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# Youth work

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# SCENE

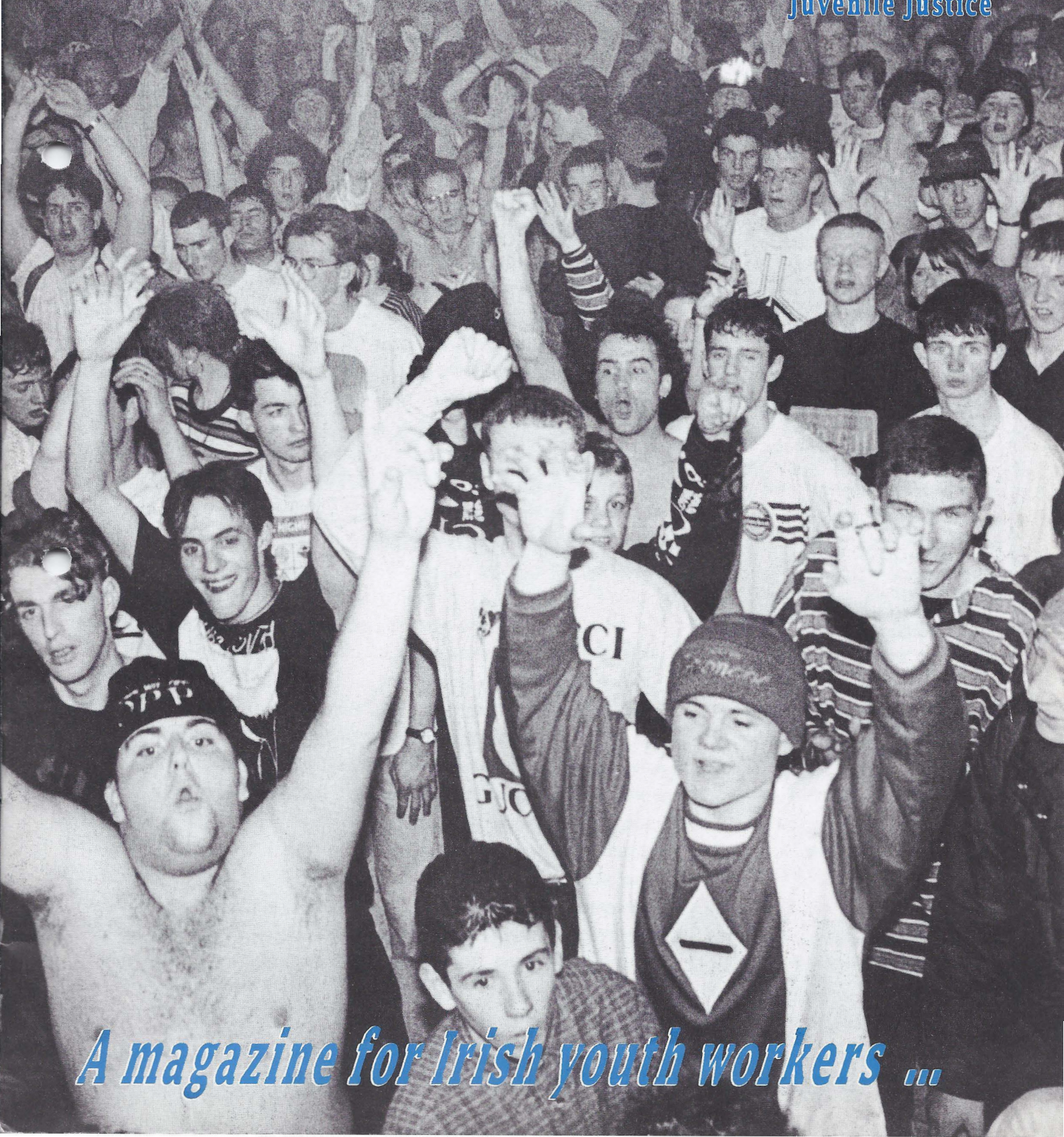
Issue 10 - October 1994 National Youth Federation

**inside**

RAVE CULTURE

Bullying

Juvenile Justice



*A magazine for Irish youth workers ...*



# Youth and the **RAVE** CULTURE

**At the end of the 1980s, Rave Culture, underpinned by the use of the drug Ecstasy, became the most vibrant, popular and visible cultural expression of young people.**

After the late 1970s, after Punk, youth culture seemed to have gone to sleep. The 'Thatcher Generation' was investigated by documentary makers and found to be individualistic, apathetic and conservative. The parade of rebellious, post-war youth styles - from Teddy Boys to Punks - seemed to have come to an abrupt halt by the mid-1980s. Partly as a consequence of this, and partly because of the rising levels of youth unemployment in the early 1980s, sub-cultural studies of youth gave way to investigations which centred on young people in the labour market. Previous fascination with stylistic resistance was all but abandoned.

The theoretical discussions that have taken place have tended to centre on an assessment of the usefulness of sub-culture theory in understanding Rave with Rave, and its predecessor Acid House being regarded as nothing new. Sub-culture theorists argue that Rave Culture is simply a 'third generation' of 'youthful refusals' following the rebellious traditions of the Hippies and the Punks. Many argue that there are some strong correspon-

dences between this and earlier sub-cultures. As with the Mods and Rockers of the 1960s, the tabloid media, police and moral establishment rapidly sought ways to condemn and control these latter-day folk-devils.

It is further argued that the 'do-it-yourself' ethos inherent in the production of Rave music recalls the attitude of Punks to the music industry in the late 1970s. Rave music is based upon the 'sampling' of previously recorded tracks and tunes, and the culture of Rave, like Punk, eschews the cult of the individual 'star' performer. 'Posses' or

*during the week young Ravers may be living for the weekend, but they will be largely unidentifiable in their workplace, their colleges and their home...*

collectives of faceless DJs, producers and musicians with their own systems of production and distribution are more important here. In these ways certain elements of the Rave Culture - particularly the 'alternative living' collectives associated with the New Age Traveller philosophy share much with the anarchic, anti-capitalism of Punk. The psychedelic imagery, the hippy

## Youth work FOCUS

paraphernalia, the centrality of drugs and the quasi-spiritual elements of Rave Culture also owes much to the 'flower power' movement of the late 1960s. These are cultural continuities, borrowings from earlier periods of youth culture and it would be surprising if this sort of reassembly of cultural themes, icons and imagery did not occur.

However, whilst accepting that Rave shares many thematic links with youth styles, sufficient argument exists to argue that Rave Culture represents a significant break in the chain of post-war youth sub-cultures and that Rave Culture is something distinct from its youth cultural predecessors.

Firstly, previous youth sub-cultures have only ever been populated by a small minority of young people. Whilst the majority of young people have not become active participants in Rave Culture, its appeal has been far greater than that of Punk, Skinhead or Teddy-Boy culture.

Secondly, the Rave phenomenon is not wholly nor essentially working-class. Some suggest that Rave is a middle-class affair. Rave Culture holds appeal across class lines and across class fractions. Some Rave clubs cater specifically for those over the age of 25. Thus, the Rave Culture is made up of quite diverse class cultural/age groupings. Given that the fundamental element of sub-cultural theory was

over >



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It is open to all readers to exchange information or to put forward your points of view. Send in news, photos, comments, letters or articles to the editor. Views expressed in this magazine are the contributor's own and do not necessarily reflect those of the National Youth Federation.

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Mansion House Rave by Bryan Meade

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## Selling Youthwork

Some youthwork - in particular work targetted at "problem" young people - can attract interest and even favourable comment. But it is often seen primarily as social work, remedial education or community development rather than as youthwork per se. Profiles of such projects often portray the young people concerned as victims being saved by charismatic and enlightened figureheads. Such a portrayal corrupts and ultimately undermines the youthwork objective of enabling and empowering independent thought and action. Avoiding this trap greatly hampers efforts to "sell" good youthwork in a marketplace which discounts positive news in favour of salacious and sensationalist headlines.

Good youthwork is capable of teaching things which the formal system cannot, not because of any failure by teachers or pupils, but because of the fundamentally institutional nature of that system. The relaxed pandemonium of a Friday night youth club, apart from being a place where young people have chosen to meet, presents them with an opportunity to develop skills informally which simply cannot be "taught". However, if we want people to take the time and trouble to see past the superficial process of youthwork as leisure activity then we need to interest and inform them. How can we sell the message that youthwork has a substantive role?

The case begins with a recognition that the education system has to change in order to remain relevant to the needs of our changing society with its new patterns of working and living. Already the current second level system is failing one in five of the young people of this island every year. In some communities the proportion is closer to four in five. These are remarkable statistics, made all the more extraordinary by the general lack of debate they engender. The problem may be alleviated but it will not be solved simply by increasing budgets in order to provide more of the same. Complementary new approaches will also be needed in areas such as adult education and youthwork. The distinguishing characteristic of these approaches is that they are informal and primarily voluntary, thereby establishing an entirely different relationship between "pupil" and "teacher" (or rather mentor).

The youth service is capable of being an important part of an overall education system that recognises and values the informal ethos and practice of the voluntary system. Good youthwork enables the development of personal and social skills which are inevitably stunted in the institutional setting of formal education. These skills are becoming more and more central to our expectations in regard to the development of competent social individuals. They are no longer something which can be left to chance or to the traditional socialising forces of previous generations. Securing recognition of this fact is the key to selling youthwork.



that youth sub-cultures should be understood as the symbolic responses of working-class kids to the material inequalities they faced, it is therefore impossible to conceptualize Rave in the same way.

Thirdly, attempting to comprehend youth culture as falling on one side of the resistance/acceptance dichotomy neglects the realities of youth culture. Sub-cultures, it is argued, were about resistance, through rituals, to the dominant forms of society. Rave culture cannot be understood

in this way. On occasions it has offered up direct opposition to the powers that be (particularly when the State has attempted to control and outlaw Raves), but even here the demand has been for no more than the 'Right to Party'. Rave Culture is essentially hedonistic; it is about having fun and feeling good. It does not seek to

change the status quo but to allow room for young people to enjoy dance music and to take drugs like Ecstasy.

Fourthly, unlike all the sub-cultures women are not marginal to the Rave Culture. Rave is not an essentially masculine affair and Rave Culture, unlike many other youth sub-cultures, is not dominated by machoism and masculine styles of behaviour. The more egalitarian gender relations and the lack of sexual threat at Raves make them

virtually unique. Again, in terms of ethnicity, Rave Culture seems to be unusually democratic.

Fifthly, Rave Culture does not involve all-consuming and readily identifiable visual styles of dress body adornment or hairstyle. The only unifying 'focal concerns' it has are those connected with getting to and being at Raves and getting and taking drugs; these are temporally specific activities organized primarily around the weekend. During the week young Ravers may be living



for the weekend, but they will be largely unidentifiable in their workplace, their colleges and their homes. Rave culture is not gang culture. It is more diffuse, disorganized and invisible.

For these reasons, it is not appropriate to describe Rave Culture as simply another youth sub-culture. It may well be that sub-cultural analysis is inappropriate for the task of understanding developments in, and forms of, youth culture in the

1990s. The relationship between young people's cultures and social structural formations of class, gender and ethnic inequalities have become more complex and less easily traced. The changing ways in which the identities of working-class individuals are shaped through prolonged career transitions in early adulthood. Profoundly reconstructed patterns of working life for young people have fractured previous routes toward working-class adult careers and identities.

Whilst recent research has begun to investigate the cultural responses of youth to their changing economic circumstances, research must now begin to think as well as exploring the cultures of youth away from the spheres of economy and production. The time has come for a broader concep-

tualisation of youth, for cultural explorations which, as well as detailing the often depressing realities of young lives limited by unequal and narrowing economic opportunities, touch upon the high points of youth.

This article is extracted from a lengthier article titled: *Youth & the Rave Culture, Ecstasy & Health* by Jacqueline Merchant and Robert Macdonald, which appeared in the Summer 1994 edition of *Youth & Policy*.



## ATHLONE YOUTH COMMUNITY PROJECT

*'I'm more confident in myself'* says Mandy Nugent from Battery Heights. *'I know how to speak up for myself'* says her friend Pauline Fitzmaurice. *'I think half of them should be thrown out for messing - the boys are alright'* says Peter Quinn from St. Mels Terrace.

These are some of the diverse reactions to an innovative youth project organised under the banner of Athlone Youth Community Project. The project which was established by the National Youth Federation in October 1991, involves young people between the ages of 9 and 21. The project employs two full-time and one part-time staff. They are Joan Brosnan, Yvonne Fleming and Mary Cannon. They along with 15 local volunteers are working to the aim of supporting and challenging young people as they strive to achieve their full potential. The central medium which the group leaders use is a series of 'talk/action' groups where young people are encouraged to discuss and explore their thoughts, attitudes and feelings on a wide range of issues which are important in their lives. In turn young people are challenged to become more aware of their own talents and creativity, of the possibilities for their future and the achievement of their full potential. Thus, Elaine Berry from Battery Heights, a member of the young women's group says *'We do things that we never dreamed of doing. I went to places that I'd never been to like conferences, universities and the Dublin City Marathon. We got more confidence and self esteem.'*

Of course young people like to have fun, so in addition to these discussions groups there are a lot of complimentary group activities organised like outdoor sports events. For example, a group of 35 young people participated in an energetic day of outdoor sports with the Birr Outdoor Education Centre in June. The group also develop their creative talents through craft, painting etc. A group of young people and volunteers also participated in a Sailing Course with Athlone Yacht Club and sponsored by Co. Westmeath V.E.C.

This year the project was proud to play host to a new initiative in youth development in the town by introducing a group of young boys and girls in St. Mel's Terrace to the area of self expression through drama and role play. Michael Collins, who himself stars in the R.T.E. series Glenroe, has been making the weekly journey to Athlone for the last eight weeks and has delighted this group of young people with his insights into the culture of the travelling people. *'Because you have stopped travelling'*, he said *'doesn't mean that you stop being a traveller'*. He inspired lively discussion and enthusiastic participation throughout the programme which took place for the most part in St. Mel's Terrace and in the Athlone Youth Resource Centre at a later stage. The programme was devised, co-ordinated and implemented by members of the youth project Patricia Reilly, Josie McArdle and Joan Brosnan. A special word of thanks to the L.S.U. Sisters Mary, Cecily and Phyllis without whose

# Youth work

## PRACTICE

support and tolerance the team could not have worked so effectively and indeed to Co. Westmeath V.E.C.

Much of the work of the project could not be achieved without the dedication and 'behind the scenes' work of volunteers who generously give of their time to meeting with groups as well as time for preparation and planning of programmes and events. In turn the project offers training opportunities in youth work skills as well as personal and leadership development.

In the Autumn the project will be running a Certificate in Youth Work Skills as an extra mural course from St. Patrick's college, Maynooth. For the most part volunteers are from local areas where clubs are based and generally become involved because of their interest and belief in developing the potential of young people. Often volunteers are people who have come through a youth group themselves. Gina Farrell, a long time volunteer with the projects says, *'I used to belong to a youth group and I feel now I can give back to young people something that I benefited from myself'*.

For anyone interested in volunteering with Athlone Youth Community Project or in finding out more about the project contact **Joan Brosnan, Yvonne Fleming or Mary Cannon** at (0902)94360 or call into the office which is located on the top floor of the Old Forrister building, Fry Place, Athlone.

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### Juvenile Justice Legislation at a Crossroads

Over the past two decades, the Irish system of juvenile justice has attracted considerable criticism regarding the archaic nature of many of its provisions: the lack of suitable secure accommodation for young offenders, in particular young female offenders; the lack of a comprehensive spectrum of community based alternatives to corrective institutionalisation; the lack of any innovative thinking regarding the issue and the fragmented nature of the current system of juvenile justice.

Despite numerous reports, both statutory and independent, highlighting the inadequacy of the current system of juvenile justice and the urgent need to replace rather than modify the 1908 Act, successive Governments, despite regular promises, have failed to introduce the promised new juvenile justice legislation. Thus, the current system of juvenile justice, with the exception of a number of minor new measures, is rooted in early 20th century conceptualisation of childhood and a philosophy of justice which is in the main viewed as unacceptable in a society, where a respect for the rights of the child and protection for children is increasingly viewed as desirable.

It is with a certain degree of bemusement, that when one surveys the extent of literature that has repeatedly decried the existing system of justice or lack of, to young people, that such stagnation has manifested itself in terms of a lack of any form of statutory response to a patently ineffective, costly (both to the child and the state) and archaic system, which currently offers little justice to those who are deemed to have violated the spectrum of activities that are considered worthy of punishment.

## A New System of JUSTICE

Eoin O'Sullivan, Children's and Young Person's Legal Centre,  
takes a look at a new approach of Juvenile Justice

### UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child establishes as the aim of child penal justice the entitlement of children to be treated in a manner consistent with the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society. Ireland ratified this convention in September 1992, and the following principles and proposals are guided by this broad objective:

- Juvenile Justice is a complex issue and there are no simple solutions to preventing juvenile delinquency. There are no glib answers or remedies. The causes of juvenile crime are multi-factorial and, thus, responses must be developed in a holistic, integrated and comprehensive manner, both at the local level and at Departmental level.
- A Juvenile Justice Bill can never be the appropriate mechanism for reducing juvenile crime. It simply will regulate the responses we formally administer to those who are suspected of committing an offence and who are deemed guilty of an offence. The reduction of juvenile crime lies in the responses of other authorities such as Health, Environment, Education and Labour to young people. Juvenile justice policy cannot deal with the kinds of factors which underlie recorded delinquency. To achieve this we must look to the wider areas of social policy.
- The forthcoming juvenile justice Bill should explicitly acknowledge that the primary response to juvenile crime lies with departments other than the justice department eg. Health, Education and Labour and the development of an egalitarian

Irish society that provides the fundamental rights of all members of society. As Young has highlighted if we were to draw a map of the city outlining areas of high infant mortality, bad housing, unemployment, poor nutrition etc we would find that all these maps would coincide and that further, the outline traced would correspond to those areas of high criminal victimisation. And those suffering from street crime would also suffer most from white-collar and corporate crime.

### The Focus of Juvenile Justice System

The majority of young people coming before the courts have a very limited stake in conventional society. Their prospects of employment are bleak. Their poor educational attainments and minimal work skills place them at a decided disadvantage in the labour market even at the best of times. Their housing and environmental conditions aggravate their disadvantage. Rarely can they entertain any realistic hope that things will improve. The reward which they perceive for conforming to the values and norms of society is continuing poverty and ineffectiveness. It is clearly not by any reform of the criminal justice system, but rather by a more wide ranging economic and social policies, that the problem of juvenile crime can best be tackled. (Whitaker Committee Report).

### Proposals for Change

- The primary focus of a juvenile justice system must be the child and his/her needs. This is based on the acknowledgement that meeting the unmet needs of the child is the best method of protecting society in the future.



- The major concerns must be to identify ways in which young people can be kept out of the formal criminal justice system and retained in their own communities and, at the same time, to consider how the nuisance value they can create and the distress they can cause can be reduced, particularly in those areas which suffer most from the impact of juvenile crime.
- The full implementation and adequate resourcing of the Child Care Act 1991 is the single most important step the current Government can make to alleviating juvenile crime. To date only 17 of the 79 sections of the Child Care Act, 1991 have been implemented by the government, and these have not been adequately resourced. Funding must be made available for the implementation of the Child Care Act, 1991 as a matter of utmost urgency and certain amendments must be made to the Act.
- Measures used to prevent juvenile crime and the sanctions applied to juvenile delinquents must be taken seriously since crime committed by juveniles is a source of real suffering for segments of our society.
- The factors that can result in young people defying the legal norms of society are not fully known by the statutory policy makers and other concerned bodies. Research into juvenile delinquency in Ireland is minimal and the Department of Justice and other relevant Departments should collaborate to fund research projects that address the range of issues that encompass what is referred to as juvenile justice.
- In light of the urgency of the issue, innovative measures to prevent juvenile delinquency must be developed by the Government departments whose brief is in the arena of juvenile delinquency in consultation with the various NGOs involved in this area. Government Departments must relinquish their current passive, almost disinterested role in the area and become the focal point for the development of multi-layered system of prevention and

humane reintegration of offenders into society.

- The Juvenile Justice Bill should place greater value on the care of our young people than on the protection of property. It should explicitly acknowledge that the majority of juvenile crime is crime against property committed by juveniles suffering multiple deprivation.
- The objective of keeping juveniles out of the justice system and the preferred use of diversionary procedures should be formally acknowledged and legislated for. Carefully designed evaluative



studies are required to fully appraise the operation of the Juvenile Liaison scheme and the true significance of its contribution. The juvenile Liaison Scheme represents a potentially very useful and important starting point for the development of new initiatives an approaches to young people getting involved in crime. In many respects the Juvenile Liaison Scheme can be regarded as a positive and very important initiative of the type towards which we should be moving. However, con-

siderable doubt hangs over the scheme, mainly because of the lack of any independent critical analysis and evaluation of how it operates. Questions can also be asked about the locating of this initiative entirely within the domain of the Gardai. Wider community involvement might lower the chance of abuses occurring or of the scheme operating in a distorted and distorting manner.

- Community orientation in terms of delinquency prevention should play a major role in juvenile justice. In part solution, **Priority Estates Projects** model should be developed by local authorities in Ireland. In addition, it is now thought that community policing can play an important role in situational crime prevention.
- Rule 4 of the Beijing Rule recommends that when a state establishes an age of criminal responsibility the beginning of that age shall not be fixed at too low an age bearing in mind the facts of emotional, mental and intellectual maturity. The age of criminal responsibility in Ireland is one of the lowest in Europe and should be raised to 14. To protect children under the age of 14, procedures for dealing with them should be spelt out fully. For those under 14, no interaction with the juvenile criminal system should occur. Special courts should be established by each Health Board to assess the welfare of the child in an informal multi-disciplinary forum. children processed through the Health Boards would not receive a criminal record and for those aged 14 to 18, their criminal conviction would be erased if they satisfied certain basic conditions of good behaviour.

- The Minister for Justice should be placed under a statutory obligation, through the proposed Juvenile Justice Bill to publish an Annual Report on the operation of the Juvenile Justice system separately from existing reports that include juvenile offenders.

*This article summarises the major recommendations proposed by the Children and Young Person's Legal Centre on the forthcoming Juvenile Justice Bill. A full copy of their submission is available directly from the Centre.*





# Youth work

## PRACTICE

In recent times the problem of bullying has become extremely topical and has created much media attention and hype. However serious incidences of bullying as far back as the late nineteenth century are well documented so it was a problem in society long before it succeeded in making its way into the media spotlight.

Bullying can make a child's life a misery, be it in the school, community or home environment and understanding it can be difficult since definitions of bullying vary from expert to expert. No agreement has yet emerged amongst those involved in research on bullying which allows a standard accepted definition of bullying to be accepted. The most used definition of bullying was developed by Erling Roland a leading Scandinavian researcher who developed the following definition which is now used by many as a baseline:

*Bullying is long-standing violence, physical or psychological, conducted by an individual or group, and directed against an individual who is not able to defend himself/herself in the actual situation (Roland, 1993, p.22).*

Thus, physical bullying could include kicking, pushing, spitting on, or beating the victim, while the most common means of psychological bullying are teasing, scapegoating, rumour spreading and exclusion. A child/young person may indicate by various signs, changes in behaviour or actions out of character that he or she is being bullied. The following is a list of possible signs that may manifest themselves if a child/young person is being bullied. Some of these signs would be possible indicators of an individual being bullied in school rather than a youth setting e.g. losing books, dinner/snack money, but the majority are relevant to any setting or situation where bullying is taking place.

- Frightened/unwilling to walk to or from the youth setting
- Unwilling to go to the youth setting
- Changing their route to or from the youth setting

# BULLYING

## and the Youth Service

Fran Bisset from the Irish YouthWork Centre looks at bullying in the youth club, how to spot it, tackle it and discourage bullying behaviour.

- Arriving late for activities/events/club nights, delaying going home after activities, or returning late from same
- Struggling with projects and activities within the project itself
- Starting to avoid particular events/activities/club nights
- Coming home regularly with clothes or possessions missing or damaged
- Coming home hungry (snack money having been taken)
- Asking for extra pocket money
- Becoming withdrawn, starting to stammer or stutter
- Becoming distressed, bursting into tears
- Loss of appetite
- Unexplained cuts and bruises
- Having/inventing illnesses - headaches, tummy pains etc.
- Having nightmares, insomnia, crying themselves to sleep
- Bed-wetting
- Temper outbursts, sudden rudeness, abusive language
- Showing sudden lack of confidence, avoiding friends and other children, making excuses to avoid going out
- Giving improbable/unclear excuses to explain some of the above
- Attempting suicide.

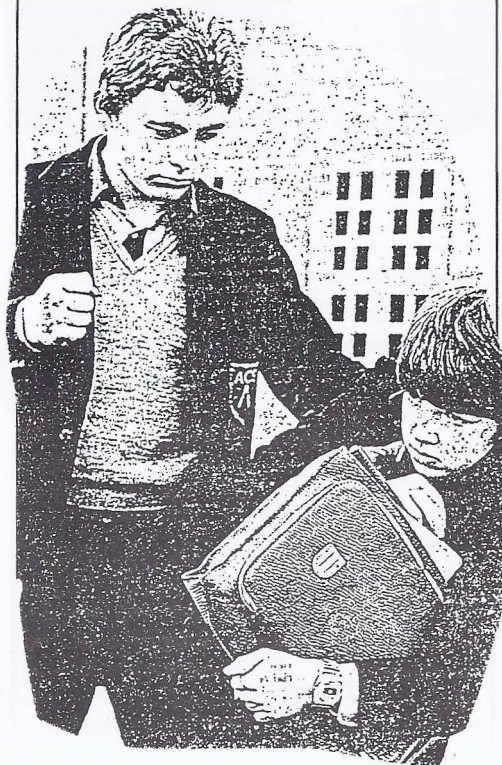
How bullies exercise their power over their victim depends quite often on who they are, who the victim is, and the context in which the bullying occurs. Some male bullies will use threats of violence or actual physical intimidation, while some female bullies prefer verbal malice or the exclusion of the victim. This scenario fits the traditional stereotype of the male and female bully. However these stereotypes can and often are reversed, so the danger of an over-reliance on these stereotypes or the traditional bullying scenario needs to be kept in mind. Many bullies will prove to be quite subtle and manipulative in their activities, so it is worthwhile to try to avoid any preconceptions about how bullies are supposed to behave.

### Youth Service Approach

In Ireland, very little wide-ranging research has been undertaken to date into the problem of bullying behaviour. The limited research that has been undertaken is school-based and indicate that about 5% of pupils are involved as bullies and a similar number as victims (Mitchel & O'Moore, 1988). Some recent British studies have found the incidence as high as one in four in many schools. It is reasonable to assume that similar levels of incidence occur in a youth setting. In fact in many cases the level of incidence will be much higher depending on the composition of the group engaged in a particular setting.

Two studies have indicated that the incidence of bullying is higher among pupils with emotional, behavioural or learning difficulties. Mitchel & O'Moore found that 16% of children in primary remedial groups bullied others, compared with 6% in non-remedial groups. Dr Brendan Byrne, in a study of bullying in secondary schools, found 9% of those in remedial classes were bullied compared with 5% in ordinary classes (Byrne, 1987).

Many youth workers who are working in community youth projects, Youthreach transition centres or community training workshops will be working with young people with such difficulties or indeed those who have





dropped out of or been expelled from the formal education system altogether. The difficulties that such a situation causes was clearly illustrated during the seminar on bullying organised by the *Irish YouthWork Centre* earlier this year. A number of seminar participants who are working in community youth projects, youthreach centres and community training workshops highlighted this as a problem and stated that in some cases as many as 50-75% of their group were directly involved in bullying.

### Tackling Bullying

The starting point to tackling bullying in a youth setting, should begin with an acceptance of its existence. There needs to be a recognition that in the vast majority of situations where young people come together bullying of one form or other takes place. Because bullying is not visible or individuals are not showing any signs of distress does not mean that the problem does not exist.

The first issue that youth workers have to face when dealing with bullying within the youth service is that bullying behaviour is often exacerbated due to the broad age range that many youth clubs and projects cater for. This often leads to a hierarchical structure or "pecking order" where older youths often bully the younger ones, the younger boys bully the girls. The word 'often' is stressed as this scenario is not always the case and in some instances younger boys bully older boys and some girls bully boys. Secondly, research shows that many children and young people are unwilling or afraid to tell their parents or teachers when they are being bullied for fear of reprisals, and often turn to their youth worker as a "safe" outlet to confide in.

The key person in dealing with bullying behaviour in a youth setting is the youth worker, because he or she interacts with the children/young people on a regular basis, and is also in a position to set standards on the issue. The first stage is to acknowledge that a certain amount of bullying behaviour is taking place and that youth workers themselves have a key function in ensuring that their own behaviour does not reinforce bullying behaviour within the group. As such youth workers need to avoid:

- Using sarcasm or other insulting or demeaning form of language when addressing members.
- Making negative comments about a member's appearance, background,

race, culture, religion, gender, sexual orientation.

- Humiliating directly or indirectly, a member who is particularly academically or athletically weak or out-standing, or vulnerable in other ways.
- Using any gesture or expression of a threatening or intimidatory nature.
- Using any form of degrading physical contact or exercise.

The second thing that youth workers can do is to develop an anti-bullying code. The advantage of an anti-bullying code is that it sends a clear message to parents and members of the youth setting that this behaviour is not tolerated. When something is written down it has far more impact than an oral statement. It also removes the opportunity for parents or members to say they never knew that the matter was taken so seriously. Ideally this should be formulated in consultation with members and displayed in a prominent place within the club.

Since 'slagging' is perhaps the most common form of bullying among young people, and when engaged in over a period of time as is usually the case it becomes extremely hurtful. Remarks about a person's clothes, physical appearance, family background, sexual orientation, can all be used to hurt. If a group is involved in this they and the bystanders may be unaware of the suffering that is being caused - "it was only a laugh" is the usual response. Usually, behind the group is the ring-leader - the real bully. Young people need to be made aware of the effects of this behaviour, not just the effect it can have on the individual being bullied but also the behaviour of those who bully and how others perceive them.

### Promoting Awareness

A number of methods could be used to promote greater awareness and/or engage discussion among members on the effects of bullying:

- The use of role play/drama has proved particularly effective eg. Sticks 'n' Stones Theatre Company, a drama group who visit schools performing plays about bullying.
- A youth group could choose to have a theme-based day/week on bullying awareness or anti-slagging.
- When an anti-bullying code/policy has been developed it should be displayed in the youth setting, possibly in poster form. A competition could be organised to design such a poster.
- The creating of an anti-bullying code and/or a definition of bullying by the members themselves could be used as an aid to generating discussion.
- Awareness of the effects of bullying could be raised by discussion with the aid of videos eg. the film "*Lord of the Flies*" or the RTE Tuesday File programme on bullying called '*The Happiest Days*'.

### BULLYING - A Community Approach\*

A new book soon to be published attempts to place bullying in the context of the wider community. The book is divided into three parts. The first part is entitled "*What they say about...*" and consists of a series of statements from children and adults about bullying and being bullied, the victim and the bully, and the 'in group'.

The second part describes the background to bullying and considers areas such as what bullying is, what factors make a person a victim or a bully, and the long-term effect of bullying. Different situations where bullying may occur are examined i.e. the workplace, neighbourhoods, the youth setting, and sports clubs. There are also sections on 'initiation rites', the 'conspiracy of silence' and the reasons why victims don't tell.

The final section of the book looks at developments in other countries. The central part of this section describes a community approach to bullying, looking at the various roles of the family, the school, the youth club, the workplace and community projects with the emphasis on putting theory into practice. The book also includes an extensive resources section.

Dr. Brendan Byrne, the author of the book, has been a secondary school teacher at De La Salle College, Churchtown since 1973. Throughout his teaching career he has taken a particular interest in the subject of bullying and has carried out extensive research into the area. In 1992 his first book '*Coping with Bullying in Schools*' was published. He was a member of the expert group appointed to advise the Minister for Education Niamh Bhreathnach on the problem of bullying and which produced guidelines for all schools. In April 1994 he was involved in the seminar on bullying organised by the Irish YouthWork Centre. Resulting from this seminar guidelines on bullying for youth and community workers are currently being produced by the Irish YouthWork Centre and will be published in November.

\* *Bullying - A Community Approach*, will be published on 24 October by Columba Press, Cost: £5.99.





# Youth work

## RESOURCES

### HEALTH EDUCATION

#### DRUGDEAL

by TACADE

- A fun way to learn about the effects and legal status of drugs, with guidance on risk management. The pack takes the form of a card game and looks at current patterns of drug use and newer drugs, in particular 'dance' drugs, steroids, and 'designer' drugs. It can be used as a support to one-to-one work as well as a learning tool in group settings.

#### A SNAPSHOT OF ALCOHOL

by Health Promotion Wales

- Photopack developed primarily by young people for their peers for use in formal and informal settings. Contains 15 photographs showing young people in a variety of alcohol-related situations, trigger questions related to each photograph and an accompanying booklet. Geared to stimulating discussion on a range of issues such as peer group pressure, coping with an emergency, joyriding, drink driving and drink related behaviour.

#### DRUG EDUCATION FOR YOUNG OFFENDERS

by TACADE

- Resource pack produced as the result of a two year project to develop strategies and materials to support work with young adult offenders who are drug users. Contains sections on implementing a learning approach to drug use and offending behaviour; a harm reduction approach to drug use; activities for group work and one-to-one sessions; five units of materials plus a set guidelines on how to use them.

#### GET INTO LIFE

by NYC/HPU/Department of Education

- Resource pack on health promotion and cancer prevention for use with

young people primarily in a youth work or informal educational setting. Covers a wide range of cancer related issues such as current attitudes to cancer, lifestyle, dangers from smoking, alcohol & the sun, diet, coping with cancer & bereavement.

### PEER EDUCATION

#### PARTICIPATION IN PREVENTION TRAINING MANUAL

by Youthlink Wales

- Manual designed to provide training for youth workers in gaining young people's participation in prevention work on alcohol and drugs by developing peer education programmes. Although the manual has been developed around issues to do with alcohol and drugs, the approach used is equally suited to other issues in youth work and other youth settings

### ADULT EDUCATION

#### MOTIVATING UNEMPLOYED ADULTS TO UNDERTAKE EDUCATION AND TRAINING

By Veronica McGivney

- Timely contribution to the current debate on motivating individuals to take responsibility for personal development. Shows that educational schemes and programmes can attract and retain unqualified people if they are based on a realistic understanding of the circumstances of individuals and offer real benefits to people.

### BULLYING

#### COPING WITH BULLYING IN SCHOOLS

by Dr. Brendan Byrne

- The first and only comprehensive research-based study on bullying in schools in an Irish context. Gives a comprehensive overview of the theoretical and practical background to bullying drawing on international research and suggests ways forward in tackling the problem.

#### THE "NO BLAME APPROACH"

by Barbara Maines & George Robinson

- Video and support workbook that has been developed from a successful, thought-provoking school based programme to deal with bullying. It asks staff to question existing prac-

tice and challenge the idea that support for victims or punishment of bullies will prevent future incidents. The video introduces a step by step, teacher led initiative which enables them to intervene effectively when bullying occurs. It encourages other pupils to become part of the solution and hopes that those who are bullying will express helpful attitudes and change their behaviour, encouraged by not being punished.

#### SUPPORTING SCHOOLS AGAINST BULLYING

by Scottish Council for Research in Education

- Anti-bullying pack that focuses on involving everyone in an anti-bullying action strategy. The pack contains two booklets, the above booklet for families and "School Action Against Bullying: involving parents and non-teaching staff" which provides guidelines for headteachers on involving the whole-school community in the school's anti-bullying policy.

### CONFLICT RESOLUTION

#### PLAYING WITH FIRE

by Nic Fine & Fiona Macbeth

- Complete 60-hour integrated training course containing 95 tried and tested exercises which allows workers to examine the negative and the positive aspects of conflict; to learn how to approach conflict creatively; and to apply the processes of mediation and reconciliation.

### FUNDRAISING

#### THE IRISH FUNDING HANDBOOK

by CAFE/CAN/Combat Poverty Agency

- Provides information on sources of funding for voluntary and community initiatives in Ireland, north and south. Areas covered include grant making trusts, the European Union, the statutory sector, and the corporate sector. Also gives advice to groups on the preparation of funding proposals and discusses issues of concern related to funding in the community and voluntary sector.

#### THE COMPLETE FUNDRAISING HANDBOOK

by Sam Clarke

- Jargon free, down to earth guide to raising money for charities. Includes





details on the range of funds available, fundraising techniques, and marketing and PR.

### TRIED AND TESTED IDEAS FOR RAISING MONEY LOCALLY

by Sarah Passingham

- Invaluable user-friendly guide suitable for youth and community groups, local charity projects, and any small scale fundraisers. It explores 26 event ideas such as Art in the Park, Promise Auctions, Snowball Parties and Wishing Wells, providing a clear breakdown of each event's operating and equipment needs; lead time; costs and expected return; possible variations; method; and the overall pros and cons. It also examines a further 26 ideas more briefly

### GROUP WORK

#### THE NEW YOUTH GAMES BOOK

by Alan Dearing & Howie Armstrong

- Latest expanded edition of a book that has become a classic in the youth work field. The biggest collection of games and simulations ever compiled, it contains over 200 practical activities for use in working with young people. Cover areas such as icebreakers, relationship and team building, literacy, numeracy and communication skills, tension and stress reduction, problem solving, trust and sensitivity, self awareness and confidence and social skills.

#### GROUP EXERCISES FOR YOUTH WORK: A GUIDE FOR YOUTH WORKERS

by Night Shift Enterprises

- Youth work constantly brings individuals together be they young people in a club/project environment or adults undertaking some form of training. Such situations present the need for individuals to get to know and become comfortable with each other relatively quickly. This handbook provides a series of icebreaker, group formation, and team building exercises to assist workers in the process of building relationships, trust and responsibility in a secure environment for those they work with.

### HIV / AIDS

#### IT ONLY HAPPENS TO POP STARS

by Sheffield Centre for HIV and Sexual Health

- 35-minute video which features a group of young people talking about the issues around HIV and AIDS which they believe affect them. These views and concerns are divided into a number of sections which are then used to stimulate discussion.

#### A TRAINER'S GUIDE TO WORKSHOPS ON YOUNG PEOPLE AND SEXUALITY IN THE CONTEXT OF HIV/AIDS

by Jo Burns & Cathie Wright

- Handbook designed to support trainers in running a series of four workshops for anyone working with young people on sexuality in the context of HIV/AIDS. Provides a session by session breakdown of each workshop plus supplementary handouts, recommended reading and resources, and evaluation forms.

### POVERTY

#### THE DYNAMICS OF POVERTY: ISSUES IN SHORT-TERM POVERTY TRANSITIONS IN IRELAND

by James Williams & Brendan Whelan

- Major study commissioned by the Combat Poverty Agency which demonstrated that Irish households experience change in their poverty status over time and hence the assertion of a fixed and relatively unchanging group of households below the povertyline must be revised. The study looks at the cyclical nature of short-term poverty movements in Ireland, drawing on information gathered from large-scale surveys and identifies important trends in relation to short term poverty transitions in Ireland.

#### COMBATING EXCLUSION: LESSONS FROM THE THIRD EU POVERTY PROGRAMME IN IRELAND

1989-1994

by Brian Harvey

- June 1994 marked the end of the Third EU Poverty Programme in Ireland which was jointly funded by the Combat Poverty Agency and the European Commission. It comprised

three agencies; FORUM in North and West Connemara, the PAUL Partnership in Limerick City and the Dublin Travellers Education and Development Group. This report highlights the main conclusions, experiences and policy issues arising out of the programme and examines the lessons learned that have wider applications in developing responses to disadvantage at local, national and EU levels.

### SOCIOLOGY OF CRIME

#### VILLAINS: CRIME AND COMMUNITY IN THE INNER CITY

by Janet Foster

- Providing a rare insight into local and family traditions of petty crime, this book looks at attitudes to crime and law enforcement in the community, and the relationship of those attitudes to the culture in which they are expressed. Based on participant observation and extended interviews, it examines the transition from adolescent street crime to adult 'hidden economy' crime. It also explores the marked differences in women's involvement in lawbreaking, and how deviancy is linked to the social construction of gender.



Many of these titles and others on related topics are available on loan from the **Irish YouthWork Centre**, the official sales agent in the Republic of Ireland for **Youth Clubs UK** and the **National Youth Agency**. The wide range of topics covered by the materials selected for sale include youth service management policy and curriculum, detached and rural youth work, health education, art education, social and political education, leaving home, counselling, club work, games and simulations, youth work training and working with girls and young women.

Further information :

**Irish YouthWork Centre**  
**National Youth Federation**  
20 Lower Dominick Street, Dublin 1.  
Tel: 01 8729933 Fax: 01 8724183





# Youth work POLICY

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## TEENAGE PREGNANCY STATISTICS

Deputy McManus asked the Minister for Health to supply in respect of the last five years, the number of births to teenagers as a proportion of the overall number births; and in view of the high level of such births the plans he had, if any, to ensure that family planning advice and contraceptives would be available on a national basis through family doctors, health boards and specialist agencies. In response Minister Howlin supplied the figures requested in tabular form (see table 1). He stated that the Health Promotion Unit had recently produced a leaflet entitled, "Family Planning and Contraception" and that this leaflet would be available through health centres, pharmacists, GP's and family planning clinics. He further stated that he was satisfied that family planning advice and contraceptives were available throughout the country.

TABLE 1			
Year	Total Births	Births to Teenagers	
	Number	Number	%
1988	54,600	2,456	4.5
1989	52,018	2,379	4.57
1990	53,044	2,668	5.03
1991*	52,690	2,794	5.3
1992*	51,584	2,721	5.27

\* Provisional figures

## RECREATIONAL FACILITIES SCHEME CRITERIA

Deputy Connor asked the Minister for Education the criteria for disbursement of national lottery funding under the recreational facilities scheme currently under consideration in her Department; and if community voluntary groups will be given priority over private and semi-private groups who often receive funding from other sources. In response Minister Bhreathnach stated that the recreational facilities scheme was specifically designed to assist voluntary community organisations in the provision of, improvements to and the equipping of recreational, leisure and community facilities. Applications from such organisations would be given priority and private commercial organisations would be ineligible for the scheme.

## LONE PARENTS AND EMPLOYMENT PROGRAMMES

Deputy R. Bruton asked the Minister for Finance if his attention had been drawn to the fact that lone parents who take up the opportunity to work on the Community Employment Development Programme were now being assessed for tax even on money which they were setting aside for child minding expenses; and what steps, if any, he would take to correct this situation. In response Minister Ahern stated that within the pilot phase of the CEDP it was decided to allow a special tax exemption to facilitate the administration of the scheme. However at the close of the pilot period of the scheme, serious concerns were expressed that a wide scale tax exemption to CEDP participants could give rise to distortions within the tax system. The special tax exemption was never intended to be long term in nature. In relation to income set aside for child minding purposes the Minister stated that there were no measures in the tax code which allow persons to deduct such expenses from their income, and he could not agree to introduce such a tax concession as it would be very costly to the Exchequer and would necessitate the loss of revenue being made up elsewhere.

## WHITE PAPER ON VOLUNTARY ORGANISATIONS

Deputy Gregory asked the Minister for Social Welfare the current position in relation to the date of publication of the proposed White Paper on the role of voluntary organisations in the social area. In response Minister Woods stated that the proposed White Paper would set out a framework for partnership between the state and voluntary organisations in the future. A number of draft proposals had been considered and a text of the draft paper was being finalised by his Department and would be ready for publication before the end of the summer.

## APPRENTICESHIP SCHEMES

Deputies M. McDowell and O'Donnell asked the Minister for Enterprise and Employment the total number of apprentices engaged in current apprenticeship schemes; and the number of additional apprenticeship places that would be provided in 1994 as a result of talks undertaken as part of the Programme for Economic and Social Progress. In response Minister Quinn stated that there were currently 13,016 apprentices engaged in apprenticeship schemes. Of these 360 had been recruited as the first intake of a new standards-based apprenticeship system which began in September 1993 and FAS were currently recruiting a second intake for this scheme.

## EDUCATION EXPENDITURE

Deputy McGrath asked the Minister for Education the percentage of total expenditure allocated to the primary school sector, second level sector, and third level sector by her Department in the years 1980, 1985, and 1990 respectively. In response Minister Bhreathnach supplied the figures requested in tabular form (see table 2).

TABLE 2			
PROGRAMME	1980	1985	1990
First-Level Education	39%	39%	37%
Second-Level Education	43%	42%	40%
Third-Level Education	17%	18%	21%
Other	1%	1%	2%





## FUNDING FOR DISADVANTAGED PROJECTS IN EDUCATION

Deputy Gilmore asked the Minister for Education to give a breakdown of the £35.6 million spent on disadvantaged projects in 1993; and the reason for such a difference between this figure and the £8.5 million allocated for the primary area. In response Minister Bhreathnach supplied the figures requested in tabular form (see table 3). In relation to the difference between the figures for primary and post-primary levels, the Minister pointed to the inclusion in the post-primary figure of the amounts related to the VTOS, Youthreach and the examination fee alleviation scheme all of which have no primary equivalent. The Minister also highlighted the fact that the figure quoted for primary level of £8.5 million did not include funding in respect of remedial and resource teachers at primary level, which amounted to £19.25 million in 1993.

TABLE 3

	£M
Vocational Training Opportunities Scheme	15.230
Remedial and Resource Teachers	10.107
Youthreach Programme	6.534
Book Grant Scheme	2.809
Special initiatives to improve retention rate of pupils from disadvantaged areas in post-primary education, including home-school-liaison scheme.	0.588
Alleviation of fees for the Certificate Examinations	0.359
<b>Total</b>	<b>35.6</b>

## TRAINING CERTIFICATION BOARD

Deputy Lowry asked the minister for Enterprise and Employment what plans he had to establish the new certification board for training under his Department. In response Minister Quinn stated that his Department was currently having discussions with the Department of Education on the establishment of the new National Educational and Training Board and following these discussions the matter would be submitted to Government for a decision

## Developments in Funding

### Youth for Europe 111

Phase 11 of Youth for Europe comes to a close at the end of 1994. Convinced of the need not to deprive young Europeans of an instrument for helping them become active and responsible citizens, with a sense of responsibility for a European society which they feel they belong to, the Commission adopted the proposal for a third phase. The Youth for Europe 111 proposal consolidates into a single programme all the actions undertaken hitherto in favour of young people: Youth for Europe 11, the Youth Initiative Projects funded until now under the Petra programme, the activities of the Tempus programme and the various priority Action Actions in the youth area. Five major actions have been planned:

- Inter-Community activities directly involving young people
- Youth leaders
- Cooperation between member state structures
- Exchanges with non-Community countries
- Youth information and research into youth matters

As in the first two phases, particular attention has been paid to securing access to programme activities for disadvantaged young people. The Commission's proposal contains three further actions which are not found in the earlier programme phases. Apart from cooperation between Member State structures in the youth area (with particular attention to regional and local structures), a major novelty is the provision of support for exchanges with young people from outside the Community and outside Europe. The programme will also assist in developing research into youth matters, in order to better identify the specific needs and respond to the expectations of this age group. At a time when Community countries are experiencing a resurgence of racism and xenophobia, this action is seen as of particular importance in developing a sense of mutual understanding and solidarity, bringing them together despite their cultural diversity.

### Joseph Rowntree Charitable Trust

Applications are invited immediately by the Joseph Rowntree Charitable trust which intends spending £100,000 Stg. in Ireland over the next five years supporting charitable work which promotes justice and equity in Irish society. The Trust is interested in receiving applications from organisations working to

# Youth work

## NEWS

promote full citizenship, to further dialogue across political and religious divides and to explore new ideals about further social and political developments, north and south. Further details are available from:

**Stephen Pittnam,**  
**Joseph Rowntree Charitable Trust,**  
**The Garden House,**  
**Water End,**  
**York YO3 6LP,**  
**England.**

Ph: 0044/904/627810 Fax: 0044/904/651990.

### Combat Poverty Agency: Pilot Programme for Disadvantaged Young People

The Agency now invites applications for once-off funding from second level schools and community-based groups involved in developing innovative work with disadvantaged young people, primarily in the 14-17 age group, who either are at risk of leaving school early or have already left school early. This new pilot programme will be developed in stages. In the first stage the Agency is making available £100,000 in 1994. As a result of experience in the first stage the Agency will, during 1995, select a smaller number of projects to operate on a pilot basis over a number of years to be complemented by a research programme on key issues for this target group.

The types of activity which will be supported will be as follows:

- Supporting work with schools - Projects which link formal and informal education sectors and the wider community with a view to encouraging young people to stay within the formal education system.
- Supporting early school leavers - Projects which will help disadvantaged young people who have left school early to acquire educational qualifications and to progress into further education, training and/or towards the labour market. Applications which are aimed at enhancing disadvantaged young people's educational qualifications and their progression towards the labour market will be of particular interest. Grants of up to £15,000 will be available.

**Application forms are available directly  
from Combat Poverty Agency,  
8 Charlemont Street  
Dublin 2 - Ph: 4783355.**





# Youth work

## NEWS

### European Alcohol Abuse Seminar in Cork

Alcohol is the most widely used drug in Western Society. Down through the centuries it has been a part of the social, religious and economic fabric of societies, becoming a feature of their traditional culture. It has been revered and reviled and continues to have a major influence in modern society.

The excessive use of alcohol by young people was the focus for a seminar hosted by the National Youth Federation in conjunction with Cork Youth Federation during National Drug Awareness Week (15-22 October). The event was organised on behalf of the European Confederation of Youth Clubs and was funded by the European Youth Foundation with support from the Youth Affairs Section of the Department of Education and the Health Promotion Unit of the Department of Health. The venue was Isaacs's Youth Hostel, Cork.

Twenty five young people representing countries throughout Europe attended the seminar, which was coordinated by Ken Keogh (National Office), Lisa McDonald (Carlow Regional Youth Service) and Phil Mortell (Cork Youth Federation).

The purpose of the event was to develop participants awareness of the affects of alcohol abuse, to encourage them to propose responses and to support them in devising an outline for a resource pack to be published by the European Confederation of Youth Clubs in 1995.

The keynote address at the Seminar was made by Sister Consilio and an intensive programme of discussions and visits were completed during the week.

A full report on the work undertaken by participants will appear in the next issue of Irish YouthWork Scene.

## Youth Club Leaders meet in Cork

The National Youth Clubs Council (the youthclub section) of the National Youth Federation held their Annual General Meeting in the Metro-pole Hotel, Cork on 1/2 October 1994.

In what is regarded as a significant move in identifying the role that the NYCC will play in future, the functions of the Council were re-defined so as to ensure that the work of the regional youth club councils and national programmes will be fully supported in the future by the National Youth Clubs Council.

During the AGM delegates heard of the need to co-ordinate youth club activity at regional level, particularly in the ever expanding youth service of today and the need to provide specialised training for voluntary and full time youth workers.

The second edition of the NYF Club Affiliation Pack was launched during the week-end and in his opening address to the meeting the Lord Mayor of Cork, Cllr. Tim Falvey acknowledged the work of the NYF called for greater investment in the youth service as a means to ensure the social and out of school educational development of young people.

The NYF Club Affiliation Pack, which was gratefully received by the Lord Mayor, provides youth club

leaders and members with the basic information required to run their youth clubs. The pack has nine sections including Programme Planning, NYF National Programmes, Safety and Insurance Guidelines, International Contacts and Addresses, Finance Guidelines and information on how to promote the participation of youth club members in all aspects of running the youth club.

Also included in the pack is the NYF Youth Club Work Code of Practice, which has proven to be of tremendous assistance in attaining the highest standard possible in their delivery of youth club services.

The newly elected Chairperson of the National Youth Clubs Council is Tony Ruttledge, from Blackwater, Co. Wexford. Tony has served on the NYCC Executive for a number of years and would previously have played an active role in supporting national programmes including the Youth Club Games, Tops of the Clubs and the Variety Show Competition.

Also elected to the NYCC were Julia Mulligan (Donegal), Micheal Hennessy (Cloyne), Seamus Bane (Clare), Liam Carpenter (Carlow) Siobhan Cotter (Kerry), and Dan Boyle (Cork).

## IRISH YOUTHWORK AWARDS

### 1994 IRISH YOUTHWORK AWARDS CATEGORY WINNERS

#### Environment:

**Dundalk Red Cross Youth, Co. Louth.**

*For assistance in the development of their can recycling project.*

#### Youth Innovation:

**Genesis Youth Club, Leixlip, Co. Kildare.**

*To enable the youth club follow up on their surey "Lack of facilities in Confey"*

*and*

**Wexford Youth Theatre, Wexford.**

*To assist the group in bringing their production on tour to youth clubs in their area.*

#### Health Education:

**Kilkenny Peer Education Group, Kilkenny.**

*To assist the group in the development of peer education and training and in the delivery of educational programmes on HIV/AIDS for the youth of the area.*

#### Community Development:

**Adare Youth Club, Limerick.**

*In recognition of the work carried out by the youth club in the town's community activities. These include Tidy Towns Competition, The Person of the Year, and the development of the Village Hall and the local Newsletter.*





## Development Education Training Programme

### "Feel the PULSE"

The second phase of this programme will be based in the South-East and four regions, Midlands, Carlow, Ferns and Waterford will participate.

This event will offer young people and adults an opportunity to take part in a developmental training programme comprising of an induction session (one evening) and five training days between October 1994 and January 1995 on the content and process of Development Education.

Participants who complete the programme will have the skills, knowledge and understanding of the NYF PULSE manual, an activity resource for Youth Clubs and of other materials. These can then be applied to initiating a development education activity in their youth club or group.

#### General Aims:

- To provide opportunities for participants to develop skills to facilitate peer learning in Development Education;
- To assist participants to learn about Development Education issues through a range of themes;
- To promote awareness of the range of materials available in order to initiate development education projects through creative activity.

#### Structure

The young people and adult coordinators will participate together in the programme. Much of the training sessions will have a "hands-on" dimension with opportunities to practice exercise from a variety of resource materials and also to improve general communication/facilitation skills.

The programme will support teams representing regional youth services to work together at levels of planning and delivery, focusing specifically on the development of a peer education training session or module for their own club or group.

#### Follow-Up

On completion of the training programme each team will be requested to organise a "pilot" project. Support in the development and implementation of this project will be available from the NYF.

All teams will be requested to provide a report on their project six weeks after the programme concludes.

#### Programme Facilitation

**Tom Larkin**, who previously worked with the Columban Fathers in Navan in the area of development education will be course director and will also act as a facilitator. He designed the first phase of "Feel the PULSE", which took place from December 1993 to February 1994.

**Mary O'Sullivan**, Development Education for Youth (DEFY) has been involved in the selection of resource materials for the programme and may facilitate some sessions.

**Ken Keogh**, Services Executive with the National Youth Federation will coordinate the programme and facilitate sessions.

## Woman to Woman week

Tambrands Ltd., makers of Tampax tampons have launched their first national *Woman to Woman Week* which runs until **23 October, 1994**. The Week aims to raise women's self awareness and understanding about many of the health related topics which affect most women at some point during their life.

By listening to women of all ages, and from many different walks of life, Tampax has discovered a need for practical advice and reassurance about a host of feminine health related topics. By being more aware of the physical and emotional changes that can occur, women can take control of their own bodies and help alleviate potential problems. Breaking down the myths and taboos so often associated with feminine health with factual, practical and helpful information is a step in the right direction.

This is why Tampax is taking to the road with the '*Tampax Information Trailer*' which will visit major shopping centres around the country during the Woman to Woman Week. The Trailer will provide a central source of information for women, offering a range of literature and one-to-one confidential advice. It is hoped that the *Woman to Woman Week* will encourage women of every age to feel more confident about seeking help and more positive about themselves.

The Trailer schedule is as follows:

**Sat, 15 Oct:**

Dunnes Stores, Douglas Court, Cork

**Mon, 17 Oct:**

Quinsworth, Headford Road, Galway

**Tues, 18 Oct:**

Quinsworth, Crescent SC, Dooradoyle, Limerick

**Thurs, 20 Oct:**

Crazy Prices, Lisduggan SC, Waterford

**Fri / Sat, 21 / 22 Oct:**

Crazy Prices / Dunnes Stores / Roches Stores, The Square, Tallaght, Dublin





# OXFAM'S BIG FAST 18 NOVEMBER '94

800 million people worldwide don't have enough to eat.  
100 million are homeless. 35,000 children under five die every day.  
You can help. Go hungry for a day. Get sponsored. Tell everyone why.  
Send the money to Oxfam. Make a difference.

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19 Clanwilliam Terrace, Dublin 2 Tel:(01) 6618544