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## REPORT FORM

**3<sup>rd</sup> round of Structured Dialogue Period:  
Trio Presidency Ireland-Lithuania-Greece**

**DEADLINE: Tuesday, 11<sup>th</sup> of February 2014**

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Please find below a report form allowing your National Working Group or International Non-Governmental Youth Organisation to communicate the results of the consultation to the European Steering Committee. The input you will provide through this form will serve as a common base for the discussions at EU level.

In order to allow the European Steering Committee to integrate the results of the consultations in preparation for the EU Youth Conference in Greece, we kindly ask you to please send this report form filled in to the European Steering Committee for the implementation of the structured dialogue (**mail to: [bianca.faragau@youthforum.org](mailto:bianca.faragau@youthforum.org) and [structured.dialogue@neagenia.gr](mailto:structured.dialogue@neagenia.gr)**) **and to your national government by Tuesday, 11<sup>th</sup> of February 2014.**

The European Steering Committee kindly asks you to **fill out this form in English and return it in typed format (not as a PDF file, please).**

### **Technical details of the consultation:**

Please provide the requested information on your National Working Group or international youth NGO:

<b>Details of the contact persons:</b>	
Name	Ms. Catherine Hazlett.
E-mail address	<a href="mailto:catherine_hazlett@dcya.gov.ie">catherine_hazlett@dcya.gov.ie</a>
Institution	Department of Children and Youth Affairs.
Position	Chair, National Working Group.
EU Member State	Ireland.
<b>Members of the National Working Group (number and names)</b>	
Youth Organisations	<b>National Youth Council of Ireland (2)</b> <ul style="list-style-type: none"><li>▪ Ms. Jean-Marie Cullen, International Officer</li><li>▪ Mr. James Doorley, Assistant Director</li></ul>
National Authorities (please specify if Ministry for Youth and/or representatives from other Ministries)	<b>Department of Children and Youth Affairs (5)</b> <ul style="list-style-type: none"><li>▪ Ms. Catherine Hazlett, Principal Officer</li><li>▪ Ms. Olive McGovern, Assistant Principal Officer</li><li>▪ Anne O'Donnell, Head of Citizen Participation Unit</li><li>▪ Ms. Dorothy Fisher</li></ul>
National Agencies	<b>Léargas (1)</b> <ul style="list-style-type: none"><li>▪ Ms. Marie Cleary, Programme Manager, Youth Work Services.</li></ul>
Others (please specify)	(5)

	<ul style="list-style-type: none"> <li>Prof. Maurice Devlin, Director of the Centre for Youth Research and Development (<b>National University of Ireland, Maynooth</b>)</li> <li>Mr. Anthony Burrowes (<b>Youth Representative</b>)</li> </ul> <p><b>For this consultation only:</b></p> <ul style="list-style-type: none"> <li>Mr. Eric O'Brien (<b>Foróige</b>)</li> <li>Ms. Niamh Dowler (<b>Offaly County Council</b>)</li> <li>Olivia McEvoy (<b>Project Manager, Cnag ar an Doras</b>)</li> </ul>
<b>Level of the consultation (international, national, regional, local)</b>	
Local	<p>Three focus groups were held with young people with experience of and expertise in 'entrepreneurship' and 'social entrepreneurship', including:</p> <ul style="list-style-type: none"> <li>Young entrepreneurs who had been to/in university (Ryan Academy, Dublin City University)</li> <li>Young entrepreneurs from marginalised backgrounds (Network for Teaching Entrepreneurship – NFTE Ireland)</li> <li>Young entrepreneurs who are participants in a social innovation programme run in Irish schools. (Young Social Innovators)</li> </ul> <p>The purpose of the focus groups was to explore the more detailed aspects of entrepreneurship with those who had experience and who could give considered and evidence-based answers. A total of 33 participants were involved in these three focus groups.</p>
Regional	One regional 'Young Voices- Have Your Say' consultation was held in <b>Cork city</b> in the south of Ireland with 79 participants.
National	<p>One national 'Young Voices- Have Your Say' consultation was held in Dublin city with 69 participants.</p> <p>There were two public events in total and three focus groups with expert groups.</p>
International (for international youth NGOs)	N/A

## What methodologies were used?



The Irish consultation process on social inclusion operates under the title ‘Young Voices, Have Your Say’ in order to encourage as many young people as possible in the country to take part and have their voices heard.

### **THE NATIONAL WORKING GROUP ON STRUCTURED DIALOGUE:**

The National Working Group on Structured dialogue was expanded for this consultation as per the list provided on pg. 2 to include experts on youth enterprise and the project manager for the consultation process. The role of the National Working Group is to oversee and manage the consultation process, advise on all aspects of the project and report to the European Steering Committee on the outcomes of the consultation.

### **PLANNING GROUP:**

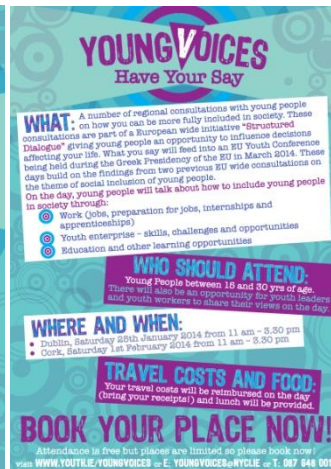
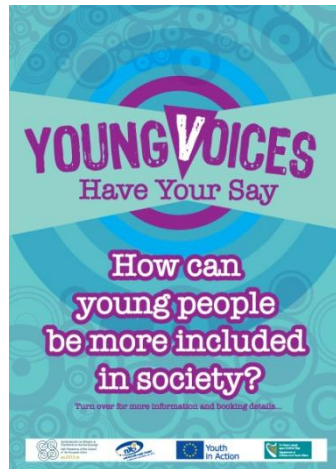
A Planning Group comprising representatives from the youth ministry (Department of Children and Youth Affairs [DCYA]), the National Youth Council of Ireland (NYCI), members of the DCYA Children and Young People’s Participation Team, youth workers and young people was established to focus specifically on planning and implementing the consultation process in partnership with the project manager. The role of the Advisory Committee was to advise on the project methodology, including developing age and context specific questions based on the guiding questions provided, including the development of promotional materials, youth-friendly and creative methodologies and the creative materials used at the consultations.

### **RESEARCH PHASE:**

Relevant information from the two previous consultation reports, specifically any concrete recommendations for policy actions on the social inclusion of young people, was garnered. A literature review of recent reports and research in the subject areas was also conducted.

### **PROMOTION:**

A comprehensive call-out/promotional process was undertaken whereby contact was made with every youth organisation and issue-based youth group in the country, State and non-state service providers, groups with expertise in ‘enterprise’ and individuals all over the country. The promotion involved the dissemination of hard materials including posters, flyers and letters as well as through direct phone contact, the [www.youth.ie/youngvoices](http://www.youth.ie/youngvoices) website and using a designated Twitter hashtag (#OurSayEU)



## CONSULTATION PHASE:

The questions that participants were asked at the three consultation events and the focus groups were all based on the guiding questions provided by the Committee. The questions were re-worded in order to suit a youth audience.

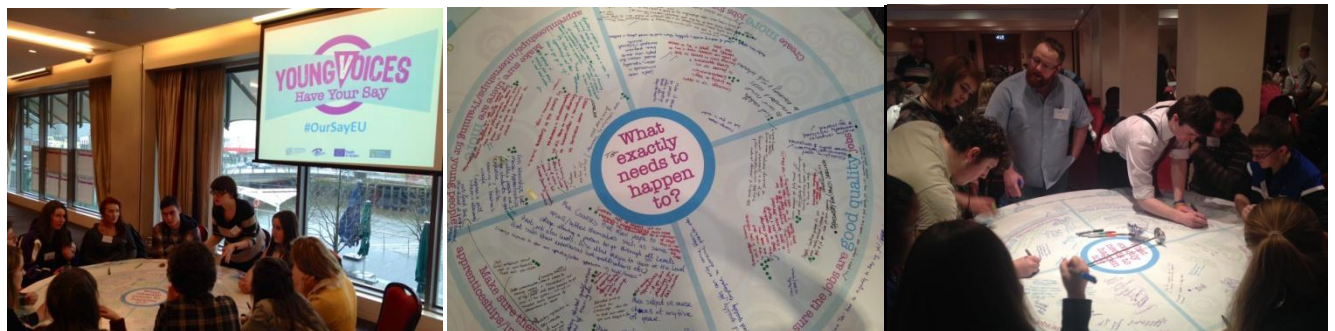
### ✓ Regional & National Events

The methodologies used at the regional and national events were: icebreakers and energisers; a short presentation on the context/background to the consultations (Structured Dialogue and how the results will feed into the EU conference in March 2014); facilitated discussions; presentations from a young entrepreneur and a young social entrepreneur; as well as a number of participatory exercises using specially designed materials for participants to work on. These original materials were designed especially for the consultations and included:

### A. Placemat exercises:

The 'placemats' were large colourful 5 foot square pieces of paper where the participants wrote their answers to certain questions (moving around the tables to fill in different parts). They were designed and printed professionally in a youth-friendly layout with the consultation questions written on them.

Pictures of workshops in action and an example of a resulting Placemat:



The following are the consultation questions (based on the guiding questions) that were discussed and completed in small groups of approximately 10-12 young people using two separate placemats:

- (a) What exactly needs to happen to:
- Create more jobs for young people in Ireland? (Guiding Question 3a.)
  - Make sure the jobs are good quality jobs? (Guiding Question 3a.)
  - What are good examples in Ireland? (Guiding Question 3a.)
  - Make sure there are more apprenticeships/internships/Training for young people? (Guiding Question 3b.)
  - Make sure there are good quality apprenticeships/internships/Training for young people? (Guiding Question 3b.)
  - What are good examples in Ireland?
- (b) What exactly needs to happen to:
- Develop and improve 'youth enterprise' in schools and universities? (Guiding Question 6)
  - Develop and improve 'youth enterprise' outside fulltime education e.g. youth clubs, Comhairle na nÓg? (Guiding Question 6)
  - What are good examples of 'youth enterprise' in Ireland? (Guiding Question 6)
  - Develop and improve 'social entrepreneurship' in schools and universities? (Guiding Question 6)
  - Develop and improve 'social entrepreneurship' outside fulltime education e.g. youth clubs, Comhairle na nÓg? (Guiding Question 6)
  - What are good examples of 'social entrepreneurship' in Ireland? (Guiding Question 6 & 8)

## **B. Voting Sheets**

As the focus of this consultation phase was on 'concrete recommendations', the participants were first asked to prioritise their ideas in each workshop. These prioritised ideas were then presented to the group as a whole. Each participant then had an opportunity to vote on what concrete actions should be prioritised under each section of each question. Using allocated 'sticky dots', the young people were given two votes under each section to indicate their priority actions resulting in a clear list of prioritised concrete actions.

Picture of Voting Sheets and 'voting in action':



#### ✓ **Focus Groups**

The methodologies used at the focus groups were similar to that at the national and regional consultation events. Additional placemats to address more specific questions on entrepreneurship were also used. The following are the consultation questions (based on the guiding questions) that were discussed and completed in the focus groups:

(a) What exactly needs to happen to:

- Develop and improve 'youth enterprise' in schools and universities? (Guiding Question 6)
- Develop and improve 'youth enterprise' outside fulltime education e.g. youth clubs, Comhairle na nÓg? (Guiding Question 6)
- What are good examples of 'youth enterprise' in Ireland? (Guiding Question 6)
- Develop and improve 'social entrepreneurship' in schools and universities? (Guiding Question 6)
- Develop and improve 'social entrepreneurship' outside fulltime education e.g. youth clubs, Comhairle na nÓg? (Guiding Question 6)
- What are good examples of 'social entrepreneurship' in Ireland? (Guiding Question 6 & 8)

<p>(b) What exactly needs to happen to:</p> <ul style="list-style-type: none"> <li>▪ Make accessing finance to set up a business easier? (Guiding Question 6)</li> <li>▪ Lessen the ‘administration’ needed to set up a business? (Guiding Question 6)</li> <li>▪ Give young entrepreneurs more stability? (Guiding Question 6)</li> </ul> <p>(c) What exactly needs to happen to make sure:</p> <ul style="list-style-type: none"> <li>▪ That people in remote areas can become youth entrepreneurs? (Question 7a.)</li> <li>▪ That people who don’t usually have the opportunity to get involved become youth entrepreneurs? (Question 7a.)</li> <li>▪ ‘Youth enterprises’ also make our communities and society better e.g. co-operatives or green jobs? (Question 7b.)</li> </ul>		
<b>Target group consulted</b>	<b>Specify the methodology of the consultation</b>	<b>Number of people</b>
Young people	<p>National Consultation (Dublin)</p> <p>Regional Consultation (Cork)</p> <p>Focus Groups:</p> <ul style="list-style-type: none"> <li>✓ 20+ Year olds in/graduated from university</li> <li>✓ Young entrepreneurs from marginalised areas</li> <li>✓ Young Social Innovators</li> </ul> <p>(See exact methodology on pages 3-6 above)</p>	<p>69</p> <p>79</p> <p>9</p> <p>12</p> <p>12</p>
Young people represented by youth organisations	<p>The National Youth Council of Ireland is the umbrella organisation for youth organisations in Ireland. Every member of the NYCI was invited to participate in the consultation process. Young people from the following organisations were represented at the consultation process:</p> <ul style="list-style-type: none"> <li>- Attic Youth Cafe</li> <li>- Cloyne Diocesan Youth Service</li> <li>- Comhairle na nÓg (multiple Local Authority Areas)</li> <li>- Ferns Diocesan Youth Service (FDYS)</li> <li>- Foróige (multiple youth clubs)</li> <li>- Involve Youth Project Meath (young Travellers)</li> <li>- Irish Second-Level Students Union (ISSU)</li> <li>- Irish Traveller Movement</li> <li>- Irish Wheelchair Association</li> <li>- Jigsaw</li> <li>- Labour Youth</li> </ul>	<p>38 (Dublin)</p> <p>44 (Cork)</p> <p>12 (NFTE Focus Group)</p>



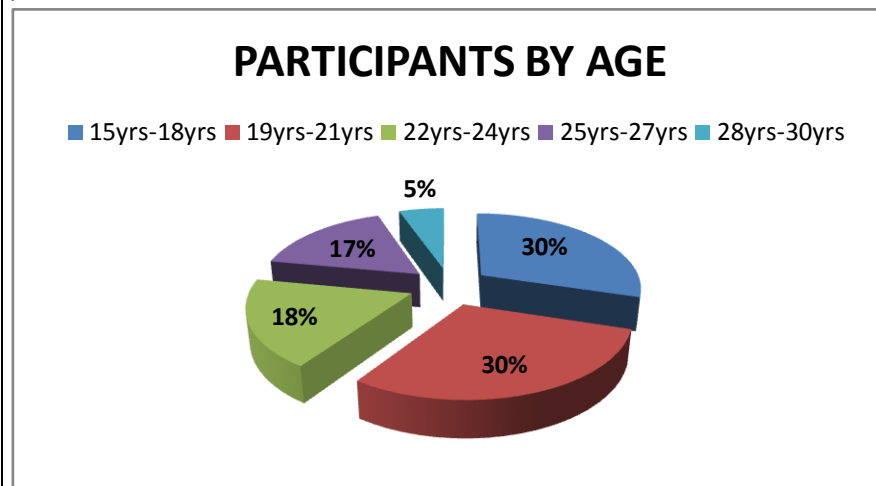
	<ul style="list-style-type: none"> <li>- Lava Javas Youth Cafe,</li> <li>- Limerick Youth Service</li> <li>- NFTE</li> <li>- Out.com</li> <li>- Scouting Ireland</li> <li>- Sinn Féin Republican Youth (political youth group)</li> <li>- SDLP Youth Northern Ireland (political youth group)</li> <li>- Talk About Youth Project</li> <li>- The Hope Foundation</li> <li>- Thurles young filmmakers</li> <li>- Traveller Visibilty Group (TVG)</li> <li>- Walkways</li> <li>- Young Social Innovators</li> <li>- Youth Work Ireland</li> </ul>	
Experts (e.g. NWG, youth researcher, youth workers, employment agencies, social services, etc.). Please specify.	<p><b>NWG</b></p> <p>Two formal meetings of the NWG were held; one at the outset of the planning process and one at the end. The NWG influenced the direction of the focus groups, the questions asked at the focus groups and consultations as well as the target audience for the consultations.</p> <p>Expert groups, including those responsible for the organisation of an entrepreneurial programme for young people (NFTE, Foróige), an academy for young entrepreneurs (Dublin City University Ryan Academy) and an organisation that runs a national innovation programme (Young Social Innovators) were also asked for their input.</p>	<p>(10)</p> <p>(3)</p>
Public authorities in the field of youth or in social affairs and welfare or others. Please specify.	The Department of Children and Youth Affairs are the lead public authority on the National Working Group and provided oversight for all aspects of the consultation process.	(4)



<p>Good practices from the consultation</p>	<p>There were a number of good practices used during this consultation process. They included:</p> <ul style="list-style-type: none"> <li>➤ <b>HIGH LEVEL OF INVOLVEMENT OF YOUNG PEOPLE INVOLVED IN ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP:</b> Considerable time and resources was allocated to the inclusion of young people specifically involved in youth enterprise and social entrepreneurial projects. These young people were represented at the three specific focus groups for this target audience and a number of entrepreneurs attended the wider consultation processes.</li> <li>➤ <b>PRESENTATIONS FROM YOUNG ENTREPRENEURS:</b> Each of the main consultation events featured a presentation from a young entrepreneur and a young social entrepreneur. These presentations served to bring alive the concepts by way of practical example. The presentations were from: <ul style="list-style-type: none"> <li>✓ <b>Dave Pepper: Entrepreneur</b> Unique Games Consoles &amp; Marketing</li> <li>✓ <b>Iseult Ward: Social Entrepreneur</b> <a href="http://www.foodcloud.ie">www.foodcloud.ie</a> Dissemination of food 'waste'</li> <li>✓ <b>Dee Collins: Entrepreneur</b> <a href="http://www.dees.ie">www.dees.ie</a> Vegetarian Wholefoods</li> <li>✓ <b>Orna Joyce: Social Entrepreneur</b></li> <li>✓ <b>Nally Silva: Social Campaigner</b> Successful Migrant Rights Campaign</li> </ul> </li> <li>➤ <b>YOUTH-FRIENDLY, INTERACTIVE AND FUN METHODOLOGIES:</b> see pages 3-6 above for details on the methodologies used.</li> <li>➤ <b>DIVERSITY OF PARTICIPANTS:</b> The vast promotion of the initiative, as well as the diverse networks of the agencies involved in 'Young Voices – Have Your Say' ensured a very diverse target audience and resulting participant base for the consultations. This includes: <ul style="list-style-type: none"> <li>✓ <b>A high level of involvement of young people from marginalised groups e.g.</b> <ul style="list-style-type: none"> <li>- Young travellers;</li> <li>- Young people with disabilities;</li> <li>- Young people from economically disadvantaged areas.</li> </ul> </li> <li>✓ <b>Geographical Diversity of Participants:</b> The consultations took place in two different regions of Ireland and participants came from all over the country.</li> </ul> </li> </ul>
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### ✓ Age Diversity of Participants:

All of the participants involved in the focus groups and consultations were between 15 and 30 years of age. The age breakdown is illustrated in the pie chart below:



### ➤ USE OF SOCIAL MEDIA:

A social media consultant was employed to generate interest in participation and a 'buzz' about the consultations. In addition, the social media consultant was on site at the Dublin and Cork events. The social media consultant also recorded and tweeted some of the key contributions and participant inputs from the day, relaying them out under a dedicated hashtag #OurSayEU. Some of the Twitter commentary is outlined below:

**Avril Clarke** @AppleTartFace Jan 25

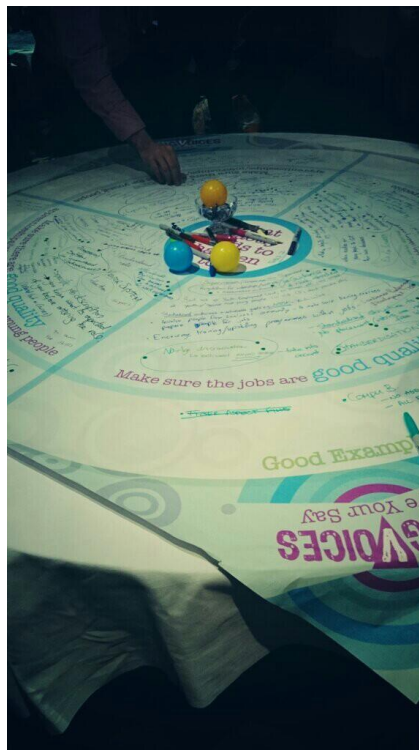
Good points from today at @nycinews#OurSayEU : Solution-focused discussion - a positive change from the norm.

**Seán Mackey** @seanmcke Jan 25

Really great work done today by all, I met some really interesting people with lots of great ideas!

**Aimée Conlon** @aimee\_conlon Jan 25

Some of the ideas from the young voices gathering today! #OurSayEU



Adam O'Neill @chops911 Jan 25

Great day today. Lots of information and very exciting  
[#OurSayEU@limerickyouthpic.twitter.com/vCxW3DJORi](https://twitter.com/vCxW3DJORi)



Stacey Lyons @\_Staceeeeee\_ Jan 25 @limerickyouth in Dublin for young voices  
 Great work done in 1st half lookin forward to 2nd discussion. [#OurSayEU](https://twitter.com/vCxW3DJORi)



**Valerie Duffy** @DuffyValerieJan 25

Excellent @dave\_pepper presentation. Great insight into #youthentrepreneurship at #OurSayEU@nycinews



**Avril Clarke** @AppleTartFaceJan 25

"Never be afraid to just try" @dave\_pepper gives his entrepreneurial advice for young people. #OurSayEU



**YoungWorkersNetwork** @YoungWorkersNetJan 25

All workers deserve decent work, decent wages and a say in how their workplaces are run #OurSayEU

**Paula Melvin** @PaulaMelvin17h

Ba cheart don rialtas lán stádas a lorg don #Gaeilge san Aontas Eorpach = postanna do mhuintir na hÉireann #OurSayEu



**Duck-a-Thon Tralee** @TraleeDuckaThon18h

Great day at the young voices consultation in Cork yesterday with National Youth Council of Ireland and Jigsaw Kerry :) #oursayeu



**Tipperary Comhairle** @tippcomhairle

Yesterday we went to Voices of Youth to hear and discuss opinions related to jobs and entrepreneurship

[http://www.youtube.com/watch?v=5MAV4QK\\_y6A&feature=youtu.be](http://www.youtube.com/watch?v=5MAV4QK_y6A&feature=youtu.be) ...

#OurSayEU

**LimerickYouthService** @limerickyouthFeb 1

Ideas galore at Young Voices. #OurSayEU#limerickyouth

Princess👑👑👑 @Jane\_HayesNallyFeb 1

Having a ball at Young Voices conference #OurSayEU

	<p>➤ <b>PARTICIPANT EVALUATIONS:</b> All participants at both the focus groups and consultation events were invited to complete evaluation forms at the end of each event. The evaluations were overwhelmingly positive with the participants warmly welcoming the opportunity to share their views on issues of importance to them.</p> <p>➤ <b>PRODUCTION OF A YOUTH-FRIENDLY CONSULTATION REPORT FOR PARTICIPANTS</b> A youth-friendly consultation report is produced after each 'consultation phase' and disseminated to all of the participants. This ensures that all participants are kept informed about what exactly was said at both the consultation or focus group that they attended, the overall outcomes of the consultation process and on 'what happens next'. It also increases the likelihood of repeat participation in the process.</p>
<b>Do you have any suggestions / comments on the current process?</b>	<p>➤ The guiding questions are very conceptual. Providing a youth-friendly version of the questions is essential before they can be considered accessible to young people;</p> <p>➤ The timeframe remains very tight both to organise all aspects of the consultation process and to document the outcomes accurately for the purposes of this report;</p> <p>➤ There remains a real need to demonstrate how the outcomes of previous consultation processes and reports under the 'Structured Dialogue' initiative have had an impact on youth policy at both European and national level and more importantly how the process can have an impact on the lives of young people locally and nationally. This documented impact needs to be communicated to the consultation participants in a youth-friendly way.</p>
Please share your plans how to follow-up on the Joint Recommendations to be adopted at the Youth Conference in Greece, to ensure that the results of the third cycle on social inclusion are implemented in your country.	<p>A youth friendly report on the consultation process and findings will be produced in the coming weeks and disseminated to all young people and youth agencies who attended the consultation.</p> <p>In addition a special meeting of the National Working Group will take place in March to agree an implementation plan. The aim of the meeting is to review the findings of the consultation, identify key findings and relevant stakeholders and propose a plan for communication with same.</p>

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## GUIDING QUESTIONS

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### Structured Dialogue on Youth and Social Inclusion

With a view to preparing the debates and exchange of views for the Greek Presidency's EU Youth Conference, we would like to submit the following questions. Please answer to these questions (max. 500 words per question) synthesising the main outcomes of the consultation.

*At the **EU Youth Conference in Lithuania**, young people and policy-makers agreed **that "EU Member States should ensure that education systems are tailored to individual learners [...]."***

*The following question aims to explore this proposal further:*

**1. What concrete actions should be taken to tailor education (formal education, non-formal learning and Vocational Education and Training) to individual learners, to provide them with equal learning opportunities?**

The following concrete actions to tailor education to individual learners and provide them with equal learning opportunities were suggested:

➤ **CHANGE THE WAY YOUNG PEOPLE ARE TAUGHT**

- ✓ A **broader curriculum** and more subject choices;
- ✓ Make the curriculum relevant to real job opportunities and real life by reviewing outdated rules, **encouraging individuality and thinking for yourself**;
- ✓ Learning more hands-on subjects and **life skills** in secondary school;
- ✓ New learning and teaching methods that suit everyone and not just the people who are academic including interactive teaching methods e.g. workshops, group discussions, non-formal learning and online learning such as video lectures on YouTube and audio lectures on iTunes;
- ✓ Improved technology in second level schools e.g. iPads;
- ✓ Changing the way young people learn in school e.g. less exams, continuous assessment, more project work, more fun, personal development courses and online learning.

These points were also echoed in a consultation conducted by the Department of Education and Skills (DES) with second level students in September 2013. Focused on the need for reform of the transition from second level to third level education, the participants concluded that any new entry mechanism to third level education should ***"eliminate a points system that is competitive, unpredictable and unforgiving nor it should be dependent on exams that encourage a memory game"***.(DES, 2013)

➤ **PROVIDE BETTER ACCESS TO EDUCATION & BETTER SUPPORTS FOR THOSE WHO NEED IT**

- ✓ **'Access' programmes** that help young people go on to college;
- ✓ More **'second-chance' education programmes** such as 'Youthreach'<sup>1</sup>;
- ✓ **Extra supports for young people who need it** e.g. young people with learning difficulties, young people with mental health problems;

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<sup>1</sup>YouthReach is an integral part of the national programme of second-chance education and training in Ireland and is a central part of the Government's contribution to the achievement of a lifelong learning society. The programme is directed at unemployed young early school leavers aged 15-20. It offers participants the opportunity to identify and pursue viable options within adult life, and provides them with opportunities to acquire certification. It operates on a full-time, year-round basis.

- ✓ More information and **career guidance** on higher education courses and training from teachers/guidance counsellors;
- ✓ More information on the importance of remaining in education;
- ✓ Accessible facilities for those with disabilities;
- ✓ Effective mentor or 'buddy' programmes;
- ✓ Shadowing programmes in third level education courses;
- ✓ Supports for expectant young parents and young parents, e.g. childcare, a specialised Home School Liaison Officer and referral to support services such as the Teen Parent Support Programme<sup>2</sup>;
- ✓ Create links between second level schools and organisations/institutes providing training and learning opportunities and youth programmes;
- ✓ Provide transport for young people to access youth programmes and training;

➤ **REDUCETHE COST OF EDUCATION**

- ✓ Reduce cost of third level education e.g. college registration fees;
- ✓ Equal access to and funding for education;
- ✓ Financial support for those in higher and further education e.g. free education and grants.

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<sup>2</sup>The **Teen Parents Support Programme** is a government funded support service for young parents and their families which offers support and information in all areas of a young parent's life including health, relationships, parenting, child care, social welfare entitlements, education and training.



***The EU Youth Conference in Vilnius* concluded, among others, with the proposal that “EU Member States should ensure that their legal frameworks prevent discrimination against young people, based on age, and that young people are entitled to the same employment conditions, remuneration and rights as other workers, therefore leading to strengthening intergenerational solidarity.”**

*With the following questions, we aim to look into concrete actions for ensuring equal treatment of young people in the labour market:*

**2. a) What concrete actions should be taken to eliminate and prevent discrimination against young people in the labour market, including actions to reduce the risk of precarious jobs and jobs with income below the poverty line?**

The participants suggested a number of concrete actions to eliminate and prevent discrimination against young people in the labour market including;

➤ **ENSURE EQUAL CONDITIONS AT WORK FOR YOUNG PEOPLE**

- ✓ **Equal employment laws, conditions and rights;**
- ✓ **Fair wage** and reward;
- ✓ Having equal opportunities for training and promotions;
- ✓ **Better anti-discrimination and equality employment laws for young people from minority groups** i.e. young Travellers, LGBT young people and young people from disadvantaged areas.

➤ **STIMULATE THE PARTICIPATION OF YOUNG PEOPLE IN THE LABOUR MARKET**

- ✓ Introduce a ‘**Youth Guarantee**’ in Ireland, e.g. all young people aged 18-24 years are offered a job, work experience, apprenticeship or training within a certain number of months after leaving school or becoming unemployed.  
This recommendation is similar to one made in a recent submission<sup>3</sup> by the National Youth Council of Ireland to the Department of Social Protection, with recommendations to government on the implementation of the Youth Guarantee including:
  - Establish a National Steering Committee comprising all key stakeholders including representatives of young jobseekers and the youth sector to be chaired by independent person;
  - Innovation fund to support youth sector to engage with most disadvantaged to assist them to progress into mainstream education, training and work experience;
  - Need to put job seeker at centre of decision making and ensure they have ownership on personal career plan;
  - Progression into employment is important, but measurement of progression should also include “distance travelled” as some will need more support before securing work;
  - Monitoring and evaluation of the initiatives should be built in from the start.
- ✓ **Lower tax rates for young people and companies who employ young people** e.g. tax rebates for companies who employ graduates;
- ✓ Employ ‘Youth Engagement Officers’ in social welfare services;

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<sup>3</sup>The NYCI submission on the Youth Guarantee can be found at [www.youth.ie/vision\\_to\\_reality](http://www.youth.ie/vision_to_reality). An Irish Government report on the implementation of the youth guarantee scheme can be found at: <http://www.welfare.ie/en/Pages/Pathways-to-work---Government-Policy-Statement-on-Labour-Mar.aspx>

- ✓ Provide opportunities to get the necessary education, qualifications and skills;
- ✓ More work experience for young people when they finish school/college;
- ✓ Free courses e.g. personal development, youth leadership, job training and how to start your own business.

➤ PROVIDE BETTER INFORMATION & SUPPORT FOR YOUNG PEOPLE

- ✓ More information and **better advertisement of training and learning opportunities** and youth programmes, e.g. targeting young people through schools, third level education institutes and social media outlets such as Facebook and Twitter;
- ✓ Up-to-date information aimed at young people on how to access services via websites, leaflets and walk-in services;
- ✓ Financial support to access training and up-skilling courses;
- ✓ Help people with filling out forms.

➤ VALUE THE CONTRIBUTION OF YOUNG PEOPLE AT WORK

- ✓ Allow young people to be involved in decision-making at work;
- ✓ Value and respect young people for what they bring to the workplace.

**b) What concrete actions should be taken to strengthen the solidarity between generations in order to improve the social inclusion of young people?**

*Given the context of jobs creation and entrepreneurship in this consultation phase, the participants focused on strengthening the solidarity between generations in these fields.*

The suggestions for concrete actions to strengthen the solidarity between generations in the context of jobs creation and entrepreneurship are:

- **'Mentoring support'** in the form of **placement schemes where young people can 'shadow' an older person** so that *'skills can be shared rather than lost'*;
- Make **access to mentors** and support much easier. This might be in the following ways:
  - ✓ A 'walk-in' or 'drop-in' system;
  - ✓ Alumni of entrepreneurial courses to become mentors for new entrepreneurs;
  - ✓ Partner successful entrepreneurs with young entrepreneurs;
  - ✓ Offer more mentors, not just during the set-up phase but throughout the entire entrepreneurial venture;
  - ✓ Provide mentoring support and partnerships for unemployed young people;
- Up-skill mentors and trainers to ensure that they are delivering training effectively and insist that all standards are in line with EU/global standards;
- Acknowledge that mentorship is needed before finance.

The recommendations on mentoring are similar to those made in the Entrepreneurship Forum Report (2014) that recommended the establishment and development of a **self-organised mentoring network**, a **national registry and process to facilitate Entrepreneurship mentoring** and **volunteer peer-mentoring** initiatives.

**EXAMPLE OF BEST PRACTICE: Network for Teaching Entrepreneurship (NFTE)**

Foroige's NFTE programme has developed a specific Business Volunteer Programme (BVP). This endeavours to link each programme site with a business mentor. The mentor can be employees from large corporations or SMEs as well as individual entrepreneurs or local businesses. This business mentoring role is seen as a significant advantage in supporting and inspiring young people through their entrepreneurial endeavours. Mentors commit to visiting the programme site a number of times during the year to assist with developing the participants businesses. These mentoring roles are formalised, pre planned and agreed to ensure optimum use of the mentors' time and consistent support to the young people.

**EXAMPLE OF BEST PRACTICE: Entrepreneur's Organisation Ireland (EO Ireland)**

Irish entrepreneurs set up a networking and mentoring organisation called EO Ireland. CEOs of companies with over €750,000 in sales spend their own time and money to 'peer mentor' each other, helping each other grow by providing advice and feedback in groups of 8-10 people, in mutually beneficial groups that stay together, without compensation, for years.

**EXAMPLE OF BEST PRACTICE: Archipelago**

Archipelago is one of the largest not for profit youth enterprise groups in Ireland and the largest community of young entrepreneurs in Western Europe. Archipelago aims to make enterprise feasible for young people in Ireland through events, publicity, mentoring and funding.

Young people and policy-makers agreed at the EU Youth Conference in Vilnius that “**governments should increase youth employment by putting in place tax incentives for employers to create quality jobs**” [...] and “**offer more opportunities for quality internships and apprenticeships, structured and monitored training schemes, available for all young people**”.

The following questions build upon this proposal:

3. a) In your view, what measures can be taken to create more jobs for young people and to ensure the quality of the jobs created(e.g. tax incentives,facilitate administrative procedures, regulation of contractual arrangements etc.)?

The participants’ views on what measures can be taken to create more quality jobs can be summed up under the following headings:

#### ➤ THE LAW & WORKERS’ RIGHTS

- ✓ Young people should be **educated in school on employee legislation and rights**, including information on trade unions;
- ✓ **Raise the minimum wage** in Ireland;
- ✓ Ensure **good working conditions** with appropriate wages, union representation, a fair relationship between employer and employee, supervision and proper breaks;
- ✓ **Eliminate ‘zero-hour’ contracts** and ensure a set number of hours per week;
- ✓ Establish a **union for young people**, including young people in part-time jobs;
- ✓ Every employee should have the right to a mentor to support them and improve skills;
- ✓ Establish an Ombudsman for Employment;
- ✓ Ensure anti-bullying guidelines are upheld;
- ✓ Ensure workers are familiar with best practice and quality standards;
- ✓ Ensure no age discrimination in the workplace;
- ✓ Conduct ‘personal’ interviews that are not just based on qualifications.

#### ➤ EDUCATION

- ✓ Improve ‘career education’ and ‘career guidance’ in secondary schools so that **young people are skilled in CV preparation and interview performance** and informed about the diversity of job options;
- ✓ Make **entrepreneurial classes** (e.g. NFTE) compulsory in secondary school;
- ✓ Emphasise the importance of key subjects to secure a job e.g. a second language to encourage multinational companies to employ Irish young people and IT skills;
- ✓ Revise the education system to take account of and provide additional courses in areas where employment is high e.g. pharmaceutical industry and IT;
- ✓ Ensure more young people complete second level education;
- ✓ Provide additional opportunities to acquire qualifications for those who do not complete second level education;
- ✓ Promote subjects and teaching methods that foster critical thinking;
- ✓ Encourage enterprise and social enterprise by accepting ‘entrepreneurial activity’ as an alternative to third level education after school;
- ✓ **Reduce college fees** to promote increased participation in third level education.

➤ **WORK PLACEMENT**

- ✓ **Compulsory work placement** in higher education and school;
- ✓ Introduce a 'shadow' scheme where young people on placements learn from older more experienced people;
- ✓ Introduce a 'review system' where young people rate their work placement and job so other young people are aware of '*the best jobs on offer*';
- ✓ Introduce quotas for the number of young people on placement in companies;
- ✓ Regulate standards for work placement.

➤ **WORK PRACTICE**

- ✓ Introduce a minimum **quota of company employees under 25**, including young people with no past experience so that young people are '*given a chance to get jobs*' and can '*get a job based on ability not experience*';
- ✓ Encourage local businesses to employ second and third level students during the summer with a campaign to highlight the value of young workers;
- ✓ Provide incentives with grants to companies and entrepreneurs to offer placements to young people;
- ✓ Establish a central online forum for reviewing employees nationally;
- ✓ **Reward skilled jobs** with better pay.

➤ **TRAINING AND SKILLS**

- ✓ **Mandatory training** for long-term unemployed;
- ✓ Mandatory ongoing training and professional development for all employees;
- ✓ All employees should re-sit an interview and skills assessment every 2-5 years to ensure skills are maintained and appropriate for the job.

➤ **ENTREPRENEURSHIP**

- ✓ Enterprise Boards to establish programmes<sup>4</sup> to encourage young people to start their own business.

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<sup>4</sup>Although there is an existing Student Enterprise Programme ([www.studententerprise.ie](http://www.studententerprise.ie)), as the young people at the consultations were not aware of it, this programme should be more widely available and better promoted.

### **Do you have any good examples to mention based on your country's practice?**

Ireland has taken the following measures to ensure more quality jobs for young people:

➤ **JOBBRIDGE:** <http://www.jobbridge.ie/>

JobBridge<sup>5</sup> is the National Internship Scheme that provides work experience placements for interns for a 6 or 9 month period. The aim of the National Internship Scheme is to assist in breaking the cycle where jobseekers are unable to get a job without experience, either as new entrants to the labour market after education or training or as unemployed workers wishing to learn new skills. As of February 2013, 25,754 people have participated in the JobBridge programme, 29% of which are under 25. The Scheme provides for up to 8,500 work experience placements in the private, public, voluntary & community sectors. Interns receive an allowance of €50 per week on top of their existing social welfare entitlement. This is payable for the period of their internship. An evaluation in April 2013 revealed that 61% of participants progressed to employment within 5 months of completing the programme while up to a third returned to unemployment.

➤ **SOLAS:** <http://www.solas.ie/>

SOLAS is the new Further Education and Training Authority in Ireland. It is responsible for funding, planning and co-ordinating training and further education programmes. SOLAS works closely with a wide range of stakeholders including learners, employers, Education & Training Boards, Government departments, state bodies, Quality and Qualifications Ireland (QQI), the Higher Education Authority (HEA), Institutes of Technology (IOTs) and representative organisations. The aim is to build a clear, integrated pathway to work for learners through Further Education and Training.

➤ **REVIEW OF THE APPRENTICESHIP SYSTEM**

The Minister for Education & Skills, Ruairí Quinn T.D., has published a comprehensive review of the system of apprenticeships. Among the recommendations of the group are:

- ✓ An expansion of apprenticeships to new business and industrial sectors;
- ✓ Establishment of an Apprenticeship Council;
- ✓ Employers should pay apprentices in the new areas for both 'on the job' and 'off the job' periods.

With regard to existing apprenticeships, the Review Group recommended that programmes should be continued and adapted over time, with issues such as duration and the level of qualifications being decided on a trade by trade basis. The curriculum for trades should be examined and updated as a matter of urgency and, where feasible, common modules across apprenticeships should be provided. Other skills such as literacy, numeracy, maths, science and ICT should be integrated into courses. Minister Quinn has welcomed the report and broadly accepts its recommendations. The full report can be accessed at <http://www.education.ie/en/Publications/Policy-Reports/Review-of-Apprenticeship-Training-in-Ireland.pdf>

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<sup>5</sup> Many young people had negative experiences of JobBridge and their recommendations to improve internships are recorded on Page 12. Other young people had positive experiences of this scheme.



➤ **WAVECHANGE**      **[www.wavechange.ie](http://www.wavechange.ie)**

Wavechange was formed in 2011 to support socially-committed and civic-minded young people, aged between 18 and 25, to develop both themselves and their ideas for social change. Wavechange encourages entrepreneurs, activists and innovators to create the country they want to live in. Wavechange is part of Social Entrepreneurs Ireland (SEI) which supports social entrepreneurs through an Awards programme which provides direct support to high-potential emerging social entrepreneurs.

**b) What concrete actions should be taken to improve opportunities for quality internships and apprenticeships and for training, available for all young people?**

The concrete actions suggested by the participants can be categorised under the following headings:

➤ **REGULATION & RIGHTS**

- ✓ **No unpaid internships** as *“labour has value and those who benefit should have to pay for it”*.
- ✓ Mutual agreement between stakeholders on what internships and apprenticeships actually entail, with continuous evaluation to *“ensure intern is benefitting and not just making coffee”*;
- ✓ **Regulation of internships** with set number of hours per week dedicated to skill development;
- ✓ Appoint an **independent watchdog for interns** so that interns have route of complaint;
- ✓ Conduct a **government review of internships** and develop a **national framework for quality standards** to ensure interns are treated as employees and to ensure compliance with EU/global standards;
- ✓ Introduce **legislative change to protect interns**;
- ✓ Establish a **union for young people to include interns, apprentices and those in training** and ensuring young people know their rights;
- ✓ Enforce ‘Jobsbridge’ rules and offer employment instead of internship where possible.

➤ **PUBLIC FINANCING**

- ✓ Allow **social welfare benefits while training, volunteering or on work experience**;
- ✓ Provide publicly funded **grants for businesses to fund internships/apprenticeships**. The level of grant provided to companies should be based on the quality of experiences of interns/apprentices;
- ✓ Increase the level of grants and tax incentives available for apprenticeships and internships, including for small businesses;
- ✓ Provide incentives for multinational companies to hire young people.

➤ **PROMOTION OF EXISTING SCHEMES**

- ✓ Schools to advertise a list of apprenticeships/internships/training available in the local area;
- ✓ Promote and make existing schemes accessible to all young people, e.g.
  - Solas schemes;
  - YouthReach programmes;
  - UNESCO Youth Forum;
  - European Voluntary Service;
  - JobBridge;
- ✓ Promote available part-time jobs and work experience opportunities on social media;
- ✓ Implement the Youth Guarantee with sufficient funding;
- ✓ Agencies, including Solas and business professionals, to deliver informative talks in schools.

➤ **TRAINING AND SKILLS**

- ✓ Provide **training on CV development and interview skills** in Transition Year and college;
- ✓ Establish a '**mini-company**', entirely run by students, **in every school**;
- ✓ Establish a scheme of structured peer reviews where graduates help train students to secure a relevant work placement;
- ✓ Deliver 'self-confidence' workshops in schools;
- ✓ Provide a diversity of training opportunities to young people of all ages;
- ✓ Provide alternative academic requirements for entry to training courses;
- ✓ Train the trainers effectively and ensure that course trainers are experienced people who can relate to young people.

➤ **LINKS BETWEEN BUSINESS & EDUCATION**

- ✓ Develop **relationships between employers and educational providers** so that there is an accessible pathway for young people in school, university and training as well as interns and apprentices;
- ✓ Compulsory **and meaningful work placements/internships** as part of second and third level education and training courses.

**EXAMPLE OF BEST PRACTICE: QUALIFAX**

Qualifax is Ireland's National Learners' Database. It is the "one stop shop" for learners. Qualifax provides comprehensive information on further and higher education and training courses. Qualifax has developed services to ensure that citizens have all the information they need to make informed choices about their education, training and career paths.

*The following question continues the debate about enhancing the social inclusion of young people and aims to look for solutions beyond the proposals already formulated in the first and second consultation phases:*

**4. The areas of education and employment, information and guidance, decent housing and youth-friendly welfare services have been addressed in the previous two phases of the dialogue: What measures in other areas are necessary to improve the social inclusion of all young people?**

The participants at the consultations identified a number of other areas that could be improved in order to improve the social inclusion of young people. These areas included:

➤ **YOUTH WORK**

The young people strongly maintained that youth work results in the positive development and experience of young people, including:

- ✓ A broad range of practical life skills;
- ✓ Leadership and organisational skills;
- ✓ Character development & social skills;
- ✓ Self-awareness and self-acceptance;
- ✓ Sense of inclusion, acceptance and achievement;
- ✓ Acceptance and equality.

The participants called for the following specific measures in youth work to enhance the social inclusion of young people:

- ✓ Work in partnership with and offer advice to other sectors;
- ✓ **Interagency co-operation** and support;
- ✓ Offer long-term **sustained supports for young people** once programmes/projects end;
- ✓ Provide supports such as:
  - Training for staff on social inclusion issues;
  - Personal and social development courses for young people;
  - Additional supports e.g. in the area of mental health, training and supervision;
  - Advocacy for young people;
  - Childcare for young parents engaging in programmes/projects;
- ✓ Target hard to reach, marginalised young people through local outreach services;
- ✓ Access socially excluded young people who are already engaged in services and include them in programmes/projects;
- ✓ Use sport as a tool for social inclusion;
- ✓ Promote the recognition of non-formal educational and learning opportunities in youth work;
- ✓ Encourage young people to volunteer and take part in community-based projects which promote social interaction and co-operation;
- ✓ Ensure youth work is accessible to young people from all backgrounds and those working with young people are properly trained and educated on issues of cultural, ethnic and religious diversity;
- ✓ Develop targeted policies and actions to address discrimination, bullying and social exclusion of minority groups, e.g. Young travellers and LGBT young people.

### ➤ STRUCTURES TO ENSURE THE VOICE OF YOUNG PEOPLE IS HEARD

- ✓ Ensure the **meaningful participation of young people** in decisions that affect their lives;
- ✓ Enable **young people to ‘have a say’ and influence** the local community as *“young people feel more respected, valued and equal to adults when they can share their views and have them acted on”*.

#### EXAMPLE OF BEST PRACTICE:

#### COMHAIRLE NA NÓG



34 youth councils across the country  
giving young people a voice on local services & policies



Comhairle na nÓg are local youth councils which give children and young people the opportunity to be involved in the development of local services and policies. Young people across the country are represented in each of the 34 Comhairle na nÓg around the county. Comhairle na nÓg work on a broad range of issues such as mental health, services and facilities for young people, how young people are treated by the adult world, homophobic bullying and many more.

#### EXAMPLE OF BEST PRACTICE:

#### YOUNG VOICES – HAVE YOUR SAY



‘Young Voices – Have Your Say’ is a series of consultations with young people aged 15-30 on how they can be more fully included in society. The consultations are part of a European programme called ‘Structured Dialogue’ which gives young people all over Europe a chance to ‘have your say’ about decisions affecting their lives.

### ➤ SUPPORTS FOR YOUNG PEOPLE

- ✓ Buddy or **mentoring systems** and programmes;
- ✓ Sex education programmes;
- ✓ Homework clubs;
- ✓ **Support trust** systems.

#### EXAMPLE OF BEST PRACTICE: YOUTH ADVOCATE PROGRAMME (YAP)

The YAP Model is a unique way of providing intensive, focused support to children, young people and families with a range of needs. The YAP model is based upon the development of a trust relationship between a supportive, trained and skilled adult advocate, the young person and their family. An individual service plan based on the strengths of the young person and their family is developed and offers a wraparound approach to address the needs of the young person within their family and local community.

The National Youth Council of Ireland's *'Report on the Consultation with Young People not in Education, Employment or Training'* also suggests that measures in both '**community services**' and '**improved relations with the Gardaí**' (police services) are also necessary to improve the social inclusion of all young people.

*At the **EU Youth Conference in Lithuania**, young people and policy-makers proposed that “governments should support entrepreneurship by simplifying administrative procedures through establishing a one-stop shop and online services, and enabling access to free legal advice, as well as providing financial support and tax relief to young entrepreneurs, and incentivising private investments into start-ups.”*

*The **Entrepreneurship 2020 Action Plan**<sup>6</sup> sets out the EU agenda to encourage and support entrepreneurship through measures in the areas of entrepreneurial education and training, the creation of an environment where entrepreneurs can flourish and grow and develop role models and reaching out to specific groups.*

*Through the following four questions, we would like to find out how youth entrepreneurship, including entrepreneurial activities building on and valuing a country's cultural richness and creativity, can contribute to the social inclusion of young people and how to support it:*

## **5. In your view, how can youth entrepreneurship contribute to social inclusion of young people? (e.g. assisting young people, including the unemployed or excluded youth, etc.)**

The young people at the consultations and focus groups indicated that youth entrepreneurship helps to **empower young people** to develop their own abilities and attributes and to think for themselves. Often empowered to provide self-employment as well as employment for others, entrepreneurship can also inspire young people to make **social change**; to make things happen and to contribute to their community and society. Both entrepreneurship and social entrepreneurship fosters greater **self-confidence**, self-reliance and greater capacity to take charge of their lives.

Research<sup>7</sup> conducted on the impact of the Network for Teaching Entrepreneurship<sup>8</sup> (NFTE) programme around the world includes the following key findings:

### ➤ **ACADEMICS & CAREER**

- ✓ NFTE students' **interest in attending college increased 32%** over the course of the program;
- ✓ **Occupational aspirations** among NFTE students increased 44%;
- ✓ **Leadership behavior** among NFTE students increased 8.5% as starters/founders of activities and 13.2% as leaders;
- ✓ 70% of NFTE alumni are in post-secondary education, 43% have part-time jobs, and 20% have full-time jobs.

### ➤ **BUSINESS KNOWLEDGE**

- ✓ 83% of NFTE alumni want to start their own business;
- ✓ 36% of NFTE alumni have actually started a business;
- ✓ 95% of alumni report that NFTE **improved their business skills and knowledge** while an actual increase in business knowledge among NFTE students was recorded at 62%.

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<sup>6</sup> [http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/entrepreneurship-2020/index_en.htm)

<sup>7</sup> Further details on the research can be found at: <http://www.nfte.com/why/research>

<sup>8</sup> The Network for Teaching Entrepreneurship's provides programmes that inspire young people from low-income communities to stay in school, to recognise business opportunities and to plan for successful futures.



**6. What concrete measures should be taken in the following areas to help young people to develop entrepreneurial initiatives?**

- **Develop young people's entrepreneurial skills in schools and universities and through non-formal and informal learning activities**

The participants had a vast number of suggestions in this area that are captured under the following headings:

➤ **EDUCATION SYSTEM**

- ✓ The education system is too formal – it needs to better promote **creativity and critical and independent thinking**. This point is strongly supported by the outcomes of another recent consultation with young people on the transition from 2<sup>nd</sup> level to 3<sup>rd</sup> level education which concluded that the current exam system *'stunted creativity', 'discouraged independent thinking and gave 'no chance to be creative or expressive'*(DES, 2013).
- ✓ Cease the 'academic hierarchy' by over-emphasising some subjects e.g. mathematics. Teaching 'business studies' to a high standard should be considered just as important;
- ✓ Promote the **development of 'mini-companies' in schools**(and youth organisations) and have a national 'mini-companies' competition;

**MINI-COMPANY PROGRAMME – GET UP & GO**

There is an existing programme that encourages Transition Year students (aged approximately 15-16) to set up mini-companies called 'Get Up & Go'. It is designed to develop skills and attitudes, which will enhance young people to become active participants in enterprise education. The mini-company programme acts as a bridge to help students make the transition from a highly structured environment to one where they will take greater responsibility for their own learning and decision-making.

[www.pdst.ie](http://www.pdst.ie)

- ✓ Better **resource 'career' guidance** and include information on enterprise;
- ✓ Recognise that *'a brilliant student is not just an academic one'*;
- ✓ Include the development of youth enterprise as part of teacher training.

The participants also added the following suggestions specific to social entrepreneurship:

- ✓ Establish **'Social Entrepreneurship Committees' in schools and universities** to help solve social issues in schools and universities (just as Student Councils solve issues for students). Consult students on what social issues to address;
- ✓ Award **'academic credit' or 'points' for social enterprise**, including for social enterprise projects relevant to area of study;
- ✓ Improve teachers knowledge of social enterprise;
- ✓ Stage **nationwide workshops in schools on social enterprise**.

### ➤ SCHOOL CURRICULUM

- ✓ Include a **separate class on 'Enterprise Development' in schools**;
- ✓ Introduce a **module on 'enterprise' in 3<sup>rd</sup> level institutions** (not just business);
- ✓ Have a more **diverse and creative curriculum** that promotes entrepreneurial skills;
- ✓ Introduce **modules on 'innovation'** into the curriculum;
- ✓ Teach more 'life skills' that promote business development on the curriculum;
- ✓ Designate 20% of the Leaving Certificate (secondary education) Business Studies course to an 'enterprise project';
- ✓ Teach entrepreneurship from as early as primary school when young people are at their most creative and 'believe anything is possible';
- ✓ Replace 'religion' with a class on entrepreneurship.

The participants also added the following suggestions specific to social entrepreneurship:

- ✓ Make **social entrepreneurship part of the curriculum** (as often as weekly classes) in secondary schools and have modules on social enterprise in university;
- ✓ Teach case studies and real life examples on social entrepreneurship;
- ✓ Include 'social entrepreneurship' in 'Transition Year' and on the Civil, Social and Political Education (CSPE) courses, including action projects advocating innovating solutions to actual social problems;
- ✓ Have more projects like Young Social Innovators (YSI) to help young people make a difference in the world.

**Young Social Innovators (YSI)** encourages, motivates and creates new opportunities for young people to actively participate in programmes such as the 'Social Action Programme', 'Communities of Social Innovators Programme', Explore Social Innovators Programme and the Social Innovation Fund. To date over 65,000 young people and 57% of second level schools have taken part in the programme.

<http://www.youngsocialinnovators.ie/>

### ➤ TRAINING

- ✓ Deliver **workshops**, run by entrepreneurs, in schools, youth organisations and communities to **encourage and inspire young people to become entrepreneurs and social entrepreneurs**;
- ✓ Libraries to run training on entrepreneurship for young people;
- ✓ Training for youth workers to support young entrepreneurs.

### ➤ NETWORKING

- ✓ Form **college societies around youth enterprise and social enterprise**;
- ✓ Encourage college societies by holding a **national university competition on enterprise**;
- ✓ Encourage **collaboration on enterprise between universities** and between different university departments e.g. a design and business college/department;

- ✓ Develop a **platform or network to help connect young people with similar entrepreneurial interests** and/or who want to set up a business. This platform could be used to form groups or specific clubs who can meet face to face to exchange views and learning on enterprise;
- ✓ Stage 'innovation-specific' youth fora;
- ✓ Have a young elected representative in local government (e.g. city council);
- ✓ Youth organisations to link together to explore common problems and funding opportunities to address same.

#### ➤ **MENTORSHIP**

- ✓ Develop **mentoring support and partnerships for unemployed young people**;
- ✓ Develop a system where successful local entrepreneurs, including young entrepreneurs, **deliver 'talks' in schools and youth organisations**;
- ✓ Develop a support network, contacts and links between experienced entrepreneurs and businesses who can give advice based on experience and young people who want to explore entrepreneurship.

#### ➤ **RECOGNITION**

- ✓ **Award credit e.g. academic points or otherwise reward students for involvement in enterprise and social enterprise** (even if activities are outside school). This should include a reward for solving social problems;
- ✓ Develop a **'National Enterprise Awards' and 'National Social Enterprise Awards'** scheme, where winners get sponsorship for their business;

### **EXISTING AWARDS PROGRAMMES**

#### **Student Enterprise Awards**

There is an existing 'Student Enterprise Awards' for secondary school students in Ireland. Run by Enterprise Boards, around 16, 000 students from 300 schools participate every year, setting up and running their own real-life business. The aim of the programme is to help bring enterprise to life in the classroom. [www.studententerprise.ie](http://www.studententerprise.ie)

#### **Sean Lemass Awards**

This awards scheme is funded by the Department of Education and Skills (DES) and selects winners from participants in both the Student Enterprise awards and the mini-company 'Get Up & Go' programme. [www.allaboutbusiness.ie](http://www.allaboutbusiness.ie)

#### **Young Entrepreneur Programme**

An example of a local entrepreneurial awards programme is the 'Young Entrepreneur Programme', which is a not-for-profit organisation dedicated to illustrating the validity of entrepreneurship as a career choice. It is their mission to help identify, inform, recognise and celebrate Kerry's (a county in Ireland) next generation of business leaders - and their educators. [www.youngentrepreneur.ie](http://www.youngentrepreneur.ie)

- ✓ Legislate to officially recognise 'social' entrepreneurship;
- ✓ Local politicians should be more accessible and encouraging of young people with entrepreneurial ambitions.

### ➤ **INFORMATION AND AWARENESS**

- ✓ Develop a campaign to raise awareness on enterprise and social enterprise, including **inspirational speakers on enterprise in schools, universities and youth organisations**. This is supported by the findings in the Offaly Comhairle na nÓg survey with young people on the topic of enterprise, where 82% of respondents said they would *'like a speaker to come to their school to talk about enterprise/becoming an entrepreneur'*;
- ✓ Devise workshops, camps and online courses on enterprise and social enterprise;
- ✓ Highlight existing enterprises and social enterprises.

The participants also had a number of specific ideas on how to promote and raise awareness of enterprise and social enterprise, including;

- ✓ A 'hackathon'<sup>9</sup> for enterprise and social enterprise;
- ✓ 'X-factor' for enterprise and social enterprise;
- ✓ A Dragon's Den<sup>10</sup> specifically for young people;
- ✓ Incubator projects such as Launchbox in Trinity College Dublin.

#### **EXAMPLE OF BEST PRACTICE: LAUNCHBOX**

LaunchBox is a 3-month accelerator programme ran by Trinity College Dublin for both its undergraduate and post-graduate students with an early-stage business idea. The incubator provides coaching, expert advice, seed funding and access to space and facilities needed to test out and launch new ventures. The programme aims to support students in developing investor-ready ventures. <http://www.launchbox.ie/>

#### **EXAMPLE OF BEST PRACTICE: INTEL IDEATION CAMPS**

Intel Youth Enterprise program helps participants get an idea, validate that idea, develop it and test it in a real world environment. The programs focus on developing ideation and innovation skills of young people (16 to 30 years) and give them an opportunity to work on some real challenges in their community. It is targeted for young people with good digital literacy skills. It is designed to harness their innovation skills and create solutions that positively impact the target community with the use of technology.  
<http://entrepreneurship.intel.com/intelyouthenterprise>

<sup>9</sup>A hackathon is an event in which computer programmers and others involved in software development, collaborate intensively on software or IT projects.

<sup>10</sup>Dragons' Den is a series of reality television programmes featuring entrepreneurs pitching their business ideas in order to secure investment finance from a panel of venture capitalists. There is also a Junior Dragon's Den but as the participants were not aware of the programme, this should be better promoted and more accessible.

### ➤ **INFRASTRUCTURE & FUNDING**

- ✓ Establish a **dedicated organisation like 'Enterprise Ireland'<sup>11</sup>** for young people;
- ✓ Provide **grants, tax incentives, access to finance and support to young people who want to set up enterprises and social enterprises**;
- ✓ Develop local centres for entrepreneurs and social entrepreneurs to come together, including the use of free meeting rooms;
- ✓ Develop a **central website for information on youth enterprise and social enterprise** as well as a central database of people looking to establish a new business (e.g. Virgin Unite<sup>12</sup>);
- ✓ Enterprise Ireland to encourage more placements in early stage start-ups, exposing young people to entrepreneurial atmosphere and culture;
- ✓ **Funding** to start-up organisations **conditional on providing education and mentorship** to young entrepreneurs;
- ✓ Establish 'start-ups' in existing companies with access to equipment and mentoring. Existing company to get % of profit if start-up is successful;
- ✓ Provide grants to youth organisations and community centres to develop social enterprise in rural areas;
- ✓ Establish youth clubs dedicated to the development of youth enterprise;
- ✓ Establish 'Social Enterprise' committees within existing youth organisations and support with training and funding;
- ✓ Provide increased funding for social enterprise;
- ✓ Encourage 'for-profit' businesses to 'give back' by providing funding for social entrepreneurs.

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<sup>11</sup>Enterprise Ireland is the government organisation responsible for the development and growth of Irish enterprises in world markets.

<sup>12</sup>'Virgin Unite' unites people and entrepreneurial ideas by incubating new approaches to leadership e.g. The Elders programme. They support entrepreneurs around the world as they launch and grow businesses, creating jobs and opportunities. The overheads are covered by the Virgin group owned by Richard Branson.

- **Recognise and improve the learning value of engaging in youth-led initiatives for developing one's entrepreneurial skills**

The various cohorts participating in this consultation process had divergent views on this question. The participants in the focus groups aged 20+ who are currently involved in developing an enterprise or running a business did not think that recognition for youth-led initiatives was in anyway important. Indeed they thought this type of recognition was an irrelevant benchmark for enterprise, as 'success' was only measured by the relative success or failure of the business or social enterprise. The young social innovators, aged 15-17, agreed that recognition was not important to them on the basis that it was a welcome relief to be involved in youth-led initiatives that were not subject to recognition and reward as per everything else in their lives. Moreover this cohort felt that it was important to engage in social enterprise and youth led initiatives for reasons other than reward and that they got enough positive benefits from their engagement without needing external or official recognition.

In contrast, the young people who had undertaken a specific course on enterprise (NFTE programme) did not concur with this position and thought that there should be an official system to reward youth-led initiatives and that *'you should get 'points' or the equivalent for running a business or being involved in activities that benefit society'*. The general populace of participants in the consultations were also of the opinion that youth-led activities and involvement in enterprise should be formally recognised by awarding credit in lieu of academic course points, developing a national awards programme for enterprise and social enterprise and going so far as to legislate to officially recognise 'social' entrepreneurship.

One of the programme developers for one of Ireland's leading courses on enterprise suggested the following concrete actions in this area:

- ✓ Entrepreneurial programmes and curriculums with varying formats and learning environments need to be developed and embraced e.g. alternative education centres and Youth centres;
- ✓ Increased recognition and support needs to be a priority for existing programmes engaged in best practice;
- ✓ Links to third level institutions for young entrepreneurs need to be developed through mechanisms such as scholarship programmes and mentorship programmes;
- ✓ Entrepreneurs, firms, business support organisations and alumni need to be involved in the design of entrepreneurship education and its delivery.

- **Reduce administrative burdens for business creation**

Suggestions to reduce the administrative burden for business creation included:

- A **'one-stop' organisation for business start-ups** with centralised information on:
  - ✓ Template Business Plans;
  - ✓ Memorandums and Articles;
  - ✓ Complex business terminology;
  - ✓ How to complete 'Company Registration Office' forms and;
  - ✓ Communications and Social Media for business;
- **Online portal** with access to FAQs and essential forms to set up a business;
- A **'dummies' guide** on 'how to set up a business';
- **Access to mentors** who have experience in setting up a business to give advice and tips;
- **Amendment of bankruptcy laws** in Ireland as they currently prohibit potential new start-ups;
- Match law students with start-up companies;
- Shorten the timeframe and reduce the 'red-tape' when registering a business;
- Make form-filling more accessible to young people.



- **Improve access to finance for setting up a business**

Suggestions to improve access to finance included:

- Make **social welfare payments available to entrepreneurs who are not drawing a wage** from their start-up business as *‘covering living expenses is most important in the ‘start-up’ phase’*;
- **Encourage public spending on Irish products** to help finance businesses;
- **Incentivise investment by families** in start up companies with tax credits. The Entrepreneurship Forum Report develops this point further suggesting that *‘the first €10,000 in interest income from loans to start-up businesses should be tax-free. Businesses must be less than six years old in order to qualify for this exemption’*;
- **Establish Enterprise Boards for young people** or create sections of existing Development boards for young people;
- Ensure Enterprise Boards are more approachable and have relevant advice for young people;
- Challenge the current definition of what constitutes a ‘business model’ to access funding as not all new businesses comply with the existing model;
- Make business incentives and grants available to all business types;
- Create a one stop website or guide on how to access funding for new business;
- Prioritise access to mentors and support as *‘support is a necessary step before seeking finance’*;
- Encourage **lending institutions to service small loans for teenage entrepreneurial projects**;
- Establish a **‘Teen Entrepreneurs Bank’** to service small loans for teenage entrepreneurial projects;
- Make grants available to young people – *‘just because we are young doesn’t mean it is not a viable idea’*.

- **Improve security and stability for young entrepreneurs.**

Suggestions to improve security and stability for young entrepreneurs included:

- **Amendment of bankruptcy laws** in Ireland as they currently prohibit potential new start-ups;
- Devise a **'goals framework' for entrepreneurs** so that milestones can be recorded in a structured fashion;
- Establish a **national accelerator for start-up companies** like Ustart<sup>13</sup> in Dublin City University but accessible to everyone;
- Host a **national conference on entrepreneurship** like 'Web Summit'<sup>14</sup> to increase the visibility of entrepreneurs;
- Develop more opportunities to experiment with entrepreneurship in school when young people are in a low-risk environment;
- Make **'hubs' for entrepreneurs more affordable**. This recommendation is echoed by the Entrepreneurship Forum Report 2014 which suggests that *'a policy for the promotion of the co-working model with a view to using unoccupied public buildings and National Asset Management Agency (NAMA) buildings'* should be developed;
- Change the legislation to account for differences between 'charity' and social enterprise;
- Produce a 'Trust Card' for young people who have completed courses in entrepreneurship so that banks and businesses know young people are serious about their business;
- Provide information on contracts and security for young entrepreneurs;
- Provide more opportunities to 'sell' product;
- Provide mentoring support in the 'start-up' phase and throughout the business cycle;
- Provide financial support and grants to young entrepreneurs.

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<sup>13</sup>UStart is a programme for DCU students to develop their ideas, design and build innovative products and services, realise their creativity, and start their own business. It provides an opportunity to develop ideas that students have been working on and to bring innovation to fruition. UStart provides a wide range of tangible and intangible supports as well as a supportive, encouraging environment to flourish and take ideas to the next level.

<sup>14</sup>Web Summit is a global gathering of the world's leading thinkers and doers in technology. It's not just a gathering of the planet's leading startups and technology companies, but of businesses, large and small, who are being impacted by new technologies. In 2013 over 10,000 attendees made the trip from all corners of the globe to Dublin to hear from over 300 speakers across dozens of stages, workshops and roundtables catered to every sector.

**7. a) What concrete actions can be taken to improve youth entrepreneurship opportunities for young people with fewer opportunities and for those living in remote areas?**

As a starting point, it was suggested that the **‘cultural mindset’ needs to change** so that enterprise is seen as a viable form of employment. The participants also suggested the following concrete actions to improve youth entrepreneurship opportunities for young people with fewer opportunities and those living in remote areas:

➤ **IMPROVED ACCESSIBILITY**

- ✓ Develop **internet infrastructure** in rural areas;
- ✓ Provide **online entrepreneurship courses**, workshops and videos on setting up a business;
- ✓ Develop **online communities**, including social networks, so that people can link in, get informed and get involved remotely;
- ✓ Start entrepreneurial courses and activities for young people at a really young age (e.g. primary school). This is borne out in the Offaly Comhairle na nÓg survey on enterprise where some 84% agreed that *‘young people should learn about enterprise before the Senior Cycle’*. The Entrepreneurship Forum Report 2014 also supports this, indicating that *‘Ireland must encourage entrepreneurship as a norm rather than an exception. This potential career path must be inspired from a person’s early years within the education system’*. To that end, they recommend:
  - Developing a National Educational Strategy for entrepreneurship at all levels of the education system;
  - Local Enterprise Offices, in conjunction with Microfinance Ireland, should pilot a new programme for young people who set up their own business;
- ✓ Involve the entire community including schools, community groups, parents and families in the initiatives. Supportive families and communities are essential to building business in rural communities;
- ✓ **Promote entrepreneurship** in a way that is easy to understand and fun;
- ✓ **Incorporate youth enterprise into the curriculum** so that all young people have access to the information and opportunities;
- ✓ Include young people with disabilities in projects.

➤ **LINKS & NETWORKING**

- ✓ Establish a **central hub for enterprise and social enterprise** in rural communities. The hub should be open to all young people to use for enterprise projects and include equipment, access to funding, mentors, information and networking;
- ✓ Deliver **workshops and motivational talks on enterprise in schools and youth groups**;
- ✓ Establish a **network of liaison officers** to work with youth and community organisations that serve rural and remote communities.

**b) What concrete actions can be taken to promote youth entrepreneurship which have a positive social impact for example through co-operatives and green jobs?**

The participants in the focus groups suggested the following concrete actions to promote youth entrepreneurship which have a positive social impact:

- ✓ Implement the **‘benefit corporation’ or ‘B-corp’<sup>15</sup>** status into the EU;
- ✓ **Create a culture of supporting entrepreneurship** and buying from Irish companies. Increased public spending on Irish products and services would lessen the reliance on public funding;
- ✓ Create more opportunities for enterprise to demonstrate how they are ‘giving back’ and supporting local communities;
- ✓ Establish a **centre for social enterprise** in local communities;
- ✓ Provide special **grants for social enterprise**;
- ✓ Encourage young people in schools, youth organisations and communities to be involved in youth enterprise from an early age;
- ✓ Encourage use of environmentally-friendly products in all businesses.

**EXAMPLE OF BEST PRACTICE:** Eco-UNESCO Green Pathways Programme.

The Green Pathways Youth Employment programme progresses young people aged 25 or under onto paid employment in the green economy, or on to further and higher education. Green Pathways is suitable to those who wish to start their own green business, work with young people in the community or have an environmental career. Along with receiving excellent training, participants also undertake a **valuable work placement experience** to help them get their ‘foot in the door’ to companies and organisations they may not otherwise have access to. The Green Pathways programme provides support days once a week for the duration of the course and for 3 months after.

<http://ecounesco.ie/component/content/article/78-uncategorised1/292-green-pathways.html>

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<sup>15</sup> A benefit corporation or B corporation is a corporate form in the United States designed for ‘for-profit’ entities that want to consider society and the environment in addition to profit in their decision making process. The purpose of a benefit corporation is to create general public benefit, which is defined as a material positive impact on society and the environment. B Corp certification is to sustainable business what ‘Fair Trade’ certification is to coffee or ‘Organic’ certification is to milk or vegetables.

**8. What examples of good practice exist in your country of young people's enterprises, including those building on and valuing a country's cultural richness and creativity, which have a positive impact on young people, their community and/or wider society?**

➤ **CODERDOJO**      <http://coderdojo.com/>

CoderDojo is an open source, volunteer led movement orientated around running free not-for-profit coding clubs and regular sessions for young people. At Dojos, young people between 5 and 17 learn how to code, develop websites, apps, programs, games and more. Dojos are set up, run and taught by volunteers.

It was first started in James Whelton's school in early 2011 when James received some publicity after hacking the iPod Nano and some younger students expressed an interest in learning how to code. He setup a computer club in his school (PBC Cork) where he started teaching basic HTML and CSS. Later that year he met Bill Liao, an entrepreneur and philanthropist, who was interested in growing the project into something bigger. In June 2011 the first CoderDojo was launched in the National Software Centre in Cork which saw extreme success. The Cork Dojo saw people travelling from Dublin frequently to attend sessions. Owing to this popularity a Dublin Dojo was launched soon after in Google's Montevetro building. By making the movement open source it has led to hundreds of dedicated champions setting up more Dojos around Ireland and subsequently around the world. CoderDojo is now a non profit global movement.

➤ **COLLISON BROTHERS**

Limerick brothers Patrick and John Collison are serial Irish entrepreneurs who had made their first million before they had even finished their Leaving Certificates (second level education). Now 23 and 21 respectively, they are the creators of Stripe, a simplified online payment system that allows retailers to accept payments without having to store customers' credit card details or set up merchant bank facilities. This allows retailers to avoid having to comply with anti-fraud and data protection requirements. Stripe, has been valued at \$100m after it attracted funding from Sequoia Capital and other Silicone Valley investors.

This is the second successful internet company that the Collisons have started. They sold their previous company, Auctomatic, before they had completed their Leaving Certificates for more than €3m.

➤ **COURSEHUB**    [www.coursehub.ie](http://www.coursehub.ie)

Georgie Smithwick (24) founded CourseHub.ie, a website that allows students past and present to provide prospective attendees information on their college experience. CourseHub.ie is now Ireland's largest education assessment website with over 15,000 reviews.

➤ **FOODCLOUD**      [www.foodcloud.ie](http://www.foodcloud.ie)

Foodcloud was started by two students who having witnessed people suffering began to do some research: *"The facts spoke for themselves: copious amount of food was being wasted when people in our cities were going hungry. So we decided it was time we did something about it"*. Foodcloud was born from the combination of idealistic optimism and the encouragement and support of Enactus (a community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better more sustainable world). Since then Foodcloud has gone from strength to strength. Now registered as a non-profit organisation, they have an app and food businesses and charities registered to help right the current situation. They also hold a Social Entrepreneurs Ireland Minnovation Award, a place in NDRC's start up accelerator programme, Launchpad and are recent winners of the Arthur Guinness Projects.

*Iseult Ward presented at the 'Young Voices – Have Your Say' consultation in Dublin.*

➤ **HEADSTARTS:**      <http://headstartsirl.weebly.com/>

HeadstArts is a social enterprise that empowers and enables people with intellectual disabilities through the arts. They offer sessions in art, drama and dance on a weekly basis.

➤ **NETWORK FOR TEACHING ENTREPRENEURSHIP (NFTE)**  
<http://www.foroige.ie/our-work/youth-entrepreneurship>

NFTE alumni were one of the expert groups consulted in a focus group during this phase of 'Young Voices – Have Your Say'. Examples of some of the NFTE entrepreneurial projects in 2013 include:

✓ **COZEY SOUNDZ- Amy Keatinge, Dublin**

Like a lot of budding entrepreneurs, Amy, **17**, had an eureka moment that resulted in her business idea. Amy always listens to music while travelling on the bus and she noticed that most of her friends did as well. While travelling on the bus one cold Irish morning, she wished that she and her friends could keep their ears warm while listening to their headphones. She thought "why don't they put earphones into earmuffs?" and COZEY SOUNDZ was born. Amy now provides an array of colourful earmuffs, with the option of personalised colours and designs. Amy has had orders from different locations throughout Ireland so she provides a delivery service. Her next step is to expand her range by including new products such as cushions with speakers inside.

✓ **ERICA'S SWEET BOUQUETS - Erica Kirwan, Dublin**

Erica, **16**, designs and sells hand-made personalised sweet bouquets giving customers an alternative, imaginative option to the traditional box of sweets. Erica first saw the real potential of her business during the Christmas craft fair in the RDS where she attracted huge interest and sales. Since Christmas Erica has set up a Facebook page to promote her product. Through this site she has secured her first booking for a wedding in August where she will produce 12 large bouquets as table centre pieces. Erica plans to expand by opening a stall in a local shopping centre and making links with Interfora so she can deliver nationally.

✓ **ADAPTABLE BOOKS - Eavan Mc Donagh, Susan Bannigan, Amber Mooney, Nicole O'Boyle & Katie Harrigan, Sligo**

Adaptable are five 17 year old students from Mercy College, Sligo. For their NFTE business they developed four children's books that deal with the issues of bereavement (The Empty Chair), separation (Still a Family), cyber bullying (Safety Net) and the death of a pet (Under the Apple Tree). Market research carried out by the group highlighted that there are very few similar books on the market and none were written by an Irish author from an Irish context.

ADAPTABLE plan to increase their exposure in order to reach more of their target market parents of young children, bereavement councilors, organisations and primary school teachers.

✓ **LAURENS HOME BAKING - Lauren McSharry, Donegal**

Lauren's Home Baking a baking company that has enjoyed huge success since its establishment through the NFTE programme in October 2009. Starting off with only selling chocolate muffins, it was a huge success in the local area inspiring an expanded product line. Lauren was featured on Ireland's most popular chat show 'The Late Late Show' along with other young entrepreneurs. She also featured on 'Nationwide' and 'The Ernest and Young Entrepreneur of the Year' award ceremony show. Lauren is now 17 years old and has continued with the business but because of the demand in local shops she has now left the stall behind. She employs her mother, grandmother and her auntie who all became redundant because of the recession. She supplies many shops in county Donegal; it is her dream to reach the whole country.

➤ **THOUGHTBOX**      [www.thoughtboxlearning.net](http://www.thoughtboxlearning.net)

Cristina Luminea (29) is the founder and CEO of ThoughtBox, an experiential marketing company which uses 'gameful learning' to teach people at their own pace in a way which increases the likelihood of them retaining the knowledge. The idea is to help children treat maths and science like a game and encourage them to learn the subjects in a way that is easier on the brain and less likely to lead to boredom. The company's first product is Numerosity, an iPad app designed to teach maths by challenging the player with increasingly difficult puzzles.

## OTHER SOURCES

**Department of Education and Science**  
**McEvoy, Olivia**  
(November 2013)

*Report on the consultation with 5<sup>th</sup> & 6<sup>th</sup> year students on the reform of the transition from 2<sup>nd</sup> level to 3<sup>rd</sup> level education*

**Entrepreneurship Forum**  
(January 2014)

*Strengthening the Start-up Community*

**Hayes, Alan**  
(October 2013)

*A Report on the Consultation with Young People not in Education, Employment or Training for the National Youth Council of Ireland*

**National Youth Council of Ireland**  
(June 2013)

*Youth Guarantee: From Vision to Reality - Report of Roundtable event organised by the National Youth Council of Ireland in partnership with the European Youth Forum*

**National Youth Council of Ireland**  
(November 2013)

*Submission to the Department of Social Protection on the Implementation of the Youth Guarantee in Ireland*

**Offaly Comhairle na nÓg**  
(2013)

*Youth Enterprise Survey*