and schools and they may get extra funding for special equipment. There is a special school transport service, including an escort service which is applied for through the school. Decisions in relation to transport services can be appealed to an independent appeals board.

Children may transfer from special schools to special classes attached to ordinary primary schools or to ordinary classes. Children need a review assessment before transferring and there seem to be delays in getting these assessments. The reviews are necessary so that the resource teaching and/or special needs assistants can be provided.

### **Visiting Teacher Service**

There is a Visiting Teacher Service available for children with a visual impairment and for children who are deaf or hard of hearing. Each teacher is responsible for a particular region and travels to meet the children, parents/guardians, teachers, care staff, and other professionals, etc. involved with the child, as is deemed necessary for each individual child. The service is available from when the disability is diagnosed, through third level education. Referral of a child for assessment by the Visiting Teacher can be requested by parents, schools, the HSE, etc.

#### **Contact:**

**Department of Education and Science,  
Marlborough Street, Dublin 1.**

**Tel: (01) 889 6400**

### **Home tuition**

Home tuition may be provided for children who are unable to attend school on a regular basis because of a serious medical problem or for children who are waiting to be allocated a suitable school place. It may also be provided during the month of July for children with autistic spectrum disorders and severe or profound general learning disabilities who have specific needs.

## National Educational Psychological Service

The National Educational Psychological Service (NEPS) was established in 1999 to develop and provide an educational psychological service to primary and secondary schools. The NEPS mission is to “support the personal, social and educational development of all children through the application of psychological theory and practice in education, having particular regard for children with special educational needs.”

### Private assessments

Those primary schools which do not yet have access to NEPS may commission private assessments under a scheme administered by NEPS. Each school may commission a number of assessments – broadly one assessment for every 50 students. Under this scheme, individual psychological assessments may only be administered by psychologists whose names appear on a panel compiled by NEPS.

#### Contact:

**National Educational Psychological Service,  
24–27 North Frederick Street, Dublin 1.**

**Tel: (01) 8892700.**

### Secondary Education

Children with disabilities may be educated in mainstream second level schools or in special classes in such schools or in special schools. The policy is to provide mainstream education where possible. Funding is available for the technology needs of individual students with special needs at second level. The school may apply to the National Council for Special Education’s local Special Education Needs Organiser for these funds.

Resource teaching posts, special needs assistant posts and additional teaching hours are allocated to second level schools to cater for special needs pupils. Each case is considered on its merits and additional allocations are made on the recommendation of the psychological service. There is an independent appeals board for teacher allocations to second level schools. When a child who has been assessed as having special needs is about to leave primary school, the parents may take the psychological reports themselves or may authorise the school to send them to the relevant post primary school. There is no automatic transfer of such reports from one school to another.

### **Third Level Education**

Students with a disability may apply for admission to a third level institution through the normal process – you apply to the Central Admissions Office (CAO). Some institutions reserve a number of places for people with disabilities and you must apply directly to the individual institution for such a place. The direct admission system varies from one institution to another and you need to find out what the closing date for such applications is and what the criteria for a place are. You may apply through both systems for the same academic year and if you get an offer in each system, you may choose whichever suits you best.

### **Specific provision for students with disabilities**

Most third level institutions have Disability Liaison Officers. The Disability Liaison Officer may provide a number of services including assistance with applying for a reserved place, finding suitable accommodation and arranging any special access requirements and provisions for sitting examinations. Some institutions reserve a number of student accommodation places for students with disabilities.

## Grants

Students with disabilities are eligible for third level grants on the same basis as other students (see below). There are some grants specifically for people with disabilities. A special fund to help third level students with disabilities is administered by the Department of Education and Science. You should apply directly to the third level institution at the beginning of the academic year (September/October). The National University of Ireland may award a special grant of up to €500 to a student with a disability attending a course at a NUI college.

Application forms are available from:

**Registrar, National University of Ireland,  
49 Merrion Square, Dublin 2.**

**Tel: (01) 439 2424.**

**Web: [www.nui.ie](http://www.nui.ie)**

## Special Rates of Maintenance Grants Scheme

Provides the equivalent of a “top-up” to the ordinary maintenance grant for disadvantaged students. Eligibility is determined by reference to an income threshold and receipt of a long-term social welfare payment and the student must qualify for the ordinary maintenance grant. **Apply to your local authority/VEC.**

Further information on all aspects of education for people with disabilities is available from:

**Department of Education and Science,  
Cornamaddy, Athlone, Co. Westmeath.**

**Tel: (090) 6483600 (01) 8896400**

**Web: [www.education.ie](http://www.education.ie)**

## Back to Education Allowance

There are a number of ways in which unemployed people, lone parents and **people getting certain disability payments** can return to full-time education (second and third level) and receive the Back to Education Allowance paid by the Department of Social and Family Affairs. They also may retain secondary benefits such as Rent/Mortgage Supplement. **Apply to the second/third level college/institution for advice on courses and how to apply for a place. After acceptance on the course contact your local Social Welfare Office for form BTE 1.**

## Vocational Training Opportunities Scheme

VTOS allows people who are aged 21 or over and who have been receiving certain social welfare payments for at least six months to take up a full-time education course at certain vocational centres around the country. Apply to your local VEC for a place and further details on eligibility.

## TRAINING

### Rehabilitative Training

Rehabilitative Training focuses on the development of an individual's core life skills, social skills and basic work skills with the objective of enhancing the trainee's quality of life and general work capacity. Contact Disability Services in your Local Health Office. Trainees attending Rehabilitative Training retain their social welfare benefit/allowance and secondary benefits and are also paid a training bonus of €31.80 per week. Trainees who have to live away from home in order to attend training should apply to the Community Welfare Officer at the local health centre for Supplementary Welfare Allowance.

### Vocational Training

Vocational Training is designed to equip trainees with specific skills which will enhance their prospect of securing employment. To access vocational/employment skills training contact your local FÁS office.

## EMPLOYMENT

People who are leaving training programmes outlined above are initially helped in their search for employment by their training agency. People with disabilities who do not require training or who have not succeeded in finding employment are assisted in their search for a job by FÁS. They may also avail of a number of other employment supports as follows.

**For more information about these supports contact your local FÁS office:**

**Disability Awareness Training for Employers:** Grants are provided to employers to assist in the integration of people with disabilities and to address the concerns that employers and employees may have about working with people with disabilities.

**Employee Retention Grant:** The purpose of this grant is to assist employers to retain at work employees who become disabled through sickness or injury. Through this grant such employees can be offered retraining so that they can undertake alternative duties or continue to work at their existing duties, using modified techniques.

**Employment Support Scheme:** Provides financial support to employers to encourage them to employ people with disabilities, with productivity levels between 50 % to 80% of normal performance, for a minimum of 20 hours per week.

**Job Interview Interpreter Grant:** Provides a grant of €106.68 for a three-hour period for an interpreter to accompany a person with a speech/hearing impairment to a job interview. In addition, there is a set rate for the interpreter's travel costs.

**Personal Reader Grant:** Provides funding in line with the national minimum wage, for a maximum of 640 hours a year, to employ a personal reader to assist someone who is blind or visually impaired in their work.

**Supported Employment:** Through this programme, people with disabilities who need additional assistance, are helped to get and retain employment. It operates through a range of organisations and provides for Job Coaches who assist in the employment of people with disabilities.

**Workplace/Equipment Adaptation Grant:** Provides funding (€6,348.70 maximum) for a person with a disability who is starting or already in employment in order to make their workplace more accessible or equipment easier to use.

### **Back to Work Allowance**

The Back to Work Allowance (BTWA) scheme operated by the Department of Social and Family Affairs allows unemployed people, lone parents and people on certain disability payments to take up employment and retain a percentage of their social welfare payment. Those who formerly received the Carer's Allowance may also be eligible. The employment must be for a minimum of 20 hours per week and expected to last at least 12 months. **Apply to your local Social Welfare Office.**

### **Revenue Job Assist**

A special tax allowance (at your highest rate) is available for people who take up a job after having been unemployed for one year or more. People with a disability who have been receiving Disability Allowance or Blind Pension for 12 months or more are eligible. Apply to your local tax office.

### **Community Employment (FÁS)**

There are two options under the Community Employment (CE) Programme – the Part-Time Integration Option for those aged 25–35 and the Part-Time Job Option for those aged 35 or over. The age limit for people with a disability and Travellers is 18 years or over. Under both options participants work 39 hours a fortnight and are paid an allowance by the sponsor. Those on a disability payment may be able to retain their payment if they receive prior approval to do so from the section in the Department of Social and Family Affairs paying their social welfare payment. **Apply to your local FÁS office.**

### Social Economy Programme

The Social Economy Programme provides up to 3 years grant support to social economy enterprises that provide employment opportunities for the long-term unemployed, people with disabilities, members of the Traveller community and other disadvantaged groups. The eligibility criteria are broadly the same as the eligibility criteria for the Community Employment Part-Time Job Option. The age limit for people with a disability and Travellers is 18 years or over. **Apply to your local FÁS office.**

### Rehabilitative Employment

People on Disability Allowance or Blind Pension may be allowed earn up to €120 per week from rehabilitative type employment or self-employment without it affecting their social welfare payment, provided it has been approved by the Department of Social and Family Affairs. However, you may lose your Medical Card. **Written approval should be obtained from the Department of Social and Family Affairs before commencing any work.**

### Sheltered Workshops

The term ‘sheltered workshop’ as commonly used describes workshops where people with disabilities are offered work in sheltered conditions. In general, this is not regarded as “normal” employment in the sense that the employees are not insurably employed and are not entitled to the full range of employee benefits. A draft code of practice for sheltered work has been completed and is being examined by the Department of Health and Children. The Department is, at the same time, reviewing the funding of sheltered work. Further information is available from the Department of Health and Children, Disability Services in the HSE, and voluntary organisations dealing with particular disabilities.

### **Back to Work Enterprise Allowance**

The Back to Work Enterprise Allowance (BTWEA) scheme allows those on an unemployment payment or Disability Benefit for 3 years, or 12 months on other social welfare payments including Disability Allowance, Blind Pension, Invalidity Pension, Unemployability Supplement and One-Parent Family Payment to take up self-employment and retain a percentage of their social welfare payment. Those who formerly received the Carer's Allowance may also be eligible.

**Apply to your local Social Welfare Office.**

There is also a valuable resource published by Comhairle titled **Entitlements for people with Disabilities**, which provides a comprehensive overview of such provisions. It can be downloaded from the Comhairle website: [www.comhairle.ie](http://www.comhairle.ie)

For further information, please contact:

**Forum for People With Disabilities,**

**21 Hill Street, Dublin 1.**

**Tel: (01) 8786077 Fax: (01) 8786170**

**Email: [inforum@indigo.ie](mailto:inforum@indigo.ie)**

**Web: [www.inforum.ie](http://www.inforum.ie)**

See also **Section 4.5** for a listing of agencies providing various supports and services to people with a disability.

## SECTION 4: SUPPORT SERVICES

The listing has focused on services and support agencies operating at a national level primarily, either specifically with young people, or where young people are part of their overall catchment. Information and contact details for local services, networks, support groups, helplines etc. will be available from these national agencies. The listing is comprehensive but not exhaustive and is separated into six broad sub sections with a compilation of other relevant agencies and support services included at the end of the section as follows:

- 4.1 YOUNG REFUGEES AND ASYLUM SEEKERS**
- 4.2 YOUNG TRAVELLERS**
- 4.3 DISCRIMINATION AND HUMAN RIGHTS**
- 4.4 GAY, LESBIAN, BISEXUAL AND TRANSGENDERED YOUNG PEOPLE**
- 4.5 YOUNG PEOPLE WITH A DISABILITY**
- 4.6 YOUNG PARENTS AND YOUNG HOMELESS**
- 4.7 MISCELLANEOUS AGENCIES**

## 4.1 YOUNG REFUGEES AND ASYLUM SEEKERS

**ACCESS IRELAND: Refugee Social Integration Project**  
**Dominick Court, 40/41 Dominick Street Lower, Dublin 1.**  
**Tel: (01) 8780589 Fax: (01) 8780591**  
**Email: [info@accessireland.ie](mailto:info@accessireland.ie) Web: [www.accessireland.ie](http://www.accessireland.ie)**

A refugee social integration project established with EU funding by the Irish Refugee Council. Its aim is to promote the integration of refugees into Irish society in a way that highlights their positive contribution to society. There are two main practical goals of the project: to improve refugee access to health and social services; to support the development of community initiatives amongst refugee groups and reciprocal links between them and Irish communities.

### **ASSOCIATION OF REFUGEES AND ASYLUM SEEKERS IN IRELAND (ARASI)**

**213 North Circular Road, Dublin 7.**  
**Tel: (01) 838 1142 Fax: (01) 838 1143**  
**Email: [arasi@eircom.net](mailto:arasi@eircom.net)**  
**Web: [www.arasi.org](http://www.arasi.org)**

A voluntary organisation founded in 1997 to represent refugees and asylum seekers. Its aim is to promote understanding of human rights and education on issues relating to refugees and asylum seekers.

### **CLANN HOUSING ASSOCIATION**

**3rd Floor, 18 Dame Street, Dublin 2.**  
**Tel: (01) 6775010 Fax: (01) 6775025 (NGO)**  
**Email: [clannh@iol.ie](mailto:clannh@iol.ie)**

This association aims to assist in the resettlement of refugees in Ireland through the provision of affordable housing with security of tenure. It also conducts research into the housing needs of refugees and provides information and training to the providers of housing services to refugees and to refugees themselves.

**IMMIGRANT COUNCIL OF IRELAND****2 Andrews Lane, Dublin 2.****Tel: (01) 6740200 Fax: (01) 6458031****Email: [info@immigrantcouncil.ie](mailto:info@immigrantcouncil.ie)****Web: [www.immigrantcouncil.ie](http://www.immigrantcouncil.ie)**

National independent non-governmental agency that responds to the emerging needs of immigrants in Ireland. The Joint Steering Committee of the Immigrant Council of Ireland is made up of individuals who have expertise, interest and commitment in the area of immigration.

**INTEGRATING IRELAND****c/o Comhlámh, 10 Upper Camden Street, Dublin 2.****Tel: (01) 4783490 Fax: (01) 4783738****Email: [info@integratingireland.ie](mailto:info@integratingireland.ie)****Web: [www.integratingireland.ie](http://www.integratingireland.ie)**

Integrating Ireland is an independent network of community and voluntary groups working in mutual solidarity to promote and realise the human rights, equality and full integration in Irish society of asylum seekers, refugees and immigrants.

**IRISH HAVEN****Web: <http://homepage.eircom.net/~irishhaven>**

Website that provides an information resource facility, specifically targeted at Asylum Seekers and Refugees in Ireland. Contains a wide range of information, much of which is pulled from other websites thus locating information in a central accessible source. Also contains an extensive listing of support agencies that includes small organisations that support particular minority groups or those in a particular location.

**IRISH REFUGEE COUNCIL****88 Capel Street, Dublin 1.****Tel: (01) 8730042 Fax: (01) 8730088****Email: [refugee@iol.ie](mailto:refugee@iol.ie)****Web: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)****Or****1 Bank Place, Ennis, Co. Clare.****Tel: (065) 6822026 Fax: (065) 6822017****Email: [irc.ennis@eircom.net](mailto:irc.ennis@eircom.net)****Web: [www.irishrefugeecouncil.ie](http://www.irishrefugeecouncil.ie)**

Represents over 56 non-governmental organisations working with refugees both in Ireland and overseas. It provides a referral, legal advice, information and written representation service to asylum seekers and legal practitioners on the asylum process in Ireland. It seeks to influence government's asylum policy and also provides a Country Research Service aimed particularly at legal practitioners, who are representing asylum seekers at the appeal stage.

**RECEPTION AND INTEGRATION AGENCY****Block C, The Ardilaun Centre, 112–114 St. Stephen's Green West, Dublin 2.****Tel: (01) 418 3200 Lo Call: 1890 777727****Fax: (01) 4183221****Email: [ria\\_inbox@justice.ie](mailto:ria_inbox@justice.ie)****Web: [www.ria.gov.ie](http://www.ria.gov.ie)**

The Reception and Integration Agency (RIA) was established on 2nd April 2001 with the merger of the Directorate for Asylum Support Services (DASS) and the former Refugee Agency of the Department of Foreign Affairs. The RIA is responsible for coordinating the provision of services to both asylum seekers and refugees, coordinating the implementation of integration policy for all refugees and persons granted leave to remain in the State and responding to crisis situations which result in large numbers of refugees arriving in Ireland within a short period of time.

**REFUGEE INFORMATION SERVICE (ADMIN OFFICE)**

27 Annamoe Terrace, off Nth. Circular Road, Dublin 7

Tel: (01) 838 27407 Fax: (01) 8382482

Email: [info@ris.ie](mailto:info@ris.ie) Web: [www.ris.ie](http://www.ris.ie)

Or

Canavan House, Nun's Island, Galway.

Tel: (091) 532850

Email: [infogalway@ris.ie](mailto:infogalway@ris.ie)

Web: [www.ris.ie](http://www.ris.ie)

Free, confidential and independent information, advocacy and referral service for the refugee and asylum-seeking community. The service is provided on an outreach 'clinic' basis in areas of Dublin (seven) and two in Galway where refugees and asylum-seekers live in significant numbers.

**REFUGEE LEGAL SERVICE**

79–83 Lower Mount Street, Dublin 2.

Tel: (01) 631 0800 Lo Call: 1800 345345

Fax: (01) 661 5011

Email: [dublinrls@legalboard.ie](mailto:dublinrls@legalboard.ie)

Web: [www.legalaidboard.ie](http://www.legalaidboard.ie)

Established by the Legal Aid Board, it provides confidential and independent legal services to persons applying for asylum in Ireland. Legal aid and advice is also provided on deportation orders in appropriate cases.

**SPIRITAN ASYLUM SERVICES INITIATIVE ('SPIRASI')**

213 North Circular Road, Dublin 7.

Tel: (01) 838 9664 Fax: (01) 868 3504

Email: [info@spirasi.ie](mailto:info@spirasi.ie)Web: [www.spirasi.ie](http://www.spirasi.ie)

SPIRASI, founded in 1999, offers a variety of directly delivered and partnership provided services to refuge seekers, whatever their background, including survivors of torture. In practice, SPIRASI offers three directly delivered services, they include: Centre for Health Information and Promotion (HIP); Centre for the Education and Integration of Migrants (CEIM) and Centre for the Care of Survivors of Torture (CCST)

**4.2 YOUNG TRAVELLERS****IRISH TRAVELLER MOVEMENT (ITM)**

4/5 Eustace Street, Dublin 2.

Tel: (01) 6796577 Fax: (01) 6796578

Email: [itmtrav@indigo.ie](mailto:itmtrav@indigo.ie)Web: [www.itmtrav.com](http://www.itmtrav.com)

Established in 1990 this national network of organisations and individuals working within the Traveller community now has over 80 Traveller organisations from all parts of Ireland in its membership and consists of a partnership between Travellers and settled people committed to seeking full equality for Travellers in Irish society.

**NATIONAL TRAVELLER MABS**

**National Association of Traveller Centres, Unit 1, Nestors Business Complex, Monksland, Athlone, Co. Roscommon.**

Tel: (090) 649 8017 Fax: (090) 649 8201

Email: [info@natc.ie](mailto:info@natc.ie)

National Traveller MABS assess the needs within the Traveller Community for the development of an empowering community education strategy. They gather and reviewing existing community education modules available and develop and implement an education programme within the Traveller community.

**PAVEE POINT****46 North Great Charles Street, Dublin 1.****Tel: (01) 878 0255 Fax: (01) 874 2626****Email: [pavee@iol.ie](mailto:pavee@iol.ie)****Web: [www.paveepoint.ie](http://www.paveepoint.ie)**

Pavee Point is a partnership of Irish Travellers and settled people working together to improve the lives of Irish Travellers through working towards social justice, solidarity, socio-economic development and human rights.

**NATIONAL ASSOCIATION OF TRAVELLER CENTRES****Unit 1, Nestors Business Complex, Monksland, Athlone, Co. Roscommon.****Tel: (090) 649 8017 Fax: (090) 649 8201****Email: [info@nadc.ie](mailto:info@nadc.ie)**

Works with young Travellers throughout Ireland, through Training Centres and community based youth work projects. On a weekly basis, NATC engages with thousands of Traveller families and works with them in tackling discrimination and poverty. NATC is committed to providing a quality youth service, based on the principles of good practice and the values of social education.

**NATIONAL CO-ORDINATION UNIT FOR SENIOR TRAVELLER TRAINING CENTRES****Quay House, Woodquay, Parnell Street, Ennis, Co. Clare.****Tel: (065) 6828930 Fax: (065) 6828919****Web: [www.sttc.ie](http://www.sttc.ie)**

Senior Traveller Training Centres were established in 1974 to provide basic compensatory education for Travellers from 15–25, although the upper age limit has since been abolished. There is a network of thirty-two centres throughout the country aiming to provide Travellers with the knowledge, skills and attitudes required to successfully make the transition to work and adult life, and to participate fully in their communities.

**TRAVELLER VISIBILITY GROUP (TVG)****11 Comeragh Park, The Glen, Cork.****Tel: (021) 4503786****Email: [tvgcork@hotmail.com](mailto:tvgcork@hotmail.com)**

Traveller-led Cork based organisation, which works within the philosophy and ethos of the National Community Development Programme established by the former Department of Social, Community and Family Affairs and core funded by the Department of Community, Rural and Gaeltacht. The TVG brings together Travellers and settled people in solidarity, to facilitate community development work within the Travelling Community.

**TRAVELLERS YOUTH SERVICE – EXCHANGE HOUSE****42 James Street, Dublin 8.****Tel: (01) 454 6488 Fax: (01) 454 6575****Email: [info@exchangehouse.ie](mailto:info@exchangehouse.ie)****Web: [www.exchangehouse.ie](http://www.exchangehouse.ie)**

Travellers Youth Service is the main provider of Youth Services to the Traveller Community in the greater Dublin Area. Through social and personal education Travellers Youth Service aims to ensure that as many young Travellers are able to participate in youth activities, and by so doing, enhance their personal and community development skills, enabling them to take greater control of their own lives. The 6–18 age group, both male and female, is the primary target age group. In addition some work is done with 18–26 year olds.

## 4.3 DISCRIMINATION AND HUMAN RIGHTS

### AMNESTY INTERNATIONAL IRISH SECTION

48 Fleet Street, Dublin 2.

Tel: (01) 6776361 Fax: (01) 6776392

Email: [info@amnesty.ie](mailto:info@amnesty.ie)

Web: [www.amnesty.ie](http://www.amnesty.ie)

Worldwide movement of people who campaign for internationally recognized human rights whose vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

### BARNARDOS

National Office, Christchurch Square, Dublin 8.

Tel: (01) 453 0355 Callsave: 1850 222 300

Fax: (01) 453 0300

Email: [info@barnardos.ie](mailto:info@barnardos.ie)

Web: [www.barnardos.ie](http://www.barnardos.ie)

Works with over 12,000 children and families each year throughout Ireland and is committed to the best interests of children and young people in Ireland, promoting and respecting their rights in all of its work. It aims to: provide a wide range of services to effectively respond to the needs of children and their families; increase the understanding and skills of parents and professionals and influence the development of policy and provision for children and families in Ireland, as a vocal advocate for children.

**CAIRDE****19 Belvedere Place, Dublin 1****Tel: (01) 8552111 Fax: (01) 8552089****Email: [info@cairde.ie](mailto:info@cairde.ie)****Web: [www.cairde.ie](http://www.cairde.ie)**

Cairde's aim is to tackle health inequality experienced by minority ethnic communities and individuals by working through community development to build the capacity of minority ethnic communities and individuals to realise their rights by engaging directly with and influencing the policy system.

**CHILDREN'S RIGHTS ALLIANCE (CRA)****13 Harcourt Street, Dublin 2****Tel: (01) 4054823 Fax: (01) 4054826****Email: [info@cra.iol.ie](mailto:info@cra.iol.ie)****Web: [www.childrensrights.ie](http://www.childrensrights.ie)**

Pursues four key objectives to: contribute to the public policy development process in order to promote positive changes in legislation, policies and services affecting children and young people; work for the establishment of an Office of Ombudsman for Children; raise awareness and understanding of the UN Convention and children's rights and participate in the monitoring and reporting process that exists in relation to the Convention.

**COMHLÁMH****10 Upper Camden Street, Dublin 2.****Tel: (01) 4783490 Fax: (01) 4783738****Email: [info@comhlamh.org](mailto:info@comhlamh.org)****Web: [www.comhlamh.org](http://www.comhlamh.org)**

Comhlámh was established in 1975 to support returned development workers, who in turn sought to promote effective global development. As a member organisation it educates and campaigns on global issues with a focus on global trade, global migration and development aid and cooperation.

**DEVELOPMENT CO-OPERATION IRELAND (FORMERLY NCDE)**

Department of Foreign Affairs, Bishops Square,  
Redmond Hill, Dublin 2.

Tel: (01) 408 2000 Fax: (01) 408 2880

Email: [dci@dfa.ie](mailto:dci@dfa.ie)

Web: [www.dci.gov.ie](http://www.dci.gov.ie)

Development Co-operation Ireland is the Government of Ireland's programme of assistance to developing countries. The overarching objective is the reduction of poverty, inequality and exclusion in developing countries.

**DEPARTMENT OF JUSTICE, EQUALITY AND LAW REFORM**

94 St. Stephen's Green, Dublin 2.

Tel: (01) 6028202 Fax: (01) 6615461

Email: [info@justice.ie](mailto:info@justice.ie)

Web: [www.justice.ie](http://www.justice.ie)

Primary functions include: implementation of Govt. policy on crime and the protection of the security of the State; providing policy input in relation to the criminal justice system and making appropriate arrangements to support the operation of key components of the system; continuing reform of the criminal law and updating areas of the civil law; implementation of Government asylum strategy and further development of national immigration policy and policy in relation to equal treatment generally, anti-racism, disability equality and childcare policy.

## **EQUALITY AUTHORITY**

**2 Clonmel Street, Dublin 2.**

**Tel: (01) 4173333    Lo call: 1890245545**

**Fax: (01) 4173366**

**Email: [info@equality.ie](mailto:info@equality.ie)**

**Web: [www.equality.ie](http://www.equality.ie)**

The Equality Authority is committed to realising positive change in the situation of those experiencing inequality by promoting and defending the rights established in the equality legislation and providing leadership in: building a commitment to addressing equality issues in practice; creating a wider awareness of equality issues; celebrating the diversity in Irish society and mainstreaming equality considerations across all sectors

## **FLAC – FREE LEGAL ADVICE CENTRE**

**13 Lower Dorset Street, Dublin 1.**

**Tel: (01) 8745690    Fax: (01) 8745320**

**Email: [info@flac.ie](mailto:info@flac.ie)**

**Web: [www.flac.ie](http://www.flac.ie)**

FLAC is a non-governmental organisation which campaigns for full and equal access to justice for all and which promotes and operates a range of services to meet the legal needs of those living in poverty.

## **GARDA RACIAL AND INTERCULTURAL OFFICE**

**Community Relations Section, Harcourt Square, Dublin 2.**

**Tel: (01) 6663150    Fax: (01) 6663801**

**Email: [gpro@iol.ie](mailto:gpro@iol.ie)**

**Web: [www.garda.ie](http://www.garda.ie)**

Established in 2000 with responsibility for co-ordinating, monitoring and advising on all aspects of policing in the area of ethnic and cultural diversity.

**IRISH ASSOCIATION OF YOUNG PEOPLE IN CARE****IAYPIC, 6 Red Cow Lane, Smithfield, Dublin 7.****Tel: (01) 8727661 Fax: (01) 8727652****Email: [info@iaypic.ie](mailto:info@iaypic.ie)****Web: [www.iaypic.ie](http://www.iaypic.ie)**

The Irish Association of Young People in Care aims to represent the interests of young people in care. Among the Association's objectives are to establish a network of information for children and young people in care on all aspects of the care system and to provide an advisory service to children and young people in care.

**IRISH HUMAN RIGHTS COMMISSION****4th Floor, Jarvis House, Jarvis Street, Dublin 1.****Tel: (01) 8589601 Fax: (01) 8589609****Email: [info@ihrc.ie](mailto:info@ihrc.ie)****Web: [www.ihrc.ie](http://www.ihrc.ie)**

Aims to ensure that the human rights of all people in the State are fully realised and protected, in law, policy and practice. Has wide-ranging powers and can take legal proceedings to vindicate human rights in the State or provide legal assistance to individuals in this regard.

**IRISH COUNCIL FOR CIVIL LIBERTIES (ICCL)****Dominick Court, 40–41 Lower Dominick Street, Dublin 1.****Tel: (01) 878 3136 Fax: (01) 8783109****Email: [iccl@iol.ie](mailto:iccl@iol.ie)****Web: [www.iccl.ie](http://www.iccl.ie)**

Independent NGO that works to promote and defend human rights and civil liberties. ICCL has been particularly active in campaigns against emergency legislation and special courts and has been to the forefront in constitutional referenda on numerous issues including divorce, abortion, bail, and cabinet confidentiality.

**ISPCC****ISPCC Head Office, 20 Molesworth Street, Dublin 2.****Telephone: (01) 6794944****Fax: (01) 6791746****Email: [ispcc@ispcc.ie](mailto:ispcc@ispcc.ie)****Web: [www.ispcc.ie](http://www.ispcc.ie)**

The ISPCC primary focus is the prevention of cruelty to children. It exists to: ensure children have a happy safe childhood; prevent children from suffering harm, trauma or abuse; help children who have suffered cruelty or trauma, and seek to ensure children are accorded equal rights as citizens.

**LEGAL AID BOARD****Quay Street, Cahirciveen, Co. Kerry.****Tel: (066) 9471000 Fax: (066) 9471035****Email: [legallaidboard@eircom.net](mailto:legallaidboard@eircom.net)****Web: [www.legallaidboard.ie](http://www.legallaidboard.ie)**

Provides legal aid and advice in civil cases on a means-tested basis through 30 full-time law centres as well as several part-time legal aid clinics.

**MIGRANT RIGHTS CENTRE IRELAND****3 Beresford Place, Dublin 1.****Tel: (01) 8881355 Fax: (01) 8881086****Email: [info@mrci.ie](mailto:info@mrci.ie)**

National rights-based NGO working with migrants and their families in pursuit of their rights. It provides assistance and representation to migrant workers in bringing cases subject to available resources.

## **NATIONAL CONSULTATIVE COMMITTEE ON RACISM AND INTERCULTURALISM (NCCRI)**

**3rd Floor, Jervis House, Jervis Street, Dublin 1.**

**Tel: (01) 8588000**

**Email: [info@nccri.ie](mailto:info@nccri.ie)**

**Web: [www.nccri.ie](http://www.nccri.ie)**

Established in 1998 as an independent expert body focusing on racism and interculturalism, NCCRI is a partnership body which brings together government and non-government organisations to: develop an inclusive and strategic approach to combat racism by focusing on its prevention and promoting an intercultural society; contribute to policy and legislative developments and seek to encourage dialogue and progress in all areas relating to racism and interculturalism; encourage integrated actions towards acknowledging, celebrating and accommodating cultural diversity and to provide a national framework for responding to and consulting with key European and international bodies on issues related to racism and interculturalism.

## **NATIONAL YOUTH COUNCIL OF IRELAND**

**3 Montague Street, Dublin 2.**

**Tel: (01) 4784122 Fax: (01) 4783974**

**Email: [info@youth.ie](mailto:info@youth.ie)**

**Web: [www.youth.ie](http://www.youth.ie)**

Representative body for voluntary youth organisations in Ireland. NYCI was established in 1967 through the coming together of the principal voluntary youth organisations. NYCI was set up to represent the interests of young people and youth organisations and continues to do this right up to the present day.

**OFFICE OF THE OMBUDSMAN****18 Lower Leeson Street, Dublin 2.****Tel: (01) 6395600 Fax: (01) 6610570****Email: [ombudsman@ombudsman.gov.ie](mailto:ombudsman@ombudsman.gov.ie)****Web: [www.ombudsman.ie](http://www.ombudsman.ie)**

Statutory office to investigate complaints from members of the public who feel that they have been unfairly treated by certain public services, namely, government departments and offices, local authorities, HSE's and An Post, with the proviso that all existing complaints mechanisms have already been exhausted.

**SPORT AGAINST RACISM IN IRELAND (SARI)****136 Capel Street, Dublin 1.****Tel: (01) 8735077 Fax: (01) 8731924****Email: [info@sari.ie](mailto:info@sari.ie)****Web: [www.sari.ie](http://www.sari.ie)**

Non-profit making organisation set up in 1997 as a direct response to the growth of racist attacks from a small but vocal section of people in Ireland. It uses sport to integrate people from different ethnic and cultural backgrounds and attempts to create a positive attitude towards all minority groups by way of multi-cultural events that ensure that young people grow up with a tolerant attitude towards people with different backgrounds.

**THE EQUALITY TRIBUNAL (formally ODEI)****3 Clonmel Street, Dublin 2.****Tel: (01) 4774100 Lo call: 1980 344424****Fax: (01) 4774141****Email: [info@equalitytribunal.ie](mailto:info@equalitytribunal.ie)****Web: [www.equalitytribunal.ie](http://www.equalitytribunal.ie)**

Independent statutory office, which investigates or mediates complaints of unlawful discrimination and aims to be an accessible and impartial forum to remedy unlawful discrimination. It operates in accordance with the principles of natural justice and its core values are impartiality and professionalism, accessibility and timeliness.

**YARD (Youth Action against Racism and Discrimination)**  
 NYCI, 3 Montague Street, Dublin 2.  
 Tel: (01) 4784122 Fax: (01) 4783974  
 Email: [yard@nyci.ie](mailto:yard@nyci.ie)  
 Web: [www.youth.ie](http://www.youth.ie)

Programme dedicated to anti-racist development education within the youth sector aiming to contribute to the development of a more inclusive and intercultural Irish society. It views the non-formal youth sector as an ideal setting for anti-racist development education and for the social integration of young people from minority groups.

#### **4.4 GAY, LESBIAN, BISEXUAL AND TRANSGENDERED YOUNG PEOPLE**

**BELONG TO YOUTH PROJECT**  
 105 Capel Street, Dublin 1.  
 Tel: (01) 8734184  
 Email: [belongto@eircom.net](mailto:belongto@eircom.net)  
 Web: [www.belongto.org](http://www.belongto.org)

BeLonG To Youth Project supports and resources lesbian, gay, bisexual and transgender (LGBT) young people, aged 14–23, by providing one-to-one and group supports to allow them to safely engage with confidence building, personal development, peer support and making friends. BeLonG To further provides advocacy for LGBT youth and aims to enable them to participate as equal citizens in a society that often denies their rights.

**GAY AND LESBIAN EQUALITY NETWORK (GLEN)**  
**Tower 1, Fumbally Court, Fumbally Lane, Dublin 8.**  
**Tel: (01) 4158411**  
**Email: [admin@glen.ie](mailto:admin@glen.ie)**  
**Web: [www.glen.ie](http://www.glen.ie)**

GLEN campaigns for changes in legislation and social policy in Ireland – in order to advance equality for lesbian, gay and bisexual (LGB) people. Since 1988 GLEN has played a pivotal role in wide ranging work done to dismantle legal discrimination against LGB people and to promote equality, and safeguard human rights.

**GAY AND LESBIAN RESOURCE CENTRE/OUTHOUSE**  
**105 Capel Street, Dublin 1.**  
**Tel: (01) 8734932 Fax: (01) 8650090**  
**Email: [info@outhouse.ie](mailto:info@outhouse.ie)**  
**Web: [www.outhouse.ie](http://www.outhouse.ie)**

The objective of Outhouse is to develop and maintain a community and resource centre for gay, lesbian, bisexual, transgendered and transvestite people and those who identify with or support this lifestyle. The centre will strive to provide a space with a positive and welcoming atmosphere. The ultimate goal is to nurture a positive sense of our community and the diversity within it.

**GAY HIV STRATEGIES**  
**Tower 1, Fumbally Court, Fumbally Lane, Dublin 2.**  
**Tel: (01) 4730599 Fax: (01) 4730597**  
**Email: [ghs@nexus.ie](mailto:ghs@nexus.ie)**  
**Web: [www.iol.ie/nexus](http://www.iol.ie/nexus)**

Gay HIV Strategies (GHS) is an initiative of the Gay and Lesbian Equality Network, that was established in 1997 to address poor health outcomes experienced by gay and bisexual men. GHS is funded by the Department of Health and Children. It facilitates gay community development, HIV prevention and health promotion work

**GAY SWITCHBOARD****Carmichael House, North Brunswick Street, Dublin 7.****Tel: (01) 8721055 Fax: (01) 8735737****Email: [info@gayswitchboard.ie](mailto:info@gayswitchboard.ie)****Web: [www.gayswitchboard.ie](http://www.gayswitchboard.ie)**

Gay Switchboard Dublin Ltd. (GSD), is a voluntary body which operates a number of services to help those with issues relating to their sexuality. It provides non-directive, non-judgmental, befriending, support and a general information service to the gay, lesbian and bisexual community, to anyone who has issues relating to their sexuality, to their parents, families and friends. The phone line is the primary contact for those wishing to use the service and operates Monday–Friday 7.30–9.30p.m. and Saturday 3.30–6.00p.m.

## 4.5 YOUNG PEOPLE AND DISABILITY

### **AHEAD (Association for Higher Education Access and Disability)**

**Newman House, 86 St. Stephen's Green, Dublin 2.**

**Tel: (01) 4752386 Fax: (01) 4752387**

**Email: [ahead@iol.ie](mailto:ahead@iol.ie)**

**Web: [www.ahead.ie](http://www.ahead.ie)**

Independent non-profit organisation working to promote full access to and participation in third level education for students with disabilities in Ireland. It undertakes research in areas relating to disability and third level education and acts in a consultative capacity to the Higher Education Authority and other agencies in the education sector.

### **CENTRAL REMEDIAL CLINIC (CRC)**

**Vernon Avenue, Clontarf, Dublin 3.**

**Tel: (01) 8057400 Fax: (01) 8336633**

**Web: [www.crc.ie](http://www.crc.ie)**

Non-residential national centre for the care, treatment and development of children and adults with physical disabilities. Services are provided for people with physical conditions ranging from the very rare to the more familiar, such as cerebral palsy, spina bifida, muscular dystrophy and arthrogryposis.

### **CENTRE FOR INDEPENDENT LIVING (CIL)**

**Carmichael House, North Brunswick Street, Dublin 7.**

**Tel: (01) 8730455 Fax: (01) 8730986**

**Email: [info@dublincil.ie](mailto:info@dublincil.ie)**

**Web: [www.dublincil.org](http://www.dublincil.org)**

Organisation founded by people with significant disabilities to address the existing, on-going inequities and discriminations faced by people with disabilities. CIL promotes self determination and civil rights for people with disabilities by developing appropriate programmes that uphold the right to independent living.

**DISABILITY FEDERATION OF IRELAND****Fumbally Court, Fumbally Lane, Dublin 8.****Tel: (01) 4547978 Fax: (01) 4547981****Web: [www.disability-federation.ie](http://www.disability-federation.ie)**

Offers supports and services to disability organisations at national and regional level including advice, information and guidance on a wide range of issues including Governance, Personal Management, Planning, Freedom of Information and Service Agreements.

**DYSLEXIA ASSOCIATION OF IRELAND (DAI)****Suffolk Chambers, 1 Suffolk Street, Dublin 2.****Tel: (01) 6790275/6 Fax: (01) 6790273****Email: [info@dyslexia.ie](mailto:info@dyslexia.ie)****Web: [www.dyslexia.ie](http://www.dyslexia.ie)**

Aims to promote awareness of Specific Learning Disability (SLD/Dyslexia), to serve the needs of people with dyslexia and lobby for the provision of appropriate services by the state to all people with dyslexia.

**ENABLE IRELAND****32F Rosemount Park Drive, Rosemount Business Park,  
Ballycollin Road, Dublin 11.****Tel: (01) 8727155 Fax: (01) 8665222****Email: [communications@enableireland.ie](mailto:communications@enableireland.ie)****Web: [www.enableireland.ie](http://www.enableireland.ie)**

Aims to enable service users to achieve maximum independence, choice and inclusion in their communities by offering a range of high quality services/supports, in line with their needs and in active partnership with them

**FORUM FOR PEOPLE WITH DISABILITIES****21 Hill Street, Dublin 1.****Tel: (01) 8786077 Fax: (01) 8786170****Email: [inforum@indigo.ie](mailto:inforum@indigo.ie)****Web: [www.inforum.ie](http://www.inforum.ie)**

The Forum of People with Disabilities is Ireland's only organisation wholly controlled by disabled people themselves. The Forum is a Rights-Based organisation promoting identity, rights and choice amongst disabled people.

**HOUSING ASSOCIATION FOR INTEGRATED LIVING (HAIL)****Shamrock Chambers, 59–61 Dame Street, Dublin 2.****Tel: (01) 671 8444 Fax: (01) 6703265****Email: [info@hail.ie](mailto:info@hail.ie)****Web: [www.hail.ie](http://www.hail.ie)**

The association acknowledges the right of persons with special needs to live independently and attempts to meet these needs by the purchase and refurbishment of properties in suitable areas.

**MENTAL HEALTH IRELAND (MHI)****Mensana House, 6 Adelaide Street, Dun Laoghaire, Co. Dublin.****Tel: (01) 2841166 Fax: (01) 2841736****Email: [information@mentalhealthireland.ie](mailto:information@mentalhealthireland.ie)****Web: [www.mentalhealthireland.ie](http://www.mentalhealthireland.ie)**

National voluntary organisation which aims to promote positive mental health and to actively support persons with a mental illness, their families and carers by identifying their needs and advocating their rights. It is made up of a network of local Associations who are affiliated to and share the same objectives as the national body.

**NATIONAL ASSOCIATION FOR DEAF PEOPLE (NADP)****35 North Fredrick Street, Dublin 1.****Tel: (01) 8723800 Fax: (01) 8723816****Email: nad@iol.ie****Web: www.nadi.ie**

NADP provides counselling and support services for deaf and hard of hearing children, adults and their families. The service is strictly confidential, free of charge and is offered in the communication choice of the service user and focuses on supporting individuals and families to deal with their particular difficulties.

**NATIONAL ASSOCIATION FOR PEOPLE WITH AN INTELLECTUAL DISABILITY (NAMHI)****5 Fitzwilliam Place, Dublin 2.****Tel: (01) 6766035 Fax: (01) 6760517****Email: info@namhi.ie****Web: www.namhi.ie**

National voluntary organisation working to promote the rights of people with intellectual disabilities in Ireland and to ensure their full participation in society. It provides a forum for its members to identify priorities and formulate nationally agreed policies to present to government, statutory bodies, other relevant groups as well as the public.

**NATIONAL COUNCIL FOR THE BLIND IN IRELAND (NCBI)****Whitworth Road, Drumcondra, Dublin 9.****Tel: (01) 8307033 Lo call: 1850 334353****Fax: (01) 8307787****Web: www.ncbi.ie**

NCBI is a non-profit organisation offering a nationwide service to over 6000 people experiencing problems with their sight. NCBI aims to optimise the intellectual, social and economic independence of visually impaired people and to minimise the effects of visual impairment.

**NATIONAL DISABILITY AUTHORITY (NDA)****25 Clyde Road, Dublin 4.****Tel: (01) 6080400 Fax: (01) 6609935****Email: [Webmaster@nda.ie](mailto:Webmaster@nda.ie)****Web: [www.nda.ie](http://www.nda.ie)**

Independent statutory agency established by the National Disability Authority Act 1999. The NDA promotes and helps secure the rights of people with disabilities. Authority members are drawn from all backgrounds and include people with disabilities, parents and carers of people with disabilities and people working in the disability field.

**NATIONAL LEARNING NETWORK (formally NTDI)****Communications Dept., Rehab Group, Beach Road,  
Sandymount, Dublin 4.****Tel: (01) 2057200 Fax: (01) 2057202****Email: [dara.duffy@rehab.ie](mailto:dara.duffy@rehab.ie)****Web: [www.nln.ie](http://www.nln.ie)**

Ireland's largest non-Government training organisation with more than 50 purpose built training and employment facilities catering for around 4,500 students each year. It offers over 40 different vocational programmes which carry nationally and internationally recognised certification designed to lead directly to jobs or progression to further education

**PEOPLE WITH DISABILITIES IRELAND (PWDI)****4th Floor, Jervis House, Jervis Street, Dublin 1.****Tel: (01) 8721744 Fax: (01) 8721771****Email: [info@pwdi.ie](mailto:info@pwdi.ie)****Web: [www.pwdi.ie](http://www.pwdi.ie)**

PwDI is the only national cross disability organisation funded by the Government. It aims to help all people with disabilities to take part in and influence the decision making process that impacts on their lives and opportunities

**REHAB**

**Communications Dept., Rehab Group, Beach Road,  
Sandymount, Dublin 4.**

**Tel: (01) 2057200 Fax: (01) 2057202**

**Email: [dara.duffy@rehab.ie](mailto:dara.duffy@rehab.ie)**

**Web: [www.rehab.ie](http://www.rehab.ie)**

The Rehab Group is an independent, not-for-profit organisation which provides training, employment, social care and commercial services for some 60,000 people each year in Ireland and the UK.

## 4.6 YOUNG PARENTS AND YOUNG HOMELESS

### ARRUPE SOCIETY

Soul Searching, 20 Upper Gardiner Street, Dublin 1.

Tel: (01) 8880688

Email: [soulsearching@s-j.ie](mailto:soulsearching@s-j.ie)

Web: [www.soulsearching.ie](http://www.soulsearching.ie)

The Arrupe Society was founded in 1983 in Ireland by Fr. Peter McVerry SJ to provide care and accommodation for homeless boys. At that time the Health Board's responsibility for children ended at the age of 16 and no statutory body had any responsibility for the 16–18 age group. The Arrupe Society sought to provide a service to this age group.

### CURA

St. Patrick's College, Maynooth, Co. Kildare.

Tel: 1850 622626

Email: [cura@iol.ie](mailto:cura@iol.ie)

Web: [www.cura.ie](http://www.cura.ie)

CURA is a voluntary organisation, which offers support and help to those who are faced with a crisis pregnancy. There are sixteen CURA Centres around the country. Centres can be contacted by telephone, on the local number, or on the National Lo call number. Most Centres operate a drop-in service. You do not need an appointment to see a counsellor or have a pregnancy test

**FOCUS IRELAND****9–12 High Street, Dublin 8.****Tel: (01) 8815900 Fax: (01) 8815950****Web: [www.focusireland.ie](http://www.focusireland.ie)**

Focus Ireland's models of service provision are dictated by the needs of our customers. The Agency believes that the quality of services delivery is equally as important as the kind of services it provides. The objectives of Focus Ireland are to: respond to the needs of people out-of-home and those at risk of becoming homeless, through a range of appropriate high quality services; provide emergency transitional and long-term accommodation for people out-of-home, campaign and lobby for the rights of people out-of-home and the prevention of homelessness.

**GINGERBREAD IRELAND****Carmichael House, North Brunswick Street, Dublin 7.****Tel: (01) 8146618 Fax: (01) 8146619****Email: [info@gingerbread.ie](mailto:info@gingerbread.ie)****Web: [www.gingerbread.ie](http://www.gingerbread.ie)**

The national organisation for lone parents and their children which facilitates mutual support through a network of self help groups in Ireland. It also operates a national advice help line from its main office.

**HOMELESS AGENCY****Parkgate Hall, 6–9 Conyngham Road, Dublin 8.****Tel: (01) 7036100 Fax: (01) 7036170****Web: [www.homelessagency.ie](http://www.homelessagency.ie)**

Established as part of the Government strategy on homelessness, the Homeless Agency is responsible for the management and coordination of services to people who are homeless in the Dublin area and for the implementation of agreed action plans which aim to eliminate homelessness in the capital by 2010. The Agency is a partnership structure, bringing together the voluntary and statutory agencies responsible for planning, funding and delivering services to people who are homeless.

**ONE FAMILY**

**One Family/Cherish House, 2 Lower Pembroke Street,  
Dublin 2.**

**Tel: (01) 662 9212 Lo Call: 1890 662212**

**Email: [info@onefamily.ie](mailto:info@onefamily.ie)**

**Web: [www.onefamily.ie](http://www.onefamily.ie)**

Progressing the work of Cherish, established in 1972, One Family provides voice, support and action for one-parent families through membership, professional services and campaigning. Our aim is to affect positive change and achieve equality and social inclusion for all one-parent families in Ireland.

**OPEN – NATIONAL NETWORK OF LONE PARENTS**

**One Parent Exchange and Network, Unit 19, Greendale  
Shopping Centre, Kilbarrack, Dublin 5.**

**Tel: (01) 8320264 Fax: (01) 8320737**

**Email: [enquires@oneparent.ie](mailto:enquires@oneparent.ie)**

**Web: [www.oneparent.ie](http://www.oneparent.ie)**

National network of lone parent self help groups that have joined together to represent the interests of lone parents living in poverty and social exclusion. We will support our member groups to strengthen their capacity to provide services for lone parents living in their communities and will campaign for policy change that recognises family diversity, supports economic independence and improves the quality of life for lone parents and their children

**RESPOND! HOUSING ASSOCIATION****Airmount, Dominick Place, Waterford.****Tel: (0818) 357901 Fax: (051) 304007****Email: [info@respond.ie](mailto:info@respond.ie)****Web: [www.respond.ie](http://www.respond.ie)**

Respond! was established in 1982. Respond!'s primary object is the alleviation of poverty particularly where it is evident in housing estates. In order to achieve its objectives, Respond! has been at the forefront in Ireland of providing high quality, low cost housing under a variety of governmental and private schemes for nearly 20 years.

**SIMON COMMUNITY OF IRELAND****St. Andrew's House, 28–30 Exchequer Street, Dublin 2.****Tel: (01) 6711606 Fax: (01) 6711098****Email: [simon@simoncommunity.com](mailto:simon@simoncommunity.com)****Web: [www.simoncommunity.com](http://www.simoncommunity.com)**

Voluntary organisation working to prevent and reverse homelessness in Ireland by operating shelters, supported housing projects, referral and settlement services, work projects and other services for homeless people.

**SONAS HOUSING ASSOCIATION****148 Phibsboro Road, Dublin 7.****Tel: (01) 8309088 Fax: (01) 830 9095****Email: [info@sonashousing.ie](mailto:info@sonashousing.ie)****Web: [www.sonashousing.ie](http://www.sonashousing.ie)**

Provides good quality safe accommodation for women and their children made homeless primarily by domestic violence, and provides a holistic support service to empower women and children to regain control over all aspects of their lives. Sonas Housing also lobbies to influence housing and social policy and decision making as it relates to women and their children out of home due to domestic violence.

**TREOIR – NATIONAL INFORMATION CENTRE FOR UNMARRIED PARENTS****14 Gandon House, Custom House Square, IFSC, Dublin 1.****Tel: (01) 6700120 Fax: (01) 6700199****Email: [info@treoir.ie](mailto:info@treoir.ie)****Web: [www.treoir.ie](http://www.treoir.ie)**

National federation of both statutory and voluntary agencies which provide services for unmarried parents and their children. The aim of the organisation is to promote the welfare and improve the standards of care for unmarried parents and their children.

**THRESHOLD****21 Stoneybatter, Dublin 7.****Tel: (01) 6786310 Fax: (01) 6772407****Email: [headoffice@threshold.ie](mailto:headoffice@threshold.ie)****Web: [www.threshold.ie](http://www.threshold.ie)**

Threshold was founded in 1978 and is a not-for-profit organisation whose aim is to secure a right to housing, particularly for households experiencing the problems of poverty and exclusion by: Campaigning for suitable housing delivered on a rights base approach; Analysing existing problems and seeking innovative approaches and solutions through quality research and Working in collaboration with others for those disadvantaged by the housing system.

## 4.7 MISCELLANEOUS AGENCIES

### COMBAT POVERTY AGENCY

Bridgewater Centre, Conyngham Road, Island Bridge, Dublin 8.

Tel: (01) 6706746 Fax: (01) 6706760

Email: [info@cpa.ie](mailto:info@cpa.ie)

Web: [www.cpa.ie](http://www.cpa.ie)

The aim of Combat Poverty is to promote a just and inclusive society by working for the prevention and elimination of poverty and social exclusion. Combat Poverty is a statutory agency established under the Combat Poverty Agency Act 1986, which sets out the four general functions: policy advice, project support and innovation, research, and public education.

### CONCERN

52–55 Lower Camden Street, Dublin 2.

Tel: (01) 4177700 Fax: (01) 4757362

Web: [www.concern.net](http://www.concern.net)

Concern aims to enable absolutely poor people to achieve major improvements in their lifestyles which are sustainable without ongoing support from Concern. To this end they work with the poor themselves and with local and international partners who share the vision to create just and peaceful societies where the poor can exercise their fundamental rights.

**DUBLIN AIDS ALLIANCE (DAA)****The Eriu Centre, 53 Parnell Square, Dublin 1.****Tel: (01) 8733799 Fax: (01) 8733174****Email: [info@dublinaidsalliance.com](mailto:info@dublinaidsalliance.com)****Web: [www.dublinaidsalliance.com](http://www.dublinaidsalliance.com)**

Established in 1987, DAA Ltd is a voluntary organisation working to improve conditions for people living with, or affected by, HIV/AIDS. It operates under an ethos of equality and is committed to making a positive contribution towards a humane and just society. DAA strives to ensure that staff, volunteers and service users are treated with dignity and respect at all times and create an environment, which promotes equal opportunity and prohibits discrimination.

**MERCHANTS QUAY PROJECT****4 Merchants Quay, Dublin 8.****Tel: (01) 6790044 Fax: (01) 6713738****Email: [info@mqi.ie](mailto:info@mqi.ie)****Web: [www.mqi.ie](http://www.mqi.ie)**

Offers a range of services for people affected by drug use and HIV. In response to a large increase in the numbers of homeless people the Fáiltiú Resource Centre was opened in July 1996, to cater for the daytime needs of homeless people. This service built on the "Tea Rooms" food centre which had been providing for Dublin's poor and homeless since 1969. During the last number of years many asylum seekers (men, women and children) from Africa, the Middle East and Europe have come to Ireland. Many services are required to facilitate their integration into Irish Society while preserving their culture, religion and traditions.

**SAINT VINCENT DE PAUL**

National Head Office, 8 New Cabra Road, Dublin 7.

Tel: (01) 8384161 Fax: (01) 8387355

Email: [info@svp.ie](mailto:info@svp.ie)

Web: [www.svp.ie](http://www.svp.ie)

Christian voluntary organisation working with poor and disadvantaged people. Through person to person contact it is committed to respecting the dignity of those it assists and to foster their self-respect. In the provision of material and other support, it assures confidentiality at all times and endeavour to establish relationships based on trust and friendship.

**TRÓCAIRE**

Maynooth, Co. Kildare.

Tel: (01) 6293333 Fax: (01) 6290661

Email: [info@trocaire.ie](mailto:info@trocaire.ie)

Web: [www.trocaire.ie](http://www.trocaire.ie)

The official overseas development agency of the Catholic Church in Ireland. It was set up by the Irish Catholic Bishops in 1973 to express the concern of the Irish Church for the suffering of the world's poorest and most oppressed people.

## SECTION 5: RESOURCES

The listing of resource materials is far from exhaustive and aims to provide a sample of the range of resources available on all of the themes covers within this guide. Further valuable resources are available by directly contacting many of the agencies detailed in Section 4. This section is separated into two broad sub headings:

### **5.1 Education, Information and Training Resources**

### **5.2 Policy, Research and Reports.**

## 5.1 EDUCATION, INFORMATION AND TRAINING RESOURCES

### **A Poverty Awareness Resource for CSPE**

#### **By CDVEC/Combat Poverty Agency**

Resource pack aimed and designed for use in CSPE but can be used with other learning groups also exploring poverty in Ireland with an emphasis on community development.

**Available from: CDU, Sundrive Road, Crumlin, Dublin 12**

### **\* Big World, Small World (2002)**

#### **By NYCI**

Activity Pack for One World Week 2002. Examines issue of globalisation through practical activities and ideas for action on making links around the world, gap between rich and poor, role of governments etc.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

### **Challenging Racism, Valuing Difference – The Facilitators Pack**

#### **By Headstart/Learning Design**

Facilitator's resource designed to give facilitators a skills base to work with young people on challenging racism.

**Available from: National Committee for Development Education, Bishop's Square, Redmond's Hill, Dublin 2.**

### **Cultures in Conflict (1992)**

#### **By DEFY**

Resource pack produced for One World Week 1992 with activities addressing cultural diversity and difference, media bias, cultures meeting, difference and prejudice, belonging and exclusion, and conflicts of values.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

## **Development Education Resources Guide**

**By NCDE**

Comprehensive guide to resources in the area of development education and anti racism, broken down into categories for primary, secondary and adult education

**Available from: NCDE, Bishops Square, Redmonds Hill, Dublin 2.**

## **Embracing Diversity: Youth Activities on Multiculturalism and the Environment**

**By ECO-UNESCO**

Activity pack designed for youth leaders and teachers who wish to run workshops, lessons or events on race and diversity related issues. The pack is divided into four sections each using a different educational method: simulation games, art, discussion and festivity.

**Available from: ECO-UNESCO, 26 Clare Street, Dublin 2.**

## **Equal Rights and Opportunities for Women and Men in the European Union**

**By European Commission**

One of the series of guides from the 'Citizens First' information campaign produced by the EU on the rights of the individual throughout the EU. It looks at equal pay; equal treatment in the workplace; social security rights; rights as a working parent; parental leave and time off and how to get ones rights recognised and enforced.

**Available as a download from: <http://citizens.eu.int>**

**\* Equality at Work – Policies and Action: Guidelines for Employers from the Employment Equality Agency  
By the Employment Equality Agency**

Intended for organisations that are either considering the adoption of a formal equality policy for the first time or are reviewing an existing policy. It is also intended as a helpful guide for personnel managers and other executive staff charged with the implementation of those policies. They should also be useful to others, such as trade union officials, concerned with the negotiation or review of equality policies covering their members.

**Available from: Equality Authority, Clonmel Street, Dublin 2.**

**Guidelines on Anti Racism and Intercultural Training  
By NCCRI**

Guidelines for trainers with good background information on understanding racism, training methods, skills and good practice and terminology.

**Available from: NCCRI, 26 Harcourt Street, Dublin 2.**

**Human Rights Education and Information Pack  
By Comhlamh**

Resource pack which links the UN declaration on human rights to the reality and practice, both in Ireland and the wider world by addressing sexuality, women, disability, Travellers, discrimination and sectarianism, food, refugees and asylum seekers, censorship and disappearance.

**Available from: Trocaire, Maynooth, Co. Kildare.**

**Know Racism Educational Video  
By Know Racism – The National Anti-Racism Awareness Programme**

Video based on material from RTE's Mono Programme broadcast between April and June 2002, which aims to stimulate an awareness of racism among young people.

**Available from: Know Racism, The National Anti-Racism Awareness Programme, Bishop's Square, Redmond's Hill, Dublin 2.**

**Life Stories: Exploring Identity with Young People 2004**  
**By Johnny Sheehan**

Activity pack that gives a voice to young people from a diverse range of minority groups in Ireland. The young people's stories form the backbone of this pack. These stories are supported by group work, simulation games, drama and art activities, which enable young people to explore identity in Ireland and around the world. The pack is divided into four sections, the first three sections contain young people's personal stories and activities for exploring identity and minority issues with them. The fourth section seeks to support the youth work practitioner.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

**\* Lesbian Information and Resource Pack: A Training and Development Tool Towards Inclusion (1999)**  
**by LOT**

Resource pack aimed at facilitators, group workers, youth leaders, community development workers, trainers and people working for equality for all in Irish society. It aims to explore the issues of homophobia and heterosexism in society and contains the following sections: Background information and theoretical links to equality; Exercises to use in groups with different focus in chapters on heterosexism, what does being a lesbian mean?, workplace issues, coming out, attitudes, values and beliefs, representation and cultural stereotypes; Legal Issues for Lesbians; Health Issues for Lesbians; Abusive Relationships: Choices and Supports; Listing of groups and organisations from around Ireland; Listing of Further Reading and Resource materials.

**Available from: LOT, 5 Capel Street, Dublin 1.**

\* **Making Connections**

**By Banulacht**

Development education resource, which makes connections between local and global development issues from a gender perspective exploring development, health, work, debt, food and trade.

**Available from: Banulacht, 175a, Phibsborough Road, Dublin 7.**

\* **Pride and Prejudice: working with lesbian, gay and bisexual youth**

**Edited by Margaret S. Schneider**

Comprehensive resource produced by Central Toronto Youth Services which provides a thorough course in lesbian, gay and bisexual youth issues as well as a practical guide about how to help. Issues covered include: prejudice; violence; group counselling; relationships; identity; HIV/AIDS; homelessness; service provision through school, welfare services and youth services amongst others.

**Available on loan from: Irish Youth Work Centre, Youth Work Ireland, 20 Lower Dominick Street, Dublin 1.**

\* **Raising Awareness, Diversity and Racism**

**By NCCRI and the Equality Commission for Northern Ireland**

Activity Pack for schools and youth workers. Provides an introduction to raising awareness, cultural diversity and racism that was developed for International Day against Racism 2001.

**Available from: (with updates) the websites of the two publishing organisations: [www.equalityni.org](http://www.equalityni.org) or <http://homepage.eircom.net/~racismctee>**

\* **Schools and Clubs against Racism Education Pack**

**By NYCI and the Co-ordinating Committee for European Year against Racism**

Resource pack with activities for young people of all ages addressing racism and difference.

**Available from: Trocaire, Maynooth, Co. Kildare.**

**\* Seeking Advice and Redress Against Racism in Ireland and Northern Ireland**

**By NCCRI and the Equality Commission for Northern Ireland**

Handbook aimed at providing information on where to complain, seek advice and redress on the different forms of racism in Ireland and Northern Ireland.

**Available from: NCCRI, 26 Harcourt Street, Dublin 2.**

**\* Spiced Up: A Resource Book for Working with Young Women  
By Gender Equality Unit/NYCI**

Handbook written as an update of a previous resource book, Sugar and Spice. While many of the issues contained in it are still relevant today, it was felt that there was a need to adapt and update it in order to reflect the current issues for young women. In developing this book, the producers consulted with a number of people within the youth sector for their comments and suggestion on what should be included. The book is aimed at addressing a wide range of issues, which are particularly important to girls today.

**Available from NYCI, 3 Montague Street, Dublin 2.**

**\* Supporting an Anti-Racist Workplace Resource pack  
By IBEC, Congress, CIF and Equality Authority**

Pack aimed at employers and trade union representatives in the public and private sectors. It should be useful in terms of developing good anti-racist policy and practice in the workplace in relation to employees and customers.

**Available from: Equality Authority, Clonmel Street, Dublin 2.  
Or IBEC, Confederation House, 84–86 Lower Baggot Street,  
Dublin 2.**

**\* The Pavee Pack – Ireland: Cultural Diversity and Travellers  
by Pavee Point**

Resource pack that promotes understanding and how to value diversity by exploring one's own identity and values.

**Available from: Trocaire, Maynooth, Co. Kildare.**

**\* The Rights Stuff**

**By DEFY**

Educational resource pack on the UN convention on the Rights of the Child. Aims to help young people to develop their understanding of rights and to link young people's rights locally and globally.

**Available from: YARD Project, NYCI,  
3 Montague Street, Dublin 2.**

**Wider World**

**By VSI**

Activity pack exploring global issues for use in Youthreach and community training workshops such as trade, debt, environment and refugees.

**Available from: NCDE, Bishop's Square, Redmond's Hill,  
Dublin 2 or VSI, 30 Mountjoy Square, Dublin 1.**

**\* Who's Got the Remote Control? A real world guide to the power of the media**

**By DEFY**

One World Week activity pack that promotes understanding of development issues and links local and global issues focusing on understanding the media, how media shapes our view of the world, how young people and people in the developing world are portrayed in the media.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

**\* Young People Imagine**

**By DEFY**

Activity pack produced as part of the One World Week series. Positive focus on imagining a better world and trying to do something to achieve this by understanding the current situation, imagining how the world could be better, examining issues of war, famine, debt.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

### **80:20: Development in an Unequal World**

#### **By 80:20 Educating and Acting for a Better World**

Resource book designed to introduce some of the major development, human rights and justice issues in today's world addressing themes such as Human rights, Aid, Development, Women, Gender and Development, Wealth and Poverty, Conflict and Globalisation.

**Available from: 80:20 Educating and Acting for a Better World, St Cronan's National School, Vevay Road, Bray, Co. Wicklow.**

## 5.2 POLICY, RESEARCH AND REPORTS

### Asylum Seekers and the Right to Work in Ireland

#### By Irish Refugee Council

Study carried out to explore barriers to employment faced by Asylum Seekers who have been given the right to work by the Irish Government including racism, non-recognition of qualifications, absence of State support.

**Available from: Irish Refugee Council,  
88 Capel Street, Dublin 1.**

#### \* **Building the Picture: The Role of Data in Achieving Equality** By Ursula Barry

The availability of appropriate quantitative and qualitative data is essential to the pursuit of equality. Data is required to achieve baseline positions. Is there a problem of inequalities, and what are the dimensions of the problem? There is a need for data to track progress made, or the lack of success. This report makes a significant contribution in setting out the evolution that is required to achieve this and the Equality Authority are committed to developing initiatives out of the conclusions and recommendations of the study.

**Available from: The Equality Authority,  
Clonmel Street, Dublin 2.**

#### \* **Department of Foreign Affairs Second Annual NGO Forum on Human Rights, Dublin Castle 26 June, 1999.**

#### By Department of Foreign Affairs

This Forum built on the success of the inaugural event in March, 1998 and is now established as an important date in the Irish human rights calendar. This report is based on a wide-ranging programme, with particularly topical and stimulating panels on Human Rights Commissions in Ireland and Addressing Irish Racism.

**Available from: Human Rights Unit, Department of Foreign Affairs, Dublin 2.**

**\* Developing a North/South Agenda for Anti-Racism and Racial Equality Strategies: an Overview of Recent Developments in Ireland and Europe (1999)**

**By NCCRI**

Briefing paper originating from a Roundtable meeting on 'Developing a North/South Agenda for Anti-Racism and Racial Equality Strategies organised by the Equality Commission for Northern Ireland in Belfast and the National Consultative Committee on Racism and Interculturalism (NCCRI) based in Dublin. The overview outlined in this paper focuses on three policy levels: Developments in the Republic of Ireland; Developments in Northern Ireland and Developments at a European level. It concludes with a summary of the key outcomes from the discussions concerning the potential of developing a North/South agenda in addressing racism and promoting racial equality.

**Available from: NCCRI, 26 Harcourt Street, Dublin 2.**

**HIV Prevention Strategies and the Gay Community: Phase One Report, A Baseline Study of Resources, Issues and Needs (1996)**

**by Gay and Lesbian Equality Network and NEXUS Research**

Report of Phase One of an action research project to develop a renewed and integrated HIV prevention strategy for gay men commissioned and funded by the Department of Health. The research focused on examining the capacity and needs of gay community organisations to carry out such health promotion work. It also includes the findings of a survey of the statutory sector and other voluntary AIDS groups as well as a survey of relevant Irish and International literature. The report recommends that there should be a partnership between the gay community and the statutory sector.

**Available from: NEXUS Research, Fumbally Court, Fumbally Lane, Dublin 8.**

**\* International Covenant on Civil and Political Rights: Second Report by Ireland.**

**Prepared by the Department of Foreign Affairs**

Co-ordinated by the Human Rights Unit in the Political Division of the Department of Foreign Affairs, this report describes on an article-by article basis the legislative, judicial, administrative or other measures which are in place or have been adopted in Ireland to give effect to the provisions of the Covenant since the completion of the first national report in 1992.

**Available from: Department of Foreign Affairs, Dublin 2.**

**\* Youth National Federation Combating Racism: The NYF Response (2004)**

**By National Youth Federation/Know Racism**

This document represents the next phase in a continual process that Youth Work Ireland both nationally and through its Local Youth Services has undertaken to demonstrate the active commitment to tackling racism and injustice in society and to educate the young people it works with. This document shows the breadth and variety of work being undertaken across the country by Youth Work Ireland Local Youth Services with young people from minority groups.

**Available from: IYWC, Youth Work Ireland, 20 Lr. Dominick Street, Dublin 1.**

**\* National Youth Federation Equality Policy (2003)**

**By National Youth Federation**

Policy that aims to promote equality of opportunity for staff, volunteers and young people within Youth Work Ireland by ensuring that all employment, services provision and delivery and other practices operate on the basis of the appropriate merits, qualifications, abilities and potential of individuals. The policy is divided into 5 sections: Section One outlines the aims, objectives and core actions of the policy; Section 2 outlines the main provisions of the existing legislation around which this policy is framed: The Employment Equality Act, 1998 and Equal Status Act, 2002; Section Three outlines definitions of different types of

discrimination, harassment and bullying in the workplace; Section Four forms the main body of the policy and outlines: General Principles; Employment and Equal Opportunity; Responsibilities of Staff; Internal and External on Actions on Employment Equality and Equal Status; and Equality Proofing; Section Five looks at responsibility for implementing the policy and outlines both internal and external legal procedures where an alleged breach of the policy occurs to either the Employment Equality or Equal Status Acts. The policy also contains a series of useful Appendices including; an Equality Proofing Template; Support Agencies and Services and Useful Resources.

**Available from: IYWC, Youth Work Ireland, 20 Lr. Dominick Street, Dublin 1.**

**\* Northern Ireland Human Rights Commission: Equality Scheme 2000–2005**

**By Northern Ireland Human Rights Commission**

The purpose of this Equality Scheme is to set out how the NIHRC proposes to fulfil those duties in relation to all of its functions, powers and duties in Northern Ireland. The Scheme is a final version of a Draft Equality Scheme, which was issued for consultation by the NIHRC at the end of April 2000. It gives an account of the policies and functions of the NIHRC in relation to the Equality Scheme.

**Available from: NIHRC, Temple Court, 39 North Street, Belfast, BT1 1NA.**

**Poverty, Lesbians and Gay Men (1995)**

**by Gay and Lesbian Equality Network and NEXUS Research Co-operative**

Study which explores how discrimination impacts on the levels of poverty and exclusion amongst lesbians and gay men and to establish the needs of those most at risk of experiencing poverty. The study also focuses on income adequacy and examines how discrimination effects people's lives with regard to education and training, employment, relationships with family and friends,

service provision, access to resources such as housing and benefits, health, emigration, harassment and violence.

**Available from: Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8.**

### **Racism and Intolerance in Ireland (1995)**

**By Campaign against Racism, Xenophobia, Anti-Semitism and Intolerance**

Report on the Youth Campaign against Racism, Xenophobia, Anti-Semitism and Intolerance. The report explains what these terms mean, their relevance to Ireland, shows how such prejudices develop in an Irish context, and recommendations on how Irish society can combat Racism and Intolerance.

**Available from: NYCI, 3 Montague Street, Dublin 2.**

### **\* Re-thinking Identity: The Challenge of Diversity**

**Edited by Katherine Zappone**

Report by the Joint Equality and Human Rights Forum commissioned to explore the reality of diversity in peoples' identities in Ireland today. People are different by virtue of their gender, age, sexuality, cultural and ethnic background, religious beliefs, impairments and other factors. People with different identities often face different equality and human rights issues. Recognition of this is a critical step in developing policies and practices that create a more equal society to accommodate differences in the provisions of services and in the workplace.

**Available from: Download available from [www.ihrc.ie](http://www.ihrc.ie)**

### **\* Steps Towards Inclusion: Developing Youth Work with Separated Children**

**by Youth Action against Racism and Discrimination (YARD)**

Separated children, also known as unaccompanied minors, are young people seeking asylum in Ireland without the care of a parent or guardian. The report outlines the contribution, which youth organisations can make to their integration into life in Ireland.

**Available from: YARD, 3 Montague Street, Dublin 2.**

**\* Voices of Immigrants: The Challenges of Inclusion  
By Patricia and Carmel Kelleher**

Study commissioned by the Immigrant Council of Ireland. It gives a voice to immigrants and their families, who are living in Ireland, by exploring some of their experiences including their reasons for coming to Ireland and what it is like to work away from home, issues relating to family and community, issues of concern to women, and their experiences of racism. The study also seeks to inform public opinion as well as governmental and non-governmental policies and strategies that affect immigrants.

**Available from: Immigrant Council of Ireland,  
2 St. Andrew Street, Dublin 2.**

**\* Youth – Beyond Disability (Conference pack)  
By People with Disabilities Ireland**

Report published to mark the European Year of People with Disabilities resulting from four regional seminars, which took place in Monaghan, Leitrim, Kilkenny and Cork between October and November 2002. The report contains the hopes and aspirations of young people spoken in their own words, the views of the workshops along with the observations of political leaders and those working in the area, and hoped to raise awareness at Government level and among the general public of the needs of young people who have a disability of some kind.

**Available as a download from People with Disabilities Ireland:  
[www.pwidi.ie](http://www.pwidi.ie)**

**All items marked \* are available either for sale or loan from the:  
Irish YouthWork Centre,  
Youth Work Ireland,  
20 Lower Dominick Street, Dublin 1.  
Tel: 01/8729933 Fax: 01/8724183  
Email: [fbissett@nyf.ie](mailto:fbissett@nyf.ie) [ghalpin@nyf.ie](mailto:ghalpin@nyf.ie)  
Web: [www.iywc.com](http://www.iywc.com)**











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