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Beyond Albemarle

The Albemarle Report had delivered a great deal – and not just money – for the youth service. Its major advances had included:

- the implementation of a 10-year development programme;
- constant monitoring, review and policy development through the work of a Youth Service Development Council (YSDC);
- a major building programme which had produced purpose-built premises across the country specifically designed with the 1960s teenager in mind;
- the establishment of emergency training at a National College which in 10 years more than doubled the full-time youth work force;
- the establishment of a committee to negotiate salaries and conditions of service for full-time workers in both the statutory and voluntary sectors;
- an increase in the number of paid part-time workers and the introduction of more systematic arrangements for their training which drew together both statutory and voluntary organisations;
- increased government grants to national voluntary organisations both for headquarters costs and for 'experimental' work; and
- the establishment of a Youth Service Information Centre committed to collecting, collating and disseminating information and research on young people, youth work policy and practice and relevant training.

Above all, however, Albemarle and its aftermath had tipped the balance of power within the service. By 1970 this had moved decisively in favour of state sponsored and state controlled forms of secular and professional youth work and, therefore, against the philanthropic and religious motivations which had created this form of practice with young people in the first place. If any doubt had existed before, by the end of the decade a service of youth had unmistakably become a youth service.

With these changes, another crucial balance had tipped, too – in favour of full-time workers and against part-timers and volunteers. As the former strove to establish their professional credentials, a deep gulf appeared within the service's staffing structure, stemming not just from salary differentials but also from the status attached to college-based training and qualifications.