

Professionalisation of Youth Work Phase One Report.

**Prepared for the Youth Work Professionalisation Working
Group of Ara Taiohi by Hannah Dunlop - February 2014**



Professionalisation of Youth Work Project – PHASE ONE Draft Report

1. Background

The purpose of this report is to present the findings and recommendations of Phase One of the Professionalisation of Youth Work in New Zealand project commissioned by the Ara Taiohi Youth Work Professionalisation Working Group. This work has taken place August 2013 to January 2014.

The working group was formed in 2012 with the aim to promote and build the professional status and expertise of paid and volunteer youth workers. This is done by honoring and drawing on past and current knowledge and establishment of this feasibility project. There has been consultation and efforts to progress the professional status of youth work over the years and much of this is covered in Trina King's report 'Background Summary Report' that was prepared for the Ara Taiohi Professional Body of Youth Workers Review Committee in July 2012. Prior to the formation of Ara Taiohi the National Youth Workers Network Aotearoa (NYWNA) made some headway in their efforts to progress the professionalisation of youth work. *Real Work* (2002), compiled by Lloyd Martin, still is the most comprehensive study on the state of youth work in New Zealand. It touched on the tensions between realising standards of professional practice while maintaining the grassroots nature of youth work. A discussion document and consequent roadshow took place in 2009 but a lack of funding meant this work was stalled. Alongside this there have been advances in developing core competencies and more established qualifications for youth work. The most recent information we have from the youth work sector about where they see their profession is from Te Hautaki that occurred in 2012 (appendix xx). It demonstrated that there has continued to be a mandate from the sector to progress this work further.

The aim of this report is to present the information gathered as part of Phase One in order to start defining a best model for a professional body for youth work. It outlines the comparable organisations that were included, summarises the 2013 *Building Pathways* Wananga workshop and provides further information and analysis methodology. The findings chapter provides profiles of comparable organisations with relevant information and the findings from the Wananga workshop. There is a brief discussion section highlighting areas of interest. A recommendations section follows this. The recommendations include the core roles that a professional body for youth work must focus on. This is built on with the recommendation of three possible models for a professional body, these are based on findings from the comparable organisations. Finally, based on the findings from phase one some initial recommendations have been made for Phase Two of the project in the conclusion.

2. Methodology

2.1. Comparable Organisations

2.1.1. Recruitment

These organisations were identified in consultation with the working group and organisations were selected based on commonalities drawn with the youth work sector in

New Zealand and the work done so far in the area of exploring the professionalisation of youth work.

Semi structured interviews were conducted with the following people

- Maralyn Smith – Institute for Youth Work, The National Youth Agency UK
- Robyn Broadbent – Youth Workers Association, Victoria, Australia.
- Lucy Sanford-Reed – Aotearoa New Zealand Association of Social Workers.
- Trevor Simpson – Health Promoters Society New Zealand

Further contacts:

Jim Sweeney - Youth Link Scotland. While an interview time had been arranged over Skype this was not able to occur within the timeframe. However email contact with Jim Sweeney has provided supplementary information that has been included where applicable in this report. At this point in time there is a definite aim to conduct an interview before the end of February if data is relevant it will be included in the final report.

Hilary Tierney (Ireland) – It was suggested to look at Ireland as they have a Youth Work Act 2001 that has been passed in Parliament to support the development and resourcing of Youth Work. The purpose of this act is to provide a statutory framework for the provision of youth work programmes and services by the Minister, VECs and by the National and Regional Youth Organisations. While there are lessons to be learned from Ireland in the context of this work they do not have a professional body and it is not within the scope of this phase of the project. However, there are some innovative and applicable ideas that a professional body for youth work could look into further once a professional body is established. For example they developed a National Youth Work Development Plan 2003-2007. This work is being done through the National Youth Council of Ireland and is an organizational membership based body.

New Zealand Christian Counselors Association (NZCCA) – The information from Trina King's Background report provided useful initial information on NZCCA's processes that helped steer lines of enquiry but there became a sense of data saturation and therefore an interview did not take place. However, there are lessons learnt in the establishment phase that would be worth looking at in more detail once consultation has taken place and a more definitive model is developed.

British Psychological Society – Initial enquiries were made however it became apparent that it was not as applicable to the scope as the other organisations being included in this work. However, there are several aspects of the organisation that could be looked into further in the future. For example they provide information to the public in a variety of forms in order to 'share their science' (British Psychological Society, 2014). Their membership structure is very similar to that of the other organisations represented in this report. It provides evidence of a standard style of membership.

2.1.2. Data collection

The data was collected via face to face and Skype interviews plus email correspondence. Where contact was made face to face or over Skype the methodology used was that of semi-structured interviews conducted on the basis of a loose structure consisting of open-ended questions that define the area to be explored. This leaves flexibility to diverge and pursue particular themes or ideas in more detail. The aim of semi- structured interviews was to

gather information about comparable professional bodies in order to ascertain the purpose of their organisation and the role they take in supporting their professional members and what mechanisms they use in order to carry this out.

Because of the similar journey for the Health Promoters Society some of the supplementary information and desk reports to the Health Promoters Professional Association Working Group have been made available to myself and have provided a wealth of information and understanding.

A broad range of supplementary information was collected and included:

- Annual reports
- Foundational and historical documents
- Consultation reports
- Strategic plans
- Websites
- Power point presentations
- Competency frameworks
- Codes of Ethics
- Membership application forms and documentation
- Academic articles

2.2. Wananga Workshop

“Go Pro Bro – the Professional Youth Work Journey” presentation and workshop was held at the Ara Taiohi *Building Pathways* Wananga, 24th October 2013 at Tapu Te Ranga Marae, Wellington. It was developed in partnership with the Youth Work Professionalisation Working Group

2.2.1. Recruitment

The workshop was advertised as part of the wider Ara Taiohi Wananga. This included specific invites to the workshop being sent out to those on the Youth Work Caucus mailing list, in Ara Taiohi e-news and specific Wananga communications. Those attending the Wananga were required to sign up to the workshop when filling in their registration. Approximately 30 attended the workshop. This was not a representative sample of the youth work sector, however there was a good range of ethnicities, geographic location, organisations and types of youth work represented.

2.2.2. Data collection

There were two exercises included in the data collection phase of the workshop.

Exercise one:

The first exercise of the workshop was designed to get those attending to look forward ten years and cast their vision for how they would like to the youth sector in New Zealand to be. The aim of this exercise was to act as a litmus test to see if the project was on the right track but also to provide an up to date perspective of where the youth work sector represented at the Wananga sees the profession going.

The group was split into three smaller groups and asked the question:

“In ten years time what would your hopes and expectations be for the development of youth work in NZ?”

They were then asked to individually write one idea per post-it and then as a group place these on big bits of paper and start to theme them.

Exercise two:

The second exercise was designed to gain insight into the perspectives of youth workers on what roles a professional body for youth work should fulfill. The themes used to guide this process are outlined in section 2.4.1. Initially there were five themes and were defined for the purposes of this exercise as the following:

- **Professional development** - provision of professional development opportunities
- **Advocacy and promotion of the profession** - promote and build on the professional status of its members and recognize the expertise of those it represents while creating a positive view of members. Advocate on industry issues such as pay.
- **Quality and standards**- Promotion of quality and ethical practice through standards, competencies and code of ethics.
- **Qualifications** – ensure that professional education and training is relevant and of a high standard.
- **Lobbying and advocacy** – to create a ‘user friendly’ business environment for members including collegial connections.

Using these five headings those at the workshop were asked to define what sort of roles a youth work professional body should take. They were divided into six groups. Once they had defined the roles using the headings they were asked to go about ranking these as to the order of importance for the focus of a professional body for youth work. The hope was to gain insight into future planning and where best to focus the development of the model for the youth work professional body.

2.3. Analysis

2.3.1. Thematic analysis

The data has been analysed using thematic analysis whereby themes have emerged and been developed based on literature. Thematic analysis (Boyatzis, 1998) is a qualitative method of analysis, which requires in-depth examination of the data to allow common themes to emerge. These themes are based on the roles that professional bodies can have as well as other themes that emerged based on specific questions and context.

The following themes have clear links and similarities and were the themes used for this initial analysis. It became clear over time that there was potential for them to merge but this was informed by further interviews and analysis. The initial five themes used to guide the work were developed through structural coding of literature and findings from the first two interviews and information from ANZASW.

These initial themes (roles of a professional body) are defined as the following and have been developed from literature and work done by ANZASAW.

- **Professional development** - provision of professional development opportunities
- **Advocacy and promotion of the profession** - promote and build on the professional status of its members and recognize the expertise of those it represents while creating a positive view of members. Advocate on industry issues such as pay.
- **Quality and standards**- Promotion of quality and ethical practice through standards, competencies and code of ethics.
- **Qualifications** – ensure that professional education and training is relevant and of a high standard.

- **Lobbying and advocacy** – to create a ‘user friendly’ business environment for members including collegial connections.

As interviews and data gathering progressed through continued thematic analysis it became clear that several of the themes could be merged due to increasing commonality between them. This resulted in the following three themes, throughout the findings have been grouped relative to these three themes.

Quality and standards - Promotion of quality and ethical practice through standards, competencies and code of ethics.

Advocacy, promotion of the profession and lobbying - promote and build on the professional status of its members and recognize the expertise of those it represents while creating a positive view of members. Create a ‘user friendly’ business environment for members including building collegial connections. This includes advocacy on industry issues such as pay and working conditions.

Professional Development and qualifications - provision of professional development opportunities and ensuring that professional education and training is relevant and of a high standard.

2.4. Working Group

2.4.1. Contributions

As well as the broad questions outlined for the semi-structured interviews the working group compiled a list of key things they wanted to be included to help identify key processes around the structure and specific details they required to be included in data collection.

- Structure (is it incorporated? Etc.)
- Staff numbers and how these have evolved over the years
- What is the policy platform?
- Financials (how is the organisation funded - what proportion are membership fees - what rates, how have these changed?)
- Membership criteria
- How are students and volunteers are included?
- How the treaty partnership is implemented etc.

Several members of the working group have been consulted individually in order to gain insight into their thoughts and experiences. This has been informative to establish historical context for the work along with contacts for further information. Working group meetings have also provided a wealth of knowledge in regards to information and directions to relevant lines of enquiry.

It is important to note here that the ‘Background Summary Report’ that was prepared for the ‘Ara Taiohi Professional Body of Youth Workers Review Committee’ in July 2012 by Trina King was an incredibly valuable resource for this project and should be a companion alongside this report in order to provide a clear background to this phase of the work.

3. Findings

3.1. Introduction

This chapter covers the findings generated from the data gathered from comparable organisations, the Wananga, and other supplementary information. It describes the comparable organisations from which key themes emerge and provides a summary of findings from the Wananga workshop that explored the emerging themes with those youth workers in attendance.

An overview of the themes and priorities is then used to propose models relevant to the New Zealand context. This section also provides further explanation of the key themes and how organisations action these themes as a way to present the findings in a clear way.

3.2. Comparable Organisations

This section outlines the comparable organisations that have been researched to inform the development of possible models for a professional body in New Zealand. It provides a profile of each organisation, in particular, highlighting the roles they play and the mechanisms that support these roles and the themes that have emerged. For each organisation these have been presented in two tables. The first table addresses the themed roles that the comparable organisations take and what mechanisms they use to achieve this. The second table outlines more of the detailed mechanisms involved in the running of the organisation.

3.2.1. Youth Workers Association – Victoria, Australia.

“The Youth Workers’ Association came into existence at a meeting of the sector in 2008. It was made up primarily of graduate youth workers and was strongly supported by youth work academics from Victoria University, a number of longstanding senior youth workers and members of the Youth Affairs Council of Victoria. The initial focus of the association has been twofold, firstly focusing on pay and conditions and supporting current union campaigns, and secondly on stemming the erosion of the quality and standing of youth work training by private providers offering vocational level qualifications outside of the universities (Corney 2004; Corney and Broadbent 2007; Corney, Broadbent and Darmanin 2009). The importance of establishing youth work as a profession and “carving” out a distinct identity within the human services sector continued to be the themes driving the associations’ development at this time.

The sector wide meeting held in August of 2008 in Victoria led to the forming of the new professional association and the first YWA board being elected at an inaugural AGM in April 2011. The Board, with the assistance of youth work academics, has moved to develop youth work training endorsement criteria for educational providers, in order to maintain the standards of the profession and the quality of graduates and their practice. “ (YWA, 2012)

	Purpose	How they do this
Quality and Standards	- To increase the professional and ethical standards for Youth Workers.	- Clear membership criteria based on levels of qualification and experience. - Adopted code of ethics 2007. - Clear on who they are for and making a distinction between youth work and social work.
Advocacy, Promotion and Lobbying	- Advocate for professional recognition of the unique practice, knowledge and skills of Youth Workers. - Advocate, alongside unions, for improved industrial relations outcomes for members, and thus improve outcomes for young people." Note: Testimonials of youth workers highlighted the need for youth work to be seen as a valuable profession alongside other social service roles and the need to raise their profile and gain recognition for their qualifications and hard work.	- Protecting the body of knowledge that is youth work as unique by making a distinction between youth work and social work and other social services that occupy the 'youth space'. - Produced 4 short films on youth work in Australia as a way to promote understanding about what youth work is as a way of protecting and promoting the body of knowledge that is unique to youth work.
Professional Development and Qualifications	- Ensure quality Youth Work training is available and to encourage and promote the ongoing professional development of Youth Work.	- Run professional development for members at a special rate and members receive a newsletter. For example YACVic Code of Ethical Practice workshops. - They are working on how they acknowledge and be inclusive of indigenous communities as educational pathways for youth workers that they are different and often not equitable. - They have thought about endorsing courses – what a good youth work course looks like. They have developed Principles of Good Youth Work Education and Training

Structure:	The YWA is an incorporated body with a current membership of approximately 400 individual members. There is a governance board and they hold annual general meetings. At the most recent AGM in November 2013 they adopted the second version of their constitution as well releasing their 2013-2015 Strategic Plan
Staffing:	The YWA does not employ any staff. Robyn Broadbent (Associate Professor and Discipline Leader Youth Work, Victoria University) and Tim Corney (Chairperson YWA) are both in senior positions within academic youth work qualifications and it is built into their work that they run the YWA. They also have staff and administration at their disposal and therefore can cover the running costs. They have a model whereby students that are on placement through the Bachelor of youth studies organise the professional development for the YWA from their agency base. This creates a partnership between an agency, the Victoria University and the YWA. They find this works effectively. It should be noted that currently YWA are working on an MOU with Youth Affairs Council Victoria (YACVic) in order to better support this structure, reduce overlap and foster sharing of resources. One of the challenges YWA faces around human resources is around recruiting people for governance positions (voluntary roles) and having the necessary skills and time to do the 'pedestrian work' like writing constitutions and policy etc.
Membership Criteria:	- Full membership: Completed Bachelors Degree Youth Work/ Studies or Other Category. The other category takes into account the following exemptions and eligibility: non degree undergraduate programs that predate current youth work degree programs; post graduate programs that predate current post graduate youth work programs; current post graduate program; combination of undergraduate and post graduate subjects; respecting exemplary practitioner experience; overseas qualifications; PhD. - Associate membership: Completed Diploma Youth Work/ Studies - Student membership: Cert IV Youth Work/ Studies qualified or still studying

Financials:

As indicated above in regards to staffing the cost of running the YWA is absorbed by Victoria University through staffing and administration. Further detail about exact time and cost can be sought. Also the clever way they use collaboration to run professional development shares the cost across the partners. Because of this membership to the organisation is free. There is a cost to access professional development and it costs more for non-members.

Volunteers and Students:

Students have provisions for membership that are included under membership criteria above. They are also given opportunities through certain study programs to contribute to the YWA. Volunteers are able to join if they meet any of membership criteria. For those that don't meet the criteria they can become what the YWA calls "Fellow Travellers" who receive updates and are welcome to attend professional development trainings but not at the member discounted cost. This "Fellow Traveller" option is also open to those who are not eligible for membership but are in a similar professional field or take a special interest in youth work.

3.2.2. ANZASW (Aotearoa New Zealand Association of Social Work)

The Aotearoa New Zealand Association of Social Workers (ANZASW) was established in 1964 with an initial focus of providing support to social workers, particularly around ensuring there was appropriate training and education available. Today they offer a competency assessment service, several publications including a bi-monthly e-newsletter, continuing professional development and indemnity insurance.

In 2003 voluntary registration was introduced through the Social Workers Registration Act and the Crown agency the Social Workers Registration Board (SWRB) was established, which has had effects on ANZASW membership. Up until then it had been a self-regulating profession.

	Purpose and function	How they do this
Quality and Standards	Provide services for members To manage membership matters – ethics, quality standards, membership criteria, indemnity insurance etc.	Gaining a current competency certificate is something all members must complete within one year of joining the ANZASW. ANZASW provides a competency certification service. In regards to registration this is voluntary. The Social Work Registration Act 2003 operates through the Social Work Registration Board which is a separate body, although many employers require their staff to be registered or eligible for registration. The Social Workers Registration Board requires competency assessment for registration and has approved ANZASW as a competency assessment provider. In broad terms membership of ANZASW requires a social worker to demonstrate they are a fit and proper person to be practicing social work, that they have a recognised social work qualification, that they are a competent practitioner and that they have enough practical experience. The Code

		of Ethics of the Aotearoa New Zealand Association of Social Workers, 2013 is included in the competencies.
Advocacy, Promotion and Lobbying	Advocate for members & the profession. Advocate on social justice issues. To create in the public's eye a positive view of social workers. To create a 'user friendly' business environment for members. This includes industrial relations through to the broader policy context and how it impacts on professional work.	Membership fees include the members indemnity insurance for the defense of claims against a member's professional practice as a Social Worker. ANZASW can lobby employers, agencies, and politicians about issues that have an effect on both clients and professionals. They provide advocacy for the profession through submissions and media communications.
Professional Development and Qualifications	To assist members to more effectively conduct their business – Professional development, conferences, research, etc. To ensure professional education & training is relevant – liaison with tertiary institutes, regulatory body etc.	Provide professional development opportunities and resources through their website, weekly e-notice, bi-monthly notice board and quarterly professional journal. Examples of continued professional development opportunities include webinars, workshops and conferences this includes promotion of and support for professional development not provided by ANZASW. Online forums for professional exchange. There is a range of Social Work qualification in NZ that are recognized by ANZASW. <i>Note: Further information is being sourced about how qualifications are recognised.</i>

Structure:	ANZASW is an incorporated Society with a governance board of seven to nine people. Members have the option of being part of a regional Branch or Roopu. These meet on a regular basis to discuss relevant issues in today's social context. Members also have the opportunity to participate in a number of interest groups creating the opportunity for members with similar interests to debate issues of concern with fellow members. The interest groups are also consulted when ANZASW is asked to comment on issues that are of concern to the interest group. There are 12 Branches, 8 Roopu and 14 Interest Groups.
Staffing:	ANZASW has six staff including the Chief Executive, office manager, competency coordinator, and two admin staff and complaints convener on a contract basis.
Membership Criteria:	Some membership categories are required to already have or to gain a certificate of competency through an assessment process. They are also required to be police checked and have appropriate signatures from employers etc. It is not mandatory for a member to have a qualification. The Membership process starts with a 12-month competency assessment that can be either paper-based or face-to-face. Membership categories include: 1. Full membership 2. Membership for competency assessment 3. Non-practicing membership 4. Full time social work student membership Full members are given an annual practicing certificate and can use the letters "MANZASW". Provisional members are limited to "ANZASW (Provisional)" and non-practicing members can use the letters "ANZASW (Non practicing)". Members belong to regional branches.
Financials:	The organisation is fully member funded to maintain their ability to advocate on issues of social justice without the threat of funding capture. <i>Note: further information can be gained in regards to operation budget if required.</i>

Volunteers and Students:	There is provision for students in their membership structure whereby they must be a full time social work student studying for a first social work qualification and NOT receiving a salary or equivalent from an employer or any other body. While there is no specific provision for volunteers they are eligible for membership if they meet the criteria and would be charged membership fees based on level of income.
Treaty of Waitangi:	ANZASW has an alternative indigenous model of competency assessment established by the ANZASW Tangata Whenua caucus in 2000 called the Niho Taniwha competency assessment process. It measures the same standards of practice but with processes that are more culturally appropriate for Tangata Whenua members acknowledging indigenous pathways into social work. Niho Taniwha represents strength, resilience and the ability to focus on what you want to achieve. The model depicts: Maturanga (knowledge); Nga Pukenga (skill); Nga Taio (attitude); Nga Taumata (experience).

3.2.3. Health Promoters Society – NZ

The Health Promoters Society has not yet formed but with a mandate from the sector through the Health Promotion Forum it is moving ahead. The need has been discussed over the years at various gatherings of their sector. There are three main drivers for the development of the Health Promoters' Society:

- raise the profile of health promotion as a career choice
- strengthen the credibility of health promotion within public health and the health sector
- raise the quality of health promotion practice to ensure health promotion practice is safe both for the practitioner and the target audience.

Currently a constitution is being developed to take to the sector and those who have signed the expression of interest register. Once this has been agreed on it will be adopted. It is then that they will form an incorporated society. This work has been in progress for a number of years and through the Health Promotion Forum of New Zealand a working group was formed to undertake feasibility and scoping work much like that of this project. There are some similarities between their context and that of youth work. The key difference between Health Promotion Forum of New Zealand and the Health Promoters Society will be that it is an individual membership based organization specifically set up to represent and work for its individual members compared with an organizational membership. As the working group has consulted with their sector through various forums they have gathered a 'register of intent'. This is a register that those who support and are interested in joining the Health Promoters Society have signed. This will form the basis of their initial membership.

	Purpose and function	How they do this
Quality and Standards	Raise the quality of health promotion practice to ensure health promotion practice is safe both for the practitioner and the target audience.	Have dedicated workforce development staff working on competencies. Have developed a document of ethics that will become the code of ethics for health promoters when the Society becomes a legal entity. It is unsure yet how this will be signed up to. Have developed 'Health Promotion Competencies'. Note: the competencies are in a lengthy document so have not been included in the appendices but can be made available. The document of ethics, to my knowledge, has not been made public at this stage.
Advocacy, Promotion and Lobbying	Raise the profile of health promotion as a career choice to improve recruitment and retention of health promotion staff	Will be an incorporated society funded through membership in order to be able to advocate and speak out and not fear retaliation through

	Move to strengthen the credibility of health promotion within public health and the health sector.	funding cuts and also in light of the changes to the charities act which restricts charitable trusts ability to lobby and advocate. Membership structure and fees are yet to be established.
Professional Development and Qualifications	Assist the development of appropriate training courses and qualifications in conjunction with tertiary education providers.	A key next step is around educating the profession about the competencies and implementation of these. It will acknowledge both formal qualifications and indigenous pathways to knowledge and practice in the spectrum of health promotion. They are still looking at ways to develop this further.

3.2.4. Institute for Youth Work, National Youth Agency – UK

The Institute for Youth Work (IYW) was established in 2013 through Education and Training Standards Committee (ETS) of the National Youth Agency (NYA). NYA is a cross sector body with wide representation from the whole youth work sector in England. Their aim is to improve and support quality in youth work and to engage all those in the youth work sector who work to enable young people, in a youth work context, to develop holistically and to reach their full potential. An environment of funding cuts and government reforms prompted an attitude of 'if we don't do it now it will never happen.' The NYA was also prompted by the need to protect the established youth work sector in England. After the feasibility work was done including a sector wide survey 92% of respondents considered the IYW to be a 'positive' development.

	Purpose and function	How they do this
Quality and Standards	Youth work practice – including developing and promoting a framework for ethical practice. This will be the bedrock of membership and will provide opportunities for sharing practice, supporting colleagues through peer support and mentoring opportunities.	- All members of the IYW must agree to the statements and twelve principles laid out in the Institute for Youth Work – Code of Ethics (COE) Statement when they sign up for membership. Breaches of COE are handled by employers with support from IYW where necessary. - A voluntary register of professional, qualified members who carry a ‘Certified’ membership. They must have JNC endorsed professional qualification at level 6 or above, validated by the ETS committee.
Advocacy, Promotion and Lobbying	Strategic voice – for members to influence policy and practice and promote the recognition of the impact of youth work.	- Regular information and updates on sector policy developments.
Professional Development and Qualifications	Continuing professional development (CPD) – providing guidance, information and opportunities around practice development. The IYW will also provide a vehicle for recording training and CPD for practitioners.	- IYW provides a wide variety of CPD resources such as downloadable documents, case studies, useful websites, practical tools and more. These cover the following broad themes: • Effective youth work • Ethical practice • Funding toolkit • Global youth work • Measuring impact • Practitioner development - Membership discounts and incentives where they can get free resources and discounts from a variety of training providers of up to 50% on the full cost of courses.

Structure:	The National Youth Agency (NYA) will umbrella IYA for the next two years and is a registered charity. In order to develop the Institute for Youth Work an interim governance arrangement has been put in place to manage it under the umbrella of the Education and Training Standards Committee (ETS) of the National Youth Agency. It is a cross sector body with wide representation from the whole youth work sector across England. The ETS has agreed to act as the interim governance body while an Executive Committee and Advisory Council of Institute for Youth Work members is elected, who will then take over governance arrangements. The aim is for the IYW to be an independent organisation while maintaining a strong partnership link with NYA.
Staffing:	The IYW is currently supported through the wider NYA structure that has a current staff of 45. Specifically at present there is one staff member (Maralyn Smith) allocated half time to the work of IYW along with a qualified full time youth work intern and they receive one day a week from NYA communications staff, one day a week from NYA business development staff and voluntary work from the working group.
Membership Criteria:	At present the IYW have 300 individual members. It is compulsory to have a Joint Negotiating Committee (JNC) approved qualification for three of the tiers of membership and all four tiers must sign up to the IYW Ethics Statement. There are 19 Organisational Supporters that make contributions to the IYW and individuals who are part of these organisations are eligible for discounted membership. Examples of organisations include Scouts, St John, British Red Cross and some universities. The following are the membership tiers including criteria:

	- Volunteer Member: For individuals who are undertaking voluntary work with young people. Fee is £10. - Student Member: Aimed at students studying for a professional qualification in youth work as endorsed by the JNC. This category is also open to students of JNC youth work practice level 2 and 3, who will move on after one year into the membership category. Fee is £15. - Member: For individuals who are working with young people. Members in this category should have a minimum of one years' experience as a practitioner working with young people or supporting youth workers. Non-practicing members who have an interest in work with young people but are not currently working face to face with young people should also opt for this category. Fee is £20 - Certified Member: For individuals with a recognised JNC endorsed professional qualification at level 6 or above, validated by the ETS committee. A full list of existing and historical courses JNC endorsed are available from NYA website. Membership in this category will also be open to youth work lecturers who have a JNC qualification and managers with JNC who support practice although not directly delivering to young people. Fee is £40.
Financials:	NYA has provided seed funding through their income streams to establish the IYW but the intention is that over two years the IYW will become self-sustaining through membership fees.
Volunteers and Students:	Volunteers and students are catered for within the provisions of membership.

3.2.5. Youthlink - Scotland

YouthLink Scotland is the national agency for youth work. It is a membership organisation and represents the interests and aspirations of the whole sector both voluntary and statutory. YouthLink Scotland champions the role and value of the youth work sector, challenging government at national and local levels to invest in the development of the sector. While Youthlink Scotland has a number of excellent initiatives and potential areas for us to learn from (like training and education) their membership is for organisations and they do not represent individual professional interests.

As noted in the Methodology a full interview was not completed at the time this report was written. Information provided here is from supplementary information and further detail will be included where required.

	Purpose / outcomes
Quality and Standards	- Improved youth work practice in Scotland enhances the quality of youth work opportunities for young people.
Advocacy, Promotion and Lobbying	- National and local policy developments will take account of the contributions that can be made to their success by youth work. - Policy and legislation reflects the needs and interests of the youth work sector and the young people with whom it works. - Improved communication and networking across the sector, with external stakeholders and the media, resulting in increased recognition of the positive contribution made by youth work and young people. - Advocacy for sustainable investment will provide the youth work capacity that Scotland requires.
Professional Development and Qualifications	- Youth work staff and volunteers have increased access to better quality workforce development.

Structure:	YouthLink Scotland is a Scottish company and a registered Charity They have a governance board and a range of interest groups.
Staffing:	YouthLink have five staff: Chief Executive, Policy and Information Manager, Development Manager National Programmes, Workforce Development Manager, Business Manager.
Membership Criteria:	YouthLink have over 100 members including all local authorities and the majority of the National Voluntary Youth Work organisations. There are two categories of membership, full and associate and are only open for organisations
Financials:	<i>Note: further information will be gathered including mechanisms above.</i>

3.2.4. Other organisations

Canterbury Youth Workers Collective:

The Canterbury Youth Workers Collective (CYWC) is an incorporated society with charitable trust status and was established in 1986. CYWC exists to support youth workers in the Canterbury region by providing professional support, accountability, training, networking opportunities, information and resource sharing. The goals of CYWC are intentionally the same as those of Ara Taiohi to ensure that it works in a complimentary way to that of Ara Taiohi.

The CYWC has a membership consisting of people from a diverse range of youth services predominantly from the not for profit sector. CYWC supports (and its membership includes) paid, part-time and volunteer youth workers. To become a member a youth worker is required to attend training on the Code of Ethics for Youth Work in Aotearoa New Zealand (2nd ed) that was gifted to Ara Taiohi by National Youth Workers Network Aotearoa at its establishment. This code of ethics originated from the Canterbury Youth Workers Collective Code of Ethics. Prospective members are then required to apply for membership and participate in a membership interview with two board members. There is also opportunity for agencies to join. *Note: Further information about costs of membership can be obtained.*

There is a complaints process for breaches of code of ethics. Currently there are two complaints officers. These positions are voluntary and held by senior youth workers elected at the Annual General Meeting. A challenge for this way of operating is that when a complaint is lodged it can be a time consuming process for a voluntary position. While this system works, it is very reliant on the having the right person in the role and the generosity of that person and that of their employer.

3.3. Wananga Workshop

3.3.1. Summary of findings

These are the findings from the “Go Pro Bro – the Professional Youth Work Journey” presentation and workshop held at the Ara Taiohi *Building Pathways* Wananga, 24th October 2013 at Tapu Te Ranga Marae, Wellington. There were 30 people in attendance.

The workshop was designed to gain insight into the priorities and perspectives of youth workers on what roles a professional body for youth work should fulfill. Those at the workshop were asked two questions:

1. “In ten years time what would your hopes and expectations be for the development of the youth work in NZ?”
2. Define what sort of roles a youth work professional body should take.

The aim was to gauge what the youth work sector represented at the Wananga perceived the need and purpose for a professional body to be. While it was a small group (30 people) and not necessarily representative of the youth work sector nationally it helps affirm the direction and future development of the professional body for youth work.

The top three themes for the hopes and aspirations for the sector were:

1. Recognition of the youth work profession.
2. Qualifications and standards.
3. Working conditions for youth workers e.g. better pay, more stable contracts.

Other themes that emerged but with less emphasis were

- Resources – databases and funding.
- Inclusiveness and diversity – more connected sector, inclusion for all youth and all kinds of youth work including voluntary, faith based, refugee and migrant. As well as the youth work sector reflecting the demographics of NZ to maintain diversity of workforce.
- Evidence and research

The second exercise asked youth workers to define and prioritise the role a professional body for youth work should take. The following are the findings organised into the three themes identified through the thematic analysis. They are listed in order of the priority given to them by the groups.

Quality and standards - Promotion of quality and ethical practice through standards, competencies and code of ethics and to ensure that professional education and training is relevant and of a high standard.

- Code of Ethics is integral and will provide a minimum standard and foundation.
- Minimum standards – levels of qualification and experience
- Achievable
- Standards are set and upheld by guardians
- Consistency and quality are maintained e.g. core competencies ongoing

Advocacy, promotion and lobbying - promote and build on the professional status of its members and recognize the expertise of those it represents while creating a positive view of members. Create a ‘user friendly’ business environment for members including lobbying employers, agencies, and politicians about issues that have an effect on both young peoples’ contexts and professionals. This includes advocacy on industry issues such as pay and working conditions.

- Promotion
- Recognition and acknowledgement – validating the profession
- Connections and community of youth workers.
- Workers rights
- Connect locally, nationally, internationally

- Social media and communications
- Lobby around needs of young people determined by youth workers and young people.

Professional Development and qualifications - provision of professional development opportunities

- Accessible professional development and qualifications e.g. Location, cost, culturally appropriate.
- For all levels of youth work
- Pathways of learning need to be clearer
- Funded – there needs to be adequate resourcing to ensure youth workers can access professional development and qualifications.
- Consistency across professional development and qualification standards.
- Opportunities – e.g. conferences
- Levels of qualifications – higher achievement possible e.g. Bachelor, masters, PHD degrees
- Meaningful qualifications that hold weight and professional development that is relevant.

3.4. Discussion

Findings would suggest that a clear focus on quality and standards, advocacy for the profession and professional development should be at the forefront of planning for the model of a professional body for youth work. Some aspects of these areas are being championed through the wider work of Ara Taiohi and the future professional body will strengthen this. Findings gathered around the structure of comparable organisations suggest a range of mechanisms that can be used to support these roles and the wider structure of a professional body.

The top priority for a professional body has been identified through this report as being quality and standards, this brings with it immense challenges and contention. Through the findings it has become clear that in order to progress a professional body the issues of defining standards to ensure quality must be addressed first. Through the comparable interviews one of the key challenges that the organisations faced was that of inclusion and exclusion which is what a professional body needs to do in order to maintain 'quality and standards'. There needs to be criteria of who can and who can't be members. This is the very point of having a professional body but how this is done is critical. The professional organisations outlined in this report show a spectrum of inclusion. They range from being fully inclusive to very selective resulting in exclusion of those practicing the profession but do not meet standards for membership. Their structures echo this with a range from loose to rigid structures. What the Health Promoters Society is heading towards would be more of an inclusive and loose structure to fit with the *kauapapa* of their profession. Another issue to consider when developing membership criteria are whether or not other professions can be members of the youth work professional body, for example social workers, teachers, health promoters. This is where definition of youth work is crucial to developing criteria.

It is important that the membership structure adopted reflects the nature of youth work in the New Zealand context. Criteria for membership is problematic in the New Zealand context as the majority of organisations outlined in this report base membership on qualifications. These organisations exist in contexts where there are strong and numerous qualifications for their profession. While youth work qualifications are getting stronger in NZ many older people in the youth work sector do not have qualifications. Criteria for membership in New Zealand will need to be based on an understanding of the current levels of qualifications and experience in the sector while ensuring that there is aspirations to a more 'qualified' youth work sector.

Resources are a key issue that comes through in all aspects of the findings. Both financial and human resources are crucial to the development of any organisation. This is a given, but how this is addressed will require further consultation with the sector and availability of funding sources. Membership fees in line with criteria for membership are further issues for contention and a clear understanding of potential membership must shape these. In regards to human resources, the majority of the comparable organisations have all expressed the importance of voluntary governance members and a working group. It has been crucial to the establishment and sustaining of these organisations that there be volunteers with appropriate knowledge skill and experience to support this work.

3.5. Recommendations

This section summarises what roles a professional body for youth work must prioritise based on the work so far. It then goes on to outline three potential models for the professional body based on the priority roles and key considerations.

Based on the literature and findings from interviews and information from comparable professional organisations the basis for establishing a professional body is to define the profession and be clear about the values and foundation from which youth work is built. While this isn't anything new it is important to note. In New Zealand we have spent considerable time defining the profession of youth work in our context and it is still evolving. For the purposes of this report the definition of youth work has been drawn from the Code of Ethics for Youth Work in Aotearoa New Zealand (2nd ed).

Youth work is the development of a relationship between a youth worker and a young person

through: connecting with young people;□

where: young people are empowered, including the choice to engage for as long as agreed; and

that: supports their holistic, positive development as rangatahi that contribute to themselves, their whanau, community and world

We already have a strong base to work from. We also have a clear set of values that are reflected in the Youth Development Strategy Aotearoa (YDSA), Te Tiriti O Waitangi and the values and principles of Ara Taiohi. It has been encouraging to note while interacting with

these comparable organisations that we are clearly and firmly on the right path and have made a lot of progress in this field. It is with this foundation that we can identify what the roles of a professional body should be.

The following are a summary of the recommendations for any model of a professional body for youth work in New Zealand. These recommendations have been informed by analysis of literature, comparable organizational interviews and supplementary information, and the workshop at the Ara Taiohi Building Pathways Wananga.

- Quality and standards
 - Compliance - Code of Ethics as minimum standard through to core competencies.
 - Clear, simple, consistent and accessible criteria for membership based on different levels of qualification and experience.
- Advocacy, promotion and lobbying
 - Recognition and acknowledgement of youth work as a valid and effective profession.
 - Advocacy on issues such as pay and working conditions via communications in the media and other industrial relations.
 - Avenues for advocating at local and national policy levels for the benefit of young people that is not restricted by funding, legislation or political bias.
- Professional development and qualifications
 - Accessible pathways for professional development. This accessibility must take into consideration cost, location, and levels of learning and quality assessment.
 - The creation of opportunities to connect through learning by training and also learning from each other, for example conferences, case studies and access to research and evidence.
 - Develop and advocate for accessible quality assessed qualifications at different levels (e.g. three levels) to get more youth workers qualified.
 - Acknowledge different pathways to qualifications while ensuring quality and standards. Pathways include on the job learning, years of experience and quality practice.
- The structure must be
 - Accessible to all youth workers.
 - Responsive to Te Tiriti O Waitangi.
 - Be simple and effective.
 - Collaborate for good process in partnership with the youth sector and wider stakeholders.
 - Sustainable – structurally and financially.

The points stated above provide the underpinning constructs for a professional body of youth workers.

The following three tables outline the requirements and mechanisms a professional body for youth work in New Zealand. These are intended to act as the foundational principles and functional elements of three potential models for a professional body. The requirements have been drawn from the recommendations above and the mechanisms have been developed from findings from comparable organisations. Not all these elements will be achievable for the intended professional body, however this is a start to developing a foundation from which to select and prioritise which aspects are most important to develop the models that can be taken to the sector for consultation.

Model A

Rationale:

Through the analysis of data it became apparent that the structure of the Institute for Youth Work (IYW) would be applicable based on the key three roles that a professional body for youth work in New Zealand should be based on. The IYW has a strong and close link with the National Youth Agency much like the proposed structure whereby Ara Taiohi umbrella the professional body in NZ. For this reason it is the basis for Model A

Description:

Model A would be an incorporated society with charitable status with a four tier membership structure that was simple with a degree of flexibility. It would require a governance board and staffing.

Considerations:

This model is not as resource intensive as the others however it would require seed funding and a minimum of 1.5FTE staff. This model has limited competency process and this differs from the IYW model due to a lack of 'accredited' qualifications in New Zealand. For this model to work there needs to be more work done around the setting of standards in qualifications and core competencies.

	Roles of professional body	Model A
Quality and Standards	Compliance - Code of Ethics as minimum standard through to core competencies. Clear, simple, consistent and accessible criteria for membership based on different levels of qualification and experience.	• A code of ethics for youth work, signed up to by all members. • A voluntary register of professional, qualified members who hold a designated level of membership. • Breaches of Code of Ethics are handled through employers and unions with support from professional body where required. Membership categories: Volunteer Member: For individuals who are undertaking voluntary work with young people. Student Member: For individuals working towards a recognised qualification Member: For individuals who are working with young people. Certified Member: For individuals with a recognised professional qualification at level 6 or above, validated by some form of accreditation criteria/committee.

Advocacy, Promotion and Lobbying	Recognition and acknowledgement of youth work as a valid and effective profession. Advocacy on industrial relations issues. Avenues for advocating at local and national policy levels for the benefit of young people that is not restricted by funding, legislation or political bias.	• Regular information and updates on sector policy developments. Information could include current central and local government consultations and submission processes. • Develop relationship with unions and other regulatory organisations in order to support youth workers in regards to industrial relations.
Professional Development and Qualifications	Accessible pathways for professional development. The creation of opportunities to connect through learning. Develop and advocate for accessible qualifications at different levels. Acknowledge different pathways to qualifications while ensuring quality and standards.	• Accredited continued professional development opportunities (CPD). Provision of guidelines in regards to what constitutes CPD, and opportunities for CPD, resources for youth workers as well as providing a log for youth workers to record the CPD they carry out. • Membership discounts and incentives where youth workers can get free resources and discounts from a variety of training providers.

Model B

Rationale:

This model is at the more regulatory end of the spectrum and has been developed based on the structure of ANZASW. When developing the models it was felt there needed to be contrast between them to demonstrate the spectrum of inclusion. It was also developed in order to outline the complexities around a compliance-based organisation.

Description:

Model B has a focus on providing a competency certification in order to gain membership. It is a more regulatory model and has four tiers of membership. ANZASW has provided a helpful mechanism by which to acknowledge Maori pathways into the youth work profession. This is explained further in the table.

Considerations:

This model is more resource intensive, as compliance procedures can be costly both with human and financial resources. Due the regulatory nature of this model it is a good model to consider in the event that the government looks to bring in registration for other care professions like youth work.

Development of alternative pathways to membership for Maori need to be develop in partnership with Nga Kaihoe, the Maori Caucus of Ara Taiohi.

	Roles of professional body	Model B
Quality and Standards	Compliance - Code of Ethics as minimum standard through to core competencies. Clear, simple, consistent and accessible criteria for membership based on different levels of qualification and experience.	• Gaining a current competency certificate is something all members must complete within one year of joining the professional body. Competency certification would include: references, case studies, and a written or face-to-face competency assessment. • The competency assessment would involve an assessment of youth workers practice against established practice standards. The standards and details of the assessment process would need to be developed. • Code of Ethics (while covered in competency assessment comment: is this needed?) will be signed and any breaches would go through a complaints procedure which would include a complaints convener/officer supported by a complaints advisory committee. Note: recommend that a balance between the process of the CYWC and ANZASW. It needs to have consequences but also needs to be simple and effective. • This could result in the development of registered youth work professionals. The risks and benefits of registrations would need to be explored further. • Develop an alternative pathway to membership and competency assessment for Maori acknowledging indigenous pathways into youth work. This would measure the same standards of practice but with processes that are more culturally appropriate. This should be done in partnership with Nga Kaihoe, the Maori Caucus of Ara Taiohi.

		Membership categories: Full membership - Full members are given an annual practicing certificate and can use designated letters. Membership – provisional (competency process need to be complete within 12 months) Non-practicing membership Youth work student membership
Advocacy, Promotion and Lobbying	Recognition and acknowledgement of youth work as a valid and effective profession. Advocacy on industrial relations issues. Avenues for advocating at local and national policy levels for the benefit of young people that is not restricted by funding, legislation or political bias.	• Membership fees would include indemnity insurance for the defense of claims against a member's professional practice as a youth worker. Note: this will be dependent on fee structures and the level of need identified through consultation with the sector. This would also link in with the complaints procedures outlined above. • The professional body could lobby employers, agencies, and politicians about issues that have an effect on both young people and youth workers. E.g. The Children's Action Plan, child poverty, education, employment etc. • The professional body could provide advocacy for the profession through submissions and media communications
Professional Development and Qualifications	Accessible pathways for professional development. The creation of opportunities to connect through learning. Develop and advocate for accessible qualifications at different levels. Acknowledge different pathways to qualifications while ensuring quality and standards.	• Provide professional development opportunities and resources through website, weekly e-notice, bi-monthly notice board and a professional journal in partnership with Ara Taiohi. • Examples of continued professional development opportunities include webinars, workshops and conferences. Note: professional development opportunities would be generated from within the professional body as well as promoting other opportunities • Further develop the list of existing recognised youth work qualifications in NZ

Model C

Rationale:

This model has taken some of the most applicable aspects of the comparable organisations. Through this study it became apparent which mechanisms would fulfill the underpinning constructs for a professional body. Included in this model are some more creative mechanisms that could form a professional body.

Description:

Model C would be an incorporated society with a five tier membership structure that would reflect the existing level of qualifications and experience in the youth work sector. It would incorporate Te Tiriti O Waitangi in the structure and membership process.

Considerations:

This is an ambitious model and if this were to be developed further a clear plan that outlines steps towards achieving this would need to be in place.

Resources would need to be prioritized alongside this and availability of such could influence what could be achieved. Sharing the load could be a possible consideration whereby aspects of the model could come under different organisations.

	Roles of professional body	Model C
Quality and Standards	Compliance - Code of Ethics as minimum standard core competencies. Clear, simple, consistent and accessible criteria for membership based on different levels of qualification and experience.	• Develop a competency assessment process that is robust but not as cumbersome as ANZASW. This would include the development of an agreed set of core competencies and assessment process. • Competency assessment would be applicable to members and certified members • Code of ethics would be a minimum requirement to sign having completed code of ethics training. This would be applicable for all members except for fellow travelers. A system for breach in COE would need to be developed. • Develop an alternative pathway to membership and competency assessment for Maori acknowledging indigenous pathways into youth work. This would measure the same standards of practice but with processes that are more culturally appropriate. This should be done in partnership with Nga Kaihoe, the Maori Caucus of Ara Taiohi. Membership categories: Volunteer Member : For individuals who are undertaking voluntary work with young people. Student Member : For individuals working towards a recognised qualification Member: For individuals who are working with young people. Certified Member : For individuals with a recognised professional qualification validated by some form of accreditation criteria/committee. Alternative criteria should allow for experience and guidelines for this can take examples from YWA Fellow travellers: for those who do not fit membership criteria but have a vested interest in youth work

Advocacy, Promotion and Lobbying	Recognition and acknowledgement of youth work as a valid and effective profession. Advocacy on industrial relations issues. Avenues for advocating at local and national policy levels for the benefit of young people that is not restricted by funding, legislation or political bias.	• Active engagement with the media, youth worker awards, events that celebrate youth workers and tools such as videos promoting the sector. Some of this work could be done with the support of youth work students. • Consult with youth workers and employers about needs in regards to industrial relations and act accordingly in partnership with the likes of unions. Further legal advice or human resources expertise would be need to be sought. • Partner with employers of youth workers in regards to support around job descriptions, pay scales, supervision, contracts etc. Creative ways of doing this with limited resources could be through organizational buddy system and the sharing of resources from those considered exemplar employees of youth workers. • Development of communications with membership about issues of social justice and national policy that impact on their work and the wellbeing of young people. This can be done through forums, networks (both physical and online), journals, monthly e-news that encourage the membership to be active in this area. Following on from this, there needs to be effective leadership through which to gather the views of the membership and present these in avenues such as submissions or media releases.
Professional Development and Qualifications	Accessible pathways for professional development. Must take into consideration cost, location, levels of learning. The creation of opportunities to connect through learning by training, learning from each other for example conferences, case studies and access to research and evidence. Develop and advocate for accessible quality assessed qualifications at different levels to get more youth workers qualified. Acknowledge different pathways to qualifications while ensuring quality and standards. Pathways include on the job learning, years of experience and quality practice	• Develop criteria for the NZ context with the aim to accredit professional development courses and even trainers. An example of this is the YWA 'Principles of Good Youth Work Education and Training'. Existing work around core competencies could be adapted along with current work being done around the review of national youth work qualifications. • Run professional development for members at a special rate and members receive newsletters. • Utilise students from youth work studying a degree qualification to organise the professional development for the professional body from their agency base. This would create partnerships between agency, the tertiary providers and the professional body. This could work through the Weltec Bachelor of Youth Development. • The proposed professional body could have an annual hui much like that of the hui that were held by the National Youth Workers Network Aotearoa • Maintain online forums. • Develop clear accessible pathways to and through qualifications. Current pathways are not adequate for youth workers wanting to get qualifications or for someone wanting to enter into youth work. • Work alongside and support academic institutions to secure scholarships in order to boost levels of qualified youth workers. • Their needs to be continued support for existing qualifications (e.g. Weltec BYD) and to link in with the review being done at present of the National Youth Work Qualifications through Careerforce. While we have a 'list' of qualifications organised by level, this needs to be communicated better. Creating and promoting clearer pathways will ultimately increase the numbers of qualified youth workers.

4. Conclusion

The exact structure of professional models for consultation requires further dialogue with expert practitioners, including those in the working group, before further consultation with the sector is done. Particularly in order to develop membership criteria there needs to be further scoping of what levels of qualifications exist amongst the current work force. This needs to be done in Phase Two.

The findings and recommendations in this report are by no way exhaustive but provide a good quality snapshot of the information deemed most applicable. Three different models are identified through this report they are not the only possible models but are the ones considered most suitable in that they encompass the key themes, roles and mechanisms required to cater to the profession of youth work.

4.1. Phase Two Recommendations

The work in Phase One is intended to inform the development of a consultation plan for Phase Two. The following are some initial recommendations for Phase two.

- AYAC did a report *Youth Work in Australia: Reflections and Aspirations*. This included a survey of the sector. It would be good to reference this alongside *Real Work* in the development of both the survey and further research into the youth work sector in New Zealand.
- One of the challenging points with developing a professional body for youth work in new Zealand is that it is unclear the numbers of youth workers in New Zealand. Not since *Real Work* have we been able to get a grasp of the types of youth work that is occurring, average wages and hours, level of qualifications etc. In light of this it is important that a clearer picture of the youth work sector now be developed in order to justify and tailor the development of a professional body. The planned Ara Taiohi sector survey needs to look at the following areas:
 - Numbers of youth workers, both paid and voluntary.
 - Hours and pay of youth workers.
 - Contexts in which they practice youth work e.g. Schools, youth groups and clubs, residential, employment, sport and recreation etc. List of contexts can be developed from the COE.
 - What qualifications they hold (not just youth work related but any qualifications).

I believe that consultation in regards to proposed models needs to be done face to face with local network hubs as the best way to create buy-in and detailed data. I would also recommend developing a feedback form for those who cannot make it to consultation meetings.