



United Nations  
Educational, Scientific and  
Cultural Organization



- UNESCO Chair in
- Children, Youth and Civic Engagement
- Ireland
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## **UNESCO Chair in Children, Youth and Civic Engagement**

**Strategic Plan  
2010 - 2013**



The authors are responsible for the choice and presentation of views contained in this Strategic Plan and for opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization.

This Strategic Plan is intended to focus the work of the UNESCO Chair in Children, Youth and Civic Engagement over the coming three year period. While this is the first Strategic Plan of the UNESCO Chair, it has been shaped by the experience of the Child and Family Research Centre, formally the Child and Family Research and Policy Unit, since its inception in 2001. It builds on the work of the Centre in supporting children, youth, families and their communities and on the Centre's knowledge and expertise on family support, social support, resilience and applied practice.

The Plan was developed in consultation with a wide range of stakeholders. We are very grateful to all who have helped to shape this Plan. In particular, it was drawn up in co-operation with UNESCO and is closely aligned to UNESCO's Social and Human Sciences Sector Global Strategy on Youth 2009-2013.

Whereas the Chair's activities will centre on research, teaching, policy and advocacy and programmatic development and quality assurance, our overarching goal is to achieve better outcomes for children and youth. We believe that the mechanism of civic engagement offers great potential for accomplishing this objective. Children and youth will not be mere spectators in this process. As President Mary McAleese said at the launch of the Chair, "Article 12 of the UN Convention on the Rights of the Child, enjoins us to recognise and promote the concept of children as active agents in their lives...[t]he cost of not doing so will likely come back to haunt us as a civil society and a golden opportunity to move towards a fuller and more inclusive wisdom will have been missed."

To effectively implement this Strategic Plan additional resources are required. We are currently seeking support to deliver this ground-breaking programme of work from others also interested in the task of helping children, youth and families in need of support to overcome the difficulties they face and to develop to their fullest potential. I have no doubt that the injection of funds along with the professionalism of our excellent staff and the commitment and support from all our partners and our colleagues in UNESCO will ensure the effective implementation of this Plan.

A handwritten signature in cursive script, reading "Pat Dolan".

Professor Pat Dolan  
UNESCO Chair

November 2009

## I. INTRODUCTION

In October 2008, a UNESCO Chair in Children, Youth and Civic Engagement was established at National University of Ireland, Galway (NUI Galway). The UNESCO Chair, the first to be awarded in the Republic of Ireland, is housed in the Child and Family Research Centre (CFRC) at the School of Political Science and Sociology. Professor Pat Dolan, Director and Co-founder of the CFRC, has been appointed as the Chairholder. The Chair was officially launched on 4 March 2009 by President Mary McAleese and was marked with an inaugural lecture presented by Professor Dolan.<sup>1</sup>

This Strategic Plan outlines the initial course of the UNESCO Chair for the three year period from January 2010 – January 2013. The Plan sets out four strategic goals for the Chair in the following areas: research; teaching; policy and advocacy; and programmatic development and quality assurance. The strategic goals are closely aligned to the incoming UNESCO Global Strategy on Youth. Each of the strategic goals is broken down into a number of specific targets to illustrate how the goals will be pursued.

The implementation of this Strategic Plan will enable the Chair to undertake an ambitious and ground-breaking programme of work, with the objective of improving and enhancing the lives of children, youth and their families. It is intended that the Strategic Plan should be read in conjunction with the UNESCO Chair's annual Action Plans.

### 1. Overview of UNESCO

#### *UNESCO's Mission Statement*

As a specialised agency of the United Nations, UNESCO contributes to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information.<sup>2</sup>

UNESCO's Medium-Term Strategy 2008-2013 accords priority to Africa and gender equality, while youth has been designated as the priority group. The UN defines 'youth' as persons between the ages of 15 and 24<sup>3</sup> and defines 'children' as persons up to the age of 18.<sup>4</sup>

<sup>1</sup> The inaugural lecture is available at [www.childandfamilyresearch.ie](http://www.childandfamilyresearch.ie).

<sup>2</sup> UNESCO (2008) *Medium Term Strategy 2008-2013*. Paris: UNESCO (34 C/4).

<sup>3</sup> UN General Assembly Resolution 36/28.

<sup>4</sup> Article 1 of the UN Convention on the Rights of the Child.

Within the Education Section of UNESCO the overarching priority is achieving quality Education for All. In 1990 delegates from UN countries gathered at a World Conference on Education for All and made a global commitment to provide quality basic education for all children, youth and adults. The six internationally agreed education goals are: expand early childhood care and education; provide free and compulsory education for all; promote learning, life skills for young people and adults; increase adult literacy by 50 percent; achieve gender parity by 2005 and gender equality by 2015; and improve the quality of education.

## **1.1 UNESCO's Global Strategy on Youth**

One of the principle aims of UNESCO's long-standing commitment to youth is the empowerment of youth in order to foster their full and equal participation in all spheres of society.<sup>5</sup> The Social and Human Sciences Sector, in cooperation with other Sectors, is responsible for coordinating UNESCO's youth programme. The Sector's incoming Global Strategy on Youth 2009–2013 is intended to be a comprehensive response to the challenges related to youth at a global and regional level. A primary objective of the UNESCO Strategy (in development) is to promote youth participation and civic engagement. The development of this Strategic Plan has been informed by UNESCO's Global Strategy on Youth.

## **1.2 UNITWIN / UNESCO Chairs Programme and the Chair at NUI, Galway**

UNESCO has a worldwide programme of 649 UNESCO Chairs and 61 University Twinning and Networking Schemes (UNITWIN)<sup>6</sup> aimed at advancing research, strengthening human and institutional capacity and fostering inter-university cooperation in key areas of UNESCO's mandate. The UNESCO Chair in NUI Galway is the only Chair with a specific mandate in the area of children, youth and civic engagement.

A UNITWIN Network consists of a number of Universities in different countries who come together and, in agreement with UNESCO, collectively form a Network.<sup>7</sup> UNESCO Chairs and UNITWIN Networks are “think tanks” and “bridge builders” between the academic world, civil society, local communities and research and policy making. They provide a platform for the production and transfer of knowledge in their particular areas of expertise.<sup>8</sup> It is the intention of the Chair, at the end of the three years, to develop in close collaboration with UNESCO a UNITWIN Network. More specifically the Chair will form a partnership with the only other UNESCO Chair on the island of Ireland, based at the University of Ulster in Northern Ireland (Professor Alan Smith).

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<sup>5</sup> UNESCO (2004) *UNESCO's Contribution: Empowering Youth through National Policies*. Paris: UNESCO.

<sup>6</sup> Correct as of November 2009.

<sup>7</sup> *Guidelines and Procedures for the UNITWIN/UNESCO Chairs Programme* (2008).

<sup>8</sup> *Ibid.*

It is intended that the current participating partners of the UNESCO Chair and Universities that the Chair will work closely with, as listed below, will be members of the UNESCO UNITWIN network by the end of the period covered by this Strategic Plan.

*Proposed UNITWIN Network Members:*

- Chapin Hall Centre for Children, University of Chicago
- Charles University, Czech Republic
- Children's Institute, University of Cape Town
- Children's Research Centre, Trinity College Dublin
- Iowa State University, Iowa
- Massey University, New Zealand
- Penn State University, Pennsylvania
- Resilience Research Centre, Dalhousie University, Canada
- UNESCO Centre in Education for Pluralism, Human Rights and Democracy, University of Ulster
- University of Plovdiv, Bulgaria
- University of York, Yorkshire
- University of Zambia, Lusaka
- Vilnius University, Lithuania

## 2. UNESCO Chair in Children, Youth and Civic Engagement

### *UNESCO Chair's Mission Statement*

To promote civic engagement for children and youth by providing relevant expertise in research, teaching, policy and good practice and establishing national and international networks.

For the duration of this Strategic Plan the Chair will primarily focus on youth with a view to broadening its focus in subsequent Plans, in accordance with UNESCO's priorities.

### 2.1 Conceptual Framework

Civic engagement with children and youth can cover a wide range of activities including: youth mentoring; community volunteering; service learning; youth leadership; human rights and citizenship education; social entrepreneurship and social and political activism. In addition to UNESCO other agencies at the international level, such as UNICEF and the World Bank, advocate civic engagement as an intervention for children and youth. The reasons for supporting civic engagement programmes are diverse. As illustrated in Figure 1 below, three pillars will underpin the Chair's promotion and commitment to civic engagement, each of which are centrally grounded in the belief that civic engagement is a core component in achieving better outcomes for children and youth.

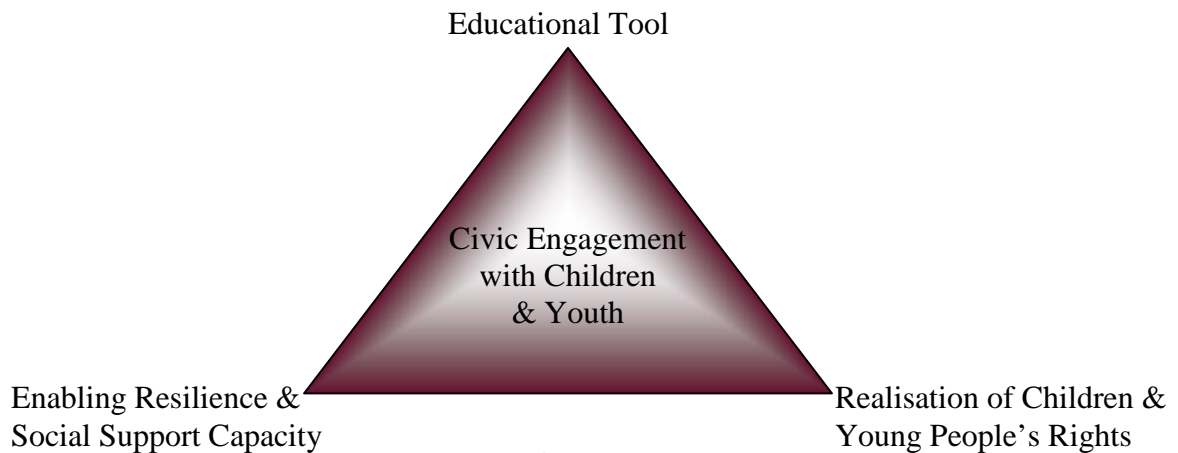


Figure 1

a) Civic engagement as an educational tool

Guided by UNESCO's priority of 'Education for All', the Chair will promote the educational value of civic engagement among children and youth, youth workers, policy makers and interested academics. Equipping children and youth with a range of practical and life skills through their active engagement with communities is increasingly gaining credibility as a pedagogical tool and is of central focus to the Chair. Fostering greater access to appropriate learning and life-skills programmes, in particular for marginalised children and youth, will contribute to the promotion of more equitable societies in terms of educational opportunity and seek to further UNESCO's progress towards education for all.

b) Civic engagement as a means of enabling resilience and social support capacity

The Chair will promote the value of civic engagement as a means of enabling resilience and social support capacity among children and youth. Importantly, there is tentative evidence that participation in active citizenship by young people, including their social engagement in civic society (home, school and community / wider society), can contribute hugely to their capacity to be resilient to stress and adversity and enhance better coping in life.<sup>9</sup> Additionally, whereas the important connection between resilience and social support enlistment is known as a proven buffer to stress,<sup>10</sup> the role of civic engagement as a mediator between resilience and social support for young people experiencing disadvantage is of particular interest and may be an "untapped" resource for society.

c) Civic engagement and the realisation of children and young people's rights

The Chair will promote the value of civic engagement as a means of realising children and young people's human rights. Social and political active citizenship can contribute to the achievement of greater social justice for children and youth and empower children and youth to exercise their right to participate.<sup>11</sup> This assertion that the promotion of young people's civic participation can significantly contribute to the realisation of their rights will be explored further. The Chair will anchor its support for civic engagement in the UN human rights framework, particularly the UN Convention on the Rights of the Child (UN CRC). Of particular relevance is Article 3 (best interests of the child), Article 12 (right to participation), Article 28 (right to education) and Article 29 (development of the child to their fullest potential).

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<sup>9</sup> See for example Ungar, M. (2008) Resilience across cultures. *British Journal of Social Work*, 38(2), 218-235.

<sup>10</sup> See for example Dolan, P. (2008) Prospective Possibilities for Building Resilience in Children, their Families and Communities. *Child Care in Practice*, 14(1), 83-91.

<sup>11</sup> See for example Inter-Agency Working Group on Children's Participation (2008) *Children as Active Citizens: A Policy and Programme Guide, Commitments and Obligations for Children's Civil Rights and Civic Engagement in East Asia and the Pacific*. Bangkok: Inter-Agency Working Group on Children's Participation.

### ***UNESCO Chair's Belief***

Achieving children's and young people's rights through social and political civic engagement, within a context of family support, enables resilience and increases their social support capacity; all of which are key to coping and wellbeing and can lead to better outcomes in life for children and youth.

Exploration of this 'hypothesis' for better outcomes for children and youth will be core to the work of this Chair and will include the advancement of this research interest among policy and practice communities working with and for children and youth. The collective benefits of social and political civic engagement for normative and non-normative children and youth, in terms of their enhanced relationships and stronger resilience, is illustrated graphically in Figure 2 below.

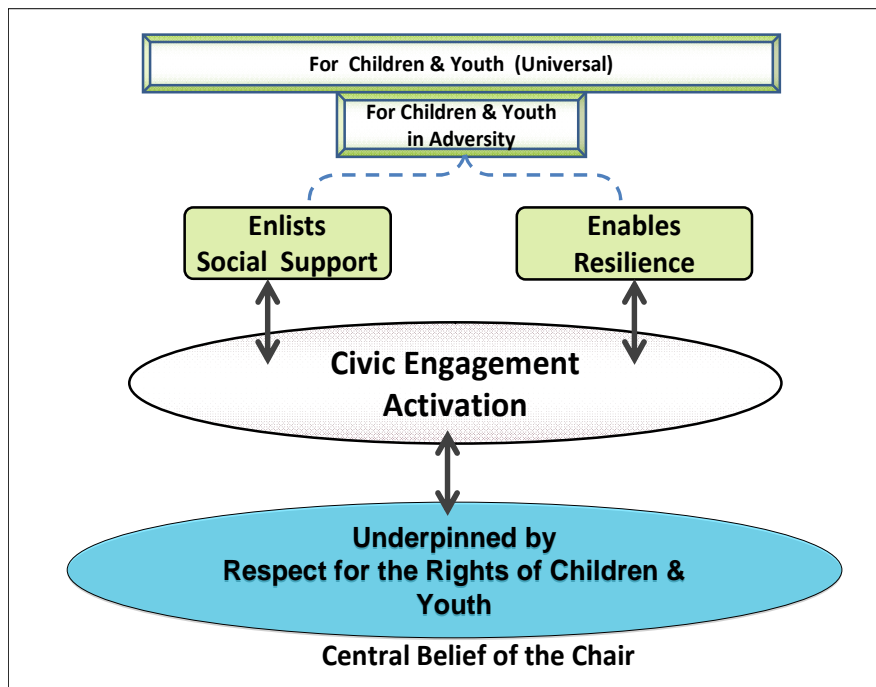


Figure 2

## **2.2 Engagement with Stakeholders**

In the course of its work the UNESCO Chair will establish links and work with a wide range of national and international stakeholders that have a shared goal of promoting civic engagement among children and youth, as illustrated in Figure 3 below. The Chair's engagement with stakeholders will be underpinned by the principle of 'reciprocity' and respect among all members. Emphasis will be placed on the dissemination and sharing of knowledge and information.

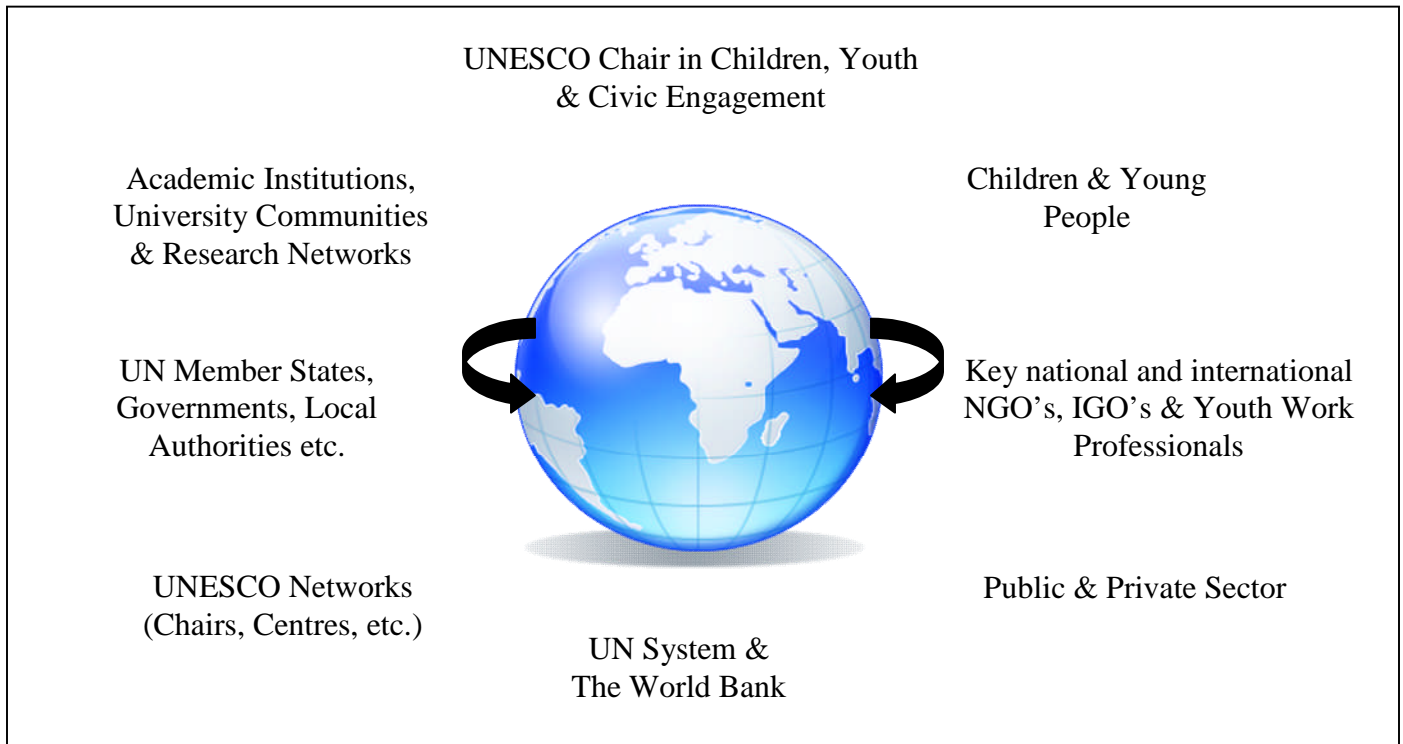


Figure 3  
Engagement with Stakeholders

While linkages will be formed with a wide range of stakeholders, the UNESCO Chair has developed and will continue to develop formal partnerships, both nationally and internationally, to assist the Chair in achieving its objectives (see sections 2.5 to 2.9 below). In the course of delivering the UNESCO programme a strong relationship will be maintained with UNESCO staff.

### **2.3 Guiding Principles**

The UNESCO Chair's programme of work will be systematically guided by the following principles:

Principle One: A human rights based approach

The UNESCO Chair will ensure that national and international human rights law and standards form the basis of all of the Chair's activities and its development of policy and programme interventions. The provisions of the UN CRC will underpin the Chair's rights based approach to children's and youth issues, service design and provision.

### Principle Two: Participation of children and youth

The UNESCO Chair will advocate inclusive and active participation of children and youth, in line with the UN CRC and its General Comment 12.<sup>12</sup> Its commitment to the principle will ensure that in all activities undertaken by the Chair there will be a strong emphasis on child and youth participation and that its programme interventions will in the main be youth led. Structures and procedures will be established by the Chair to facilitate the effective participation of children and youth.

### Principle Three: A particular focus on vulnerable children and youth

The Chair's programme will pay particular attention to the needs and challenges faced by vulnerable children and youth, for example: those that are marginalised through poverty; children and youth with disabilities; children in conflict with the law and overlooked as civic actors; children and youth with mental health issues; and children and youth in developing countries, countries in transition and in fragile and post-conflict States.

### Principle Four: Non-discrimination and gender equality

The UNESCO Chair will advocate non-discrimination and gender equality in its promotion of children, youth and civic engagement and equally apply the principle in all activities and programme interventions undertaken by the Chair. The Chair will seek to ensure non-discrimination on the basis of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.<sup>13</sup>

### Principle Five: Co-operation and dialogue among partners and concerned stakeholders

The Chair will seek to foster ongoing co-operation and dialogue among all partners and concerned stakeholders. Co-operation and dialogue will be based on the principle of 'reciprocity' and respect.

## **2.4 The Child and Family Research Centre and Family Support**

The UNESCO Chair is housed in the CFRC in NUI, Galway. Established in 2001, the focus of the CFRC's work is on understanding the connection between children, youth, family support and community. The CFRC sees family support as core and has proven knowledge in working with and for marginalised children/youth, services providers, policymakers and other academics. The Centre plays a 'knowledge broker' role by developing capacity to transform practical research needs into useable research outputs for policy and practice, with the view to improving the lives of marginalised children and youth both nationally and internationally. Central to the work of the CFRC is its knowledge and expertise on family support, social support, resilience, civic engagement

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<sup>12</sup> See General Comment No. 12, 20 July 2009, (CRC/C/GC/12).

<sup>13</sup> Article 2 of the UN Convention on the Rights of the Child.

and applied practice. The Centre's new UNESCO status will be harnessed to enhance the core goals and objectives of the CFRC within a wider international framework.

The Child and Family Research Centre and the UNESCO Chair will collaborate very closely with the NUI Galway's Centre for Social Gerontology and the Centre for Disability Law and Policy to bring together, through reciprocal interdisciplinary learning, research and teaching activities on the overarching theme of a Life Cycle Alliance within a context of civic engagement. This relationship is illustrated in Figure 4 below.

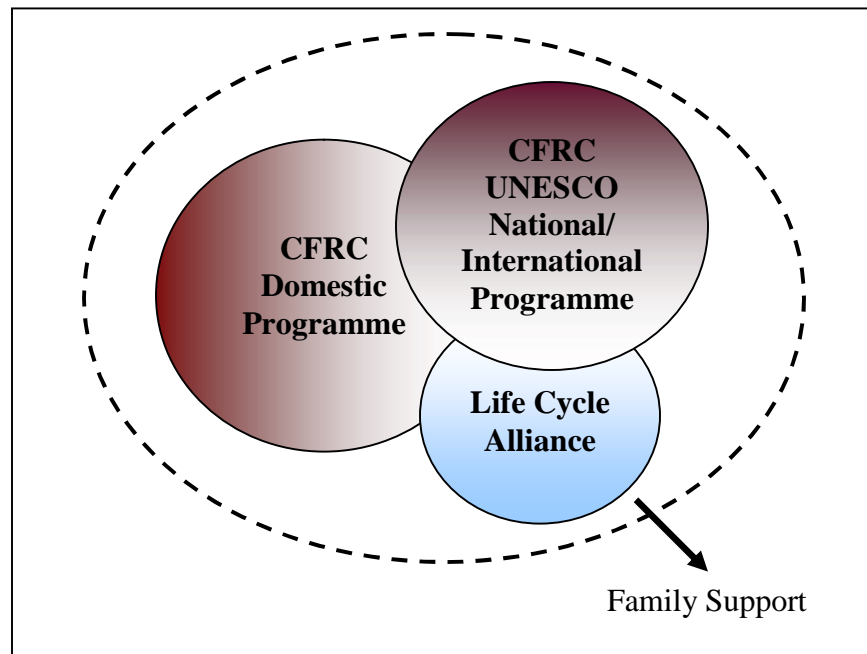


Figure 4

## 2.5 National Youth Work Partner: Foróige

In achieving its objectives the UNESCO Chair will work closely with its partner Foróige, a national youth development non-governmental organisation. Foróige provides informal education and social development skills to youth in Ireland, to enable young people to actively participate in their development and the development of society.

In existence now for over 50 years, Foróige is well recognised as a major youth development organisation both nationally and internationally. Foróige offers a range of programmes to children and young people, including citizenship and leadership programmes, disadvantaged youth work programmes, mentoring and youth diversion services. It has strong links with a wider international network in developing and transition countries.

Foróige's partnership with the UNESCO Chair is expected to add significantly to the body of knowledge of what works for helping young people develop as active citizens, particularly those with adversity in their lives. Through its programme of research,

teaching, policy and advocacy and programmatic development, the UNESCO Chair will enable Foróige to internationalise its youth civic engagement programmes and to learn with and from other countries.

## 2.6 The UNESCO Chair and NUI Galway

Awarded to NUI Galway in October 2008, the UNESCO Chair is intrinsically linked to the University. NUI Galway has a specific commitment to embrace community and civic engagement as part of its core mission.<sup>14</sup>

### **Community Knowledge Initiative:**

CKI is a forum through which NUI Galway seeks to become a role model in promoting the development of civic and leadership skills among students. CKI promotes partnerships with communities, locally, nationally and internationally, through harnessing the volunteering and service learning activities of students into a formal programme of core curricular and extra-curricular activities.

Currently, through the University's Community Knowledge Initiative (CKI) NUI Galway is at the forefront in Ireland in pioneering models of civic engagement with higher education students.

The UNESCO Chair will work with CKI to bring its civic engagement programme for higher education students to a new and enhanced level, including the possibility to learn from other countries and to share internationally its models of student civic engagement.

## 2.7 All Island Cross Border Partnership: UNESCO Chair, University of Ulster

The Chair will form an 'All-Island Alliance' with the UNESCO Chair based in the UNESCO Centre: Education for Pluralism, Human Rights and Democracy in the University of Ulster, Northern Ireland. Under the guidance of Professor Alan Smith, the UNESCO Centre undertakes research and development into pluralism, human rights and democracy. A core feature of its work has been the engagement of children and youth with these concepts in formal and informal educational settings. As ideal partners, a key aspect of the collaboration between the two Chairs will be the establishment of an independent monitoring programme on the well-being of children and young people in Ireland, North and South, using a rights based approach.

## 2.8 International Partners

In addition to the Chair's national partnerships and the All-Island Alliance (in partnership with the University of Ulster, Northern Ireland), the UNESCO Chair in achieving its objectives will engage with other international partners primarily from developing

<sup>14</sup> NUI Galway Strategic Plan 2009-2014.

countries, countries in transition and fragile and post conflict states. Initially the Chair has commenced programmes and established partnerships with academic institutions and Non-Governmental Organisations in Bulgaria, Lithuania, Czech Republic, Zambia, Canada and New Zealand. The focus with this initial set of partners will be on sharing good practice models and the dissemination and exchange of knowledge and information among the international partners.

### **Youth Mentoring: Bulgaria, Lithuania and Czech Republic**

In Bulgaria, Lithuania and the Czech Republic educationalists (relevant staff in Universities) and community activists (volunteers and staff in NGO's) are engaged in the delivery of mentoring programmes designed to target marginalised children and youth. Building on work to date by the Child and Family Research Centre, in respect of Foróige's Big Brothers Big Sisters Programme, the Chair's work with these three countries will focus on youth mentoring as a form of social civic engagement with an emphasis on research, policy and practice. Specifically, the Chair will work in co-operation with its partners in conducting research and sharing good practice models. These activities will be cognisant of cultural and socio-political background and will seek to evaluate youth mentoring as a key form of active citizenship and civic engagement.

#### *UNESCO Chair Partners:*

- University of Plovdiv, Bulgaria
- Big Brother Big Sisters of Bulgaria Association
- Vilnius University, Lithuania
- Big Brother Big Sister of Lithuania, Children Support Centre
- Charles University, Czech Republic
- Big Brother Big Sister, BBBS/5P, Czech Republic

### **Active Citizenship, Youth Leadership and Gender: Zambia**

As part of its social and political development over the last 20 years, Zambia has incrementally been developing models of civic engagement as matters of social and education policy. The UNESCO Chair will form a partnership with the University of Zambia, Lusaka. At the University of Zambia there is a strong interest in utilising civic engagement programmes as part of its informal and formal education programme. Partnerships will also be formed with NGO's in rural and urban Zambia, including the Alan Kerin's African Project and the Lifestart Project. Both Projects work with marginalised youth in the Western and Southern province of Zambia respectively.

The Chair's work in Zambia will focus on research, including research in relation to the impact of gender upon the participation of young people in civic engagement opportunities; knowledge building; education for social care professionals; sharing good practice models; and programmatic development. The work of the Chair and its partners

in Zambia will be informed by UNESCO's Social and Human Sciences incoming Strategy on African Youth 2009-2013.

*UNESCO Chair Partners:*

- University of Zambia, Lusaka
- Alan Kerin's African Project
- Lifestart Project

### **Connecting Resilience and Civic Engagement in Children and Youth**

In order to develop its agenda on resilience and civic engagement, the Chair will work with the Resilience Research Centre and, in particular, partners in Canada and New Zealand. This will involve extending existing cross-cultural, comparative research focused on youth living in risk and adversity. Critical targets for this component of the Chair's programme will be a focus on the experience of children and young people in fragile and post-conflict states and, in the longer term, developing tools for resilience-building practice.

*UNESCO Chair Partners:*

Dalhousie University, Canada  
Massey University, New Zealand

### **2.9 Potential Additional Partnerships**

In a further phase of the programme it is expected that the Chair will establish new international partnerships in other regions, particularly in fragile and post conflict states. At the time of finalising the strategy explorative discussions were being commenced in relation to Kosovo, South Africa, Vietnam, Sri Lanka and India.

## II. PROGRAMME OF WORK

The Chair's programme of work is closely informed by UNESCO's Global Strategy on Youth, in addition to UNESCO's priority to achieve quality education for all. In fulfilling its mission the UNESCO Chair will deliver a comprehensive programme of work centred on four strategic goals. The strategic goals are:

- 1) To conduct high quality research on children, youth and civic engagement and facilitate the dissemination and sharing of knowledge and information among all stakeholders.
- 2) To deliver teaching programmes and disseminate and share teaching materials and practice tools.
- 3) To promote civic engagement in the context of national and international strategies and public policies focusing on children and youth.
- 4) To identify and develop international models of good practice in relation to active citizenship of children and young people, with a specific focus on disadvantaged communities, social support networks and resilience building.

Importantly, rather than seeing these four goals of the UNESCO programme as separate it is intended that they will be viewed as a collective, with each of the goals reciprocally depending on each other, as illustrated in Figure 5 below. For example, the research agenda for the Chair and its products (reports, publications) will form part of the curricula for teaching (thematic modules) while, issues of advocacy (position papers and policy briefs) will in part determine service design (practice intervention descriptors).

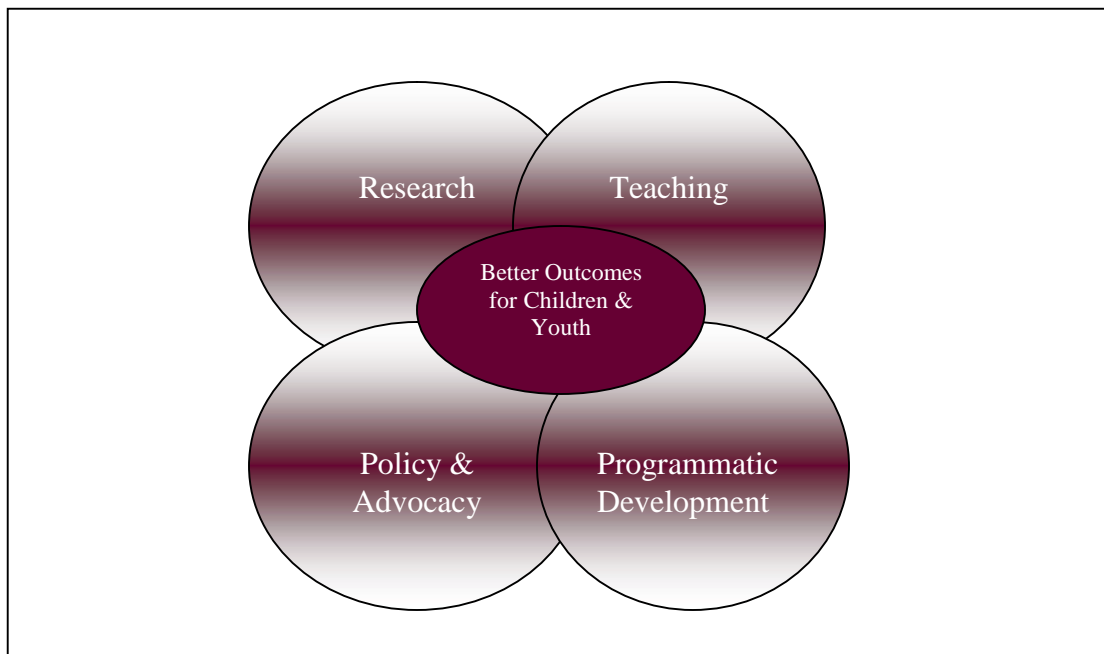


Figure 5

### **III. STRATEGIC GOALS**

#### **1. UNESCO Chair Research**

**Strategic Goal 1: To conduct high quality research on children, youth and civic engagement and facilitate the dissemination and sharing of knowledge and information among all stakeholders.**

The Research component of the Chair's activities builds on the CFRC's knowledge and expertise on children, youth, family support and community.

Core research questions that will guide this work include:

- What assumptions are at play in different countries regarding young people's status, rights and expectations for their role in society?
- What are the ways (mechanisms, programmes, institutions, processes) in which young people are able to (and in fact) participate civically and politically, both formally and informally?
- What are the barriers to engagement faced by young people in different contexts?
- What are the most effective interventions for enhancing young people's civic engagement?
- How does civic engagement among young people affect them, for example, in terms of their aspirations, sense of social justice, resilience, social networks and well-being?
- To what extent, and in what ways, does the engagement of young people have an impact on the communities in which they live, or on broader institutional or societal dynamics?

**Target 1: To undertake high quality research on children, youth and civic engagement and to disseminate it through UNESCO reports, books and chapters in books, journal papers and working papers.**

**Target 2: To produce, in collaboration with UNESCO, a Global Literature Review on Youth and Civic Engagement.**

**Target 3: To produce, in collaboration with UNESCO, a Global Report on Youth and Civic Engagement.**

**Target 4: To mobilise doctoral students from the existing CFRC PhD Programme and the Structured PhD Programme to contribute to the work of UNESCO and undertake research in the area of children, youth and civic engagement. To also support a postgraduate student from a partner country to partake in the CFRC PhD Programme.**

**Target 5: To align the UNESCO Chair with the work of the Resilience Research Centre and Social Support Research Networks developed at Dalhousie University in Canada and Massey University in New Zealand**

## 2. UNESCO Chair Teaching

**Strategic Goal 2: To deliver teaching programmes and disseminate and share teaching materials and practice tools.**

The teaching component of the Chair's activities will include the development of a number of new teaching programmes and the enhancement of the CFRC's existing Masters Degree in Family Support Studies. These programmes will be developed and delivered in collaboration with a range of partners, including the Chair's youth work partner, Foróige, NUI Galway's CKI, Penn State University and the National Federation of Voluntary Bodies Providing Services to People with Intellectual Disability.

The teaching programmes will be delivered in house with a view to progressively delivering them via distance education. The overarching purpose of these programmes is to further the education, training and skill enhancement of professionals with a common interest in children, youth and civic engagement within a context of Family Support. Family Support is an approach advocated and promoted across a wide variety of disciplines working with or on behalf of children. Reflecting the inter-disciplinary nature of the area, the courses are to be geared towards those working in the area of community work, social work, social care, education, youth justice and other related fields. Deliverables from the Chair's research and programmatic activities will be used as educational tools to enhance curriculum development of the Chair's teaching programmes and teaching programmes at partner Universities.

**Target 1: To develop an International Masters in Children, Youth and Civic Engagement, within the UNESCO framework.**

**Target 2: To further develop the existing CFRC Masters Degree in Family Support Studies, within the international UNESCO framework.**

**Target 3: To develop an International Diploma in Youth Leadership and Community Development.**

**Target 4: To establish a programme of visiting interns, from universities and youth work organisations in other regions, to undertake placements in community based learning modules developed by NUI Galway and in youth work organisations.**

**Target 5: To set up a UNESCO youth led Summer Symposium on social civic engagement and contemporary issues.**

**Target 6: In collaboration with CKI and the National Federation of Voluntary Bodies, establish a programme to include people with intellectual disability in third level education in NUI Galway, guided by UNESCO's guidelines on inclusive education.**

### 3. UNESCO Chair Advocacy & Policy

**Strategic Goal 3: To promote civic engagement in the context of national and international strategies and public policies focusing on children and youth.**

Working closely with UNESCO's Social and Human Sciences Youth Sector, the UNESCO Chair will highlight and seek to enhance the importance of civic engagement as a policy issue for education within Ireland, among partner organisations and the wider international community. The outputs from this component of the programme will have relevance for national decision-makers in formulating civic engagement policy.

Mindful of the potential role of evidence in influencing policy and the challenges associated with bridging research, policy and practice in international development, the research, teaching and programmatic development components of the programme will actively inform this aspect of the Chair's work. In this regard, and cognisant of the role of Chairs as "think tanks" and "bridge-builders" between research and civil society and between research and policy making, the project will work closely with UNESCO's Management of Social Transformations (MOST) programme.

**Target 1: In collaboration with the UNESCO Chair in the University of Ulster, establish an independent monitoring programme on the well-being of children and young people in Ireland, North and South, using a rights based approach.**

**Target 2: Facilitate national and international debate on children, youth and civic engagement and feed outcomes into policy.**

**Target 3: Develop and disseminate evidenced based policy briefs and papers in the area of children, youth and civic engagement.**

**Target 4: In collaboration with the Public Interest Law Alliance and other organisations, assist in the development of a National Children's Legal Centre to provide legal advice and representation to children and to engage in strategic litigation and advocacy to realise children's rights.**

#### **4. UNESCO Chair Programmatic Development and Quality Assurance**

**Strategic Goal 4: To identify and develop international models of good practice in relation to active citizenship of children and young people, with a specific focus on disadvantaged communities, social support networks and resilience building.**

This aspect of the Chair's programme will involve linking research, policy and practice in the development, further enhancement and quality assurance of civic engagement programmes for children and youth. Research undertaken as part of the Chair's programme will feed into developing applied practice models for specific interventions for children and youth, with due sensitivity to issues of best fit in terms of cultural competence among indigenous child and youth populations and service providers. In addition, the youth programme activities will link with existing UNESCO led policy and practice (including MOST) and will be informed in part by the World Bank research on what works best. A major focus will be on reciprocal learning among partners and stakeholders.

The Chair will work in close collaboration with its youth work partner Foróige in implementing this aspect of the Chair's programme of work. The programme interventions will, in the main, be youth led.

**Target 1: To provide research and consultation on child/youth mentoring among partners.**

**Target 2: To internationalise the Citizenship and Leadership Programmes of Irish youth work organisation Foróige, with due sensitivity to issues of best fit in terms of cultural competence.**

**Target 3: To merge youth work and community development as a model of good civic engagement practice for marginalised children and youth in Ireland and internationally.**

**Target 4: To focus youth citizenship and civic engagement programmes towards enabling coping and resilience in children and youth, enhancing social support networks and realising children and young people's rights.**

**Target 5: To develop toolkits and quality assurance programmes in relation to service and practice design nationally and internationally.**

#### **IV. FUNDING FOR AND EVALUATION OF THE CHAIR**

In order to fulfil the ambitious programme outlined, adequate funding and support will be required. In this regard, funding will be sought from a range of foundations and national and bilateral donors.

Under the direction of Professor Robert J. Chaskin, the Chapin Hall Centre for Children at the University of Chicago, USA, have agreed with the Chair to oversee the external quality assurance of the programme. The evaluation will assess whether the objectives set are achieved and that the programme is delivered as promised. Furthermore, as part of this process, participating partners will be invited to evaluate the programme. Quantitative data will be gathered on the deliverables of the programme, while qualitatively, participants will provide testimonial evidence to the evaluators of their experience of the activities of the Chair and the corresponding projects.